

University Catalog 2018-2019 (Archive)

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This catalog has been prepared for students, prospective students, faculty, and officers of La Salle University and others wishing to know more about the University's academic programs. The information contained herein is to be considered directive in character. It is accurate as of the date of publication (August 2018). The University reserves the right to make from time to time at its discretion and without prior notice, changes, modifications, or deletions to its academic programs, including courses, schedules, calendars, and any other provisions or requirements in this catalog as University administrators consider appropriate and in the best interest of La Salle University and its students. As such, this catalog cannot be considered an agreement or contract between individual students and the University.

The catalog is especially useful as a tool for new students as it contains policies, procedures, resources, and curricular information. Ultimately, students are responsible for utilizing the range of resources that La Salle University offers in preparation for the selection of courses, completion of degree requirements, and to acquaint themselves with the regulations that pertain to them.

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Overview and Policies

General Info

Who are we?

Mission

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

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

[Read more about our Mission and Core Values \(https://www.lasalle.edu/mission-and-heritage/\)](https://www.lasalle.edu/mission-and-heritage/)

The Lasallian Tradition

Following in the footsteps of founder [Saint John Baptist de La Salle](https://www.lasallian.info/index.php/about/history/saint-john-baptist-de-la-salle/) (<https://www.lasallian.info/index.php/about/history/saint-john-baptist-de-la-salle/>), the first De La Salle Christian Brothers first arrived in North America in the early 1800s and established the first permanent Lasallian school in Montreal, Canada, in 1837. In 1842, John McMullin became the first American De La Salle Brother. He founded Calvert Hall College in Baltimore, Maryland, in 1845, which became the first permanent Lasallian school in the United States. For more than a century-and-a-half, the Lasallian educational mission has spread throughout the United States and Canada with the establishment of schools, ministries, and services that have adapted to the changing needs of the times over the years as it continues to provide a human and Christian education to the young, especially the poor.

The college that was to become La Salle University was founded in Philadelphia in 1863. The incorporators were a group of Christian Brothers, priests, and laymen, a cooperative group unusual among boards of American Catholic colleges. Two of the group were the co-founders of the College, Bishop James Wood, fifth bishop of Philadelphia, and Brother Teliow, a German immigrant who had joined the Brothers in America. Brother Teliow was at the time principal of the Brothers' Academy in St. Michael's parish (at 2nd and Jefferson Streets). Four years after its foundation at St. Michael's, the college moved to Filbert Street, opposite what was to become Philadelphia's new City Hall. Here the small collegiate department developed for some twenty years in tandem

with the high school department; the borders between the two, in fact, were at times indistinct. Because crowding continued during the 1870's, the trustees sought more commodious space "uptown" at 1240 North Broad Street. The College was finally moved there in July, 1886, where it would remain until 1929.

After the end of World War I, the College looked forward to further expansion in the '20's. For this purpose, the trustees purchased a part of the historic Belfield Farm, home from 1810 to 1821 of the American painter and Renaissance man, Charles Willson Peale. No sooner was work on the new buildings completed, however, than the country plunged into its worst depression. Only belt-tight economy and persistence by Presidents Alfred and Anselm and help from other Brothers' schools got the College through its mortgage crisis and World War II, when enrollment dropped from 400 to 80 students. But a new dawn came soon thereafter.

In 1946, La Salle College was faced with a wave of returning war veterans and began a period of expansion which has continued to the present. New buildings mushroomed and an increasingly lay faculty kept pace with a student body that soon numbered thousands. Since then the University (as of 1984) has expanded physically through acquisition of adjacent properties (basically reuniting Peale's "Belfield"), constructing (and in some cases renovating) various campus buildings, and expanding the number of academic programs on both the Undergraduate and Graduate levels, including three doctoral degrees.

La Salle describes itself today as an urban comprehensive university, and it is clear that it has achieved important success over the last century and a half, combining the old and the new of American higher learning with the enduring values of Catholic tradition.

The Campus

Learning occurs both in and out of the classroom. As a La Salle student, you'll find yourself in the fifth-largest city in the U.S., a city of neighborhoods rich with unique historical, educational, social, and cultural opportunities. Classes are regularly complemented by city-based activities and the University enjoys fruitful partnerships with a variety of organizations in and around the city that provide excellent experiential opportunities for students. North, south, east and west — this city has it all.

[View Campus Map and Directions \(https://www.lasalle.edu/map-and-directions/\)](https://www.lasalle.edu/map-and-directions/)

Main Campus: the heart of the University, numerous buildings are located here, containing various administrative offices, classrooms, and laboratories. The [Connelly Library \(http://library.lasalle.edu/\)](http://library.lasalle.edu/) is also located here, as well as nearby residence halls.

West Campus: is home to the [School of Business \(http://www.lasalle.edu/business/#.WfNau2d_RP0\)](http://www.lasalle.edu/business/#.WfNau2d_RP0) (in Founders' Hall) and the [School of Nursing and Health Sciences \(http://www.lasalle.edu/snhs/#.WfNa3Wd_RP0\)](http://www.lasalle.edu/snhs/#.WfNa3Wd_RP0) (in Benilde Tower). Offices for [University Advancement \(http://www.lasalle.edu/advancement/\)](http://www.lasalle.edu/advancement/) are also located in Benilde.

South Campus: the [Department of Communication \(http://www.lasalle.edu/communication/\)](http://www.lasalle.edu/communication/) is located here, as are several residence halls and the "Tree Tops" dining room, located adjacent to the St. Basil' residence hall(s?).

Satellite Campuses: La Salle University maintains three separate locations away from the main campus:

- *Bucks County* (La Salle University-Newtown, 33 University Dr., Newtown, PA 18940):
- *Plymouth Meeting* (Victory Office Park, 220 West Germantown Pike, Plymouth Meeting, PA 19462): a variety of Graduate and Undergraduate programs are offered at this site, among which are: Bachelor of Social Work, Master of Business Administration, and Master's in Professional Clinical Counseling.
- *Allentown* (St. Paul School, 219 W. Susquehanna St. 2nd Floor, Allentown, PA 18103): the site for the BUSCA [Bilingual Undergraduate Studies for Collegiate Advancement]-Lehigh Valley program.

Nationally Recognized

La Salle University has consistently been recognized for excellence and value. Recently, the University achieved the following citations:

- named to the FORBES Top Colleges 2017 ranking
- ranked 34th overall in the North Region in the 2018 edition of *S. News & World Report's* "Best Colleges" guidebook
- earned a place on *Forbes's* "America's Best Value College" list
- named by *The Economist* as a "Top 100 School in the U.S. for Value"
- ranked fifth by *Money* magazine's 2016 list of "50 Colleges That Add the Most Value"

Also, notably, in a study issued by *The New York Times*, La Salle graduates were in the top six percent for median income by age 34 (\$58,700). And, according to a new data study from *U.S. News and World Report*, the School of Business's MBA program has the fourth highest employment rate in the nation; it was named to The Princeton Review's Best 294 Business Schools 2017; and its Part-Time Hybrid MBA was included in *U.S. News and World Report's* 2018 edition of "Best Graduate Schools."

[Read more information about La Salle's ranking \(https://www.lasalle.edu/blog/2017/09/27/la-salle-university-ranked-top-300-university-wall-street-journaltimes-higher-education-annual-college-rankings/\)](https://www.lasalle.edu/blog/2017/09/27/la-salle-university-ranked-top-300-university-wall-street-journaltimes-higher-education-annual-college-rankings/)

Accreditations and Memberships – The Mark of Excellence

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.

LaSalle is accredited by the Middle States Commission on Higher Education (MSCHE), 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

American Psychological Association

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

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.

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/LaSalle 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 LaSalle 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, College Entrance Examination Board, American Association of Collegiate Registrars and Admissions Officers, Association of College Admissions Counselors, National Catholic Educational Association, College and University Council of Pennsylvania, Association of Liberal Arts Colleges of Pennsylvania for the Advancement of Teaching, Pennsylvania Catholic Education

Association, American Library Association, Urban Studies Association, National Commission on Accrediting, American Catholic Historical Society, Educational Conference of the Brothers of the Christian Schools, National Association for Foreign Student Affairs, National Association of Student Personnel Administrators, Association of College and University Housing Officers, and National Association of College and University Business Officers.

Policies, Rights, Responsibilities

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.

Family Educational Rights and Privacy Act (FERPA): Rights And Privacy Act Provisions

Each year, La Salle University informs students of the [Family Educational Rights and Privacy Act of 1974](http://www.ferpa.gov). (<http://www.lasalle.edu/registrar/student-records-policies/>). 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.

Jeanne Clery Act and The Commonwealth of Pennsylvania’s Act 73/College and University Security Information Act

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 [on the Office of Safety and Security website. \(http://www.lasalle.edu/student-life/public-safety/\)](http://www.lasalle.edu/student-life/public-safety/).

Federal Consumer Information Regulations

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 [the Student Consumer Information website \(http://www.lasalle.edu/hea/\)](http://www.lasalle.edu/hea/) for more information.

Student Rights and Responsibilities

A student’s matriculation at La Salle University is a voluntary decision that involves acceptance of the responsibility to perform academically and to behave socially in ways consistent with the goals and objectives of the University. When registering at La Salle, students accept University rules and regulations and the authority of the University to exercise disciplinary powers, including suspension and dismissal. [The Student Guide to Resources, Rights, and Responsibilities \(http://www.lasalle.edu/students/dean/divpub/manuals/studentguide/\)](http://www.lasalle.edu/students/dean/divpub/manuals/studentguide/) is available on the University’s web site. All students are expected to follow the policies contained in the guide.

Administration

Board of Trustees

The membership of the Board changes annually.

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Kevin E. Dolan, Esq.

Chief of Staff and Executive Director of Government Affairs and Community Affairs

Joseph Meade

Director of Intercollegiate Athletics and Recreation

William Bradshaw

Vice President, Office of Mission

Ernest Miller, F.S.C.

Provost and Vice President of Academic Affairs

Brian Goldstein, PhD

Vice President and Dean of Student Affairs

Dawn Soufleris, PhD

Vice President of Advancement

Kathleen Parsons-Nicolic

Vice President, Enrollment Services

TBD

University Offices and Services

View the complete listing of [University Offices and Services](https://www.lasalle.edu/offices-and-services/) (<https://www.lasalle.edu/offices-and-services/>) online.

Academic Calendar

The [Academic Calendar](https://www.lasalle.edu/academic-calendar/) (<https://www.lasalle.edu/academic-calendar/>) for the next year is usually published in the preceding Fall semester. It is accompanied by a less-detailed schema for the next five years.

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Financial Considerations

General Info

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 and Fees

Students may find the tuition and fee schedule on the [Financial Aid website](http://www.lasalle.edu/financialaid/undergraduate-tuition-and-fees/).
(<http://www.lasalle.edu/financialaid/undergraduate-tuition-and-fees/>)

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 2.85 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 letterhead 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 (<mailto:studentar@lasalle.edu>).

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. Students must apply each semester.

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.

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 intersession)

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.

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 Nov. 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 based on exceptional need. 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 students, with exceptional need, 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. Effective 10/1/2017, the Perkins Loan Program has expired. No new loans will be offered.

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 students with exceptional need 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. [Job listings are online \(http://www.lasalle.edu/financialaid/work-study-job-listing/\)](http://www.lasalle.edu/financialaid/work-study-job-listing/).

Federal Supplemental Educational Opportunity Grants (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) program is a federally funded, college-administered program available to students with exceptional need 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 (<https://www.lasalle.edu/parentplus>).

La Salle Scholarships and Grants

A variety of scholarships and grants are available for La Salle students, who must be enrolled for at least 12 credits in a day program to be eligible. Among those currently available to students in good standing are:

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 1360 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.

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.

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 August 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.

For more information and a complete listing of scholarships, please refer to the [Financial Aid website](http://www.lasalle.edu/financialaid/scholarships/) (<http://www.lasalle.edu/financialaid/scholarships/>).

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 the [Financial Aid website](http://www.lasalle.edu/financialaid). (<http://www.lasalle.edu/financialaid>)

Policies and Progress

Satisfactory Standards of Academic Progress/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:

Required Minimum Credits Earned 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 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, 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. 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.

Fund Returns

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 with Regard to Financial Aid

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/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 Federal Work-Study job.
- Understand the school's refund policy.
- Meet all financial aid deadlines.

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Student Resources

General Info

La Salle prides itself on putting students first and developing community among all of its members. Some of the most important experiences students have take place outside of the classroom during unplanned hours in a variety of locales. There are resources that directly support classroom learning and groups centered on common interests or lifestyles, academics, Greek life, and sports, as well as service, travel, and internships. If an activity or service you're seeking doesn't exist, let us know and help us create it. After all, part of exploration is invention.

Art Museum

The mission of the La Salle University Art Museum is to further the University's Lasallian educational objectives by helping students, other members of the University community and the general public to experience significant, original works of art in an intimate setting and to place them in meaningful contexts. In addition to acquiring, preserving and exhibiting its collections, the Museum offers viewers an opportunity to sharpen their aesthetic perception and to investigate the interrelationships which emerge between art and other disciplines. A teaching museum first, the La Salle University Art Museum complements classroom instruction and provides experiential learning opportunities for students

Located in Olney Hall, the La Salle University Art Museum's core collection focuses on Western art, with a comprehensive selection of European and American art from the Renaissance to the present, featuring examples of most major art movements with a range of subject matter. This core collection includes close to 350 paintings, 65 sculptures, 500 drawings, 3,000 graphic prints, 175 photographs and a few items of furniture and decorative art. The Art Museum also owns a wide range of special collections of non-Western and ancient art. Selections from works which are not on permanent view often form the basis for temporary exhibitions, sometimes supplemented by loans from other museums. For more information [visit the online collections database \(http://artcollection.lasalle.edu/?sid=530128&x=2764374\)](http://artcollection.lasalle.edu/?sid=530128&x=2764374) or contact artmuseum@lasalle.edu (<mailto:artmuseum@lasalle.edu>).

Center for Academic Achievement

The **Center for Academic Achievement**, located on the top floor of the Lawrence Building, offers a variety of resources to support the academic success of all students at La Salle. These include content-specific **Subject Tutoring** for many undergraduate courses, **Supplemental Instruction** in select math, science, and accounting courses, and **Writing Tutoring** for all student writing.

Additionally, one-on-one **Academic Coaching** appointments can help students strengthen important skills such as time management, study strategies, reading strategies, note-taking, test-taking, and organization. The Center offers a variety of workshops on these topics and more.

Students may make an appointment via **GradesFirst** in the mylasalle portal, or contact **Tutoring Support Services** for more information: tutoringsupport@lasalle.edu (<mailto:tutoringsupport@lasalle.edu>), (215) 951-1326.

The Center also coordinates the **First-Year Advising** process and oversees the **GradesFirst Early Alert system**, which allows faculty to identify at-risk students in their courses and communicate concerns directly with students, advisor(s), and academic support staff. *First-year students should contact their freshman advisers and meet early and often with them.*

The **Academic Achievement Center at Trumark** serves as a satellite office and serves as a resource for student athletes. The **Academic Support for Student Athletes** office is housed in the **Academic Achievement Center at Trumark** and is also a part of the **Center for Academic Achievement**. The primary goal of this unit is to assist student athletes in their transition to the collegiate environment and to help them better understand the academic and athletic demands they will encounter. Through educational programming, advising, counseling, and other support services, La Salle student athletes are encouraged and supported in their pursuit of personal, academic, career and athletic goals.

[View the Center for Academic Achievement website \(http://wp.lasalle.edu/learningsupport/\)](http://wp.lasalle.edu/learningsupport/) for more detailed information about all of the services and resources offered.

Center for Entrepreneurship

The La Salle Center for Entrepreneurship is leading the culture of innovation at La Salle. Because Entrepreneurship is the backbone of our economy and drives personal, national and global success, students in all majors are welcome to take advantage of an exciting array of programs including:

- **The Innovation Factory** where students are designing and building tomorrow's inventions
- **The Business Engagement Center** where students consult with small and start-up businesses to help them plan and expand
- **The Open Minds Innovation Competition** where students compete for funding to support continuing research into complex problems
- **Entrepreneurship Coursework** which enables students to use electives to take courses or minor in entrepreneurship thereby building skills and competency in business and innovation
- **Professional Mentoring** to enhance career exploration or venture development
- **Networking Events and Regional Competitions** fully supported and paid for by us!

[View the La Salle University Center for Entrepreneurship website \(https://www.lasalle.edu/business/programs/center-for-entrepreneurship/\)](https://www.lasalle.edu/business/programs/center-for-entrepreneurship/) for more information or contact Steve Melick at 215.951.1439 or [LCE@lasalle.edu \(mailto:LCE@lasalle.edu\)](mailto:LCE@lasalle.edu)

The Connelly Library and Bucks County Resource Center

The **Connelly Library** is the academic heart of La Salle University, offering traditional and innovative library services including Information Literacy Instruction, in-person and chat reference support, interlibrary loan and other services, plus warm and inviting individual and group study spaces that are open over 100 hours a week, with extended late night hours around midterms and finals. In addition to an extensive print and electronic book collection, the library collects feature films and documentaries that support the university's academic and recreational needs. The library also provides access to almost 100 online research databases that support teaching and learning activities in every discipline.

The Special Collections area holds hundreds of rare and illustrated editions of the Holy Bible, archival material related to historic properties on La Salle's grounds, the largest collection in the world of literary and creative works concerning the Vietnam War, and unique academic collections exploring popular culture, including a

collection on Bob Dylan. **The University Archives** serves as the official repository for University records which possess permanent historical, administrative, legal, cultural, or fiscal value, and document the history of La Salle University.

In addition to the Connelly Library on the Main Campus, students at Bucks County Center can visit the Resource Center to work on assignments or meet with a librarian for research support. Connelly Library books and interlibrary loan materials can also be delivered to the Bucks County Center or the Montgomery County Center for pick up.

Visit the Connelly Library website (<http://library.lasalle.edu/>) to access library hours, search the library's online and print resources, contact a librarian, access 24/7 chat reference or learn more about the Connelly Library.

Canvas

Canvas is a **Learning Management System**. It provides students with an online space to **access** course information.

- Most courses that you are enrolled in while at La Salle University will have a corresponding **online course area** in Canvas.
- It is up to your instructors to decide which Canvas **tools and features** they will use.
- Some instructors may use this online space to post the **syllabus and other important files**. Others may use it to **send messages** to students, **post online discussions**, or offer **online tests/quizzes**.

Learn more about Canvas online (<https://lasalle.instructure.com/courses/111/pages/what-is-canvas>).

Degree Works

Degree Works is an easy-to-use set of online academic planning tools that help students and advisers see what courses and requirements students need to graduate. The program provides an audit of your unique student record including program, major and catalog year and displays each course you have taken or transferred in and how it applies to your curriculum. It also displays credits earned, grades and GPA.

The program makes it easy to manage and track your degree progress by:

- Delivering real-time academic advice conveniently online
- Keeping degree plans consistent, organized, and error-free
- Helping students achieve their degrees more quickly
- Reducing paperwork and manual program check sheets
- Keeping students and advisers aware of unique program changes

Degree Works should be used along with faculty advising. It is not an academic transcript and not an official notification of degree completion. Students should speak with their academic adviser, department chair, or the Dean's Office regarding official degree progress.

Degree Works is available through the [mylasalle portal \(https://my.lasalle.edu\)](https://my.lasalle.edu) under Tools.

For any questions, concerns, or issues regarding Degree Works, please email registrar@lasalle.edu (<mailto:registrar@lasalle.edu>).

Degree Works User Guides:

- [Students \(http://www.lasalle.edu/registrar/wp-content/uploads/sites/102/2015/08/Degree-Works-Student-Guide.pdf\)](http://www.lasalle.edu/registrar/wp-content/uploads/sites/102/2015/08/Degree-Works-Student-Guide.pdf)
- [Academic Advisers \(http://www.lasalle.edu/registrar/wp-content/uploads/sites/102/2015/07/Degree-Works-Adviser-Guide.pdf\)](http://www.lasalle.edu/registrar/wp-content/uploads/sites/102/2015/07/Degree-Works-Adviser-Guide.pdf)

IT Helpdesk

The La Salle University IT Helpdesk can assist you with technology issues you may encounter. You can reach the Helpdesk by calling 215.951.1860, emailing helpdesk@lasalle.edu (<mailto:helpdesk@lasalle.edu>), or by clicking on Helpdesk from the Tools menu in the [mylasalle portal \(https://my.lasalle.edu/\)](https://my.lasalle.edu/).

Check out the [Technology at La Salle webpage \(http://www.lasalle.edu/technology/\)](http://www.lasalle.edu/technology/) for more information about technology help and support.

Office of the University Registrar

As the central administrative office for student information, the Office of the University Registrar maintains La Salle's integrity by ensuring the accuracy of official student records and upholding University policy. Student services provided by this office include, but are not limited to, assistance with [new freshmen registration \(mailto:koronkie@lasalle.edu\)](mailto:koronkie@lasalle.edu) and [current student registration \(http://www.lasalle.edu/registrar/how-to-register/\)](http://www.lasalle.edu/registrar/how-to-register/), [updating majors/minors/concentrations \(http://www.lasalle.edu/registrar/faqs/\)](http://www.lasalle.edu/registrar/faqs/), [address changes \(http://www.lasalle.edu/registrar/change-of-address/\)](http://www.lasalle.edu/registrar/change-of-address/), [name changes \(http://www.lasalle.edu/registrar/change-of-name/\)](http://www.lasalle.edu/registrar/change-of-name/), and [employee partnership discounts \(http://www.lasalle.edu/registrar/employee-partnership-program/\)](http://www.lasalle.edu/registrar/employee-partnership-program/). Students may request documents, through the Office of the University Registrar, such as [academic transcripts \(http://www.lasalle.edu/registrar/transcripts/\)](http://www.lasalle.edu/registrar/transcripts/), [enrollment verification \(http://www.lasalle.edu/registrar/enrollment-verification/\)](http://www.lasalle.edu/registrar/enrollment-verification/), [degree verification \(http://www.lasalle.edu/registrar/degree-verify/\)](http://www.lasalle.edu/registrar/degree-verify/), and [parental disclosure form \(http://www.lasalle.edu/registrar/parental-disclosure/\)](http://www.lasalle.edu/registrar/parental-disclosure/).

The Office of the University Registrar is located in the Lawrence Administration Building, room 301. For more information about our services please contact regacct@lasalle.edu (<mailto:regacct@lasalle.edu>), 215- 951-1020 or visit [our website \(http://www.lasalle.edu/registrar/\)](http://www.lasalle.edu/registrar/).

Office of the Vice President for Student Affairs

The Office of the Vice President for Student Affairs, is the hub for all issues involving student life outside the classroom. Departments that report within the Division of Student Affairs include: **Residence Life and Community Development, Student Conduct, Campus Life, University Ministry, Support and Services, the Career Center, the Multicultural Center, Student Wellness Services (Student Health Center, Student Counseling Center and the Substance Abuse and Violence Education—SAVE), and La Salle Public Safety.**

[View the Student Affairs website \(https://www.lasalle.edu/student-life/student-affairs-staff/\)](https://www.lasalle.edu/student-life/student-affairs-staff/) for more information or stop by Union 123 or call 215.951.1017.

Campus Life

Campus Activities at La Salle oversees more than 100 student organizations and clubs. These include academic clubs, honor societies, liturgical organizations, multicultural organizations, political organizations, performing arts, Greek Life, service organizations, student media organizations, and more! We are also responsible for

Exploriation, our five-day orientation program occurring the week prior to Fall classes. It consists of both educational sessions and fun social events; the week is designed to welcome new students to La Salle University by helping them prepare for college life both in and out of the classroom.

The **Multicultural and International Center**, supports students with resources that address their specific needs and raise cultural awareness on campus. The center provides a wide range of academic support and personal development services and events, such as special luncheons, reunions, and employment workshops, for students from diverse backgrounds. We offer advocacy and advisement for U.S. minority students, international students, and students interested in studying abroad.

View the **Campus Activities and Exploriation website** (<https://www.lasalle.edu/campus-activities/>) for more information or stop by Union 34, call 215.951.5044, or e-mail kazmierc@lasalle.edu (<mailto:kazmierc@lasalle.edu>).

For more information about **Union and Conference Services or the Information Desk**, located in Union 123, call 215.951.1019, or e-mail spotok@lasalle.edu (<mailto:spotok@lasalle.edu>).

View the **Multicultural and International Center website** (<https://www.lasalle.edu/student-life/multicultural-and-international-center/>) for more information or stop by 1923 Olney Ave., call 215.951.1948, or e-mail rush@lasalle.edu (<mailto:rush@lasalle.edu>).

Career Center

La Salle's Career Center offers an array of services, programs, and resources to help you prepare for and achieve your career goals, whether they be graduate school, full-time employment, or long-term volunteer opportunities. Regardless of your major or year, our staff is ready to help you plan for "life after La Salle". Our program offers career planning, job search preparation, on-campus recruiting services, annual job fairs, resume reviews and assistance with planning for graduate studies.

View the **Career Center website** (<https://www.lasalle.edu/career>) for more information or stop by Founders Hall, call 215.951.1682, or e-mail baileyn@lasalle.edu (<mailto:baileyn@lasalle.edu>).

Residence Life and Community Development

The Office of Residence Life and Community Development wants you to feel welcome in your home away from home, whether you are living in one of our 15 residential areas on campus, or commuting from home. Browse our site for valuable information on housing, meal plans, policies, accommodations and more, but feel free to drop us a line anytime.

View the **Residence Life and Community Development website** (<http://studentaffairs.lasalle.edu/livingatlasalle/>) for more information or stop by Union 301, call 215.951.1370, or e-mail housing@lasalle.edu (<mailto:housing@lasalle.edu>) or holmest@lasalle.edu (<mailto:holmest@lasalle.edu>).

Office of Student Conduct

The Office of Student Conduct is responsible for coordinating and administering the student disciplinary process at La Salle. This includes receiving reports of alleged misconduct, ensuring that students receive due process and fair treatment throughout the hearing process, and maintaining students' disciplinary records. Additionally, the Office of Student Conduct staff is committed to informing students of their rights as members of the university community and educating them regarding the responsibilities they have to themselves and the other members of the university community.

View the **Student Guide website** (<https://www.lasalle.edu/studentguide>) for more information about **Student Conduct**, call 215-951-1565, or e-mail zenilman@lasalle.edu (<mailto:zenilman@lasalle.edu>)

Public Safety Department

The La Salle University Public Safety Department is deeply committed to its mission of ensuring the safety of La Salle students, faculty, staff and guests. The department is opened and staffed year-round, 24 hours a day, providing safety and other services for the La Salle residence halls and apartment complexes, walking, vehicular access and egress routes, and public property immediately adjacent to the University in conjunction with the Philadelphia Police Department. In addition to providing security patrol services in and around campus, the department operates shuttle services during the Fall and Spring semesters and manages parking permit registration. Escort services are available year-round.

View the **Public Safety website** (<https://www.lasalle.edu/public-safety/>) for more information or stop by Good Shepard Hall (West Campus in the Shoppes at La Salle complex) or call 215.951.1300.

FOR EMERGENCIES, CALL 215.991.2111

Student Wellness Services

Student Wellness Services at La Salle University consists of three units: the Student Counseling Center, the Student Health Center, and the Substance Abuse and Violence Education Center. Together, these three offices work to support students in their lives outside of the classroom. Through health care, counseling, crisis management, and intervention services, students receive support and guidance around alcohol and drugs, sexual violence and overall health and wellness throughout their careers at La Salle.

View the **Student Health Center website** (<https://www.lasalle.edu/student-life/student-health-center/>) for more information stop by St. Benilde Hall, call 951.1357, or e-mail wessellj1@lasalle.edu (<mailto:wessellj1@lasalle.edu>)

View the **Student Counseling Center website** (<https://www.lasalle.edu/student-life/student-counseling-center/>) for more information or stop by the Medical Office Building, Suite 112, call 215.951.1355, or e-mail brannan@lasalle.edu (<mailto:brannan@lasalle.edu>)

View the **Substance Abuse and Violence Education (SAVE) website** (<https://www.lasalle.edu/student-life/substance-abuse-and-violence-education-center/>) for more information or stop by the Medical Office Building, Suite 112, call 215.951.1357, or e-mail shirleyk1@lasalle.edu (<mailto:shirleyk1@lasalle.edu>)

University Ministry, Service and Support (U-MSS)

University Ministry, Service and Support provides students with Catholic and interfaith initiatives that help promote spiritual engagement and worship, encourage reflection and dedicated service, and foster a supportive and inclusive community among students, faculty, staff, and Christian Brothers. **Campus Ministry** mentors and guides students through events and activities such as celebrations of the Eucharist, retreats, student-driven liturgies, Evensong, and more. **Civic Engagement** provides opportunities for students at all levels to experience and lead service learning and volunteer opportunities in the Philadelphia area, within the U.S. and abroad. Services within U-MSS include a food pantry, clothing resources, and other support for students in need.

View the **Campus Ministry website** (<https://www.lasalle.edu/student-life/campus-ministry/>) for more information or stop by the lower level of College Hall, call 215.951.2026, or e-mail gauss01@lasalle.edu (<mailto:gauss01@lasalle.edu>)

[View the Civic Engagement website \(https://www.lasalle.edu/student-life/community-service-and-trips/\)](https://www.lasalle.edu/student-life/community-service-and-trips/) for more information or stop by the St. Neumann Annex, call 215-951-2016, or e-mail hutchinson1@lasalle.edu (<mailto:hutchinson1@lasalle.edu>)

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La Salle University

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General Info

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Who are we?

Mission

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

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

[Read more about our Mission and Core Values](#)

The Lasallian Tradition

Following in the footsteps of founder [Saint John Baptist de La Salle](#), the first De La Salle Christian Brothers first arrived in North America in the early 1800s and established the first permanent Lasallian school in Montreal, Canada, in 1837. In 1842, John McMullin became the first American De La Salle Brother. He founded Calvert Hall College in Baltimore, Maryland, in 1845, which became the first permanent Lasallian school in the United States. For more than a century-and-a-half, the Lasallian educational mission has spread throughout the United States and Canada with the establishment of schools, ministries, and services that have adapted to the changing needs of the times over the years as it continues to provide a human and Christian education to the young, especially the poor.

The college that was to become La Salle University was founded in Philadelphia in 1863. The incorporators were a group of Christian Brothers, priests, and laymen, a cooperative group unusual among boards of American Catholic colleges. Two of the group were the co-founders of the College, Bishop James Wood, fifth bishop of Philadelphia, and Brother Teliow, a German immigrant who had joined the Brothers in America. Brother Teliow was at the time principal of the Brothers' Academy in St. Michael's parish (at 2nd and Jefferson Streets). Four years after its foundation at St. Michael's, the college moved to Filbert Street, opposite what was to become Philadelphia's new City Hall. Here the small collegiate department developed for some twenty years in tandem with the high school department; the borders between the two, in fact, were at times indistinct. Because crowding continued during the 1870's, the trustees sought more commodious space "uptown" at 1240 North Broad Street. The College was finally moved there in July, 1886, where it would remain until 1929.

After the end of World War I, the College looked forward to further expansion in the '20's. For this purpose, the trustees purchased a part of the historic Belfield Farm, home from 1810 to 1821 of the American painter and

Renaissance man, Charles Willson Peale. No sooner was work on the new buildings completed, however, than the country plunged into its worst depression. Only belt-tight economy and persistence by Presidents Alfred and Anselm and help from other Brothers' schools got the College through its mortgage crisis and World War II, when enrollment dropped from 400 to 80 students. But a new dawn came soon thereafter.

In 1946, La Salle College was faced with a wave of returning war veterans and began a period of expansion which has continued to the present. New buildings mushroomed and an increasingly lay faculty kept pace with a student body that soon numbered thousands. Since then the University (as of 1984) has expanded physically through acquisition of adjacent properties (basically reuniting Peale's "Belfield"), constructing (and in some cases renovating) various campus buildings, and expanding the number of academic programs on both the Undergraduate and Graduate levels, including three doctoral degrees.

La Salle describes itself today as an urban comprehensive university, and it is clear that it has achieved important success over the last century and a half, combining the old and the new of American higher learning with the enduring values of Catholic tradition.

The Campus

Learning occurs both in and out of the classroom. As a La Salle student, you'll find yourself in the fifth-largest city in the U.S., a city of neighborhoods rich with unique historical, educational, social, and cultural opportunities. Classes are regularly complemented by city-based activities and the University enjoys fruitful partnerships with a variety of organizations in and around the city that provide excellent experiential opportunities for students. North, south, east and west — this city has it all.

[View Campus Map and Directions](#)

Main Campus: the heart of the University, numerous buildings are located here, containing various administrative offices, classrooms, and laboratories. The [Connelly Library](#) is also located here, as well as nearby residence halls.

West Campus: is home to the [School of Business](#) (in Founders' Hall) and the [School of Nursing and Health Sciences](#) (in Benilde Tower). Offices for [University Advancement](#) are also located in Benilde.

South Campus: the [Department of Communication](#) is located here, as are several residence halls and the "Tree Tops" dining room, located adjacent to the St. Basil' residence hall(s?).

Satellite Campuses: La Salle University maintains three separate locations away from the main campus:

- *Bucks County* (La Salle University-Newtown, 33 University Dr., Newtown, PA 18940):
- *Plymouth Meeting* (Victory Office Park, 220 West Germantown Pike, Plymouth Meeting, PA 19462): a variety of Graduate and Undergraduate programs are offered at this site, among which are: Bachelor of Social Work, Master of Business Administration, and Master's in Professional Clinical Counseling.
- *Allentown* (St. Paul School, 219 W. Susquehanna St. 2nd Floor, Allentown, PA 18103): the site for the BUSCA [Bilingual Undergraduate Studies for Collegiate Advancement]-Lehigh Valley program.

Nationally Recognized

La Salle University has consistently been recognized for excellence and value. Recently, the University achieved the following citations:

- named to the FORBES Top Colleges 2017 ranking
- ranked 34th overall in the North Region in the 2018 edition of *S. News & World Report's* "Best Colleges" guidebook
- earned a place on *Forbes's* "America's Best Value College" list
- named by *The Economist* as a "Top 100 School in the U.S. for Value"
- ranked fifth by *Money* magazine's 2016 list of "50 Colleges That Add the Most Value"

Also, notably, in a study issued by *The New York Times*, La Salle graduates were in the top six percent for median income by age 34 (\$58,700). And, according to a new data study from *U.S. News and World Report*, the School of Business's MBA program has the fourth highest employment rate in the nation; it was named to The Princeton Review's Best 294 Business Schools 2017; and its Part-Time Hybrid MBA was included in *U.S. News and World Report's* 2018 edition of "Best Graduate Schools."

[Read more information about La Salle's ranking](#)

Accreditations and Memberships – The Mark of Excellence

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.

LaSalle is accredited by the Middle States Commission on Higher Education (MSCHE), 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

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

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.

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/LaSalle 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 LaSalle 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, College Entrance Examination Board, American Association of Collegiate Registrars and Admissions Officers, Association of College Admissions Counselors, National Catholic Educational Association, College and University Council of Pennsylvania, Association of Liberal Arts Colleges of Pennsylvania for the Advancement of Teaching, Pennsylvania Catholic Education Association, American Library Association, Urban Studies Association, National Commission on Accrediting, American Catholic Historical Society, Educational Conference of the Brothers of the Christian Schools, National Association for Foreign Student Affairs, National Association of Student Personnel Administrators, Association of College and University Housing Officers, and National Association of College and University Business Officers.

Policies, Rights, Responsibilities

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.

Family Educational Rights and Privacy Act (FERPA): 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.

Jeanne Clery Act and The Commonwealth of Pennsylvania's Act 73/College and University Security Information Act

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 [on the Office of Safety and Security website](#).

Federal Consumer Information Regulations

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 [the Student Consumer Information website](#) for more information.

Student Rights and Responsibilities

A student's matriculation at La Salle University is a voluntary decision that involves acceptance of the responsibility to perform academically and to behave socially in ways consistent with the goals and objectives of the University. When registering at La Salle, students accept University rules and regulations and the authority of the University to exercise disciplinary powers, including suspension and dismissal. [The Student Guide to Resources, Rights, and Responsibilities](#) is available on the University's web site. All students are expected to follow the policies contained in the guide.

Administration

Board of Trustees

The membership of the Board changes annually.

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Vice President and Dean of Student Affairs
Dawn Soufleris, PhD

Vice President of Advancement
Kathleen Parsons-Nicolic

Vice President, Enrollment Services
TBD

University Offices and Services

View the complete listing of [University Offices and Services](#) online.

Academic Calendar

The [Academic Calendar](#) for the next year is usually published in the preceding Fall semester. It is accompanied by a less-detailed schema for the next five years.

Student Resources

La Salle prides itself on putting students first and developing community among all of its members. Some of the most important experiences students have take place outside of the classroom during unplanned hours in a variety of locales. There are resources that directly support classroom learning and groups centered on common interests or lifestyles, academics, Greek life, and sports, as well as service, travel, and internships. If an activity or service you're seeking doesn't exist, let us know and help us create it. After all, part of exploration is invention.

Art Museum

The mission of the La Salle University Art Museum is to further the University's Lasallian educational objectives by helping students, other members of the University community and the general public to experience significant, original works of art in an intimate setting and to place them in meaningful contexts. In addition to acquiring, preserving and exhibiting its collections, the Museum offers viewers an opportunity to sharpen their aesthetic perception and to investigate the interrelationships which emerge between art and other disciplines. A teaching museum first, the La Salle University Art Museum complements classroom instruction and provides experiential learning opportunities for students

Located in Olney Hall, the La Salle University Art Museum's core collection focuses on Western art, with a comprehensive selection of European and American art from the Renaissance to the present, featuring examples of most major art movements with a range of subject matter. This core collection includes close to 350 paintings, 65 sculptures, 500 drawings, 3,000 graphic prints, 175 photographs and a few items of furniture and decorative art. The Art Museum also owns a wide range of special collections of non-Western and ancient art. Selections from works which are not on permanent view often form the basis for temporary exhibitions, sometimes supplemented by loans from other museums. For more information [visit the online collections database](#) or contact artmuseum@lasalle.edu.

Center for Academic Achievement

The **Center for Academic Achievement**, located on the top floor of the Lawrence Building, offers a variety of resources to support the academic success of all students at La Salle. These include content-specific **Subject Tutoring** for many undergraduate courses, **Supplemental Instruction** in select math, science, and accounting courses, and **Writing Tutoring** for all student writing.

Additionally, one-on-one **Academic Coaching** appointments can help students strengthen important skills such as time management, study strategies, reading strategies, note-taking, test-taking, and organization. The Center offers a variety of workshops on these topics and more.

Students may make an appointment via **GradesFirst** in the mylasalle portal, or contact **Tutoring Support Services** for more information: tutoringsupport@lasalle.edu, (215) 951-1326.

The Center also coordinates the **First-Year Advising** process and oversees the **GradesFirst Early Alert system**, which allows faculty to identify at-risk students in their courses and communicate concerns directly with students, advisor(s), and academic support staff. *First-year students should contact their freshman advisers and meet early and often with them.*

The **Academic Achievement Center at Trumark** serves as a satellite office and serves as a resource for student athletes. The **Academic Support for Student Athletes** office is housed in the **Academic Achievement Center at Trumark** and is also a part of the **Center for Academic Achievement**. The primary goal of this unit is to assist student athletes in their transition to the collegiate environment and to help them better understand the academic and athletic demands they will encounter. Through educational programming, advising, counseling, and other support services, La Salle student athletes are encouraged and supported in their pursuit of personal, academic, career and athletic goals.

[View the Center for Academic Achievement website](#) for more detailed information about all of the services and resources offered.

Center for Entrepreneurship

The La Salle Center for Entrepreneurship is leading the culture of innovation at La Salle. Because Entrepreneurship is the backbone of our economy and drives personal, national and global success, students in all majors are welcome to take advantage of an exciting array of programs including:

- **The Innovation Factory** where students are designing and building tomorrow's inventions
- **The Business Engagement Center** where students consult with small and start-up businesses to help them plan and expand
- **The Open Minds Innovation Competition** where students compete for funding to support continuing research into complex problems
- **Entrepreneurship Coursework** which enables students to use electives to take courses or minor in entrepreneurship thereby building skills and competency in business and innovation
- **Professional Mentoring** to enhance career exploration or venture development
- **Networking Events and Regional Competitions** fully supported and paid for by us!

[View the La Salle University Center for Entrepreneurship website](#) for more information or contact Steve Melick at 215.951.1439 or LCE@lasalle.edu

The Connelly Library and Bucks County Resource Center

The **Connelly Library** is the academic heart of La Salle University, offering traditional and innovative library services including Information Literacy Instruction, in-person and chat reference support, interlibrary loan and other services, plus warm and inviting individual and group study spaces that are open over 100 hours a week, with extended late night hours around midterms and finals. In addition to an extensive print and electronic book collection, the library collects feature films and documentaries that support the university's academic and recreational needs. The library also provides access to almost 100 online research databases that support teaching and learning activities in every discipline.

The **Special Collections** area holds hundreds of rare and illustrated editions of the Holy Bible, archival material related to historic properties on La Salle's grounds, the largest collection in the world of literary and creative works concerning the Vietnam War, and unique academic collections exploring popular culture, including a collection on Bob Dylan. The **University Archives** serves as the official repository for University records which possess permanent historical, administrative, legal, cultural, or fiscal value, and document the history of La Salle University.

In addition to the Connelly Library on the Main Campus, students at Bucks County Center can visit the Resource Center to work on assignments or meet with a librarian for research support. Connelly Library books and interlibrary loan materials can also be delivered to the Bucks County Center or the Montgomery County Center for pick up.

[Visit the Connelly Library website](#) to access library hours, search the library's online and print resources, contact a librarian, access 24/7 chat reference or learn more about the Connelly Library.

Canvas

Canvas is a **Learning Management System**. It provides students with an online space to **access** course information.

- Most courses that you are enrolled in while at La Salle University will have a corresponding **online course area** in Canvas.
- It is up to your instructors to decide which Canvas **tools and features** they will use.
- Some instructors may use this online space to post the **syllabus and other important files**. Others may use it to **send messages** to students, **post online discussions**, or offer **online tests/quizzes**.

[Learn more about Canvas online.](#)

Degree Works

Degree Works is an easy-to-use set of online academic planning tools that help students and advisers see what courses and requirements students need to graduate. The program provides an audit of your unique student record including program, major and catalog year and displays each course you have taken or transferred in and how it applies to your curriculum. It also displays credits earned, grades and GPA.

The program makes it easy to manage and track your degree progress by:

- Delivering real-time academic advice conveniently online
- Keeping degree plans consistent, organized, and error-free
- Helping students achieve their degrees more quickly
- Reducing paperwork and manual program check sheets
- Keeping students and advisers aware of unique program changes

Degree Works should be used along with faculty advising. It is not an academic transcript and not an official notification of degree completion. Students should speak with their academic adviser, department chair, or the Dean's Office regarding official degree progress.

Degree Works is available through the [mylasalle portal](#) under Tools.

For any questions, concerns, or issues regarding Degree Works, please email registrar@lasalle.edu.

Degree Works User Guides:

- [Students](#)
- [Academic Advisers](#)

IT Helpdesk

The La Salle University IT Helpdesk can assist you with technology issues you may encounter. You can reach the Helpdesk by calling 215.951.1860, emailing helpdesk@lasalle.edu, or by clicking on Helpdesk from the Tools menu in the [mylasalle portal](#).

Check out the [Technology at La Salle webpage](#) for more information about technology help and support.

Office of the University Registrar

As the central administrative office for student information, the Office of the University Registrar maintains La Salle's integrity by ensuring the accuracy of official student records and upholding University policy. Student services provided by this office include, but are not limited to, assistance with [new freshmen registration](#) and [current student registration](#), [updating majors/minors/concentrations](#), [address changes](#), [name changes](#), and [employee partnership discounts](#). Students may request documents, through the Office of the University Registrar, such as [academic transcripts](#), [enrollment verification](#), [degree verification](#), and [parental disclosure form](#).

The Office of the University Registrar is located in the Lawrence Administration Building, room 301. For more information about our services please contact regacct@lasalle.edu, 215- 951-1020 or visit [our website](#).

Office of the Vice President for Student Affairs

The Office of the Vice President for Student Affairs, is the hub for all issues involving student life outside the classroom. Departments that report within the Division of Student Affairs include: **Residence Life and Community**

Development, Student Conduct, Campus Life, University Ministry, Support and Services, the Career Center, the Multicultural Center, Student Wellness Services (Student Health Center, Student Counseling Center and the Substance Abuse and Violence Education—SAVE), and La Salle Public Safety.

[View the Student Affairs website](#) for more information or stop by Union 123 or call 215.951.1017.

Campus Life

Campus Activities at La Salle oversees more than 100 student organizations and clubs. These include academic clubs, honor societies, liturgical organizations, multicultural organizations, political organizations, performing arts, Greek Life, service organizations, student media organizations, and more! We are also responsible for **Exploriation**, our five-day orientation program occurring the week prior to Fall classes. It consists of both educational sessions and fun social events; the week is designed to welcome new students to La Salle University by helping them prepare for college life both in and out of the classroom.

The **Multicultural and International Center**, supports students with resources that address their specific needs and raise cultural awareness on campus. The center provides a wide range of academic support and personal development services and events, such as special luncheons, reunions, and employment workshops, for students from diverse backgrounds. We offer advocacy and advisement for U.S. minority students, international students, and students interested in studying abroad.

[View the Campus Activities and Exploriation website](#) for more information or stop by Union 34, call 215.951.5044, or e-mail kazmierc@lasalle.edu

For more information about **Union and Conference Services or the Information Desk**, located in Union 123, call 215.951.1019, or e-mail spotok@lasalle.edu

[View the Multicultural and International Center website](#) for more information or stop by 1923 Olney Ave., call 215.951.1948, or e-mail rush@lasalle.edu

Career Center

La Salle's Career Center offers an array of services, programs, and resources to help you prepare for and achieve your career goals, whether they be graduate school, full-time employment, or long-term volunteer opportunities. Regardless of your major or year, our staff is ready to help you plan for "life after La Salle". Our program offers career planning, job search preparation, on-campus recruiting services, annual job fairs, resume reviews and assistance with planning for graduate studies.

[View the Career Center website](#) for more information or stop by Founders Hall, call 215.951.1682, or e-mail baileyn@lasalle.edu

Residence Life and Community Development

The Office of Residence Life and Community Development wants you to feel welcome in your home away from home, whether you are living in one of our 15 residential areas on campus, or commuting from home. Browse our site for valuable information on housing, meal plans, policies, accommodations and more, but feel free to drop us a line anytime.

[View the Residence Life and Community Development website](#) for more information or stop by Union 301, call 215.951.1370, or e-mail housing@lasalle.edu or holmest@lasalle.edu

Office of Student Conduct

The Office of Student Conduct is responsible for coordinating and administering the student disciplinary process at La Salle. This includes receiving reports of alleged misconduct, ensuring that students receive due process and fair treatment throughout the hearing process, and maintaining students' disciplinary records. Additionally, the Office of Student Conduct staff is committed to informing students of their rights as members of the university community and educating them regarding the responsibilities they have to themselves and the other members of the university community.

[View the Student Guide website](#) for more information about **Student Conduct**, call 215-951-1565, or e-mail zenilman@lasalle.edu

Public Safety Department

The La Salle University Public Safety Department is deeply committed to its mission of ensuring the safety of La Salle students, faculty, staff and guests. The department is opened and staffed year-round, 24 hours a day, providing safety and other services for the La Salle residence halls and apartment complexes, walking, vehicular access and egress routes, and public property immediately adjacent to the University in conjunction with the Philadelphia Police Department. In addition to providing security patrol services in and around campus, the department operates shuttle services during the Fall and Spring semesters and manages parking permit registration. Escort services are available year-round.

[View the Public Safety website](#) for more information or stop by Good Shepard Hall (West Campus in the Shoppes at La Salle complex) or call 215.951.1300.

FOR EMERGENCIES, CALL 215.991.2111

Student Wellness Services

Student Wellness Services at La Salle University consists of three units: the Student Counseling Center, the Student Health Center, and the Substance Abuse and Violence Education Center. Together, these three offices work to support students in their lives outside of the classroom. Through health care, counseling, crisis management, and intervention services, students receive support and guidance around alcohol and drugs, sexual violence and overall health and wellness throughout their careers at La Salle.

[View the Student Health Center website](#) for more information stop by St.Benilde Hall, call 951.1357, or e-mail wessellj1@lasalle.edu

[View the Student Counseling Center website](#) for more information or stop by the Medical Office Building, Suite 112, call 215.951.1355, or e-mail brannan@lasalle.edu

[View the Substance Abuse and Violence Education \(SAVE\) website](#) for more information or stop by the Medical Office Building, Suite 112, call 215.951.1357, or e-mail shirleyk1@lasalle.edu

University Ministry, Service and Support (U-MSS)

University Ministry, Service and Support provides students with Catholic and interfaith initiatives that help promote spiritual engagement and worship, encourage reflection and dedicated service, and foster a supportive and inclusive community among students, faculty, staff, and Christian Brothers. **Campus Ministry** mentors and guides students through events and activities such as celebrations of the Eucharist, retreats, student-driven liturgies, Evensong, and more. **Civic Engagement** provides opportunities for students at all levels to experience and lead service learning and volunteer opportunities in the Philadelphia area, within the U.S. and abroad. Services within U-MSS include a food pantry, clothing resources, and other support for students in need.

[View the Campus Ministry website](#) for more information or stop by the lower level of College Hall, call 215.951.2026, or e-mail gauss01@lasalle.edu

[View the Civic Engagement website](#) for more information or stop by the St. Neumann Annex, call 215-951-2016, or e-mail hutchinson1@lasalle.edu

Financial Considerations

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 and Fees

Students may find the tuition and fee schedule on the [Financial Aid website](#).

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 2.85 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 letterhead 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.

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. Students must apply each semester.

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.

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 intersession)

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.

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 Nov. 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 based on exceptional need. 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 students, with exceptional need, 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. Effective 10/1/2017, the Perkins Loan Program has expired. No new loans will be offered.

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 students with exceptional need 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. [Job listings are online.](#)

Federal Supplemental Educational Opportunity Grants (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) program is a federally funded, college-administered program available to students with exceptional need 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.

La Salle Scholarships and Grants

A variety of scholarships and grants are available for La Salle students, who must be enrolled for at least 12 credits in a day program to be eligible. Among those currently available to students in good standing are:

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 1360 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.

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.

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 August 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.

For more information and a complete listing of scholarships, please refer to the [Financial Aid website](#).

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 the [Financial Aid website](#).

Policies and Progress

Satisfactory Standards of Academic Progress/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:

Required Minimum Credits Earned 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 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, 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. 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.

Fund Returns

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 with Regard to Financial Aid

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/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 Federal Work-Study job.
- Understand the school's refund policy.
- Meet all financial aid deadlines.

Undergraduate Specific Policies & Procedures

Academics: Requirements, Expectations, and Policies

Institutional Learning Outcomes

Anchored in the heritage of the Brothers of the Christian Schools and in the Catholic intellectual tradition, La Salle prepares ethical and engaged graduates committed to the global common good.

Four overarching commitments inform our approach to a La Salle University education:

Broader Identity, Expanded Literacies, Effective Expression, and Active Responsibility. Within these four commitments, we value students as whole persons engaged, in association with others, in a lifelong, dynamic process of growth and development. We recognize that such growth and development are part of a larger, interconnected, and interdependent environment in which we all live.

All La Salle students will develop some common knowledge, skills, abilities, attitudes, and values as a result of their experiences at the University. La Salle identifies twelve such institutional learning outcomes (ILOs) that all graduates will have mastered. Each is tied to one of the four commitments.

- The **Broader Identity** commitment asks students to examine their own belief systems, gaining a historical perspective on the world and on a variety of intellectual traditions by encountering diverse perspectives, and by engaging in broad and deep experiences with others. Two ILOs are associated with this commitment: Understanding Diverse Perspectives and Reflective Thinking and Valuing.
- The **Expanded Literacies** commitment challenges students to read and think critically, to question assumptions, to reason, and to solve significant problems. Five ILOs are associated with this commitment: Scientific and Quantitative Reasoning, Critical Analysis and Reasoning, Information Literacy, Technological Competency, and Health and Financial Literacy.
- The **Effective Expression** commitment asks students to test the logical foundations of their messages, to weigh the effect their messages may have on their audiences, and to offer strategies for converting messages that address and facilitate some greater good into action. Two ILOs are associated with this commitment: Oral and Written Communication and Creative and Artistic Expression.
- Finally, the **Active Responsibility** commitment necessitates the integration of prior learning to learn from and collaborate with individuals and communities, and to understand diverse perspectives and experiences. Three ILOs are associated with this commitment: Ethical Understanding and Reasoning, Cultural and Global Awareness and Sensitivity, and Collaborative Engagement.

University Core Curriculum

La Salle's twelve institutional learning outcomes shape students' experiences in all aspects of their lives at the University. Academically, the impact of these guiding principles is most evident in the University's Core Curriculum. Through the Core, all students have the opportunity to acquire and demonstrate these common skills.

Because of the two-pronged nature of three of the ILOs, for the purposes of the Core, the twelve ILOs are viewed as having fifteen measurable elements. The Core is intended to be distributed throughout a student's time at the University, with each ILO having lower-level (Level One) and higher-level (Level Two) objectives.

For Level One of the Core, students select twelve courses from among many options; these courses are open to all majors and do not have any prerequisites. Students also participate in two non-credit modules. The manageable size of this general education portion of the Core easily allows students in all programs, regardless of accreditation requirements, to complete the Core experience. In addition, it encourages the pursuit of double majors and minors by students with multiple areas of interest. One of the highlights of Level One is the First-Year Academic Seminar. In

addition, of the remaining eleven courses, all students share a common religion and theology course as well as two common English courses.

Students address Level Two of the Core through their majors, experiencing all four commitments through a capstone course or co-curricular learning experience, a writing-intensive course, and two additional courses or co-curricular learning experiences.

While all La Salle graduates will have mastered the same fifteen measurable elements, they will also have achieved this mastery through unique routes due to the many options from which to choose and the wide variety of disciplines represented within each category.

First-Year Academic Seminar

The First-Year Academic Seminar is a foundational course for entering students. Although topics will vary, each seminar introduces students to a variety of perspectives on a particular issue, context, or problem through university-level reading, writing, and discussion. Students will be challenged to understand the central concept through multiple perspectives, with a particular focus on historical and contemporary points of view. These courses are taught by faculty from across the university. All sections are open to students across all schools; however, the course does not count toward any major or minor.

Majors

Students choose a major when applying to La Salle. It is the student's responsibility to see that all major requirements are fulfilled.

Any change of major requires the student to complete the "Curriculum Change Form, found in the office of each major/Chair. Students are required to request permission and the signature of the Chair of their new major before submitting the form to The Office of the University Registrar. This change may require taking approved summer courses or attending La Salle for an additional semester(s). Any exceptions to the prescribed program that may be granted must be in writing from the Chair of the major.

La Salle offers majors in the following subjects:

Accounting¹, American Studies, Art History, Biochemistry, Biology, Business Administration¹, Business Systems and Analytics, Chemistry, Communication, Computer Science, Communication Sciences & Disorders, Criminal Justice¹, Digit Art & Multi Media Design, Economics, Economics & International Studies, Education 4th thru 8th/Special Ed, Education Grades 4 thru 8, Education Pre-K thru 4th/Special Ed, Education Pre-K thru 4th, English, Environmental Science, Finance, History, Information Technology¹, Integrated Science Business Technology, International Business, International Relations, Management & Leadership, Marketing, Mathematics, Nursing¹, Nutrition, Organizational Leadership², Philosophy, Political Science, Political Science/Philosophy/Economics, Psychology¹, Public Health, Religion, Secondary Education, Social Work¹, Sociology, Spanish.

1. These majors are available to students enrolled in the evening program.
2. Organizational Leadership is only available to evening program students.

Multiple Majors/Degrees Earned

Undergraduates interested in pursuing multiple majors must complete the "Curriculum Change Form" and collect the appropriate approving signatures. This form may be found in the all major Department Offices. Students may declare more than one major after their first semester at La Salle.

Specific policies regarding requirements for multiple majors may be found in the introduction section of the School under which the major falls. Detailed course requirements for majors are listed in the Undergraduate Majors section of this catalog, under each discipline.

- **Students who complete multiple majors, where each major is within the same degree type, will earn a single degree and one diploma.**

Example: A student completes both a Communication major and an English major. Both majors earn a Bachelor of Arts. Students who double major in Communication and English will receive the single degree/diploma of Bachelor of Arts.

- **Students who complete multiple majors, where each major has different degree types, will earn a different degree/diploma for each degree represented differently by the major completed.**

Example: A student completes both a Communication major and a Marketing major. Both majors earn different degrees. Students who double major in Communication and Marketing will receive both the degree/diploma for the Bachelor of Arts and the Bachelor of Science in Business Administration.

La Salle will not award the same bachelor's degree, to a student, more than once. Diplomas reflect the degree earned, not the major(s). The academic transcript will indicate the degree(s) awarded and the majors completed.

Minors

In addition to their major(s), students may complete up to three minors. To satisfy the requirements for a minor, students must complete six courses within a discipline. A minimum of three required courses, within each minor, must be completed at La Salle University.

Specific policies regarding requirements for minors may be found in the introduction section of the School under which the discipline falls. Detailed course requirements for minors are listed in the University Majors and Curricula section of this catalog, under each discipline.

Students wishing to declare a minor must consult and receive approval from the Chair of the department minor.

La Salle offers minors in the following subjects: Accounting¹, American Studies, Art History, Biology, Business Systems & Analytics, Business Administration^{1,2}, Chemistry, Communication, Communication Management, Computer Science, Criminal Justice, Communication Sciences & Disorders, Digital Arts & Multimedia Design, Economics, English, Entrepreneurship, Environmental Science, Finance (for Accounting majors only), General Education, History, Health Science, Human Services, Information Technology[1], International Relations, Journalism, Latin American Studies, Leadership & Global Understanding, Life Science, Mass Media, Management & Leadership², Marketing², Mathematics, Nutrition, Philosophy, Political Science, Psychology[1], Public Relations, Public Health, Religion[1], Risk Management & Insurance, Sociology, and Spanish.

1. These minors are available to students enrolled in the evening program.
2. These minors are *not* available to Business majors (ACC, BSA, BUS, FIN, MGTL, MKT) in the day or evening program.

Requirements for Associate In Arts Degree

The Associate in Arts degree is for the Non-Traditional/Evening student only. A candidate for an Associate in Arts degree, will complete the major of Liberal Arts, and must:

- complete 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
- fulfill all course requirements prescribed by the University for the specific associate degree
- have a cumulative GPA of 2.0
- file a graduation application for the associate degree at least four months before the completion of the requirements.

The courses which fulfill the requirements for the Associate degree may be applied to the Bachelor's degree.

Requirements for A Bachelor's Degree

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 requirement of REL 100 – Religion Matters. 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.

Graduation

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.

Graduating with 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".

Academic Integrity

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. Upon enrolling at La Salle, the student accepts University rules and regulations and the authority of the University to exercise academic disciplinary powers, including suspension and dismissal. All students are expected to follow the policies found in the [Student Guide to Resources, Rights, and Responsibilities](#).

Additional program-specific guidelines for monitoring students' academic progress and grades are detailed in the section for each program or in the program's student handbook. Students are expected to understand and adhere to the individual program standards and handbook policies, as they are amended, and should recognize that these individual program standards may be more specific or rigorous than the overarching university standards.

Students may be expected to undertake research projects as part of their curriculum. Research projects that use human subjects must be approved by the Institutional Research Board.

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 student should notify the Assistant Dean of the School under which the major falls. Attendance is taken from the first regular class day regardless of the time of registration.

Grades and Grading

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
 B Very Good
 C Average
 D Passable
 F Failure
 I Incomplete
 M Military Leave of Absence
 S Satisfactory
 U Unsatisfactory
 W Withdrawal
 X Audit

The final course grade is determined through diverse evaluation examinations.

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

+/- Grading System

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

Incomplete

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

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.

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](#).

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 Repeat

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
DR = 0.00 grade points
F = 0.00 grade points
FR = 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.

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.

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 "Class Level" 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."

Class Level

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 completed 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.

Deans' Honor List

Traditional/Day Students

The Dean's Honor List is published at the end of each fall and spring semester. 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 Honors Program.

Non-Traditional/Evening Students

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 3 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.

Academic Censure

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 credits are considered to be in their freshman year; those having 24 to 53 credits are considered to be in their sophomore year; those having 54 to 83 credits are considered to be in their junior year; those having more than 83 credits are considered to be in their senior year.

1. 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.

Note: Undergraduate non-traditional/evening students must also limit their course load to two courses (six credits) in a given semester.

2. Suspension

A student is placed on 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:

3. He or she does not participate in any academic coursework either at La Salle or any other institution for a one-year period.
4. 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 online and in the University catalog. Students with questions should contact Administrative Services within the Division of Student Affairs.

5. 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.

Change in Division

Active Students

Students who have earned fewer than 90 credits and are in good academic standing may change from Traditional/Day to Non-Traditional/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 Non-Traditional/Evening to a Traditional/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 Traditional/Day to Non-Traditional/Evening Program 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.

Returning Students

[See below.](#)

Leaves of Absence

Non-Academic Leave of Absence Policy

A. Purpose/Policy Statement

1. A Leave of Absence (LOA) is a process that allows a student to temporarily leave the University, with the intention of returning. Students approved for an LOA retain their matriculated status at La Salle, and upon return, can complete all curriculum and program requirements that were in place at the time of the LOA. Academic suspension or disciplinary suspensions override an LOA.

B. Definitions

1. **Immediate Non-Academic Leave of Absence:**

An Immediate Non-Academic LOA is reserved for students who experience a personal, medical or other significant situation that requires an immediate, unplanned leave. Requests for an Immediate LOA can be made anytime between the first day of classes during the semester and the last day of classes. Upon

approval of the LOA the Registrar's Office will withdraw the student from any enrolled courses. If the LOA happens prior to the drop/add deadline for the semester, there will be no withdrawal indicated on the transcript.

2. **Involuntary Leave of Absence:**

In situations where a student is unable or unwilling to carry out substantial self-care obligations, where current medical knowledge and/or the best available objective evidence indicates that a student poses a significant risk to the health or safety of others, where a student poses an actual risk to their own safety not based on mere speculation, stereotypes, or generalizations about individuals with disabilities, or where the student cannot otherwise fulfill the eligibility requirements related to safety that are imposed on all students at La Salle, and the student does not want to pursue an Immediate LOA, the Vice President for Student Affairs has the authority to place the student on an Involuntary LOA. Before placing any student with a disability on an Involuntary LOA, La Salle will do an individualized assessment to determine if there are reasonable accommodations that would permit the student to continue to participate in La Salle's campus community without taking a leave of absence. Such decision may be appealed in writing to the Vice President for Student Affairs.

C. **Policy Procedure/Substance**

I. *Immediate Leave of Absence*

1. A student who is pursuing an Immediate Non-Academic LOA must meet with the Assistant Vice President for Wellness to complete the *Request for Voluntary Non-Academic Leave of Absence*. During the meeting with the Assistant Vice President for Wellness, an *LOA Success Plan* will be created, with a focus on what the student will do during the time of the LOA and how best to reenter the university at the conclusion of the LOA.
2. After completing the *Request for Voluntary Non-Academic Leave of Absence* form and *LOA Success Plan*, the information will be sent to the Vice President for Student Affairs or designee, who will, with input and collaboration from the university's Students of Concern committee, determine whether to grant the Immediate Non-Academic LOA. Notice of the decision will then be provided to the student by the Vice President for Student Affairs.

II. *Involuntary Leave of Absence*

1. Before imposing an Involuntary Non-Academic LOA, the Vice President of Student Affairs or designee will ask the student to pursue an Immediate Non-Academic LOA. If the student refuses to pursue the Immediate LOA, or in the event that the student is incapable of responding on his or her own behalf, or if the student elects not to respond to inquiries or directives, the Vice President for Student Affairs has the right to place the student on an Involuntary LOA.
2. In such a situation, the Vice President for Student Affairs, or designee, would:
 - a. Review all documentation and incident reports regarding the student's behavior, including any relevant medical documentation if available.
 - b. Consult with the Students of Concern committee if appropriate.
 - c. Seek the cooperation and involvement of parents or guardians of the student, if appropriate and feasible.
 - d. Utilize the information gathered to make an individualized assessment regarding the student's behavior and whether an Involuntary LOA is necessary to address the health and safety concerns or ensure the proper functioning of university programs and services.
3. If the Vice President for Student Affairs or designee determines that an Involuntary Non-Academic LOA is appropriate, the student will be informed in writing of the decision. The Letter of Notification will include all relevant terms and conditions of the Involuntary LOA as well as terms and conditions for re-enrollment at the end of the Involuntary LOA.
4. An Involuntary Non-Academic LOA will be noted on a student's transcript in the same manner as an Immediate LOA.
5. The student placed on an Involuntary Non-Academic LOA will be subject to the rules regarding financial aid and financial obligations (room, board, tuition, etc.) that apply based upon La Salle's Refund Policy.

III. *For Immediate and Involuntary Non-Academic LOA's*

1. During an LOA, a student cannot attend classes, must vacate university housing and are not involved in programmatic or other university activities. La Salle's Refund Policy will be followed regarding tuition, fees, room and board or any other student financial aid.
2. A student on an LOA cannot return to the university during the same semester that the LOA was approved and enacted.
3. If approved for an LOA, the leave cannot exceed three consecutive semesters of non-enrollment. After the three consecutive semesters of non-enrollment, any student who has not returned to the university will be withdrawn.

IV. *Returning from an Immediate Non-Academic LOA*

1. When a student is ready to pursue a return to the university, the student must complete a *Return from Non-Academic Leave of Absence* Form and submit it to the chairperson(s) for the Students of Concern committee for review and approval.
2. The student must provide any documentation requested that was included as a component of the *LOA Success Plan*.
3. If approved for a return to the university, the student will need to contact the appropriate Assistant Dean regarding possible course options to enroll into for the upcoming semester.

4. If the student is not approved for a return to the university, the student will receive a letter indicating why the return was denied, and what is required for reconsideration. The student then may appeal the decision by submitting an appeal letter to the Vice President for Student Affairs within 10 business days of receiving notice of the decision. The following are the only grounds for appeal:
 - a. The decision of the Students of Concern committee was arbitrary or capricious, or
 - b. New or additional information is available that was not available at the time the request to return was considered and could reasonably be expected to have altered the decision. The student may also submit any information he or she believes to be relevant to the appeal.
5. The Vice President of Student Affairs will make a final decision on the student's request to return. The Vice President's decision is not appealable.

V. Returning from an Involuntary Non-Academic LOA

1. When a student is ready to pursue a return to the university after an Involuntary Non-Academic LOA, the student must reach out to the Assistant Vice President for Student Wellness and provide documentation that satisfies the requirements for return listed in the Involuntary LOA letter.
2. The Assistant Vice President for Student Wellness will convene the Students of Concern committee to review the materials presented and determine whether the student has demonstrated that it is appropriate for the student to return to the University community.
3. The decision will be communicated to the student in writing. As needed, the Assistant Vice President for Student Wellness will notify the appropriate offices and administrators regarding the decision, and any relevant conditions necessary for the student's successful return.
4. The student, as they prepare to return to the university, will work with the Assistant Vice President for Student Wellness on a success plan to assist the student returning to the university with the support necessary to resume campus life.
5. If it is determined that the student is not ready to return to the university, the student may appeal the decision to the Vice President for Student Affairs or designee. The student then may appeal the decision by submitting an appeal letter to the Vice President for Student Affairs within 10 business days of receiving notice of the decision. The following are the only grounds for appeal:
 - a. The decision of the Assistant Vice President for Student Wellness was arbitrary or capricious, or
 - b. New or additional information is available that was not available at the time the request to return was considered and could reasonably be expected to have altered the decision. The student may also submit any information he or she believes to be relevant to the appeal.
6. The Vice President for Student Affairs will review the student's appeal and all necessary additional information and will then render a decision, which shall be final. The outcome of this appeal will be communicated to the student in writing.

Withdrawal from Course(S)

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

Students who choose to withdraw from a course(s) prior to its completion must:

1. Complete a Course Withdrawal form in their Dean's office on or before the "Last day for withdrawal from classes," published in the [Academic Calendar](#). After this date, grades will be assigned that reflect the result of the student's course attendance and performance.
2. Receive approval from their Assistant Dean.
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.

Additionally:

- International students should contact one of the International Education Associates in the Multicultural and International Center
- Athletes withdrawing below 12 credits should consult with the Director of Academic Support for Athletes.
- Students receiving Veteran's benefits should consult their Veteran's Benefits Certifying Official to understand how this change in their enrollment status may affect their future aid.

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

Ceasing to attend a class does not constitute a withdrawal; students must officially withdraw by completing 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

It is the student's responsibility to notify the University in the event that he or she needs to withdraw from the University.

Students who choose to withdraw from the University must:

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](#). After this date, grades will be assigned that reflect the result of entire semester's attendance and performance in each course.
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.

Additionally:

- International students should contact one of the International Education Associates at the Multicultural and International Center
- Students receiving Veteran's benefits should consult their Veteran's Benefits Certifying Official to understand how this change in their enrollment status may affect their future aid.

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.

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.**

Returning Students

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.

Change in Division Returning 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 a Non-Traditional/Evening student to complete requirements for their degree. A student will be able to complete his/her degree 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 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.

Grade Renewal

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. Any course granted renewal, for which a grade of F was earned, will receive a grade of "FR" and receive no credit for the course. Any course granted renewal, for which a grade of D was earned, will receive a grade of "DR" and receive no credit for the course. 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.

Alternative Paths Toward College Credit

Dual Enrollment Credit

Transferring Dual Enrollment Credit (A 2 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.

Transferring Dual Enrollment Credit

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.

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

A. 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.

B. Dual Enrollment Credit (2 year Pilot Program began fall 2017):

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. Students who wish to be considered for this 2 year Pilot Program, which began fall 2017, 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.

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.

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 Non-collegiate 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.

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.

Examinations For Credit

Advanced Placement (AP) Exams

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.

Students should submit their scores along with all required application materials to: La Salle University, Undergraduate Admission, 1900 W Olney Avenue, Philadelphia, PA 19141.

Cambridge International Examination

Cambridge International Examinations, A Level, may be considered for college credit subject to the course(s) taken and scores earned. Examination transcripts may be submitted to: La Salle University, Undergraduate Admission, 1900 W Olney Avenue, Philadelphia, PA 19141.

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.

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.

International Baccalaureate Examination

International Baccalaureate Examinations may be considered for college credit subject to the course(s) taken and scores earned. Examination transcripts may be submitted to: La Salle University, Undergraduate Admission, 1900 W Olney Avenue, Philadelphia, PA 19141.

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.

Online Learning

Each term, Fall, Spring, and Summer, students have the opportunity to take online courses. Course subjects vary and may be offered each semester during a 7, 8, or 15 week session, as well as the 4 week winter Intersession. Online courses offer a way for students to add flexibility to their in-class schedule or take a course from home over the summer. The full list of online courses being offered each semester may be found through [the Registrar's website](#).

When taking an online course, regardless of the length of the course, the learning outcomes remain constant and your time commitment to the courses will not vary. A student taking a 15 week online course can expect about three hours of "instruction" and six hours of "out of class work" each week. Students who take an accelerated format (7 or 8 weeks), can anticipate to nearly double the amount of time you spend per week interacting with the course. Students who are new to online learning may go through an [online orientation](#). The orientation gives students an introduction to the University, resources and strategies to be successful in online courses, and the digital tools used at La Salle.

Summer and Winter Sessions

A variety of core curriculum, free elective and major courses are offered in both day and evening sessions during the summer and winter sessions. These courses are offered in face-to-face and online formats, during both 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.

For more information, students should consult with their academic advisor or Dean's Office representative.

Special Programs and Experiential Learning

Academic Discovery Program (ADP)

The Academic Discovery Program (Pennsylvania ACT 101) is a specialized academic support program for students whose admissions applications indicate that they meet certain criteria for academic potential, financial need, and Philadelphia residence. Students are offered admission to the Academic Discovery Program after completing an extended application process including an in-person interview with program staff. Students accepted through ADP must complete an intensive academic summer bridge program involving courses in mathematics, writing, study skills, and critical thinking before the start of their first 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 their efforts. ADP provides intensive support across each student's academic career to help them develop and maintain effective study habits, establish and pursue clear career goals, and compete successfully in an accelerated academic setting. As much as possible, each student's program is tailored to his or her individual needs.

[View the Academic Discovery Program website](#) for more information about the, including course descriptions and a breakdown of ADP requirements.

Additional questions or concerns may be addressed to:

Leonard Daniels

Director and Counselor

daniels@lasalle.edu

215.951.1548

Chappelle Washington-Freer

Enrollment and Retention Specialist

washingtonfreer@lasalle.edu

215.951.1123

Community-Engaged Learning, Service Learning, Explorer Connection

Service Learning, Community-Engaged Learning, and the Explorer Connection work together to provide enriched, robust learning experiences for students that take them beyond classroom walls. Community-Engaged Learning and Service Learning specialize in building relationships with the community both on- and off-campus.

Community-Engaged Learning

Such programs at La Salle exist to create and support meaningful educational experiences for students through direct engagement with the city, its resources, and its residents. Our programs invite students to experience the many cultural assets of our community, as well as to witness, critically reflect upon, and respond to its challenges. We aim to foster the kind of education that is at the heart of La Salle's mission: one that empowers students to live fuller and more thoughtful lives, while working for the common good. Community-Based courses incorporate community engagement as a significant portion of the course's work. One example: **Inside Out** courses, which are held in local prisons with a student population composed of half La Salle students and half incarcerated students.

Community-Engaged Learning also encourages students and faculty to make use of Philadelphia as a learning venue through both the **City as Classroom** program, in which faculty can apply for funding for course-related opportunities in Philadelphia and the **Cultural Passport** program, in which first-year students receive discounts to cultural institutions through Philadelphia. These community-based learning activities are tied to course goals, and can range from museum admission for an Art History course to theatre tickets for an English or Global Literature course to

reimbursement for travel costs to take a Religion class to a local place of worship or a Public Health class to an underserved neighborhood or a Business class to a local factory.

[View the Community Engaged Learning at La Salle website](#) for more information or contact Heather McGee at 215.991.2877 or mcgeeh@lasalle.edu

Service Learning

Service Learning is a teaching and learning strategy that provides students with the opportunity to practice, perform, and observe the theories and practical applications of academic course content through service in the community. The service learning experience is processed through structured and on-going reflection through a mix of writing, reading, speaking, and listening, individually and in groups. Service learning is most effective when there is a sustained commitment throughout the semester and when the service experience addresses community-identified needs. Service Learning involves faculty and students in courses that blend sustained service and they provide for reciprocal relationships with community partners.

The Explorer Connection

The Explorer Connection offers co-curricular opportunities for students, faculty and staff to engage with current events, social trends and justice issues through panel discussions, guest lectures, workshops and teach-ins. The Explorer Connection's weekly Explorer Café event provides regular occasions for the campus community to engage each other in conversation on timely topics from the impact of social media on student health, to the ethics of open source coding, to the role of higher education in preparing students for professions, and more.

[View the Service Learning or the Explorer Connection website](#) for more information or contact Tara Carr-Lemke at 215.951.5120 or carrlemke@lasalle.edu

English Language Institute (ELI) Program

The English Language Institute (ELI) program is committed to providing the highest quality intensive English language instruction to international students and all non-native speakers of English, who are interested in improving their English language proficiency. Our full-time curriculum focuses on all aspects of language learning – listening, speaking, reading and writing, to assist in meeting individualized goals.

The ELI is a part of, and located on the campus of La Salle University, where ELI students will attend classes and enjoy life alongside other university students. ELI students are a part of the La Salle community, and are always encouraged to participate in campus-wide activities, clubs, and social events, as well as special events organized by the English Language Institute, which are designed to increase cultural awareness and provide informal opportunities to practice English.

La Salle University is located in the metropolitan and historic city of Philadelphia, Pennsylvania, otherwise referred to as the “City of Brotherly Love and Sisterly Affection”. Philadelphia is located just a short train or car ride from winter skiing, the beautiful beaches of southern New Jersey, NYC, and Washington D.C.

Students who successfully complete the ELI program and are otherwise academically acceptable will have TOEFL/IELTS scores waived as an admission requirement to La Salle University. Conditional Admission to both undergraduate and graduate programs at La Salle University is possible for students also submitting official and translated copies of academic transcripts.

ELI Courses

- **ELI 005/006**
This course is designed for students with beginning level of English language proficiency. This course will develop students' basic English listening/speaking skills, vocabulary, and grammatical structures so that they can successfully meet the learning outcomes. Also, students will develop literary, analytical, and critical thinking skills which will enable them to be successful in future courses.
- **ELI 010/011**
This course is designed for students with high-beginning to low-intermediate level of English language proficiency. This course will further develop students' English skills upon what they have learned in Level 1 courses, including listening/speaking, vocabulary, grammatical structures, literary, analytical, and critical thinking skills.
- **ELI 015/016**
This course is designed for students with intermediate English language proficiency. This course will further

develop students' English skills upon what they learned in Level 2 courses, including listening/speaking, vocabulary, grammatical structures, literary, analytical, and critical thinking skills.

- **ELI 020/021**

This course will allow students to develop high-intermediate to low-advanced English reading/writing skills, vocabulary, and grammatical structures so that they can successfully meet the learning outcomes. Also, students will develop literary, analytical, critical thinking skills, as well as research skills, which will enable them to be successful in future courses.

- **ELI 025/026**

This course is designed for students with advanced English language proficiency. This course should meet your needs as prospective students, developing the research skills, as well as reading/writing strategies that are necessary for undergraduate studies at US universities. In the classroom, your active participation is invited and expected. You will also have the opportunity to peer-edit each other's writing and engage in collaborative assignments.

- **ELI 030/031**

This course should meet your needs as prospective students, developing the research skills, as well as reading/writing strategies that are necessary for graduate studies at US universities. In the classroom, your active participation is invited and expected. You will also have the opportunity to peer-edit each other's writing and engage in collaborative assignments.

[View the English language Institute website](#) for more information or call or e-mail 215.991.2600, ELI@lasalle.edu

International Year One (IYO) Program

The International Year One (IYO) program provides academically qualified international students still needing additional academic English training, full admission to La Salle University. This freshman year program offers specially designed core and elective courses to support international students with their academic achievement and social adjustment. Students receive free one-on-one English and subject tutoring each week, along with group study sessions, academic advising, and meetings with the Director of the program. All undergraduate first year international students are encouraged to enroll in this program.

FYS 130 In Pursuit of the “American Dream”: Your Multilingual and Multicultural Experiences in the USA

This course will explore several topics related to your experience of multilingual and multicultural identities in the USA. We will explore this theme by first focusing on the college campus, where many of you have had your first American experiences. We will discuss diverse perspectives on the relationship between American students and international students. We then move onto language issues in the broader U.S. contexts, studying the historical and contemporary perspectives of bilingual education programs and the English-only movement. We will conclude the course with a focus on the hotly debated immigration policies and arguments surrounding them.

[View the International Year One program website](#) for more information.

Higher Education Initiative at La Salle University

High school students attending partner high schools may be eligible to take dual-credit, or, college-credit only, coursework at La Salle University. Dual-credit programs include the Community Scholar Program, the Diocesan Scholar Program, and the Transformation Scholar Program. College-credit only programs include the Summer Scholars Program and the Travel Study Partners Program.

High school students in the above programs are advised by the Registrar's office, in consultation with the Coordinator of Academic Partnerships. Summer Scholars and Travel Study Partner students must pay all attendant registration and/or travel fees before attending classes.

High school students enrolled in college-level courses are subject to all policies regarding matriculated La Salle University students. Students should refer to the Student Guide to Resources, Rights, and Responsibilities for policy details.

Grades earned by students in dual-credit courses become part of a student's academic record at both La Salle University and the student's high school, and, additionally, affect G.P.A. at both institutions. Grades earned by high school students enrolled in college-credit only courses are not reported to high schools by La Salle University. Both dual-credit and college-credit only develop college transcripts. Transcripts do not indicate that students took courses as high school students. La Salle University does not guarantee that courses will transfer to other institutions. Official La Salle University transcripts can be requested through the Registrar's office.

The Family Educational Rights and Privacy Act (FERPA) gives students, parents and guardians certain rights and protections with respect to education records. FERPA-protects education records of minors in college credit or dual

credit courses differently than High School courses. La Salle University administrators may communicate with high school administrators regarding a student's performance in a dual-credit course and the parents and guardians of minor students in a dual credit course may receive education records directly from the high school; however parents and guardians may not receive education records directly from La Salle unless the minor enrolled in the dual-credit or college-credit course gives express written permission.

[View the Higher Education Initiative website](#) for more information or call or e-mail 215-951-1160, langemak@lasalle.edu

Community Scholars Program

Junior and senior high school students with G.P.A.'s of at least 3.5 and no history of serious disciplinary violations are eligible for this program. To apply, students must attend School District of Philadelphia high schools; students are selected through a District selection process.

Diocesan Scholar Program

Seniors attending Catholic high schools in the Archdiocese of Philadelphia, and Catholic private schools are eligible for this program. Applications and selections are managed by The Archdiocese.

Transformation Scholar Program

Junior and senior high school students with G.P.A.'s of at least 3.5 and no history of serious disciplinary violations are eligible for this program. To apply, students from any area partner high school are eligible to apply to this program; students are selected through a La Salle University selection process.

Summer Scholars Program

Junior and senior high school students with G.P.A.'s of at least 3.5 and no history of serious disciplinary violations are eligible to take summer courses at reduced cost. Students may attend any high school; eligible students may register for available courses on a first-come, first-served basis.

Travel Study Partners Program

Junior and senior high school students with G.P.A.'s of at least 3.5 and no history of serious disciplinary violations are eligible for this program. Students attend courses and travel in cohorts from partner high schools.

Honors Program

Overview

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 core curriculum which fulfills the University's institutional learning objectives, along with intensive study in a specific discipline. The curricular structure of the University Honors Program follows the general University model, but with modifications that recognize the needs and abilities of the highly motivated and intellectually gifted student.

Professors teaching in the first-year Honors Program "triple" coordinate their courses 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—literature, history and philosophy. Classroom instruction in the first-year "triple" is complemented by activities such as attendance at area performing arts organizations and visits to other cultural venues and sites of particular interest.

Admission

Each year approximately 70 to 80 students are admitted to the Honors Program. 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.

Requirements

14 courses designed specifically for the Honors Program are required. Other requirements include:

- The Honors triple each semester in the first year of studies (history, literature, philosophy)
- An ethical issues seminar
- An independent project
- A cumulative G.P.A. of 3.0 overall and in Honors courses must be maintained

Students who complete all of the requirements of the Honors Program are graduated from

LaSalle with the special distinction of General University Honors. This distinction is noted on the official transcript, on the diploma, and in a special listing in the Commencement program.

The Honors Affiliate Program

The Honors Affiliate Program aims to attract talented students who have opted not to join the full Honors Program to Honors courses. It's an opportunity for students to take advantage of the true spirit of a liberal arts education, and 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 LaSalle,
- 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 LaSalle's full-time faculty,
- Receive a positive recommendation from an interview committee

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 LaSalle 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 the 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.

Contact Information

The University Honors Program office is located in College Hall 304. The Director of the Program is Brother Michael McGinniss, F.S.C., and Ph.D. For additional information, call 215.951.1360 or email honors@lasalle.edu.

Internships, Externships, Co-ops, and More

Students have ample opportunity to find work related to their majors or career goals while simultaneously earning academic credit and gaining real world experience. In addition to internships, externships and cooperative

education, there are a variety of clinical, practicum, and field experiences also available.

Typically available to juniors and seniors from any major, **internships** may be part-time or full-time, paid or unpaid, and can range in length from three to six months. Students must be in good academic standing, having completed appropriate academic requirements.

Co-op programs are available through the Schools of Arts and Sciences and Business. They typically involve full-time, paid work experiences lasting from three to six months.

Nursing, Communication Science Disorders, Education and Social Work are among the departments that require students to participate in hands-on experiences such as **clinicals, practica, and field experiences**. These may range from one to three semesters of work or service and are integrated into the curricula. (Check your academic department requirements for details.)

Externships usually include full-time, paid summer employment and are most common in the School of Nursing and Health Sciences

It is highly recommended that students investigate and prepare for internships, co-ops, etc., before completing the sophomore year. Early academic planning is critical in order to stay on track for graduation. The La Salle University Career Center can help you identify and apply for these opportunities and also will assist you with resume writing and interviewing skills.

[View the La Salle University Career Center website](#) for more information or contact 215.951.1075 or careers@lasalle.edu

ROTC

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 can receive a stipend for books and education fees and a non-taxable subsistence allowance per month while attending classes.

For more information on the program, scholarships, and career opportunities, [contact ROTC at Drexel University](#).

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.

For more information about the AFROTC program, contact ROTC at St. Joseph's University located [here](#).

Study Abroad

La Salle University offers semester and summer abroad experiences in Ireland, Italy, Mexico, 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, Japan and England. 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 March 1st for the summer and fall semester(s) 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.

For more information about Study Abroad, Travel Study, or Exchange Programs with Lasallian Schools, contact Melinda Massaro Ingersoll, 215.951.1948 or ingersoll@lasalle.edu or [visit the Education 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 La Salle is part of the “One La Salle” program. This allows students to study at selective Lasallian universities worldwide as part of a special exchange study abroad program. Each select program will require students to not only apply through La Salle's study abroad application process but also the Lasallian institution abroad.

For more information about Study Abroad, Travel Study, or Exchange Programs with Lasallian Schools, contact Melinda Massaro Ingersoll, 215.951.1948 or ingersoll@lasalle.edu or [visit the Education Abroad website](#).

Summit Program

The Summit Program serves first-year students with high potential for academic success, although their admissions files may show one or more academic risk factors. Students accepted through the Summit Program receive structured support within a challenging academic setting, including a sequence of foundational courses, intensive academic advising, and weekly academic support (including but not limited to tutoring).

The Summit Program's foundational courses are intended to introduce students to a college-level workload in support of their coursework elsewhere in the University. INST 101 is an academic success workshop taken as a weeklong summer bridge program before the regular semester begins. INST 105 and INST 106 emphasize critical reading, thinking, and writing, using deliberately difficult texts from multiple disciplines. Students in these courses are expected to analyze, critique, and evaluate readings both in class discussion and in writing.

[Visit the Summit Program website](#) for more information about the program, including course descriptions and a breakdown of Summit requirements.

If you have additional questions or concerns, please contact:

Kristina Greenwood, M.Ed.
Director, Summit Program
greenwoodk1@lasalle.edu

Shaena Moody, M.Ed.
Assistant Director and Academic Advisor, Summit Program
moody@lasalle.edu

Undergraduate Student Research

Undergraduate Research is a program which provides opportunities for undergraduate students to conduct research in all fields with La Salle faculty members who are actively investigating and publishing and eager to mentor undergraduates in research projects. Students can engage in personalized and professionally rewarding research in the arts and social sciences, in business, in nursing, and in the physical sciences. Such work, intellectually valuable in itself, can lead to conference papers and publications, which provide distinctive credentials for job-hunting and for further professional study. The research normally occurs over one semester and the student receives three credits once the research is completed. In addition, the student's work is disseminated through a public poster session on campus and through Digital Commons, an online repository managed through the Connelly Library.

[Visit the Undergraduate Student Research website](#) for more information or contact Dr. Judith Musser at musser@lasalle.edu

School of Arts and Sciences

Overview

The School of Arts and Sciences offers programs in the liberal arts 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, Economics and International Studies, Education, English, History, International Relations, Philosophy, Political Science, Psychology, 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), or Mathematics; or a B.S. degree in Biochemistry, Biology, Chemistry, Computer Science, Environmental Science, Information Technology, Integrated Science, Business, and Technology (ISBT), or Mathematics. 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 biochemistry, biology, or chemistry. However, students may elect to major in any program provided they complete 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 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, Philosophy, 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.

Mission

Vision

The School of Arts and Sciences at La Salle University will develop a national reputation as a liberal arts school in the Catholic, Lasallian tradition with a vibrant intellectual environment, a strong sense of community, and an integral connection to global issues.

Mission

In keeping with the mission of La Salle University, the School of Arts and Sciences is dedicated to excellence in teaching and to developing the full intellectual, personal, and social potential of our students in an environment of mutual respect and cooperation. The faculty and staff of the School of Arts and Sciences provide a liberal education of both general and specialized studies for its own students and for those from the School of Business, the School of Nursing and Health Sciences, and the Undergraduate Evening and Weekend Programs. The undergraduate and graduate programs of the School also aim to provide students with a solid foundation for lifelong learning, informed service, and progressive leadership in their communities, and for fulfilling the immediate and final goals of their lives. With the shared mission of the Christian Brothers, the School of Arts and Sciences is passionately engaged in the process of enriching the community of scholar-learners, teachers, and researchers, through the power of enhanced academic experience. Faculty and staff in the School of Arts and Sciences believe a liberal academic experience should provide the opportunity for the mutual advancement and sharing of the excitement of learning for its own sake.

Staff Listing

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Dean, School of Arts and Sciences

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Administrative Assistant

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School Specific Academic Policies

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.

Requirements for Multiple Majors

Specific policies regarding requirements for multiple majors may be found in the introduction section of the School under which the major falls. Detailed course requirements for majors are listed in the University Majors and Curricula section of this catalog, under each discipline. The requirements for a Second major may be reduced slightly depending on the first Major.

Opportunities Outside the Classroom

As students progress through their programs of study, they learn about the process of conducting research in their major discipline. Capstone experiences in all fields as well as the Honors Program provide opportunities for

independent scholarship projects. Also, at the undergraduate level, the University offers a formal program that crosses all disciplines and helps match student and faculty interests. At the end of the year, multiple venues are offered for students to present their work. For more information about the [Undergraduate Research Program](#) at La Salle, contact Dr. Judith Musser, Director of Undergraduate Research. Last, many faculty invite outstanding students to participate in their own professional research programs. Faculty-undergraduate student teams can apply for financial support during the summer months through a competitive grant program sponsored by the School of Arts and Sciences.

Internships

Internships complement the theoretical foundation and the practical, hands-on learning experiences offered in students' courses. Through internships, students have the opportunity to explore potential careers, acquire real-world, professional experience, make contacts and build relationships, and clarify their future goals and aspirations. With its prime location in the Delaware Valley, a hub for so many industries and organizations, La Salle is able to offer internship opportunities to students in every major. Internships can be taken for course credit or for no credit, and they can be paid or unpaid. For additional information about the countless internship opportunities available to La Salle Arts and Sciences students, contact the [undergraduate](#) academic departments or the Office of [Career Services](#).

Service-Learning

La Salle University's culture is rooted in the Christian Brothers' tradition of faith, service, and community. Service is such an integral part of life on campus that La Salle has been recognized several times on the President's Higher Education Community Service Honor Roll. La Salle has also been selected for the Carnegie Foundation for the Advancement of Teaching's Community Engagement Classification, an honor reserved for just a small fraction of colleges and universities that can demonstrate a true commitment to the local and global community. Although many students join established outreach organizations on campus, there are also opportunities to perform community service through coursework. A list of approved courses can be found on the [Service Learning Programs](#) website.

Travel Study

Travel/study courses are semester-long classes with a 10- to 15-day travel component built into the syllabus. Through these courses, people, places, and concepts that student have learned about in the classroom are brought to life and given context. Students broaden their worldview, gain a heightened understanding of other cultures, and learn about the responsibilities of global leadership. More information can be found on the [Education Abroad Programs](#) website.

Study Abroad

Students who study abroad have the opportunity to immerse themselves in a new culture, a new language, and a new environment for an entire semester. Through La Salle University's own programs in Italy, Mexico, Ireland, and Australia, or through partnerships with other Lasallian schools around the country, students can choose among programs on six continents. With the right planning, students from nearly any major can study abroad and still stay on track to graduate in four years. More information can be found on the [Education Abroad Programs](#) website.

Contact Information

Arts & Sciences Dean's Office
Holroyd Hall, Suite 104
ph: 215-951-1042
SASOffice@lasalle.edu

Departments

- [Art](#)

- [Biology](#)
- [Chemistry and Biochemistry](#)
- [Communication](#)
- [Economics](#)
- [Education](#)
- [English](#)
- [Global Languages, Literatures, and Perspectives](#)
- [History](#)
- [Integrated Science, Business, and Technology](#)
- [Mathematics and Computer Science](#)
- [Philosophy](#)
- [Political Science](#)
- [Psychology](#)
- [Religion and Theology](#)
- [Social Work](#)
- [Sociology and Criminal Justice](#)

Majors

- [American Studies](#)
- [Art History](#)
- [Biochemistry](#)
- [Biology](#)

- [BUSCA \(Bilingual Undergraduate Studies for Collegiate Advancement\)](#)
- [Chemistry](#)
- [Communication](#)
- [Communication \(5-yr\)](#)
- [Computer Science - B.A.](#)
- [Computer Science - B.S.](#)
- [Criminal Justice](#)
- [Digital Arts and Multimedia Design \(DArt\)](#)
- [Economics](#)
- [Economics and International Studies](#)
- [Education - Grades 4th thru 8th](#)
- [Education - Grades 4th thru 8th \(5-yr\)](#)
- [Education - Grades 4th thru 8th/Special Ed](#)
- [Education - Grades 4th thru 8th/Special Ed \(5-yr\)](#)
- [Education - Pre-K thru 4th](#)
- [Education - Pre-K thru 4th/Special Ed](#)
- [Education - Pre-K thru 4th/Special Ed \(5-yr\)](#)
- [Education - Secondary Education](#)
- [Education - Secondary Education \(5-yr\)](#)
- [Education Studies](#)
- [English](#)

- [Environmental Science](#)
- [History](#)
- [History \(5-Yr\)](#)
- [Information Technology B.A.](#)
- [Information Technology B.S.](#)
- [Integrated Science, Business, and Technology \(ISBT\)](#)
- [International Relations](#)
- [Liberal Arts - A.A.](#)
- [Mathematics - B.A.](#)
- [Mathematics - B.S.](#)
- [Philosophy](#)
- [Political Science](#)
- [Political Science, Philosophy, and Economics](#)
- [Psychology](#)
- [Religion](#)
- [Social Work](#)
- [Sociology](#)
- [Spanish](#)

Minors

- [American Studies Minor](#)
- [Art History Minor](#)

- [Biology Minor](#)
- [Chemistry Minor](#)
- [Communication Minor](#)
- [Computer Science - BA Minor](#)
- [Computer Science - BS Minor](#)
- [Creative Writing Minor](#)
- [Criminal Justice Minor](#)
- [Digital Arts & Multimedia Design Minor](#)
- [Economics Minor](#)
- [Education \(General Education\) Minor](#)
- [English Minor](#)
- [Entrepreneurship Minor](#)
- [Environmental Science Minor](#)
- [French Electives](#)
- [German Electives](#)
- [History Minor](#)
- [Human Services Minor](#)
- [Information Technology BA Minor](#)
- [Information Technology BS Minor](#)
- [Integrated Science, Business, and Technology \(ISBT\) Minor](#)
- [International Relations Minor](#)

- [Interpersonal Skills Minor](#)
- [Italian Electives](#)
- [Japanese Electives](#)
- [Latin American Studies Minor](#)
- [Leadership and Global Understanding Minor \(LGU\)](#)
- [Literature Electives](#)
- [Mathematics - BA Minor](#)
- [Mathematics - BS Minor](#)
- [Media Skills Minor](#)
- [Media Studies Minor](#)
- [Philosophy Minor](#)
- [Physics Electives](#)
- [Political Science Minor](#)
- [Political Science, Philosophy, and Economics Minor](#)
- [Psychology Minor](#)
- [Public Relations Minor](#)
- [Religion Minor](#)
- [Russian Electives](#)
- [Sociology Minor](#)
- [Spanish Minor](#)

Department of Art

Mission Statement

The mission of the Department of Art, with its programs in Digital Arts & Multimedia Design (DArt) and in Art History, is to embrace and promote the idea that the visual arts are expression of cultures, both past and present. For those students in our program creating computer-generated imagery using the latest technologies, the goal is to engage with social and ethical implications of that activity. Both programs foster critical thinking in analyzing images to understand their power, a necessary skill in this image-saturated world.

Major(s) Offered

[BA Art History](#)

[BA Digital Arts & Multimedia Design](#)

Minor(s) Offered

[Art History](#)

[Digital Arts & Multimedia Design](#)

Concentrations

Digital Arts & Multimedia Design

- [Creative & Multimedia Design](#)
- [Professional Electronic Publishing](#)
- [Technical Development](#)

Location/Contact Information

Susan M. Dixon, Chair

dixons@lasalle.edu

Olney Hall 126

215.951.1163

Full-Time Faculty

Art History

ASSOCIATE PROFESSORS: Conaty, Dixon

ASSISTANT PROFESSORS: Holochwost, Moriuchi

PROFESSOR EMERITUS: Haberstroh

Digital Arts & Multimedia Design

ASSOCIATE PROFESSOR: Camomile

ASSISTANT PROFESSOR: G. Beatty

AFFILIATED FACULTY: J. Beatty, Blum

Art History

Program Description

The Art History program prepares students to see images with precision, to describe how and what the images express, and to interpret them in terms of the culture that produced them. Our many courses provides the broad historical frameworks to understand art in all its forms: painting, sculpture, architecture, landscape architecture, minor arts and more. Students work with physical objects in museum and gallery collections, as well as in the urban spaces, and write persuasively about them.

Our program offers:

- Foundational survey courses in the history of Western art
- A choice of courses dedicated to the art of specific historical periods or cultures, including cultures from around the globe, and to certain issues or concerns throughout the history of art
- Internships and Exhibition Seminars in which students gain real-world experience working in galleries or museums
- Small classes and accessible faculty advisers and mentors and alumni
- A Capstone project tailored to the students' individual interests

Why take this major?

You are a good candidate to major in Art History if you:

- are visually perceptive and wonder about the significance of the visual world around you
- love visiting art museums and galleries
- are interested in learning about other cultures and traveling to explore the art of different countries
- want to pursue a career in which visual acuity is needed, such as in the health sciences, marketing, or law enforcement
- might have a talent for making art
- want to sharpen your skills at critical thinking, written and oral communication, and problem-solving

...and if you want to work in the following types of careers working in/as:

- Museums
 - Operations Management, Directorship, and Development
 - Object Registration and Collections Management
 - Curation and Exhibition Design
 - Art Educator in a Museum
 - Retail
- Galleries
- Art Auction Houses
- Art or Art History Education
- Arts Administration
- Art Therapy
- Art Consultancy
- Art Appraisal
- Art Conservation
- Publishing and Journalism
- Graduate level study in any humanistic discipline

Student Learning Outcomes

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

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

Choose course within ILO

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

ARTH 201 - History of Art I
ARTH 202 - History of Art II
ARTH 320 - Topics in Contemporary Art or ARTH 322 - Topics in American Art
ARTH 340 - Art & Culture or ARTH 370 - Special Topics in Art History
ARTH 380 - Research Seminar
ARTH 460 - Internship or ARTH 480 - Exhibition Seminar
5 ARTH 200- or 300-level courses
Choose 1: an ART course or another ARTH 200- or 300-level course

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Dual Major Requirements

A dual major in Art History takes 10 courses:

- ARTH 201 *History of Art I* and ARTH 202 *History of Art II* (ARTH 150 may replace one of these courses, if the student has taken this course before declaring the major)
- 5 courses in ARTH at the 200- or 300-level (ARTH 460 *Internship* or ARTH 480 *Exhibition Seminar* may also be considered for the dual major)
- Choose 1: 1 course in ART or another ARTH course at the 200- or 300-level
- Choose 1: ARTH 320 *Topics in Contemporary Art* or ARTH 322 *Topics in American Art*
- Choose 1: ARTH 340 *Art and Culture* or ARTH 370 *Special Topics in Art History*

Minor Requirements

The minor in Art History requires 6 courses:

- 5 ARTH courses at the 200- or 300-level (with permission, ARTH 460 *Internship* OR ARTH 480 *Exhibition Seminar* may count towards the minor)
- Choose 1: an ART course or another ARTH course at the 200- or 300-level

Recommended Course Sequence

Fall

ARTH 201
ARTH 200- or 300-level
ARTH 200- or 300-level
ARTH 200- or 300-level
ARTH 320 or ARTH 322
ARTH 380

Spring

ARTH 202
ARTH 200- or 300-level
ARTH 200- or 300-level
ARTH 200- or 300-level

ARTH 340 or ARTH 370

ARTH 460 or 480

Course Descriptions

ART 102 - Basic Design

Students learn the fundamental design 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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: CSC 151 or equivalent

ART 202 - Visual Communication

An overview of issues related to the history and theory of images and their cultural function. Digital images and their effectiveness are assessed and analyzed. Students apply this knowledge to the creation of their own visual projects. Emphasis will be on the interactive potential of images in the digital media and on devising strategies to create dynamic interactive images.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: ART 102

ART 215 - Color Theory

This course is an introduction to color models, color interaction, and the human perception of color. Color in both subtractive (pigmented) and additive (electronic) environments are addressed. Theoretical knowledge will be reinforced by practical exercises in various media.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: ART 102

ART 260, 261 - Painting I, II

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.

Number of Credits: 3 each

When Offered: Fall, Summer

ART 263, 264 - Drawing I, II

This course provides students with mastery of basic principles of observation and familiarity with the potential and limitation of various media. This course provides studies of proportion, volume, perspective, and anatomy. Representation of still 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.

Number of Credits: 3 each

When Offered: Spring, Summer

How Offered: Face-to-Face

ART 265, 266 - Sculpture I, II

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.

Number of Credits: 3 each

When Offered: Fall

How Offered: Face-to-Face

ART 268 - Intro to Digital Photography

This is a course that introduces basic concepts, techniques and terminology in digital photography such as how sharpness and exposure effect 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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ART 270 - Special Topics in Studio Art

Material will vary from semester to semester. May be repeated for credit if course is essentially different.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ARTH 150 - Introduction to Art History

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

ILO Met: ILO 9.1 - Creative and Artistic Expression

ARTH 201, 202 - History of Art I, II

This course is a chronological survey of architecture, painting, sculpture, and minor arts from major cultures, especially in the West. Emphasis is on identification and comprehension of styles, monuments, and traditions. ARTH 201 covers pre-historic art to ca. 1400; ARTH 202 covers the Renaissance to the 21st century.

Number of Credits: 3 each

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 9.1 - Creative and Artistic Expression

ARTH 203 - Ancient Art

This course is a study of the art and architecture of selected early civilizations from about the 13th Century BC to the 4th Century AD, emphasizing Greek, Roman, and other Aegean and Mediterranean cultures.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 9.1 - Creative and Artistic Expression

ARTH 205 - Medieval Art

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 9.1 - Creative and Artistic Expression

ARTH 213 - Italian Renaissance Art

This course is a study of Renaissance painting, sculpture, and architecture 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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

ARTH 216 - Baroque Art

This course addresses major styles and trends in the visual arts of Western Europe during the 17th Century. Emphasis will be on the social, economic, religious and political conditions in which the art of the age participates.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

ARTH 217 - 19th-Century Art

This course focuses on painting's evolution, content, and style, from circa 1780 to the turn of the 20th century. Emphasis is on the major movements: Neoclassicism, Romanticism, Realism and Impressionism.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

ILO Met: ILO 9.1 - Creative and Artistic Expression

ARTH 219 - Modern Art (Formerly ARTH 319)

This course is a study of developments in late 19th- and early 20th-century art as they pertain to the rise of Modernism. Movements 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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 9.1 - Creative and Artistic Expression

ARTH 222 - American Art

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, and concluding in the World War II era.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

ARTH 223 - American Architecture

This course is a study of the types and styles of American architecture from the Colonial to the Post-modern periods. Some emphasis is placed on urban and garden architecture, including that of Philadelphia. Field trips to significant architectural sites are included.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 9.1 - Creative and Artistic Expression

ARTH 224 - Latin American Art

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

ARTH 226 - Introduction to Museums

A study of the history and evolution of the museum and an examination of its main objectives. Topics 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 museum professionals from the area are required.

Number of Credits: 3

When Offered: Fall, Spring

ARTH 270 - Special Topics in Art History

The topics in this course vary from semester to semester. It may be repeated for credit if the material is essentially different.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ARTH 312 - Art and Medicine

This course explores the common goals of art and medicine with representations of health, anatomy, and medical issues throughout the history of art. Students hone the skills shared by the disciplines of art history and the health sciences, a type of visual literacy that requires a keen sense of observation and an analysis of social context.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face, Online

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

ARTH 316 - Women and Art

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. This course requires that students look beyond the traditional models of art criticism to consider how gender has shaped women's artistic practices and responses.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face, Online

ARTH 320 - Topics in Contemporary Art

This course evaluates art of the late 20th and 21st Centuries in terms of a particular idea or issue. Topics include: Art & Identity in a Global World, and Art & Social Justice in the Contemporary World.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: ARTH 201 and 202 or permission of instructor

ARTH 322 - Topics in American Art

This is an advanced course that takes an in-depth look at a particular topic in American Art. Possible subjects include The Hudson River School, and Picturing Ecology in America.

Number of Credits: 3

When Offered: Fall, Spring

Prerequisites: ARTH 201 and 202 or permission of instructor

ARTH 340 - Art and Culture

This course takes an in-depth look at the art of one particular culture. It offers a thematic approach to understanding art in a cultural context. Past topics include Irish Art & Rebellion, and Art & Politics of World War II.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: ARTH 201 and 202 or permission of instructor

ARTH 370 - Special Topics in Art History

Topics in this course will vary from semester to semester. It may be repeated for credit if the material is essentially different.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: ARTH 201 and 202 or permission of instructor

ARTH 380 - Research Topics in Art History

This course focuses on an analysis and application of methods used in art criticism and research, with the emphasis on writing. Subjects will vary, depending on student interests.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: Required of Art History majors. Art History minors may enroll with permission of chair.

Prerequisites: ARTH 201 and 202

ARTH 460 - Internship

The internship is designed to give art history students the opportunity to gain real-world experience in the art field. Students will meet regularly with a faculty member during their internship.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: GPA of 3.0 overall and in the major OR approval of the chair. Students must apply for internships midway through the semester before the internship begins. For more guidelines, see Department's Internship coordinator.

Prerequisites: ARTH 201 and 202

ARTH 480 - Exhibition Seminar

This course is for those with an interest in museum studies. It gives students practical training in anticipation of a museum or gallery career. The outcome of the course is an art exhibition, most often in the La Salle University Art Museum.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: ARTH 201 and 202 or permission of instructor

Digital Arts and Multimedia Design (DART)

Program Description

The Digital Arts & Multimedia Design (DART) program challenges students to wed their creativity to a variety of technical and professional skills in order to make thoughtful and effective computer-generated imagery. It prepares students for exciting and dynamic careers in any business which has visual communication needs, no matter what the size or focus of the business. Students emerge from the DART program able to produce graphic design, web design, 2-D and 3-D animation, and audio and interactive design. They gain the aptitude to deal confidently with emerging technologies, such as augmented and virtual reality design.

Our program offers:

- A strong foundation in visual design
- A series of courses to introduce and then deepen a student's technical skills in areas such as animation and web design
- Some computer science coding skills to create more versatile websites
- Independent study courses in areas of student interest
- Seminars in which students interact with professionals working in the field
- Opportunities to cultivate a professional work ethic, including how to work as part of a creative team and to deal with client needs
- Small classes and accessible faculty advisers and mentors
- Prospects to interact with real-life clients in select internships and to develop a work portfolio before graduating
- Close contacts with an engaged and successful alumni
- Fully equipped labs in which to learn in community with your fellow students

Why take this major?

Studying DART at La Salle means that you will be given ample opportunity to:

- understand what makes good visual design
- find your own personal aesthetic
- learn when and how to employ the right technology to generate the intended visual effect
- be aware of the implications of visual design on your audience and on society in general
- gain the professional skills necessary to work as a team with fellow designers and to address the needs of a client.

Our alumni take on the following roles in the workplace, singly or as part of a team:

- Graphic Designer
- Web Designer/Developer

- Interactive Designer
- Creative Strategist
- Digital Marketing or Ecommerce Team Member/Analyst
- User Interface/User Experience Designer/Developer
- Software Developer
- Animators or Videographers
- Media Producer or Director
- Front End Developer/Engineer
- Presentation Specialist
- Data Management Coordinator
- Founder/Owner of Design Businesses
- Digital Artists/Instructors of Digital Art

They have found employment at: Comcast, Forbes, Vanguard, Independence Blue Cross, Kaiser Permanente, Trellist Marketing and Technology, American Basketball Association/Philly Spirit, Disney ABC Television Group, Anthropologie, Live Nation Entertainment, Think Brownstone, and Digitability.

Student Learning Outcomes

- Identify and apply design principles to the creation of visual design solutions.
- Identify and employ the most appropriate visual media for a specific context, purpose and audience
- Demonstrate proficiency in a range of technologies used in the Digital Arts & Multimedia Design discipline
- Create a portfolio of work of use in gaining admission to the Digital Arts & Multimedia Design market, or to graduate school
- Demonstrate an understanding of the legal and ethical principles of contemporary visual communication in the ever-changing technological world
- Apply effective project planning and management to set and achieve goals

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

Choose course within ILO

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

Required for all 3 Tracks

ART 102 - Basic Design

CSC 240 - Database Management

DART 210 - Intro to Animation

DART 230 - Intro to Web Design & Development

DART 280/281/282 - Seminar (1 cr each)

DART 330 - Advanced Web Design & Development

DART 340 - Web Scripting

DART 480 - Senior Project Management (2 cr)

DART 481 - Senior Portfolio (1 cr)

Concentrations

Track 1: Creative & Multimedia Design

Required for Track 1 (4 courses or 12 credits):

- ART 202 - Visual Communication
- ART 215 - Color Theory
- DART 220 - Intro to Digital Audio
- DART 310 - Advanced Animation

Electives for Track 1 (3 courses or 9 credits):

- ART 268 - Intro to Digital Photo
- BUS 100 - Business Perspectives
- DART 300 - Digital Figure Drawing
- DART 301 - Typography
- DART 309 - Digital Storytelling
- DART 320 - Advanced Digital Audio
- DART 370-379 Special Topics
- DART 461, 462 - Internship I, II

Track 2: Electronic Publishing

Required for Track 2 (2 courses or 6 credits):

- ENG 310 - Editing and Publishing
- ENG 410 - Publication Design

Electives for Track 2 (5 courses or 15 credits):

- COM 203 - Media Writing
- COM 302 - Broadcast Journalism
- COM 357 - Public Relations Writing
- DART 461, 462 - Internship I, II
- ENG 303 - Writing for Business
- ENG 308 - Legal Writing
- ENG 402- Topics in Creative & Professional Writing II

Track 3: Technical Development

Required for Track 3 (2 courses or 6 credits):

- CSC 230 - Programming Concepts and User Interfaces
- CSIT 220 - Data Communication Networks

Electives for Track 3 (5 courses or 15 credits):

- CSC 280 - Object Programming
- CSIT 320 - LANS and Network Administration
- CSIT 321 - Client Support
- DART 320 - Advanced Digital Audio
- DART 461, 462 - Internship I, II

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Dual Major Requirements

39 credits

Dual Majors in DArt take 6 fewer credits than is required for the major. These 6 credits will be determined in consultation with the Program Director or Adviser.

Minor Requirements

The minor in Digital Arts & Multimedia Design requires 18 credits or 6 courses:

- ART 102
- ART 202
- DART 210
- DART 230
- Choice of 2: ART 215, BUS 100, BUS 204, CSC 230, CSC 240, CSIT 220, DART 220, DART 301, DART 309, DART 310, DART 320, DART 330, DART 370-379, ENG 310, ENG 410, MKT 302, MKT 305

Recommended Course Sequence

FALL	SPRING
Track 1	
ART 102	ART 220 DART 280
ART 215 DART 210 DART 220	DART 310 DART 281
DART 230 CSC 240 ELECTIVE 1	DART 330 ELECTIVE 2 DART 282
DART 340 ELECTIVE 3	DART 480 DART 481
Track 2	
ART 102	ELECTIVE 1 DART 280
DART 210 ELECTIVE 2	CSC 240 ELECTIVE 3 DART 281
DART 230 ENG 310 ELECTIVE 4	DART 330 ENG 410
DART 340 ELECTIVE 5	DART 480 DART 481
Track 3	
ART 102	ELECTIVE 1 DART 280

DART 210 CSIT 220 ELECTIVE 2	CSC 230 ELECTIVE 3 DART 281
DART 230 CSC 240	DART 330 ELECTIVE 4

DART 340 DART 480

ELECTIVE 5 DART 481

Course Descriptions

DART 210 - Intro to Animation

An introduction to the basic principles and techniques of planning, designing, and creating multimedia content for computer-generated animations. Students learn various currently available animation software.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: ART 102

DART 220 - Intro to Digital Audio

An introduction to the concepts and tools used in digital audio production, including recording, composing, editing, processing, and mixing. Emphasis is on the integral role of sound in multimedia production.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face, Online

DART 230 - Intro to Web Design and Development

Focus 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. Emphasis on site architecture and mastery of Web authoring tools, including Web document deployment and debugging.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 6.1 - Technological Competency

DART 280, 281, 282 - Digital Arts Seminar I, II, III

A forum for listening to professionals present current issues, research, and trends in digital arts & multimedia design, and for learning about and discussing one's place in the profession. Each semester is 1 credit.

Number of Credits: 1

When Offered: Spring

How Offered: Face-to-Face

DART 300 - Digital Figure Drawing

Traditional drawing concepts and exercises are applied using an electronic drawing tablet and computer software. While basic elements of drawing will be reviewed, the course focuses on drawing the figure. Classical through contemporary figure painting and drawing will be studied as a means of exploring concepts and personal style.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: ART 102 or permission of instructor

DART 301 - Typography

This course relates the basic skills of manipulating type to create meaningful communication. Emphasis on the formal, compositional, and communicative aspects of type. Students will develop typographic designs for static, motion, and internet graphics.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: ART 102

DART 309 - Digital Storytelling

An introduction to the basic concepts of artistic video production including storyboarding, audio recording, and non-linear editing.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: ART 102

DART 310 - Advanced Animation

Builds on topics related in DArt 210, advancing knowledge and application of animation techniques.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: DART 210

DART 320 - Advanced Digital Audio

Builds on skills introduced in DART 220, advancing knowledge and application of digital audio technology.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face, Online

Prerequisites: DART 220

DART 330 - Advanced Web Design and Development

Focus 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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: DART 230

DART 340 - Web Scripting

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. The course is mainly client-side scripting, in particular JavaScript, but may also include some server-side scripting and XML.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: DART 230

DART 461, 462 - Internship I, II

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.

Number of Credits: 3 each

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Restrictions: GPA of 2.75 overall; junior or senior standing; approval of DArt Internship Coordinator

DART 480 - Senior Project Management Seminar

Seniors plan, manage, and complete a digital media project. They collaborate, develop, and manage a project budget, maintain a time line, and participate in group exercises.

Number of Credits: 2

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: DART 330

Corequisites: DART 481

DART 481 - Senior Portfolio

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.

Number of Credits: 1

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: DART 330

Corequisites: DART 480

Department of Biology

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.

Major(s) Offered

[BS Biology](#)

[BS Environmental Science](#)

[BA/BS Secondary Education/Biology](#)

Minor(s) Offered

[Biology](#)

[Environmental Science](#)

Location/Contact Information

David Zuzga, Chair

Holroyd Hall 235

zuzga@lasalle.edu

215.991.3773

Full-Time Faculty

PROFESSORS: Ballough, Hoersch, Pierce

ASSOCIATE PROFESSORS: Samulewicz, Seitchik, Zuzga

ASSISTANT PROFESSORS: Church, DeHaven, Hazell, Ling

VISITING ASSISTANT PROFESSOR: McClory

PROFESSOR EMERITUS: Belzer

Biology

Program Description

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.

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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.

Why take this major?

The Biology program fosters a deep understanding of foundational knowledge in the life sciences and encourages students to apply this understanding in laboratory research projects that develop critical thinking skills and scientific reasoning. This training allows students to pursue a broad range of opportunities related to the life sciences including medical or graduate school and careers in the health professions, scientific/clinical technology, or science education.

Student Learning Outcomes

- Locate, recognize, evaluate and apply foundational knowledge in biology in an accurate and effective manner.
- Apply scientific and quantitative reasoning to explore, analyze and question biological phenomena.
- Use the tools and technologies of modern biology appropriately to collect data and address scientific hypotheses.
- Communicate scientific information effectively both orally and in writing.

Program Contact Information

Degree Earned

B.S.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

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.

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

CHM 111 General Chemistry I

ILO 3.1b: Quantitative Reasoning

MTH 120 Calculus and Analytic Geometry I

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

BIO 210 - Cellular Biology and Genetics
BIO 220 - Structure and Function of Organisms
BIO 230 - Diversity, Evolution, Ecology
BIO 412 - Biochemistry
BIO 413 - Molecular Biology

Additional 300/400-level biology courses to total a minimum of 11 courses

CHM 111 - General Chemistry I
CHM 112 - General Chemistry II
CHM 201 - Organic Chemistry I
CHM 202 - Organic Chemistry II
PHY 105 - General Physics I
PHY 106 - General Physics II
MTH 120 - Calculus and Analytic Geometry I

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Minor Requirements

REQUIRED FOR MINOR IN BIOLOGY:

BIO 210
BIO 220
BIO 230

Three additional courses from the 300/400 level

Recommended Course Sequence

Freshman Year

Fall

Biology 210
Chemistry 111

Spring

Biology 220
Chemistry 112

Sophomore Year

Fall

Biology 230
Chemistry 201
Math 113 or Math 120

Spring

Biology Elective
Chemistry 202
Math 120

Junior Year

Fall

Biology 412
Biology Elective
Physics 105

Spring

Biology 413
Biology Elective
Physics 106

Senior Year

Fall

Biology Elective or Capstone
Biology Elective

Spring

Biology Elective or Capstone

* This is a "typical" schedule. Some students will take Biology 210 after the Fall semester of their freshman year.

Course Descriptions

BIO 157 - Life Science: An Environmental Approach

This 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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

BIO 158 - Life Science: A Human Approach

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 3.1.a - Scientific Reasoning

BIO 161-162 - Anatomy and Physiology

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.

Number of Credits: 4

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid

Prerequisites: BIO 161 is a prerequisite for BIO 162.

BIO 163 – Clinical Microbiology

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.

Number of Credits: 4

When Offered: Fall, Spring

How Offered: Face-to-Face

BIO 210 – Cellular Biology and Genetics

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Restrictions: Students must be eligible for Math 113 or Math 120 and Chem 111

Prerequisites: High school or college chemistry.

ILO Met: ILO 3.1.a – Scientific Reasoning

BIO 220 – Structure and Function of Organisms

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: A final grade of C- or better in BIO 210

BIO 230 – Diversity, Evolution, And Ecology

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: A final grade of C- or better in BIO 220

BIO 301 – Comparative Vertebrate Anatomy

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.

Number of Credits: 4

How Offered: Face-to-Face

Prerequisites: 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.

BIO 303 - Microbiology

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: 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.

BIO 305 - General Physiology

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: 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.

BIO 306 - Neurobiology

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: 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.

BIO 310 - Genetics

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

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: 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.

BIO 314 - Biometrics

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: 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.

BIO 317 - Invertebrate Zoology

Topics of this course involve 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.

Number of Credits: 4

How Offered: Face-to-Face

Prerequisites: 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.

BIO 318 - Evolution

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.

Number of Credits: 3

Prerequisites: 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.

BIO 319 - The Plant Kingdom

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

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: 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.

BIO 400 - Marine Biology

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: 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.

BIO 402 - Cell Biology

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: 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.

BIO 403 - Principles of Ecology

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: 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.

BIO 404 - Field Ecology

This course involves field and laboratory projects/research at La Salle's Penllyn Biostation and other sites. Six hours laboratory and field work.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: BIO 403 or permission of instructor

BIO 405 - Histology

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: 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.

BIO 406 - Developmental Biology

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

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: 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.

BIO 412 - Biochemistry

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: 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; CHM 201 and 202.

BIO 413 - Molecular Biology

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: BIO 412

BIO 420 - Genomics

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: 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.

BIO 430 - The Biology of Cancer

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: 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.

BIO 460 - Cooperative Education/Internship

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

Number of Credits: 3

Prerequisites: 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; 3.0 G.P.A or higher.

BIO 470 - Special Topics in Biology

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.

Number of Credits: 3

Prerequisites: 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.

BIO 480-481 - Biological Research

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. Hours to be arranged.

Number of Credits: 3 each

How Offered: Face-to-Face

Prerequisites: 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; permission of Chair required.

ENV 152 - Oceanography

This course provides a study of the physical processes that affect the oceans of the earth. Emphasis will be on tides, currents, waves, chemistry of the sea, and geology of ocean basins. Three hours lecture.

Number of Credits: 3

When Offered: Spring, Summer

How Offered: Face-to-Face

ILO Met: ILO 3.1.a - Scientific Reasoning

ENV 153 - Introduction to Environmental Science

This course is an introduction to the field of environmental sciences, including the historical development of the subject, the current state of knowledge, and the development of humans and the impact they have had on our environment. Three lectures and three hours laboratory. Course includes mandatory field trips.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

ILO Met: ILO 3.1.a - Scientific Reasoning

ENV 155 - Earth Science

This course covers various topics pertaining to the earth and its place in the universe. Major aspects of geology, oceanography, meteorology, and astronomy are studied. Emphasis is placed on the interactions of earth systems, and the evolution of our planet.

Number of Credits: 3

When Offered: Fall, Summer

How Offered: Face-to-Face

ILO Met: ILO 3.1.a - Scientific Reasoning

ENV 310 - Introduction to Geographic Information Systems

Provides an overview of the basic concepts and uses of Geographic Information System (GIS) technology. ArcGIS provides a means to explore data on a spatial level and communicate this information. Students explore GIS tools and learn to manipulate, analyze, visualize, and illustrate geographic data. Students examine relationships, trends and patterns using GIS technology. This course is structured to be a hands-on laboratory that covers both conceptual and technical topics.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

GEO 202 - Mineralogy

Hand specimen identification of minerals is emphasized in this course. Study of the growth, internal structure, and physical properties of minerals is addressed. Six hours of lecture and laboratory are required.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

GEO 305 - Environmental Geochemistry

This course provides a practical background in basic geochemical principles that can be applied to environmental problems, such as global warming, acid rain, smog, acid mine drainage, nuclear waste disposal, and water pollution. Three-hour lecture/three-hour laboratory is required.

Number of Credits: 4

When Offered: Fall, Spring

How Offered: Face-to-Face

Environmental Science

Program Description

The Environmental Science Program offers a specialized, integrated approach to global issues surrounding sustainability, the use of natural resources, how human activity impacts ecosystems, how such activity can cause degradation, and what can be done to mitigate this impact.

Why take this major?

Our program is designed to place graduates into positions in industry, energy and environmental, governmental and private, as well as in graduate programs (science or policy/management), and service institutions and agencies (Peace Corps, AmeriCorps, etc). Students (have been) and will be qualified to work in fields such as oil, gas and coal, alternative energy, environmental management, resource management, land-use planning, environmental policy, and environmental law (upon completion of law school). The Environmental Science program can also serve as a pre-teaching opportunity that prepares students for certification in education. We also understand the need to enhance critical thinking skills and have designed the environmental science curricula to meet this challenge by requiring an eclectic array of courses from many non-science related departments.

Student Learning Outcomes

- Students should be able to think critically about problems in environmental sciences.
- Students should understand the complex interactions that define ecosystems and how they may be affected by human activities.
- Students should be able to interpret scientific data.
- Students should know how to perform environmental field investigations, including the use of a variety of instruments commonly used to collect data in the field.
- Students should be able to prepare environmental reports, including illustrations and maps.
- Students should understand the comprehensive methods used to restore or remediate contaminated ecosystems.
- Students should be familiar with basic knowledge of subsurface and surface geologic processes that form rocks and shape the landscape.

Program Contact Information

Degree Earned

B.S.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

Students must have a 2.00 G.P.A. in their major courses in order to graduate.

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

ENV 153 - Introduction to Environmental Science

ILO 3.1b: Quantitative Reasoning

MTH 120 - Calculus and Analytic Geometry I

ILO 6.1: Technological Competency

CSC 152 - Introduction to Computing: Mathematics/Science Applications

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

ENV 153 -Introduction to Environmental Science

MTH 120 - Calculus and Analytic Geometry I

CHM 111 - General Chemistry I

CHM 112 - General Chemistry II

CHM 262 - Organic Chemistry for Life Science

BIO 210 - Cellular Biology and Genetics

BIO 230 - Diversity, Evolution and Ecology

BIO 320 - Biostatistics

ENV 202 -Earth Materials

ENV 305 -Environmental Chemistry

ENV xxx -Fundamentals of Soil Science

ENV xxx - Environmental Air Quality

ENV 310 -Introduction to Geographic Information Systems

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Minor Requirements

ENV 153

Plus five courses chosen in consultation with Program Director

Recommended Course Sequence

Year	Fall	Spring
Freshman	ENV 153	BIO 210
	CHM 111	CHM 112
Sophomore	ENV 202	BIO 230
	MTH 120	BIO 320
	CHM 262	
Junior	ENV 305	ENV 310
	POL 316	ENV xxx (soil)
		ENV xxx (air quality)
Senior	ENV 4xx (capstone)	ENV elective
	ENV elective	ENV elective

Course Descriptions

NOTE: - Requires courses from other disciplines.

A list of all courses may be found online at [Undergraduate > Courses: A-Z](#).

Department of Chemistry and Biochemistry

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.

Major(s) Offered

[BS Chemistry](#)

[BS Biochemistry](#)

Minor(s) Offered

[Chemistry](#)

Location/Contact Information

William Price, Chair

Holroyd Hall 345

price@lasalle.edu

215.951.1261

Full-Time Faculty

PROFESSORS: Cichowicz, Price

ASSOCIATE PROFESSORS: Prushan

ASSISTANT PROFESSORS: Femia, Kramer

VISITING ASSISTANT PROFESSORS: Lammers

INSTRUCTORS: Grande

PROFESSOR EMERITUS: Straub

Biochemistry

Program Description

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.

Why take this major?

Our graduates have attended some of the best graduate schools in the country including Princeton, Harvard, Berkeley, Johns Hopkins, Georgetown, and Caltech. Many of our students have become physicians, lawyers, or teachers, while other graduates have obtained lucrative employment in the chemical industry.

No matter what their chosen career path, our graduates excel because our department trains them in the critical thinking and problem solving. As a liberal arts university, La Salle has a curriculum that offers a solid background in the fundamentals of chemical and biochemical sciences coupled with a broad-based education. Students are made aware of the interconnections of chemistry with the other sciences and also with the social sciences, business, and the humanities. With such an education, our graduates leave La Salle as dynamic, adaptable, and prepared individuals ready for almost anything they will face in the future.

Student Learning Outcomes

- Students will execute chemical experimental laboratory techniques.
- Students will communicate scientific ideas and research both orally and in writing to both general and scientific audiences.
- Students will persist, think critically, and problem solve in tackling complex scientific problems.
- Students will explain the importance of chemistry in addressing societal issues.
- Students will explain, visualize, and interpret chemistry at a macroscopic or (molecular) microscopic level.

Program Contact Information

Degree Earned

B.S.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

2.00 average in major courses required to graduate

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

CHM 111 General Chemistry I

ILO 3.1b: Quantitative Reasoning

MTH 120 Calculus and Analytic Geometry I

ILO 6.1: Technological Competency

CSC 152 Introduction to Computing: Mathematics/Science Applications

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

CHM 111 - General Chemistry I

CHM 112 - General Chemistry II

CHM 201 - Organic Chemistry I

CHM 202 - Organic Chemistry II

CHM 212 - Quantitative Analysis

CHM 311 - Instrumental Analysis

CHM 332 - Quantum Chemistry & Spectroscopy

CHM 331 - Thermodynamics & Kinetics

CHM 403 - Inorganic Chemistry

CHM 411 - Biochemistry I

CHM 412 - Biochemistry II

CHM 480 - Chemical Research

MTH 120 - Calculus I

MTH 121 - Calculus II

CSC 152 - Introduction to Computing; Mathematics/Science Applications

PHY 105 - General Physics I

PHY 106 - General Physics II

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Dual Major Requirements

Biochemistry majors wishing to double major in Chemistry need to take CHM 320 in addition to their Biochemistry major requirements.

Recommended Course Sequence

Freshman Year

CHM 111

CHM 112

MTH 120

MTH 221

Sophomore Year

CHM 201

CHM 202

PHY 105

PHY 106

CHM 212

Junior Year

CHM 311

CHM 331

CHM 332

Senior Year

CHM 403

CHM 412

CHM 411

Course Descriptions

Chemistry

Program Description

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.

Why take this major?

Our graduates have attended some of the best graduate schools in the country including Princeton, Harvard, Berkeley, Johns Hopkins, Georgetown, and Caltech. Many of our students have become physicians, lawyers, or

teachers, while other graduates have obtained lucrative employment in the chemical industry.

No matter what their chosen career path, our graduates excel because our department trains them in the critical thinking and problem solving. As a liberal arts university, La Salle has a curriculum that offers a solid background in the fundamentals of chemical science coupled with a broad-based education. Students are made aware of the interconnections of chemistry with the other sciences and also with the social sciences, business, and the humanities. With such an education, our graduates leave La Salle as dynamic, adaptable, and prepared individuals ready for almost anything they will face in the future.

Student Learning Outcomes

- Students will execute chemical experimental laboratory techniques.
- Students will communicate scientific ideas and research both orally and in writing to both general and scientific audiences.
- Students will persist, think critically, and problem solve in tackling complex scientific problems.
- Students will explain the importance of biochemistry in addressing societal issues.
- Students will explain, visualize, and interpret chemistry at a macroscopic or (molecular) microscopic level.

Program Contact Information

Degree Earned

B.S.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

2.0 cumulative

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

CHM 111 General Chemistry I

ILO 3.1b: Quantitative Reasoning

MTH 120 Calculus and Analytic Geometry I

ILO 6.1: Technological Competency

CSC 152 Introduction to Computing: Mathematics/Science Applications

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

CHM 111 General Chemistry I
CHM 112 General Chemistry II
CHM 201 Organic Chemistry I
CHM 202 Organic Chemistry II
CHM 212 Quantitative Analysis
CHM 311 Instrumental Analysis
CHM 320 Advanced Organic Laboratory Methods
CHM 332 Quantum Mechanics and Spectroscopy
CHM 331 Thermodynamics and Kinetics
CHM 403 Advanced Inorganic Chemistry
CHM 411 Biochemistry I
CHM 480 Chemical Research
MTH 120 Calculus and Analytic Geometry I
MTH 221 Calculus and Analytic Geometry II
CSC 152 Introduction to Computing: Mathematics/Science Applications
PHY 105 Physics I
PHY 106 Physics II

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Dual Major Requirements

Chemistry majors wishing to double major in Biochemistry need to take CHM 412 in addition to their Chemistry major requirements.

Minor Requirements

CHM 111, 112, 201, 202, and any two of the following: 212, 311, 320 or 332

Recommended Course Sequence

Fall Spring

Freshman Year:

CHM 111

CHM 112

MTH 120

MTH 221

Sophomore Year

CHM 201

CHM 202

PHY 105

PHY 106

CHM 212

Junior Year

CHM 311

CHM 331

CHM 332

CHM 320

Senior Year

CHM 403

CHM 411

Course Descriptions

CHM 111 - General Chemistry I

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

Number of Credits: 4

When Offered: Fall, Summer

How Offered: Face-to-Face

Prerequisites: MTH 101 (C+ or better) or equivalent

ILO Met: ILO 3.1.a - Scientific Reasoning

CHM 112 - General Chemistry II

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

Number of Credits: 4

When Offered: Spring, Summer

How Offered: Face-to-Face

Prerequisites: CHM 111 (C- or better)

CHM 150 - Consumer Chemistry

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.

Number of Credits: 3

CHM 152 - Criminalistics for Non-Physical Science Majors

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.

Number of Credits: 4

How Offered: Face-to-Face

CHM 161 - Chemistry of The Life Sciences

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.

Number of Credits: 4

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: High School Algebra

ILO Met: ILO 3.1.a - Scientific Reasoning

CHM 201 - Organic Chemistry I

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

Number of Credits: 4

When Offered: Fall, Summer

How Offered: Face-to-Face

Prerequisites: CHM 112 (C- or better)

CHM 202 – Organic Chemistry II

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

Number of Credits: 4

When Offered: Spring, Summer

How Offered: Face-to-Face

Prerequisites: CHM 201 (C- or better)

CHM 212 – Quantitative Analysis

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: CHM 112 (C- or better)

CHM 262 – Organic Chemistry for The Life Sciences

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CHM 161 (C- or better)

CHM 263 – Biochemistry for the Life Sciences

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: CHM 262 (C- or better)

CHM 265 - Criminalistics for Physical Science Majors

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.

Number of Credits: 4

How Offered: Face-to-Face

Prerequisites: CHM 201 (C- or better)

CHM 311 - Instrumental Analysis

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

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CHM 112 (C- or better) or permission from instructor

CHM 320 - Organic Laboratory Methods

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: CHM 202 (C- or better)

CHM 331 - Thermodynamics and Kinetics

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: CHM 202, MTH 221, PHY 106 (C- or better in all)

CHM 332 - Quantum Mechanics and Spectroscopy

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CHM 112, MTH 221, PHY 106 (C- or better in all)

CHM 350, 450 - Cooperative Education

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

Number of Credits: 3

CHM 403 - Advanced Inorganic Chemistry

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CHM 331, 332 (C- or better in both)

CHM 411 - Biochemistry I

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CHM 202, CHM 331 or permission from the instructor

CHM 412 - Biochemistry II

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: CHM 411

CHM 470 - Special Topics

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.

Number of Credits: 3

CHM 480-481 - Chemical Research

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.

Number of Credits: 4 credits each

When Offered: Fall, Spring

Department of Communication

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.

Major(s) Offered

[BA Communication](#)

[BA/MA Communication 5-year](#)

Minor(s) Offered

A [minor in Communication](#) is perfect for students from a wide variety of majors. From improving desirable workplace qualities to gaining skills in media and public relations, our minors offer students a variety of options.

The Department offers minors in the following areas:

- [Interpersonal Skills](#)
- [Media Studies](#)
- [Media Skills](#)
- [Public Relations](#)
- [General Communication Minor](#)

Concentrations

[Communication Management](#)

[Media and Journalism](#)

[Public Relations](#)

Location/Contact Information

Communication Center, South Campus, 215.951.1844

Full-Time Faculty

PROFESSORS: Dainton, Lannutti, Molyneaux

ASSOCIATE PROFESSORS: Dunleavy, Smith, Texter, Zelle

ASSISTANT PROFESSORS: Celano, Daily, Lashley

VISITING ASSISTANT PROFESSORS: Bradford, Muse

Communication

Program Description

The Communication major blends theory with practice, built on a liberal arts education and supplemented with experiential learning opportunities within and outside the classroom. This approach is captured in our program motto: Think. Do.

Communication majors start with a grounding in classes that provide a strong theoretical foundation for understanding a field that traces its roots to Aristotle but is as contemporary as today's Tweet. Students then can pursue tracks in Communication and Social Interaction, Media and Journalism, and Public Relations. These concentrations provide the communication knowledge and skills needed for meaningful personal, professional and social relationships.

Students may earn credit for Internships, including unique 1-credit internships that allow first and second year students to earn credit while taking advantage of the opportunities that studying in the nation's 5th largest media market provide.

The major seeks to develop graduates who engage in informed civic participation and progressive leadership in professional and community settings. This goal reflects the Lasallian tradition of providing a practical education in the service of the greater good.

Why take this major?

Think. Do.

In our classes and on-campus experiences, we'll teach you how to think. You'll learn the theory that will help you make good decisions about how to best tell stories, position an organization, improve relationships. You'll be able to judge what works and what doesn't, and then prove it through research.

Our faculty work side by side with students to discuss tough issues, problem-solve, and develop communication strategies and tactics.

From your first few weeks on campus, you can get involved with our student organizations to gain valuable experience. Several of our classes use experiential and service-learning activities to help you gain real-life experience in a classroom setting.

This combination of thinking and doing prepares you to tackle internships in the nation's fifth largest media market (and beyond), which means incredible internship opportunities to apply what you learn. Our students intern with the Philadelphia Eagles, The Philadelphia Inquirer, and NBC10, and some internships have taken our thinkers and doers to the White House, the Super Bowl, The Tonight Show with Jimmy Fallon, and ESPN. And that's just the short list.

We have 40 years worth of alumni ready to provide mentoring, internship opportunities, and a gateway to the careers you might seek.

Even if you're not interested in a career in communication, the major allows you to develop some of job skills most highly desired by employers--writing and speaking, teamwork, problem solving, interpersonal effectiveness, and persuasion.

As a La Salle Communication graduate, you'll have the knowledge and the practical experience to launch your career.

Student Learning Outcomes

Aligned with learning outcomes from the National Communication Association (NCA), *Communication majors*, regardless of track or concentration, will be able to:

- SLO-C.1: Examine contemporary issues/debates in the communication discipline and related professional fields
- SLO-C.2: Employ theories, concepts, and principles, through:
 - Explaining communication theories, concepts, and principles
 - Applying communication theories, concepts, and principles to situations and events
 - Critiquing communication theories, concepts, and principles in academic and practical contexts
- SLO-C.3: Interpret communication research
- SLO-C.4: Create messages appropriate to the audience, purpose, and context, with emphasis on:
 - Locating and using relevant information
 - Selecting an appropriate modality/technology
 - Adapting messages to audience/context/purpose
 - Presenting messages effectively
 - Critically reflecting on one's own messages
- SLO-C.5: Critically analyze messages

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

A student must have a 2.0 gpa in the major in order to graduate. If students want to earn credit for an internship, they should have a 2.75 GPA.

Cumulative:

Progress Chart

Level One – Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

Choose course within ILO

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

COM 150

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

Com 101 Intro Mass Media

Com 102 Interpersonal Com

Com 150 Presentation Skills (meets ILO1-8.1a/12.1)

Com 205 Com Theory & Research

Com 312 Persuasion

Concentrations

WE HAVE THREE CONCENTRATIONS

*Concentration: Communication & Social Interaction

Com 215 Group & Team Com (F)

Com 220 Com & Culture (S) (meets ILO1-11.1)

Com 315 Adv. Interpersonal (S)

Com 316 Com Research & Analysis

Com 317 Organizational Com

Choose (1) from: Com 203 Media Writing (S); or Com 206 News Writing; or Com 357 PR Writing

Choose (1) from: Com 267 Conflict; Com 325 Nonverbal Com; Com 345 Sex, Gender, & Communication; Com 365

Communication in Relationships

Com 415 Communication Management & Development (F)

Two COM electives outside of concentration

*Concentration: Public Relations

Com 206 News Writing & Reporting

Com 207 Principles of PR

Com 316 Com Research & Analysis

Com 317 Organizational Com

Com 357 PR Writing

Com 338 Social Media (F)
Com 387 PR Cases & Campaigns
Com 407 Public Relations Management
Two COM electives outside of concentration

**Concentration: Media & Journalism*

Com 204 Media Criticism (F)
Com 208 Intro to Digital Video
Com 301 Media Industries
Com 358 Adv. Media Production
Com 308 Com Law & Ethics
Choose (1) from: Com 203 Media Writing (S); OR Com 206 News Writing
Choose (1) from: Com 306 Feature Writing (F); OR Com 368 Video Editing (S)
Com 408 Media & Journalism Practicum
Two COM electives outside of concentration

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Dual Major Requirements

Dual majors must complete the Communication Major core requirements plus the requirements for at least one concentration. Communication elective courses are usually waived for dual majors. The plan of study is developed in consultation with the department Chair.

Minor Requirements

Please see the Communication Department Chair to declare a Minor.

Interpersonal Skills Minor

COM 150 Presentation Skills
COM 102 Interpersonal Communication
COM 215 Group and Team Communication
COM 220 Intercultural Communication
COM 312 Persuasion, Power and Influence
COM 317 Organizational Communication

Media Studies Minor

COM 101: Mass Media and Society
COM 204: Media Criticism
COM 205: Com Theory & Research
COM 300: Communication Ethics
COM 301 Media Industries
COM 308 Communication Law and Ethics

Media Skills Minor

COM 101 Mass Media and Society
COM 150 Presentation Skills
COM 208 Introduction to Digital Video
COM 338 Social Media
COM 358 Advanced Media Production
Choice of either
COM 206 News Writing and Reporting **or**
COM 203 Media Writing

Public Relations

COM 101 Mass Media and Society
 COM 150 Presentation Skills
 COM 207 Principles of Public Relations
 COM 312 Persuasion, Power and Influence
 COM 357 Public Relations Writing
 COM 387 PR Cases and Campaigns

General Communication Minor

COM 150 Presentation Skills
 COM 101 Mass Media and Society
 COM 102 Interpersonal Communication
 One or two 200-level courses
 Two or three 300-level courses

Students in the General Communication Minor may enroll in a 400-level course, assuming they have completed the pre-requisites, with permission of the Department Chair.

Recommended Course Sequence

The chart below illustrates the recommended sequence of courses for Communication majors. Transfer students should also follow this sequence. This will depend on whether the student has transferred in any Communication courses.

	Communication Core	Communication & Social Interaction	Media & Journalism	Public Relations
First Year Students	COM 101 COM 102 COM 150			
Sophomores	COM 205 COM 312	COM 215 (F) COM 220 (S) COM 203(S)/206/357	COM 203(S)/206 COM 204(F) COM 208	COM 206 COM 207 COM 317
Juniors		COM 315(S) COM 316 COM 317	COM 301 COM 358 COM 306(F)/COM 356 (S)	COM 316 COM 357 COM 387
Seniors		COM 415	COM 408	COM 407
Anytime		COM 267/325/3345/365 COM elective 1 COM elective 2	COM 308 COM elective 1 COM elective 2	COM 338(F) COM elective 1 COM elective 2

F=Fall Semester, S=Spring Semester

Course Descriptions

COM 101 - Mass Media & Society

This course is an introduction to the mass media and their impact on society. Students will investigate the historical, technological, and social developments of a variety of media, including newspapers, magazines, radio, television, film, and emerging technologies. Students will be asked to consider evidence, assumptions, and assertions about the effects of media in order to draw conclusions about the responsibility of media professionals and the public when creating, sharing, and consuming content. The course will also examine legal and ethical issues of the media and how politics and economics affect the form, function, and content of media.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

COM 102 - Interpersonal Communication

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

COM 150 - Presentation Skills

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; organizing content in a logical manner; matching presentation content to presentation goals; using visual aids effectively; dealing with speaking anxiety; and effective, respectful collaboration in preparing presentations.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

ILO Met: ILO 8.1.a - Oral Communication/ILO 12.1 - Collaborative Engagement

COM 203 - Media Writing

In this course, students will learn a variety of creative writing techniques for visual media projects. Students will work with various written formats including creative concepts, dual column and master scene scripts, treatments, and storyboards. Students will work within an interactive writers' room to craft effective advertisements/public service announcements, documentary concepts, original film and television scripts, and projects for emerging and interactive media forms. *This course also meets ILO 8a.2 (effective written communication within the major).*

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

COM 204 - Media Criticism

In this gateway course to the Media & Journalism track, students will learn the language of mediated storytelling by describing and analyzing the ways in which stories are creatively and artistically crafted for various formats and purposes, including television, film, online video, documentary, and news. Students will be exposed to various types of contemporary visual media, and discuss the ways in which production techniques play a role in creative expression and telling effective stories.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

ILO Met: ILO 9.1 – Creative and Artistic Expression

COM 205 – Communication Theory and Research

This course introduces students to significant theories of communication, including interpersonal communication, mass media, and persuasion theories. Students will be introduced to 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 or early junior-year students.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: COM 101 and COM 102

COM 206 – News Writing & Reporting

This course 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 write and structure news stories for different media platforms including print, broadcast and online. *This course also meets ILO 8a.2 (effective written communication within the major).*

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

COM 207 – Principles of Public Relations

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

COM 208 – Introduction to Digital Video

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

COM 215 - Group and Team Communication

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

COM 220 - Intercultural Communication

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

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

COM 267 - Communication and Conflict Management

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.

Number of Credits: 3

COM 300 - Communication Ethics

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. Students will apply ethical perspectives such as virtue, universalism, utilitarianism, egalitarianism, dialogic ethics, postmodernism, and the feminist ethic of care to contemporary ethical issues in interpersonal, organizational, public, and mass mediated communication contexts. Concepts of truth, confidentiality, conflict of interest, social justice, and other issues will be addressed.

Number of Credits: 3

How Offered: Face-to-Face

ILO Met: ILO 10.1 - Ethical Understanding and Reasoning

COM 301 - Media Industries

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: COM 101

COM 306 - Feature Writing & Reporting

In this course, students will learn how to report and write feature stories making use of storytelling techniques such as scene-setting, descriptive language, the narrative arc, character development, use of dialogue, explication, and literary devices such as metaphors, flashbacks, foreshadowing and parallel construction. The techniques learned in this class will be applicable to print, broadcast and online presentation.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: COM 206

COM 308 - Communication Law & Ethics

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, and the law of emerging technologies. Students will learn to apply statutes, case law, and ethical theories to First Amendment issues and disputes. *This course also meets ILO 10.2 (ethical understanding and reasoning within the discipline)*

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

COM 310 - Communication Portfolio

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.

Number of Credits: 1

When Offered: Fall, Spring

How Offered: Face-to-Face, Online

COM 312 - Persuasion, Power, And Influence

This course emphasizes theory-based analysis of persuasive messages across a variety of contexts and situations, ranging from interpersonal settings to mass mediated-campaigns. Students will also be taught techniques of presenting and selecting evidence with the goal of enhancing the student's abilities to strategically analyze and create persuasive messages. Students will be asked to consider assumptions and draw conclusions about the persuasive efficacy of messages by applying concepts from theory and research. *This course also meets ILO 4.2 (critical analysis and reasoning in the discipline).*

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

COM 315 - Advanced Interpersonal Communication

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: COM 102

COM 316 - Communication Research and Analysis

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

COM 317 - Organizational Communication

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, technology, and ethical decision making in organizations are also featured, as well as a focus on the practical skills necessary for successful organizational encounters and socialization. *This course meets ILO 10.2 (ethical understanding & reasoning within the discipline).*

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

COM 319 - Advanced Personal and Professional Presentations

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: COM 150

COM 325 - Nonverbal Communication

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.

How Offered: Face-to-Face

COM 337 - Advertising Copywriting

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.

Number of Credits: 3

How Offered: Face-to-Face

COM 338 - Social Media

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

COM 345 - Communication and Sex, Gender, And Sexuality

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.

Number of Credits: 3

COM 350/450 - Cooperative Education

This experience is normally a 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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Hybrid

Restrictions: Junior or Senior status, 2.75 GPA, approval of Department Chair

COM 357 - Public Relations Writing

Writing is one of the top-rated skills for public relations professionals. This writing intensive 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. *This course meets ILO 8b.2 (effective writing in the discipline)*

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

COM 358 - Advanced Media Production

In this course students learn to apply more advanced audio and video production techniques. Students will develop and strengthen their production skills through hands-on projects both in the field, and utilizing the tools of the television studio, for both news and creative productions that can be distributed across various media platforms.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: COM 208

COM 365 - Communication in Relationships

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: COM 102

COM 368 - Video Editing

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Com 208

COM 387 - Public Relations Cases and Campaigns

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: COM 207

COM 407 - Public Relations Management

This capstone in Public Relations uses a combination of case studies and service-learning to provide students with an in-depth study of public relations theory and practice. In addition to exploring a particular practice area in greater depth, students work with community organizations on public relations projects to apply what they have learned. Students complete journal assignments throughout the semester that ask them to reflect on both their professional development and understanding of the needs addressed by the community partners with which they work. *This course meets ILO 2.2 (reflective thinking and valuing in the discipline)*

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Senior Standing

Prerequisites: COM 207, 357, 387, & Senior Standing

COM 408 - Media & Journalism Practicum

This capstone in Media and Journalism builds upon the skills students have developed throughout their coursework, including planning, writing, production, and editing. Students will synthesize various skills and work as a team to produce multimedia storytelling projects within the local community. Students will have the opportunity to create advanced-level work, cooperate as a team, and reflect on their role as media storytellers. *This course meets ILO 2.2 (reflective thinking and valuing in the discipline).*

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Senior standing

Prerequisites: COM 306 or 358, & Senior Standing

COM 415 - Communication Management Capstone

With an emphasis on developing communication competence, this capstone in Communication and Social Interaction challenges students to apply theoretical and practical understanding of interpersonal communication to professional situations. Students will use problem-based learning to address communication needs. As part of the course, students will reflect on their own communication patterns and will actively develop competencies to increase professional success. *This course meets ILO 2.2 (reflective thinking and valuing in the discipline).*

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: Senior standing

Prerequisites: COM 102, 205 & senior standing

COM 461/462/463 - Internship

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.

Number of Credits: 3 credits

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid

Prerequisites: Junior or senior standing, 2.75 GPA, and recommendation of the Chair.

Communication (5-yr)

Program Description

The 5-year BA-MA program builds on our successful undergraduate major and our 20-plus years of graduate education to provide students with advanced training in professional and business communication, leading to the Master of Arts in Strategic Communication.

The Communication major blends theory with practice, built on a liberal arts education and supplemented with experiential learning opportunities within and outside the classroom. This approach is captured in our program motto: Think. Do.

The 5-year program allows students to dive deeper into communication issues, research, and contexts, and to apply that understanding to organizational contexts. An applied communication practicum is the capstone to the program, and students are also able to earn graduate credit for internships.

Regardless of which concentration students pursued at the Bachelor's level, they are able to count up to two undergraduate courses (6 credit hours) toward the Master's degree, thus enabling them to finish the MA with just one additional year of school.

Communication majors start with a grounding in classes that provide a strong theoretical foundation for understanding a field that traces its roots to Aristotle but is as contemporary as today's Tweet. Students then can pursue tracks in Communication and Social Interaction, Media and Journalism, and Public Relations. These concentrations provide the communication knowledge and skills needed for meaningful personal, professional and social relationships.

The major seeks to develop graduates who engage in informed civic participation and progressive leadership in professional and community settings. This goal reflects the Lasallian tradition of providing a practical education in the service of the greater good.

Why take this major?

In addition to the various reasons for pursuing a Communication major, the 5-year BA/MA in Strategic Communication offers the following advantages:

- On average, people with a graduate communication degree start at salaries that are considerably higher than those with just a Bachelor's degree.
- The unemployment rate for people with a graduate communication degree is half of that for those with just a communication BA.
- Ninety-four percent of La Salle's One-Year MA graduates landed advanced jobs in the field soon after graduation.

In addition to those career benefits, there are some advantages for staying in school for a fifth year:

- BA/MA student receive a discount on their graduate tuition costs.
- BA/MA students will be able to earn an advanced degree after just 5 years of college
- BA/MA students will be able to "double count" some upper level undergraduate courses for both their BA and MA.
- BA/MA students will continue to be eligible for financial aid and housing during their 5th year.

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:

- Describe the communication discipline and its central questions

- Employ communication theories, perspectives, principles, and concepts
- Engage in communication inquiry
- Create messages appropriate to the purpose, audience, and context
- Critically analyze messages
- Demonstrate the ability to accomplish communicative goals (self-efficacy)
- Apply ethical communication principles and practices
- Utilize communication to embrace difference
- Influence public discourse

Program Contact Information

Degree Earned

Students earn both a B.A. and, if they continue into the Strategic Communication graduate program, the M.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

A 3.0 minimum gpa is required for admission to the MA program.

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

Choose course within ILO

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Dual Major Requirements

It is possible to complete a dual major while enrolled in the 5-year BA/MA program in Communicaiton. However, only Communication courses may double-count toward the MA prgoram.

Recommended Course Sequence

Students in the 5-year program would generally follow the recommended course sequence for the undergraduate Communication program. Most classes that would double count toward the MA degree would be taken during the senior year.

Course Descriptions

COM 101 - Mass Media & Society

This course is an introduction to the mass media and their impact on society. Students will investigate the historical, technological, and social developments of a variety of media, including newspapers, magazines, radio, television, film, and emerging technologies. Students will be asked to consider evidence, assumptions, and assertions about the effects of media in order to draw conclusions about the responsibility of media professionals and the public when creating, sharing, and consuming content. The course will also examine legal and ethical issues of the media and how politics and economics affect the form, function, and content of media.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

COM 102 - Interpersonal Communication

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

COM 150 - Presentation Skills

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; organizing content in a logical manner; matching presentation content to presentation goals; using visual aids effectively; dealing with speaking anxiety; and effective, respectful collaboration in preparing presentations.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

ILO Met: ILO 8.1.a - Oral Communication/ILO 12.1 - Collaborative Engagement

COM 203 - Media Writing

In this course, students will learn a variety of creative writing techniques for visual media projects. Students will work with various written formats including creative concepts, dual column and master scene scripts, treatments, and storyboards. Students will work within an interactive writers' room to craft effective advertisements/public service announcements, documentary concepts, original film and television scripts, and projects for emerging and interactive media forms. *This course also meets ILO 8a.2 (effective written communication within the major).*

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

COM 204 - Media Criticism

In this gateway course to the Media & Journalism track, students will learn the language of mediated storytelling by describing and analyzing the ways in which stories are creatively and artistically crafted for various formats and purposes, including television, film, online video, documentary, and news. Students will be exposed to various types of contemporary visual media, and discuss the ways in which production techniques play a role in creative expression and telling effective stories.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

ILO Met: ILO 9.1 - Creative and Artistic Expression

COM 205 - Communication Theory and Research

This course introduces students to significant theories of communication, including interpersonal communication, mass media, and persuasion theories. Students will be introduced to 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 or early junior-year students.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: COM 101 and COM 102

COM 206 - News Writing & Reporting

This course 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 write and structure news stories for different media platforms including print, broadcast and online. *This course also meets ILO 8a.2 (effective written communication within the major).*

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

COM 207 - Principles of Public Relations

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

COM 208 - Introduction to Digital Video

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

COM 215 - Group and Team Communication

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

COM 220 - Intercultural Communication

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

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

COM 267 - Communication and Conflict Management

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.

Number of Credits: 3

COM 300 - Communication Ethics

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. Students will apply ethical perspectives such as virtue, universalism, utilitarianism, egalitarianism, dialogic ethics, postmodernism, and the feminist ethic of care to contemporary ethical issues in interpersonal, organizational, public, and mass mediated communication contexts. Concepts of truth, confidentiality, conflict of interest, social justice, and other issues will be addressed.

Number of Credits: 3

How Offered: Face-to-Face

ILO Met: ILO 10.1 - Ethical Understanding and Reasoning

COM 301 - Media Industries

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: COM 101

COM 306 - Feature Writing & Reporting

In this course, students will learn how to report and write feature stories making use of storytelling techniques such as scene-setting, descriptive language, the narrative arc, character development, use of dialogue, explication, and literary devices such as metaphors, flashbacks, foreshadowing and parallel construction. The techniques learned in this class will be applicable to print, broadcast and online presentation.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: COM 206

COM 308 - Communication Law & Ethics

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, and the law of emerging technologies. Students will learn to apply statutes, case law, and ethical theories to First Amendment issues and disputes. *This course also meets ILO 10.2 (ethical understanding and reasoning within the discipline)*

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

COM 310 - Communication Portfolio

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.

Number of Credits: 1

When Offered: Fall, Spring

How Offered: Face-to-Face, Online

COM 312 - Persuasion, Power, And Influence

This course emphasizes theory-based analysis of persuasive messages across a variety of contexts and situations, ranging from interpersonal settings to mass mediated-campaigns. Students will also be taught techniques of presenting and selecting evidence with the goal of enhancing the student's abilities to strategically analyze and create persuasive messages. Students will be asked to consider assumptions and draw conclusions about the persuasive efficacy of messages by applying concepts from theory and research. *This course also meets ILO 4.2 (critical analysis and reasoning in the discipline).*

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

COM 315 - Advanced Interpersonal Communication

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: COM 102

COM 316 - Communication Research and Analysis

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

COM 317 - Organizational Communication

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, technology, and ethical decision making in organizations are also featured, as well as a focus on the practical skills necessary for successful organizational encounters and socialization. *This course meets ILO 10.2 (ethical understanding & reasoning within the discipline).*

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

COM 319 - Advanced Personal and Professional Presentations

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: COM 150

COM 325 - Nonverbal Communication

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.

How Offered: Face-to-Face

COM 337 - Advertising Copywriting

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.

Number of Credits: 3

How Offered: Face-to-Face

COM 338 - Social Media

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

COM 345 - Communication and Sex, Gender, And Sexuality

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.

Number of Credits: 3

COM 350/450 - Cooperative Education

This experience is normally a 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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Hybrid

Restrictions: Junior or Senior status, 2.75 GPA, approval of Department Chair

COM 357 - Public Relations Writing

Writing is one of the top-rated skills for public relations professionals. This writing intensive 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. *This course meets ILO 8b.2 (effective writing in the discipline)*

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

COM 358 - Advanced Media Production

In this course students learn to apply more advanced audio and video production techniques. Students will develop and strengthen their production skills through hands-on projects both in the field, and utilizing the tools of the television studio, for both news and creative productions that can be distributed across various media platforms.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: COM 208

COM 365 - Communication in Relationships

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: COM 102

COM 368 - Video Editing

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Com 208

COM 387 - Public Relations Cases and Campaigns

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: COM 207

COM 407 - Public Relations Management

This capstone in Public Relations uses a combination of case studies and service-learning to provide students with an in-depth study of public relations theory and practice. In addition to exploring a particular practice area in greater depth, students work with community organizations on public relations projects to apply what they have learned. Students complete journal assignments throughout the semester that ask them to reflect on both their professional development and understanding of the needs addressed by the community partners with which they work. *This course meets ILO 2.2 (reflective thinking and valuing in the discipline)*

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Senior Standing

Prerequisites: COM 207, 357, 387, & Senior Standing

COM 408 - Media & Journalism Practicum

This capstone in Media and Journalism builds upon the skills students have developed throughout their coursework, including planning, writing, production, and editing. Students will synthesize various skills and work as a team to produce multimedia storytelling projects within the local community. Students will have the opportunity to create advanced-level work, cooperate as a team, and reflect on their role as media storytellers. *This course meets ILO 2.2 (reflective thinking and valuing in the discipline).*

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Senior standing

Prerequisites: COM 306 or 358, & Senior Standing

COM 415 – Communication Management Capstone

With an emphasis on developing communication competence, this capstone in Communication and Social Interaction challenges students to apply theoretical and practical understanding of interpersonal communication to professional situations. Students will use problem-based learning to address communication needs. As part of the course, students will reflect on their own communication patterns and will actively develop competencies to increase professional success. *This course meets ILO 2.2 (reflective thinking and valuing in the discipline).*

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: Senior standing

Prerequisites: COM 102, 205 & senior standing

COM 461/462/463 – Internship

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.

Number of Credits: 3 credits

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid

Prerequisites: Junior or senior standing, 2.75 GPA, and recommendation of the Chair.

Department of 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. Furthermore, 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.

Major(s) Offered

[Economics](#)

[Economics & International Studies](#)

Minor(s) Offered

[Economics](#)

[Entrepreneurship](#)

Location/Contact Information

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Full-Time Faculty

PROFESSORS: Mshomba, Robison

ASSOCIATE PROFESSORS: Paulin

ASSISTANT PROFESSORS: Pellillo, Mallon

PROFESSOR EMERITUS: George

Economics

Program Description

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.

Why take this major?

Economics is a major which provides students analytical tools to improve decision making and to address real-world problems. This major offers room for double-majoring or multiple minors, as well great flexibility for careers. Students learn to analyze and evaluate macroeconomic issues like the impact of fiscal and monetary policies on inflation and unemployment, and microeconomic issues like how firms decide how much to produce and the impact of taxes and regulations. Emphasis is also placed on considering what policies and actions are consistent with social justice. Some students go on to corporate and non-profit positions. Others go on to graduate programs in law, public policy, applied economics, and PhD programs in economics.

Student Learning Outcomes

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

- Students will present a well-organized and well-written research paper containing all the elements mentioned in Learning Goals 4 through 8.

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

2.0 minimum GPA

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

MTH 114 or MTH 120

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

ECN 150

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

ECN 150 - Introductory Macroeconomics: The U.S. in the Global Economy I
ECN 201 - Introductory Microeconomics: Business Firm and Market Analysis I
ECN 213 - Statistics for Economics and Political Science
ECN 214 - Econometrics
ECN 221 - Intermediate Microeconomics: Business Firm and Market Analysis II
ECN 222 - Intermediate Macroeconomics: The U.S. in the Global Economy II
ECN 441 - History of Economic Thought
ECN 481 - Seminar in Economics
Five ECN electives
MTH 114 or MTH 120
One additional Social Science course

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Dual Major Requirements

11 courses, 3 ECN electives are waived as is the extra Social Science course.

Minor Requirements

Any 6 ECN courses. BUS 202 counts as a substitute for ECN 213 and can be counted towards the minor.

Recommended Course Sequence

The suggestion below is merely a suggestion. Because many students double major or change majors and arrive in the ECN Department as sophomores or juniors, the suggested order and timing is not all that common among students.

Freshman Year:

ECN 150 - Introductory Macroeconomics: The U.S. In the Global Economy I
ECN 201 - Introductory Microeconomics: The Business Firm and Market Analysis I
MTH 114 or MTH 120 A calculus-based math course

Sophomore Year

ECN 213 - Statistics for Economics and Political Science
ECN 214 - Econometrics
ECN 221 - Intermediate Microeconomics: The Business Firm & Market Analysis II
ECN 222 - Intermediate Macroeconomics: The U.S. In the Globla Economy II

Junior Year

ECN 441

At least 3 other ECN electives

The additional Social Science elective

Senior Year

ECN 481 - Economics Seminar

Two additional ECN electives

Course Descriptions

ECN 150 - Introductory Macroeconomics: The U.S. in the Global Economy I

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

ECN 156 - Principles of Economics in a US Historical Context

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.

Number of Credits: 3

ECN 201 - Introductory Microeconomics: Business Firm and Market Analysis I

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: ECN 150

ECN 214 - Econometrics

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: ECN 213 or BUS 202 or permission of Chair

ECN 221 – Intermediate Microeconomics: Business Firm and Market Analysis II

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: ECN 201; MTH 114 or 120 or equivalent

ECN 222 – Intermediate Macroeconomics: The U.S. in the Global Economy II

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: ECN 150; MTH 114 or 120 or equivalent

ECN 270, 370, 470 – Special Topics in Economics

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

Number of Credits: 3

Prerequisites: Permission of instructor

ECN 287, 288 – Economics Internship

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.

Number of Credits: 3 or 6

When Offered: Fall, Spring, Summer

Prerequisites: ECN 201, at least sophomore standing, and permission of Department Chair

ECN 330 – Third World Poverty and Economic Development

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.

Number of Credits: 3

Prerequisites: ECN 150

ECN 331 - International Economics

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: ECN 150 and ECN 201

ECN 332 - Political Economy of Africa

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: ECN 150

ECN 334 - The Political Economy of Latin America

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.

Number of Credits: 3

ECN 335 - International Trade and Trade Wars

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.

Number of Credits: 3

When Offered: Summer

How Offered: Online

Prerequisites: ECN 150

ECN 340 - American Economic History

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.

Number of Credits: 3

Prerequisites: ECN 150

ECN 351 - Environmental Economics

Provides an introduction to the trade-offs (costs versus benefits) associated with environmental issues. Evaluating trade-offs requires an examination of the magnitude of 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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: ECN 150 or permission of Chair

ECN 354 - Economics of the Entertainment Industry

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: ECN 150

ECN 385, 386 - Cooperative Education

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.

Number of Credits: 3 or 6

When Offered: Fall, Spring, Summer

Prerequisites: ECN 214; ECN 221; and junior standing or senior standing, and permission of Department Chair

ECN 441 - History of Economic Thought

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: ECN 150 and ECN 201

ECN 455 - Public Finance

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.

Number of Credits: 3

Prerequisites: ECN 150; ECN 201

ECN 481 - Seminar in Economics

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

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: Senior standing in ECN 213, ECN 221 or ECN 222

ECN 485 - Seminar in Economics and International Studies

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: Senior standing in ECN 213, ECN 221 or ECN 222

ECN/POL 213 - Statistics for Economics and Political Science

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Economics and International Studies

Program Description

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.

The ECI major includes the core economics courses, a foreign language, and other internationally-focused courses.

Why take this major?

Like the Economics major, the Economics and International Studies major provides students analytical tools to improve decision making and address real-world problems. This major offers room for double-majoring or multiple minors, as well as great flexibility for careers. With a language requirement and courses with an international focus, students learn to analyze both domestic and global issues such as those pertaining to trade policies, economic integration, and capital mobility. Emphasis is also placed on considering what policies and actions are consistent with social justice. Some students go on to corporate and non-profit positions. Others go on to graduate programs in law, international relations, public policy, applied economics, and PhD programs in economics.

Student Learning Outcomes

- Students will possess the basic knowledge and skills in micro and macro-economic analysis.
- Students will possess the basic quantitative knowledge and skills (statistics and linear regression).
- Students will be able to design a research project to address a particular question and explain the project's relevance.
- Students will be able to develop theoretical expectations in answer to their research question.
- Students will select a research method consistent with the question they seek to answer in their senior seminar research project.
- Students will provide and present a critical review the literature relevant to their research topic.
- Students will present a conclusion appropriate to the project and specify appropriate limitations of those conclusions.
- Students will present a well-organized and well-written research paper containing all the elements mentioned in Learning Goals 4 through 8.
- Students will demonstrate proficiency in a foreign language

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

2.0 Minimum GPA

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

MTH 114 or MTH 120

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

ECN 150

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

ECN 150 - Introductory Macroeconomics: The U.S. in the Global Economy I

ECN 201 - Principles of Microeconomics: Business Firm and Market Analysis I

ECN 213 - Statistics for Economics and Political Science

ECN 214 - Econometrics

ECN 221 - Intermediate Microeconomics: Business Firm and Market Analysis II

ECN 222 - Intermediate Macroeconomics: The U.S. in the Global Economy II

ECN 331 - International Economics

A second international ECN course

ECN 485 - Seminar in Economics and International Studies

MTH 114 or MTH 120

A foreign language through the intermediate level

Two internationally-focused HIS courses
Two other internationally-focused courses in any discipline as approved by advisor

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Recommended Course Sequence

The guide below is merely a suggestion. Because many students double major or change majors and become ECI majors as sophomores, the suggested order and timing is not common among students.

Freshman Year:

ECN 150 - Introductory Macroeconomics: The U.S. In the Global Economy I

ECN 201 - Introductory Microeconomics: The Business Firm and Market Analysis I

MTH 114 or MTH 120 A calculus-based math course

Language 101

Language 102

Sophomore Year

ECN 213 - Statistics for Economics and Political Science

ECN 214 - Econometrics

ECN 221 - Intermediate Microeconomics: The Business Firm & Market Analysis II

ECN 222 - Intermediate Macroeconomics: The U.S. In the Global Economy II

Language 201

Language 202

Junior Year

ECN 331

Second internationally-focused ECN course

Two internationally-focused History Courses

One other internationally-focused course

Senior Year

ECN 485 - Seminar in Economics and International Studies

One other internationally-focused course

Course Descriptions

ECN 150 - Introductory Macroeconomics: The U.S. in the Global Economy I

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

ILO Met: ILO 4.1 – Critical Analysis and Reasoning

ECN 156 – Principles of Economics in a US Historical Context

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.

Number of Credits: 3

ECN 201 – Introductory Microeconomics: Business Firm and Market Analysis I

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: ECN 150

ECN 214 – Econometrics

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: ECN 213 or BUS 202 or permission of Chair

ECN 221 – Intermediate Microeconomics: Business Firm and Market Analysis II

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: ECN 201; MTH 114 or 120 or equivalent

ECN 222 – Intermediate Macroeconomics: The U.S. in the Global Economy II

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: ECN 150; MTH 114 or 120 or equivalent

ECN 270, 370, 470 - Special Topics in Economics

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

Number of Credits: 3

Prerequisites: Permission of instructor

ECN 287, 288 - Economics Internship

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.

Number of Credits: 3 or 6

When Offered: Fall, Spring, Summer

Prerequisites: ECN 201, at least sophomore standing, and permission of Department Chair

ECN 330 - Third World Poverty and Economic Development

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.

Number of Credits: 3

Prerequisites: ECN 150

ECN 331 - International Economics

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: ECN 150 and ECN 201

ECN 332 - Political Economy of Africa

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: ECN 150

ECN 334 - The Political Economy of Latin America

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

Number of Credits: 3

ECN 335 - International Trade and Trade Wars

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.

Number of Credits: 3

When Offered: Summer

How Offered: Online

Prerequisites: ECN 150

ECN 340 - American Economic History

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.

Number of Credits: 3

Prerequisites: ECN 150

ECN 351 - Environmental Economics

Provides an introduction to the trade-offs (costs versus benefits) associated with environmental issues. Evaluating trade-offs requires an examination of the magnitude of 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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: ECN 150 or permission of Chair

ECN 354 - Economics of the Entertainment Industry

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: ECN 150

ECN 385, 386 - Cooperative Education

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.

Number of Credits: 3 or 6

When Offered: Fall, Spring, Summer

Prerequisites: ECN 214; ECN 221; and junior standing or senior standing, and permission of Department Chair

ECN 441 - History of Economic Thought

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: ECN 150 and ECN 201

ECN 455 - Public Finance

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.

Number of Credits: 3

Prerequisites: ECN 150; ECN 201

ECN 481 - Seminar in Economics

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

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: Senior standing in ECN 213, ECN 221 or ECN 222

ECN 485 – Seminar in Economics and International Studies

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: Senior standing in ECN 213, ECN 221 or ECN 222

ECN/POL 213 – Statistics for Economics and Political Science

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Department of Education

Mission Statement

The vision of the Education Department 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 and social justice-oriented professionals who respond to the needs of all students.

La Salle educators are knowledgeable, intellectually curious, reflective, collaborative, confident, proactive, and committed to equity in education. Through collaborations with partnership schools, community organizations, and education-related agencies and organizations, educators are prepared to cultivate, value, and respond to the cultural and linguistic resources of all students, families, and communities in the communities they serve.

La Salle educators set the standard in their schools and communities by going beyond traditional expectations of the profession. The Education Department privileges project-based, problem-posing, service learning, and engaged pedagogies grounded in Lasallian values and dispositions.

Major(s) Offered

- **Secondary Education Grades 7-12 (EDC)**
- **Early Elementary PreK-4 and Special Education PreK-8 (ESEC)**

- **Middle-level Grades 4-8 with concentration in Social Studies, English, or Mathematics with the option of adding PreK-4 Special Education (ESMD or ESML)**

Teacher Preparation Programs

La Salle University offers teacher preparation programs in secondary education (grades 7-12), early elementary PreK-4/special education PreK-8 (ESEC), middle-level (grades 4-8) social studies, English, or mathematics with the option of adding PreK-4 special education (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 Education Department to the state. 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 for all areas of certification. Students must also successfully complete all clearance and field experiences required by major and area of certification. 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 Education Department Student Handbook. All education majors are responsible for knowing and adhering to these policies and procedures for candidacy.

Note: Field Experience and Certification 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 Placements and Partnerships 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 Education Department 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 Placements and Partnerships. Further information about applying for certification is contained in the Education Department 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 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, professional dispositions, 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 Education Department office (Olney 254). Other states may also require prospective teachers to take these or other examinations.

Five-Year Options

The Department of Education offers several Five-Year options leading to a Master of Arts degree. To apply for any of the Five-Year/M.A. programs, students must complete the Curriculum Change Form, found in the Education Department, prior to earning their bachelor's degree. Up to nine-credits of undergraduate course work may count for graduate credit in these programs depending upon the undergraduate major. Students should consult with the Chair of Education as to the specific undergraduate courses that will apply to their graduate degree.

Several Five-Year options are available for early childhood, middle level, or secondary education majors. They are:

- 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

Candidacy Requirements for All Education Certification Majors

At the end of each semester, an audit is done of each student's file. Any student NOT meeting program requirements will be dismissed from the program. Please note: transfer and Summit students will be reviewed based on "year in the program". Candidacy begins junior year (Year 3). The audit is based on the following:

Freshmen Audit:

- GPA 2.6 (end of spring semester)
- Current Clearances
- Field Placement (satisfactory evaluation at end of spring semester only)
- Basic Skills Tests Passed (end of spring semester)

Sophomores Audit:

- GPA 2.8 (end of spring semester)
- Current Clearances
- Field Placement (satisfactory evaluation from cooperating teacher both semesters)
- Candidacy Application submission due to Department Chair
- Official Candidacy Letter Sent (summer)

Junior Audit:

- GPA 3.0 (end of spring semester)
- Current Clearances
- Field Placement (satisfactory evaluation from cooperating teacher both semesters)
- Student Teaching Application (spring semester)

Students not majoring in education are invited to register for education courses that carry no prerequisites. Please contact the Education Department with questions about registering for courses.

Minor(s) Offered

Education

Concentrations

Middle Level majors select an area of concentration in grades 7 and 8 in Social Studies, Math, or English.

Location/Contact Information

Laura Roy, Chair

roy@lasalle.edu

Olney Hall 254

215.951.1190

Full-Time Faculty

Professors: Bednar, Williams

Associate Professors: Lewinski, Liang, Mosca, Richardson, Roy

Education – Grades 4th thru 8th

Program Description

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. Middle-Level Social Studies majors will also minor in American Studies. Students in this program may also choose to earn a Pennsylvania certification in special education (PreK–8).

Why take this major?

This dual major prepares students to teach in regular education or special education classrooms. Given that schools are in need of highly qualified educators who can work with students in regular education, inclusion, and special education classroom, this major makes graduates marketable to schools both locally and globally. Elementary teachers also have the opportunity to impact the lives of children early and set a positive tone for later educational experiences.

Student Learning Outcomes

- Students will engage in self-reflective practices to examine their own identities, positions, and underlying assumptions and how these intersect with the wider social world.
- Students will identify, analyze and evaluate the underlying assumptions of concepts, theories, and alternate perspectives of learning and teaching.
- Students will identify and disrupt deficit-model thinking and assumptions.
- Students will engage in collaborative and engaged research to effectively solve disciplinary problems and pose solutions.
- Students will participate in professional organizations relevant to their academic discipline and/or teaching and share their learning with members of their teaching and professional community.
- Students will design interdisciplinary products that demonstrate their understandings of foundations of learning, subject matter pedagogy content, assessment, instruction, and intervention their educational context.

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

See Department Candidacy Requirements for All Education Certification Majors.

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

IMS 162 Explore in Sci & Math I

ILO 3.1b: Quantitative Reasoning

MTH 150 Math:Myths & Realities

ILO 6.1: Technological Competency

CSC 151 Intro Csc:Packages

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

HIS 300 US Republic To 1877

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

EDC 103 Human Learning/Cognition/Dev

EDC 104 Education Diversity in America

EDC 120 Foundations of Literacy

IMS 262 Explore in Sci & Math II

EDC 218 Physical & Cultural Geography

EDC 217 Learning & Teaching of Math

EDC 219 Integrated Social Science

EDC 220 Read/Wrt/Think Content Areas

EDC 307 Differentiated Instruction

EDC 309 DIATI Lab

EDC 224 Adolescent Development

EDC 431 Middle Level Education

EDC 474 Student Teaching: Elem Educ

EDC 475 Teach/Rsch Meth I

Concentrations

English

Mathematics

Comprehensive Social Studies

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Minor Requirements

Middle level, 4-8 majors must minor in American Studies.

Recommended Course Sequence

Freshman Year Fall	Freshman Year Spring
EDC 104 (F/S) EDC 103 (F/S)	EDC 101 (F/S) (Education Elective) EDC 120 (F/S) *IMS 162 (4 cr)
Sophomore Year Fall	Sophomore Year Spring
*IMS 262 (4 cr) (F) EDC 218 (F/S)	EDC 217 (F/S) EDC 219 (F/S) EDC 220 (F/S)
Junior Year Fall	Junior Year Spring
EDC 307 (3 cr) and EDC 309 (1 cr) (F/S) EDC 320 (F) **EDC 224	
Senior Year Fall	Senior Year Spring

	EDC 431 (2 cr) (S)
	EDC 475 (3 cr) (S)
	EDC 474 (12 cr) (S)

*Consult with advisor. Waived for some areas of concentration.

**Not required. Education elective option.

Course Descriptions

EDC 101 - Education in an Urban Context

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 deigned to help you develop your critical thinking abilities.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

EDC 103 - Human Learning, Cognition and Development

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 emotion ally 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, but field experience may be required by course instructors; required freshman course for ESEC, ESML and EDC majors).

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 104 - Educational Diversity in America

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.)

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 120 - Foundations of Literacy

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 217 - Teaching and Learning of Mathematics

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104.

EDC 218 - Physical and Cultural Geography

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. (The course is open to non-majors.)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

EDC 219 - Integrated Social Sciences

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104.

EDC 220 - Reading, Writing, And Thinking in The Content Areas

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104.

EDC 224 - Adolescent Development

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104

EDC 233 - Autism: A Family Focus

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)

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 304 - Reading for Secondary Educators

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: EDC 103, EDC 104, EDC 224, and EDC324

EDC 306 - Foundations of American Education: Developing A Critical Understanding of Educational Thought and Practice

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 307 - Differentiated Instruction, Assessment, And Technology Integration

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.

Number of Credits: 6

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 309

EDC 308 - Assessment, Accommodations, And Adaptations for Students with Disabilities

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.

Number of Credits: 6

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 310

EDC 309 - DIATI Lab

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.

Number of Credits: 1

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 307

EDC 310 - AAASD Lab

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.

Number of Credits: 1

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 308

EDC 320 - Teaching Literacy in the Inclusive Classroom

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 324 - 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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: EDC 103, EDC 104, and EDC 224

EDC 325 - Teaching English Language Learners

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

EDC 326 - Foundations of Early Childhood Education

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

EDC 336 - Foundations of Secondary Education and Curriculum

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

EDC 350 - How People Learn

Based upon claims made by leading educators and psychologists that what we know about learning does not support current teaching practice, this course will engage us in an investigation of the rapidly exploding knowledge base available to those interested in how human beings acquire and represent knowledge. Together, we will derive the implications of this knowledge base about learning for the practice of teaching, and engage in a substantial, authentic project that will help put the information in a real-world context.

Among other things, you will articulate and explore your personal theory of how people learn, distinguish *education* from *schooling*, understand how experts differ from novices, identify gaps between pedagogical theory and classroom practice, and learn about what the best teachers and educators do.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 101, EDC 103, EDC 104

EDC 369 - Teaching Science as Integrated Inquiry

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 401 - The Art And Science Of Teaching

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.

Number of Credits: 6

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: senior standing and acceptance into Stage II candidacy, and EDC 103, 104, 224, 324, 304, and 336.

EDC 410 - Physical Education and Health for the Developing Child

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.

Number of Credits: 2

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 412 - Schools, Families and Communities

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.

Number of Credits: 3

How Offered: Face-to-Face

EDC 415 - Creativity and the Arts for the Developing Child

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.

Number of Credits: 2

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 431 - Middle Level Foundations

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.

Number of Credits: 2

When Offered: Spring

How Offered: Face-to-Face, Hybrid

Corequisites: Course is completed during the student teaching semester

EDC 460 - Education Internship Seminar

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 461 - Education Internship

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.

Number of Credits: 6

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 470 - Special Methods of Teaching (The Professional Semester)

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.

Number of Credits: 12

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Senior standing, acceptance into Stage II candidacy, and all other coursework for both majors (Education and Content area)

EDC 473 - The Professional Semester: Student Teaching

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.

Number of Credits: 12

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: senior standing, acceptance into Stage II candidacy

Corequisites: EDC 475

EDC 475 - The Professional Semester: Teaching and Research Methods

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 473 or EDC 474

EDC 477 - Seminar in Special Education

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.

Number of Credits: 3

When Offered: Fall, Spring

Corequisites: EDC 478

EDC 478 - Special Education Practicum

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.

Number of Credits: 10

When Offered: Fall

How Offered: Face-to-Face

Corequisites: EDC 477

IMS 162 - Explorations in Science and Mathematics I

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

ILO Met: ILO 3.1.a - Scientific Reasoning

IMS 262 - Explorations in Science and Mathematics II

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: IMS 162

Education – Grades 4th thru 8th (5 yr)

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 program, prior to earning their bachelor's degree, 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. Please consult with your academic advisor.

Education – Grades 4th thru 8th/Special Ed

Program Description

Middle-Level, Special Education certification students are preparing for Pennsylvania Instructional I certification in grades 4–8 and a PreK–4 Special education certification. 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 and special education. Middle-Level Social Studies majors will also minor in American Studies.

Why take this major?

This dual major prepares students to teach in regular education or special education classrooms. Given that schools are in need of highly qualified educators who can work with students in regular education, inclusion, and special education classroom, this major makes graduates marketable to schools both locally and globally. Elementary teachers also have the opportunity to impact the lives of children early and set a positive tone for later educational experiences.

Student Learning Outcomes

- Students will engage in self-reflective practices to examine their own identities, positions, and underlying assumptions and how these intersect with the wider social world.
- Students will identify, analyze and evaluate the underlying assumptions of concepts, theories, and alternate perspectives of learning and teaching.
- Students will identify and disrupt deficit-model thinking and assumptions.
- Students will engage in collaborative and engaged research to effectively solve disciplinary problems and pose solutions.
- Students will participate in professional organizations relevant to their academic discipline and/or teaching and share their learning with members of their teaching and professional community.
- Students will design interdisciplinary products that demonstrate their understandings of foundations of learning, subject matter pedagogy content, assessment, instruction, and intervention their educational context.

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

See Department Candidacy Requirements for All Education Certification Majors.

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

IMS 162 Explore in Sci & Math I

ILO 3.1b: Quantitative Reasoning

MTH 150 Math:Myths & Realities

ILO 6.1: Technological Competency

CSC 151 Intro Csc:Packages

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

HIS 300 US Republic To 1877

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

EDC 103 Human Learning/Cognition/Dev

EDC 104 Education Diversity in America

EDC 120 Foundations of Literacy

IMS 262 Explore in Sci & Math II

EDC 218 Physical & Cultural Geography

EDC 217 Learning & Teaching of Math
 EDC 219 Integrated Social Science
 EDC 220 Read/Wrt/Think Content Areas
 EDC 307 Differentiated Instruction
 EDC 309 DIATI Lab
 EDC 320 Literacy in Inclusive Classes
 EDC 308 Assess/Accommodat/Disabilities
 EDC 310 AAASD Lab
 EDC 325 Teaching ENG Language Learners
 EDC 431 Middle Level Education
 EDC 474 Student Teaching: Elem Educ
 EDC 475 Teach/Rsch Meth I

Concentrations

English
 Mathematics
 Comprehensive Social Studies

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Minor Requirements

Middle level, 4-8 majors must minor in American Studies.

Recommended Course Sequence

Freshman Year Fall	Freshman Year Spring
EDC 104 (F/S) EDC 103 (F/S)	EDC 101 (F/S) (Education Elective) EDC 120 (F/S) *IMS 162 (4 cr)
Sophomore Year Fall	Sophomore Year Spring
*IMS 262 (4 cr) (F) EDC 218 (F/S)	EDC 217 (F/S) EDC 219 (F/S) EDC 220 (F/S)
Junior Year Fall	Junior Year Spring

EDC 307 (3 cr) and EDC 309 (1 cr) (F/S) EDC 320 (F) **EDC 224	EDC 308 (3 cr) and EDC 310 (1 cr) (F/S) EDC 325 (S)
Senior Year Fall	Senior Year Spring
	EDC 431 (2 cr) (S) EDC 475 (3 cr) (S) EDC 474 (12 cr) (S)

*Consult with advisor. Waived for some areas of concentration.

**Not required. Education elective option.

Course Descriptions

EDC 101 - Education in an Urban Context

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

EDC 103 - Human Learning, Cognition and Development

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 emotion ally 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, but field experience may be required by course instructors; required freshman course for ESEC, ESML and EDC majors).

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 104 - Educational Diversity in America

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.)

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 120 - Foundations of Literacy

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 217 - Teaching and Learning of Mathematics

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104.

EDC 218 - Physical and Cultural Geography

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. (The course is open to non-majors.)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

EDC 219 - Integrated Social Sciences

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104.

EDC 220 - Reading, Writing, And Thinking in The Content Areas

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104.

EDC 224 - Adolescent Development

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104

EDC 233 - Autism: A Family Focus

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)

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 304 - Reading for Secondary Educators

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: EDC 103, EDC 104, EDC 224, and EDC324

EDC 306 - Foundations of American Education: Developing A Critical Understanding of Educational Thought and Practice

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 307 - Differentiated Instruction, Assessment, And Technology Integration

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.

Number of Credits: 6

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 309

EDC 308 - Assessment, Accommodations, And Adaptations for Students with Disabilities

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.

Number of Credits: 6

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 310

EDC 309 - DIATI Lab

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.

Number of Credits: 1

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 307

EDC 310 - AAASD Lab

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.

Number of Credits: 1

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 308

EDC 320 - Teaching Literacy in the Inclusive Classroom

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 324 - 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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: EDC 103, EDC 104, and EDC 224

EDC 325 - Teaching English Language Learners

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

EDC 326 - Foundations of Early Childhood Education

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

EDC 336 - Foundations of Secondary Education and Curriculum

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

EDC 350 - How People Learn

Based upon claims made by leading educators and psychologists that what we know about learning does not support current teaching practice, this course will engage us in an investigation of the rapidly exploding knowledge base available to those interested in how human beings acquire and represent knowledge. Together, we will derive the implications of this knowledge base about learning for the practice of teaching, and engage in a substantial, authentic project that will help put the information in a real-world context.

Among other things, you will articulate and explore your personal theory of how people learn, distinguish *education* from *schooling*, understand how experts differ from novices, identify gaps between pedagogical theory and classroom practice, and learn about what the best teachers and educators do.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 101, EDC 103, EDC 104

EDC 369 - Teaching Science as Integrated Inquiry

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 401 - The Art And Science Of Teaching

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.

Number of Credits: 6

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: senior standing and acceptance into Stage II candidacy, and EDC 103, 104, 224, 324, 304, and 336.

EDC 410 - Physical Education and Health for the Developing Child

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.

Number of Credits: 2

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 412 - Schools, Families and Communities

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.

Number of Credits: 3

How Offered: Face-to-Face

EDC 415 - Creativity and the Arts for the Developing Child

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.

Number of Credits: 2

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 431 - Middle Level Foundations

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.

Number of Credits: 2

When Offered: Spring

How Offered: Face-to-Face, Hybrid

Corequisites: Course is completed during the student teaching semester

EDC 460 - Education Internship Seminar

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 461 - Education Internship

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.

Number of Credits: 6

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 470 - Special Methods of Teaching (The Professional Semester)

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.

Number of Credits: 12

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Senior standing, acceptance into Stage II candidacy, and all other coursework for both majors (Education and Content area)

EDC 473 - The Professional Semester: Student Teaching

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.

Number of Credits: 12

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: senior standing, acceptance into Stage II candidacy

Corequisites: EDC 475

EDC 475 - The Professional Semester: Teaching and Research Methods

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 473 or EDC 474

EDC 477 - Seminar in Special Education

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.

Number of Credits: 3

When Offered: Fall, Spring

Corequisites: EDC 478

EDC 478 - Special Education Practicum

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.

Number of Credits: 10

When Offered: Fall

How Offered: Face-to-Face

Corequisites: EDC 477

IMS 162 - Explorations in Science and Mathematics I

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

ILO Met: ILO 3.1.a - Scientific Reasoning

IMS 262 - Explorations in Science and Mathematics II

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: IMS 162

Education – Grades 4th thru 8th/Special Ed (5-yr)

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 program, prior to earning their bachelor's degree, 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. Please consult with your academic advisor.

Education – Pre-K thru 4th

Program Description

Why take this major?

Student Learning Outcomes

- Students will engage in self-reflective practices to examine their own identities, positions, and underlying assumptions and how these intersect with the wider social world.
- Students will identify, analyze and evaluate the underlying assumptions of concepts, theories, and alternate perspectives of learning and teaching.
- Students will identify and disrupt deficit-model thinking and assumptions.
- Students will engage in collaborative and engaged research to effectively solve disciplinary problems and pose solutions.
- Students will participate in professional organizations relevant to their academic discipline and/or teaching and share their learning with members of their teaching and professional community.
- Students will design interdisciplinary products that demonstrate their understandings of foundations of learning, subject matter pedagogy content, assessment, instruction, and intervention their educational context.

Program Contact Information

Degree Earned

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

See Department Candidacy Requirements for All Education Certification Majors.

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

IMS 162 - Exploring in Science and Mathematics I

ILO 3.1b: Quantitative Reasoning

MTH 150 - Mathematics: Myths and Realities

ILO 6.1: Technological Competency

CSC 151 - Introduction to Computing Using Packages

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

COM 150 - Presentation Skills or PHL 155 - The Quest for Meaning: An Inside-Out Course

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

HIS 300 - US Republic to 1877 and AMST 100 - Introduction to American Studies

ILO 9.1: Creative and Artistic Expression

Choose an American ARTH

ILO 10.1: Ethical Understanding and Reasoning

EDC 101 - Education in an Urban Context

ILO 11.1: Cultural and Global Awareness and Sensitivity

ENG 250 - Literature and Culture

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

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

Note: ESEC majors are also required to take 30 total AMST credits. Fifteen of those credits are included in the progress sheet. Fifteen additional credits are selected by the student.

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Course Descriptions

EDC 101 - Education in an Urban Context

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

EDC 103 - Human Learning, Cognition and Development

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, but field experience may be required by course instructors; required freshman course for ESEC, ESML and EDC majors).

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 104 - Educational Diversity in America

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.)

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 120 - Foundations of Literacy

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 217 - Teaching and Learning of Mathematics

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104.

EDC 218 - Physical and Cultural Geography

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. (The course is open to non-majors.)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

EDC 219 - Integrated Social Sciences

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104.

EDC 220 - Reading, Writing, And Thinking in The Content Areas

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104.

EDC 224 - Adolescent Development

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104

EDC 233 - Autism: A Family Focus

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)

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 304 - Reading for Secondary Educators

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: EDC 103, EDC 104, EDC 224, and EDC324

EDC 306 - Foundations of American Education: Developing A Critical Understanding of Educational Thought and Practice

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 307 - Differentiated Instruction, Assessment, And Technology Integration

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.

Number of Credits: 6

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 309

EDC 308 - Assessment, Accommodations, And Adaptations for Students with Disabilities

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.

Number of Credits: 6

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 310

EDC 309 - DIATI Lab

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.

Number of Credits: 1

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 307

EDC 310 - AAASD Lab

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.

Number of Credits: 1

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 308

EDC 320 - Teaching Literacy in the Inclusive Classroom

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 324 - 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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: EDC 103, EDC 104, and EDC 224

EDC 325 - Teaching English Language Learners

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

EDC 326 - Foundations of Early Childhood Education

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

EDC 336 - Foundations of Secondary Education and Curriculum

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

EDC 350 - How People Learn

Based upon claims made by leading educators and psychologists that what we know about learning does not support current teaching practice, this course will engage us in an investigation of the rapidly exploding knowledge base available to those interested in how human beings acquire and represent knowledge. Together, we will derive the implications of this knowledge base about learning for the practice of teaching, and engage in a substantial, authentic project that will help put the information in a real-world context.

Among other things, you will articulate and explore your personal theory of how people learn, distinguish *education* from *schooling*, understand how experts differ from novices, identify gaps between pedagogical theory and classroom practice, and learn about what the best teachers and educators do.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 101, EDC 103, EDC 104

EDC 369 - Teaching Science as Integrated Inquiry

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 401 - The Art And Science Of Teaching

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.

Number of Credits: 6

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: senior standing and acceptance into Stage II candidacy, and EDC 103, 104, 224, 324, 304, and 336.

EDC 410 - Physical Education and Health for the Developing Child

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.

Number of Credits: 2

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 412 - Schools, Families and Communities

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.

Number of Credits: 3

How Offered: Face-to-Face

EDC 415 - Creativity and the Arts for the Developing Child

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.

Number of Credits: 2

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 431 - Middle Level Foundations

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.

Number of Credits: 2

When Offered: Spring

How Offered: Face-to-Face, Hybrid

Corequisites: Course is completed during the student teaching semester

EDC 460 - Education Internship Seminar

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 461 - Education Internship

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.

Number of Credits: 6

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 470 - Special Methods of Teaching (The Professional Semester)

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.

Number of Credits: 12

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Senior standing, acceptance into Stage II candidacy, and all other coursework for both majors (Education and Content area)

EDC 473 - The Professional Semester: Student Teaching

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.

Number of Credits: 12

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: senior standing, acceptance into Stage II candidacy

Corequisites: EDC 475

EDC 475 - The Professional Semester: Teaching and Research Methods

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 473 or EDC 474

EDC 477 - Seminar in Special Education

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.

Number of Credits: 3

When Offered: Fall, Spring

Corequisites: EDC 478

EDC 478 - Special Education Practicum

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.

Number of Credits: 10

When Offered: Fall

How Offered: Face-to-Face

Corequisites: EDC 477

IMS 162 - Explorations in Science and Mathematics I

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

ILO Met: ILO 3.1.a - Scientific Reasoning

IMS 262 - Explorations in Science and Mathematics II

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: IMS 162

Education – Pre-K thru 4th/Special Ed

Program Description

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 also major in American Studies. To meet state requirements, ESEC majors must choose Art for their Fine Arts requirement.

Why take this major?

This dual major prepares students to teach in regular education or special education classrooms. Given that schools are in need of highly qualified educators who can work with students in regular education, inclusion, and special education classroom, this major makes graduates highly desirable candidates for schools both locally and globally. Teachers in the early grades have the opportunity to impact the lives of children by setting a positive tone for later educational experiences.

Student Learning Outcomes

- Students will engage in self-reflective practices to examine their own identities, positions, and underlying assumptions and how these intersect with the wider social world.
- Students will identify, analyze and evaluate the underlying assumptions of concepts, theories, and alternate perspectives of learning and teaching.
- Students will identify and disrupt deficit-model thinking and assumptions.
- Students will engage in collaborative and engaged research to effectively solve disciplinary problems and pose solutions.
- Students will participate in professional organizations relevant to their academic discipline and/or teaching and share their learning with members of their teaching and professional community.
- Students will design interdisciplinary products that demonstrate their understandings of foundations of learning, subject matter pedagogy content, assessment, instruction, and intervention their educational context.

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

See Department Candidacy Requirements for All Education Certification Majors.

Cumulative:

Progress Chart

Level One – Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 – College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 – College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 – First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 – Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

IMS 162 – Exploring in Science and Mathematics I

ILO 3.1b: Quantitative Reasoning

MTH 150 – Mathematics: Myths and Realities

ILO 6.1: Technological Competency

CSC 151 – Introduction to Computing Using Packages

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

COM 150 – Presentation Skills or PHL 155 – The Quest for Meaning: An Inside-Out Course

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

HIS 300 - US Republic to 1877 and AMST 100 - Introduction to American Studies

ILO 9.1: Creative and Artistic Expression

Choose an American ARTH meeting ILO 9.1

ILO 10.1: Ethical Understanding and Reasoning

EDC 101 - Education in an Urban Context

ILO 11.1: Cultural and Global Awareness and Sensitivity

ENG 250 - Literature and Culture

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

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

Note: ESEC majors are also required to take 30 total AMST credits. Fifteen of those credits are included in the progress sheet. Fifteen additional credits are selected by the student.

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Dual Major Requirements

ESEC majors are required to dual major in American Studies.

Recommended Course Sequence

Freshman Year Fall	Freshman Year Spring
EDC 104 (F/S) EDC 103 (F/S)	EDC 101 (F/S) (Education Elective) EDC 120 (F/S) IMS 162 (4 cr)
Sophomore Year Fall	Sophomore Year Spring
EDC 219 (F/S) EDC 220 ((F/S) IMS 262 (F)	EDC 326 (F/S) EDC 217 (F/S)
Junior Year Fall	Junior Year Spring
EDC 307 (3 cr) and EDC 309 (1 cr) (F/S) EDC 320	EDC 308 (3 cr) and EDC 310 (1 cr) (F/S) EDC 325
Senior Year Fall	Senior Year Spring
EDC 477 (3 cr) (F/S) EDC 410 (2 cr) (F/S)	473 (12 cr) (F/S) 475 (3 cr) (F/S)

Course Descriptions

EDC 101 - Education in an Urban Context

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

EDC 103 - Human Learning, Cognition and Development

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 emotion ally 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, but field experience may be required by course instructors; required freshman course for ESEC, ESML and EDC majors).

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 104 - Educational Diversity in America

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.)

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 120 - Foundations of Literacy

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 217 - Teaching and Learning of Mathematics

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104.

EDC 218 - Physical and Cultural Geography

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. (The course is open to non-majors.)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

EDC 219 - Integrated Social Sciences

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104.

EDC 220 - Reading, Writing, And Thinking in The Content Areas

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104.

EDC 224 - Adolescent Development

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104

EDC 233 - Autism: A Family Focus

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)

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 304 - Reading for Secondary Educators

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: EDC 103, EDC 104, EDC 224, and EDC324

EDC 306 - Foundations of American Education: Developing A Critical Understanding of Educational Thought and Practice

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 307 - Differentiated Instruction, Assessment, And Technology Integration

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.

Number of Credits: 6

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 309

EDC 308 - Assessment, Accommodations, And Adaptations for Students with Disabilities

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.

Number of Credits: 6

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 310

EDC 309 - DIATI Lab

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.

Number of Credits: 1

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 307

EDC 310 - AAASD Lab

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.

Number of Credits: 1

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 308

EDC 320 - Teaching Literacy in the Inclusive Classroom

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 324 - 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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: EDC 103, EDC 104, and EDC 224

EDC 325 - Teaching English Language Learners

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

EDC 326 - Foundations of Early Childhood Education

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

EDC 336 - Foundations of Secondary Education and Curriculum

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

EDC 350 - How People Learn

Based upon claims made by leading educators and psychologists that what we know about learning does not support current teaching practice, this course will engage us in an investigation of the rapidly exploding knowledge base available to those interested in how human beings acquire and represent knowledge. Together, we will derive the implications of this knowledge base about learning for the practice of teaching, and engage in a substantial, authentic project that will help put the information in a real-world context.

Among other things, you will articulate and explore your personal theory of how people learn, distinguish *education* from *schooling*, understand how experts differ from novices, identify gaps between pedagogical theory and classroom practice, and learn about what the best teachers and educators do.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 101, EDC 103, EDC 104

EDC 369 - Teaching Science as Integrated Inquiry

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 401 - The Art And Science Of Teaching

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.

Number of Credits: 6

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: senior standing and acceptance into Stage II candidacy, and EDC 103, 104, 224, 324, 304, and 336.

EDC 410 - Physical Education and Health for the Developing Child

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.

Number of Credits: 2

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 412 - Schools, Families and Communities

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.

Number of Credits: 3

How Offered: Face-to-Face

EDC 415 - Creativity and the Arts for the Developing Child

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.

Number of Credits: 2

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 431 - Middle Level Foundations

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.

Number of Credits: 2

When Offered: Spring

How Offered: Face-to-Face, Hybrid

Corequisites: Course is completed during the student teaching semester

EDC 460 - Education Internship Seminar

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 461 - Education Internship

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.

Number of Credits: 6

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 470 - Special Methods of Teaching (The Professional Semester)

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.

Number of Credits: 12

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Senior standing, acceptance into Stage II candidacy, and all other coursework for both majors (Education and Content area)

EDC 473 - The Professional Semester: Student Teaching

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.

Number of Credits: 12

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: senior standing, acceptance into Stage II candidacy

Corequisites: EDC 475

EDC 475 - The Professional Semester: Teaching and Research Methods

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 473 or EDC 474

EDC 477 - Seminar in Special Education

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.

Number of Credits: 3

When Offered: Fall, Spring

Corequisites: EDC 478

EDC 478 - Special Education Practicum

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.

Number of Credits: 10

When Offered: Fall

How Offered: Face-to-Face

Corequisites: EDC 477

IMS 162 - Explorations in Science and Mathematics I

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

ILO Met: ILO 3.1.a - Scientific Reasoning

IMS 262 - Explorations in Science and Mathematics II

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: IMS 162

Education – Pre-K thru 4th/Special Ed (5 yr)

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 program, prior to earning their bachelor's degree, 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. Please consult with your academic advisor.

Education – Secondary Education

Program Description

The Secondary Education program 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, Mathematics, and Spanish (PreK-12). Students may select religion as a dual major option, but it does not lead to teacher certification.

Why take this major?

Secondary Education majors have the benefit of choosing a dual (second) major and immersing themselves in this content. Upon graduation and certification, secondary education teachers can work in middle or high schools.

Student Learning Outcomes

- Students will engage in self-reflective practices to examine their own identities, positions, and underlying assumptions and how these intersect with the wider social world.
- Students will identify, analyze and evaluate the underlying assumptions of concepts, theories, and alternate perspectives of learning and teaching.
- Students will identify and disrupt deficit-model thinking and assumptions.
- Students will engage in collaborative and engaged research to effectively solve disciplinary problems and pose solutions.
- Students will participate in professional organizations relevant to their academic discipline and/or teaching and share their learning with members of their teaching and professional community.
- Students will design interdisciplinary products that demonstrate their understandings of foundations of learning, subject matter pedagogy content, assessment, instruction, and intervention their educational context.

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

See Department Candidacy Requirements for All Education Certification Majors.

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

Choose course within ILO

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

Secondary Education Majors are required to double major in: Social Studies (History major), English, Communication, Biology, Chemistry, Mathematics, or Spanish (PreK-12). Students may select religion as a dual major option, but it does not lead to teacher certification.

Secondary Education majors will have designated course work for their associated discipline. See the Education Department Student Handbook and advisors for your second major for specific courses.

EDC 103 Human Learning/Cognition/Dev

EDC 104 Education Diversity in America

EDC 224 Adolescent Development

EDC 324 Differentiating Inst: Ed Tech

EDC 304 Develop Reading

EDC 306 Foundations of Education

EDC 401 Art & Science of Teaching

EDC 470 Prac & Prof of Teaching

EDC 472 Seminar

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Dual Major Requirements

Secondary Education majors will have designated course work for their associated discipline. See the Education Department Student Handbook and advisors for your second major for specific courses.

Recommended Course Sequence

Freshman Year Fall	Freshman Year Spring
EDC 104 (F/S) EDC 103 (F/S)	EDC 101 (F/S) (Education Elective) EDC 120 (F/S)
Sophomore Year Fall	Sophomore Year Spring
EDC 224 (F) EDC 218 (F)	EDC 336 (S)
Junior Year Fall	Junior Year Spring
EDC 324 (F)	EDC 304 (S)
Senior Year Fall	Senior Year Spring
EDC 401 (6 cr) (F)	EDC 470 (9 cr) EDC 472 (3 cr)

Course Descriptions

EDC 101 - Education in an Urban Context

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

EDC 103 - Human Learning, Cognition and Development

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 emotion ally 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, but field experience may be required by course instructors; required freshman course for ESEC, ESML and EDC majors).

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 104 - Educational Diversity in America

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.)

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 120 - Foundations of Literacy

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 217 - Teaching and Learning of Mathematics

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104.

EDC 218 - Physical and Cultural Geography

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. (The course is open to non-majors.)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

EDC 219 - Integrated Social Sciences

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104.

EDC 220 - Reading, Writing, And Thinking in The Content Areas

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104.

EDC 224 - Adolescent Development

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104

EDC 233 - Autism: A Family Focus

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)

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 304 - Reading for Secondary Educators

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: EDC 103, EDC 104, EDC 224, and EDC324

EDC 306 - Foundations of American Education: Developing A Critical Understanding of Educational Thought and Practice

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 307 - Differentiated Instruction, Assessment, And Technology Integration

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.

Number of Credits: 6

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 309

EDC 308 - Assessment, Accommodations, And Adaptations for Students with Disabilities

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.

Number of Credits: 6

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 310

EDC 309 - DIATI Lab

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.

Number of Credits: 1

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 307

EDC 310 - AAASD Lab

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.

Number of Credits: 1

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 308

EDC 320 - Teaching Literacy in the Inclusive Classroom

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 324 - 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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: EDC 103, EDC 104, and EDC 224

EDC 325 - Teaching English Language Learners

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

EDC 326 - Foundations of Early Childhood Education

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

EDC 336 - Foundations of Secondary Education and Curriculum

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

EDC 350 - How People Learn

Based upon claims made by leading educators and psychologists that what we know about learning does not support current teaching practice, this course will engage us in an investigation of the rapidly exploding knowledge base available to those interested in how human beings acquire and represent knowledge. Together, we will derive the implications of this knowledge base about learning for the practice of teaching, and engage in a substantial, authentic project that will help put the information in a real-world context.

Among other things, you will articulate and explore your personal theory of how people learn, distinguish *education* from *schooling*, understand how experts differ from novices, identify gaps between pedagogical theory and classroom practice, and learn about what the best teachers and educators do.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 101, EDC 103, EDC 104

EDC 369 - Teaching Science as Integrated Inquiry

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 401 - The Art And Science Of Teaching

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.

Number of Credits: 6

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: senior standing and acceptance into Stage II candidacy, and EDC 103, 104, 224, 324, 304, and 336.

EDC 410 – Physical Education and Health for the Developing Child

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.

Number of Credits: 2

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 412 – Schools, Families and Communities

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.

Number of Credits: 3

How Offered: Face-to-Face

EDC 415 – Creativity and the Arts for the Developing Child

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.

Number of Credits: 2

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 431 – Middle Level Foundations

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.

Number of Credits: 2

When Offered: Spring

How Offered: Face-to-Face, Hybrid

Corequisites: Course is completed during the student teaching semester

EDC 460 - Education Internship Seminar

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 461 - Education Internship

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.

Number of Credits: 6

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 470 - Special Methods of Teaching (The Professional Semester)

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.

Number of Credits: 12

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Senior standing, acceptance into Stage II candidacy, and all other coursework for both majors (Education and Content area)

EDC 473 - The Professional Semester: Student Teaching

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.

Number of Credits: 12

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: senior standing, acceptance into Stage II candidacy

Corequisites: EDC 475

EDC 475 - The Professional Semester: Teaching and Research Methods

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 473 or EDC 474

EDC 477 - Seminar in Special Education

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.

Number of Credits: 3

When Offered: Fall, Spring

Corequisites: EDC 478

EDC 478 - Special Education Practicum

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.

Number of Credits: 10

When Offered: Fall

How Offered: Face-to-Face

Corequisites: EDC 477

IMS 162 - Explorations in Science and Mathematics I

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

ILO Met: ILO 3.1.a - Scientific Reasoning

IMS 262 - Explorations in Science and Mathematics II

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: IMS 162

Education – Secondary Education (5 yr)

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 program, prior to earning their bachelor's degree, 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. Please consult with your academic advisor.

Education Studies

Program Description

Education Studies is designed for students who want to apply knowledge and strategies of teaching and learning in non-school settings that do not require teaching certification. It is the most flexible undergraduate major offered by the Department of Education at La Salle University. Each Education Studies major will enroll in one or more field experiences that serve as a culminating activity directed toward preparing Education Studies majors for entry into the field of education.

This degree is designed to introduce students to the meaning and purpose of education including the nature and purpose of liberal arts. The program is broadly conceived to acquaint students with a historical view of the academic discipline as well as practical understanding of teaching and learning in a variety of contexts both in and outside of traditional schools. Through careful advising, Education Studies students will select another major to satisfy the goals of the individual students.

Why take this major?

Students majoring in Education Studies gain knowledge enabling them to be informed citizens, teachers, and parents who understand how to interact constructively with educational organizations and schools. The Education Studies major amplifies the Lasallian mission of justice and community engagement. Grounded in the principles and practices of social justice and equity, this degree prepares students to center the notion of community by privileging the linguistic and cultural resources of their educational context, valuing engaged scholarship and advocacy practices, and seeking leadership opportunities to make transformative change.

Education Studies majors have an expanded career field outside of the traditional PK-12 classroom. Graduates can seek employment in the following areas:

- The public sector, local, state or federal governments.
- The private, for-profit sector, including industries & trade associations.
- The public or private, not-for-profit sector, hospitals, museums, foundations, associations, or charitable organizations.

Education Studies majors also have the potential to explore entrepreneurial endeavors in education by dual majoring in Business.

Student Learning Outcomes

Critical Habits of Mind:

- Students will use the tools of the critical educational ethnographer to examine their identities, positions, and assumptions and these intersect with the wider social world.
- Students will identify, analyze and evaluate the underlying assumptions of concepts, theories, and alternate perspectives of curriculum and pedagogy.

Social Justice, Equity, and Community Engagement:

- Students will use the tools of the critical ethnographer (field notes, participant observation, member-checking, and triangulation of data) to identify and disrupt deficit-model thinking and assumptions.

Engaged Scholarship:

- By engaging in a community based research project, students will be able to (a) pose pertinent and actionable research questions, (b) understand the context by reviewing to provide context, (c) engage with faculty and community members to address the question, (d) document the results of their actions, (e) communicate the outcomes.

Liberal Arts and Interdisciplinary Education:

- Students will design a literature-based, interdisciplinary project that illustrates diversity of disciplinary thought.

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

Education Studies majors must maintain a minimum 2.5 GPA.

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

IMS 162 Explorations in Math and Science

ILO 3.1b: Quantitative Reasoning

Choose course within ILO

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

EDC 101 Education in an Urban Context

ILO 11.1: Cultural and Global Awareness and Sensitivity

SOC 262 Dynamics of Race and Ethnecity in Contemporary Societies

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

EDC 103 Human Learning, Cognition & Development

EDC 104 Educational Diversity in America

ENV 153 or ENV 155 or IMS 262

EDC 350 How People Learn

EDC 306 Foundations

EDC 460 Education Seminar

EDC 461 Education Internship

*Education Electives are also required - consult with your academic advisor.

*Dual majors consult with your academic advisor for additional required courses.

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Dual Major Requirements

Education Studies majors may choose a dual major based on their career goals. See the second major requirements for a list of courses.

Minor Requirements

Minor in Education

Choosing a minor in education will provide students with a background in education and pedagogy that is useful in a number of careers, but does not lead to the attainment of a teaching certification. Students will learn how to motivate people, develop the ability to plan, organize, and present information, and understand how to evaluate outcomes. Students will also learn how to effectively work in diverse education and community contexts. These aspects of the Education Minor are all skills that are adaptable to many fields including, but not limited to, public health, social work, sociology, psychology, business, and communication.

Choosing 6 of the following courses will lead to a minor in Education:

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: The Chair may choose other courses for the minor based upon a student's transcript review.

Recommended Course Sequence

Four Year Cycle of Courses

Education Studies Major with Minor or Dual Major

- Students should meet with an academic advisor freshman year to determine a degree plan and dual major. Students should also discuss goals and a career plan.

Freshman Fall (15 credits)	Freshman Spring (16 credits)
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EDC 103: Human Learning, Cognition & Development 3 cr. ENG 110: College Writing I, 3 cr. (ILO 8b) REL 100: Religion Matters 3 cr. (ILO 100) CSC: 151: Introduction to Computing 3 cr. (ILO 6) FYS: 130: First Year Seminar 3cr. (ILO 1)	EDC 104 Educational Diversity in America 3 cr. EDC 101 Education in an Urban Context 3 cr. (ILO 10) IMS 162: Explorations in Math and Science 4 cr. (ILO 3b) ENV 153 or ENV 155: 3cr. (ILO 3a) or IMS 262 ILO 10 3cr.
Sophomore Fall (15 credits)	Sophomore Spring (15credits)
EDC 220: Reading, Writing and Thinking in the Content Areas 3 cr. ENG 210: College Writing II, 3 cr. (ILO 5) ILO 8a & 12 3 cr. Minor or major Minor or major	SOC 262 Dynamics of race and ethnicity in contemporary societies 3 cr. (ILO 11) ILO 4 3 cr. ILO 9 3 cr. Education Elective 1 Minor or Dual Major
Junior Fall (15 credits)	Junior Spring (15 credits)
EDC 350: How People Learn Education Elective 1 Minor or Dual Major Minor or Dual Major Elective	EDC 306 Foundations Education Elective 2 Minor or Dual Major Elective (ILO 4) Elective
Senior Fall (15 credits)	Senior Spring (15 credits)
Education Elective 3 Minor or Dual Major Minor or Dual Major Minor or Dual Major Minor or Dual Major	EDC 460 (3 credit) EDC 461 (6 credit) Minor or Dual Major Minor or Dual Major

Total Undergraduate Credits: 120 credits

Course Descriptions

EDC 101 - Education in an Urban Context

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

EDC 103 - Human Learning, Cognition and Development

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 emotion ally 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, but field experience may be required by course instructors; required freshman course for ESEC, ESML and EDC majors).

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 104 - Educational Diversity in America

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.)

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 120 - Foundations of Literacy

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 217 - Teaching and Learning of Mathematics

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104.

EDC 218 - Physical and Cultural Geography

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. (The course is open to non-majors.)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

EDC 219 - Integrated Social Sciences

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104.

EDC 220 - Reading, Writing, And Thinking in The Content Areas

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104.

EDC 224 - Adolescent Development

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: EDC 103 and EDC 104

EDC 233 - Autism: A Family Focus

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)

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 304 - Reading for Secondary Educators

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: EDC 103, EDC 104, EDC 224, and EDC324

EDC 306 - Foundations of American Education: Developing A Critical Understanding of Educational Thought and Practice

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 307 - Differentiated Instruction, Assessment, And Technology Integration

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.

Number of Credits: 6

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 309

EDC 308 - Assessment, Accommodations, And Adaptations for Students with Disabilities

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.

Number of Credits: 6

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 310

EDC 309 - DIATI Lab

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.

Number of Credits: 1

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 307

EDC 310 - AAASD Lab

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.

Number of Credits: 1

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 308

EDC 320 - Teaching Literacy in the Inclusive Classroom

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 324 - 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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: EDC 103, EDC 104, and EDC 224

EDC 325 - Teaching English Language Learners

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

EDC 326 - Foundations of Early Childhood Education

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

EDC 336 - Foundations of Secondary Education and Curriculum

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

EDC 350 - How People Learn

Based upon claims made by leading educators and psychologists that what we know about learning does not support current teaching practice, this course will engage us in an investigation of the rapidly exploding knowledge base available to those interested in how human beings acquire and represent knowledge. Together, we will derive the implications of this knowledge base about learning for the practice of teaching, and engage in a substantial, authentic project that will help put the information in a real-world context.

Among other things, you will articulate and explore your personal theory of how people learn, distinguish *education* from *schooling*, understand how experts differ from novices, identify gaps between pedagogical theory and classroom practice, and learn about what the best teachers and educators do.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 101, EDC 103, EDC 104

EDC 369 - Teaching Science as Integrated Inquiry

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 401 - The Art And Science Of Teaching

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.

Number of Credits: 6

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: senior standing and acceptance into Stage II candidacy, and EDC 103, 104, 224, 324, 304, and 336.

EDC 410 - Physical Education and Health for the Developing Child

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.

Number of Credits: 2

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 412 - Schools, Families and Communities

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.

Number of Credits: 3

How Offered: Face-to-Face

EDC 415 - Creativity and the Arts for the Developing Child

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.

Number of Credits: 2

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 431 - Middle Level Foundations

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.

Number of Credits: 2

When Offered: Spring

How Offered: Face-to-Face, Hybrid

Corequisites: Course is completed during the student teaching semester

EDC 460 - Education Internship Seminar

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 461 - Education Internship

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.

Number of Credits: 6

When Offered: Fall, Spring

How Offered: Face-to-Face

EDC 470 - Special Methods of Teaching (The Professional Semester)

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.

Number of Credits: 12

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Senior standing, acceptance into Stage II candidacy, and all other coursework for both majors (Education and Content area)

EDC 473 - The Professional Semester: Student Teaching

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.

Number of Credits: 12

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: senior standing, acceptance into Stage II candidacy

Corequisites: EDC 475

EDC 475 - The Professional Semester: Teaching and Research Methods

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Corequisites: EDC 473 or EDC 474

EDC 477 - Seminar in Special Education

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.

Number of Credits: 3

When Offered: Fall, Spring

Corequisites: EDC 478

EDC 478 - Special Education Practicum

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.

Number of Credits: 10

When Offered: Fall

How Offered: Face-to-Face

Corequisites: EDC 477

IMS 162 - Explorations in Science and Mathematics I

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

ILO Met: ILO 3.1.a - Scientific Reasoning

IMS 262 - Explorations in Science and Mathematics II

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: IMS 162

Department of English

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."

Major(s) Offered

[BA English](#)

Minor(s) Offered

[English](#)

[Creative Writing](#)

Location/Contact Information

Bryan Narendorf, Chair

narendorf@lasalle.edu

Olney Hall 141

215.951.1145

Full-Time Faculty

PROFESSORS: Harty, Musser, Soven

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

ASSISTANT PROFESSOR: Hibschman

PROFESSOR EMERITUS: Butler

English

Program Description

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."

Why take this major?

English is the perfect major to prepare students for a number of careers and for post-graduate study in a number of areas. Our graduates have gone on to careers in teaching, in creative writing, in journalism, in medicine and in the law, in public service, in business and management, in technology.

Student Learning Outcomes

- Write clearly and persuasively in ways appropriate to the study of literature, writing, and/or language.
- Read literary and cultural texts with an awareness of their thematic, formal, and social dimensions.
- Analyze literary and cultural texts using a variety of critical approaches.
- Construct arguments using academic research on a variety of literary and cultural texts.
- Demonstrate familiarity with canonical and non-canonical texts and the historical development of Anglo-American traditions.

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

Choose course within ILO

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

*For the Major in English (13 courses)

ENG 180 - Introduction to Literary Study

ENG 245 - Survey of Brit Lit to 1798

ENG 246 - Survey of Brit Lit since 1798

ENG 248 - Survey of Amer Lit to 1865

ENG 249 - Survey of Amer Lit since 1865

ENG 324 - Shakespeare

ENG 480 - Capstone

One course in literature before 1900: ENG 351, 351, 367, 370-379, 437 (all with permission of the chair) or ENG 441, 442, 446

Two courses at the 400 level: ENG 402, 405, 406, 410, 417, 437, 438, 441, 442, 443, 446, 447

Two courses in literature at the 300 or 400 level: ENG 315, 316, 351, 352, 353, 357, 367, 370-379, 437, 438, 441, 442, 443, 446, 447

1-4 free electives for the major: ENG 243, 302, 303, 305, 306, 307, 308, 309, 310, 315, 316, 318, 330, 351, 352, 353, 357, 367, 370-379, 492, 405, 406, 410, 417, 437, 438, 441, 442, 443, 446, 447

*Double Major in English and Secondary Education (13 courses)

ENG 180 - Introduction to Literary Study

ENG 245 - Survey of Brit Lit to 1798

ENG 246 - Survey of Brit Lit since 1798

ENG 248 - Survey of Amer Lit to 1865

ENG 249 - Survey of Amer Lit since 1865

ENG 324 - Shakespeare

ENG 480 - Capstone

One course in literature before 1900: ENG 351, 351, 367, 370-379, 437 (all with permission of the chair) or ENG 441, 442, 446

Two courses at the 400 level: ENG 417 and 438

Two courses in literature at the 300 or 400 level: ENG 315 and 438

ENG 318 and 1 free electives for the major: ENG 243, 302, 303, 305, 306, 307, 308, 309, 310, 316, 318, 330, 351, 352, 353, 357, 367, 370-379, 492, 405, 406, 410, 417, 437, 438, 441, 442, 443, 446, 447

*For the Double Major in English and another discipline other than Secondary Education (10 courses)

ENG 180 - Introduction to Literary Study

ENG 245 - Survey of Brit Lit to 1798

ENG 246 - Survey of Brit Lit since 1798

ENG 249 - Survey of Amer Lit since 1865

ENG 324 - Shakespeare

ENG 480 - Capstone

One course in literature before 1900: ENG 351, 351, 367, 370-379, 437 (all with permission of the chair) or ENG 441, 442, 446

One course at the 400 level: ENG 402, 405, 406, 410, 417, 437, 438, 441, 442, 443, 446, 447

Two courses in literature at the 300 or 400 level: ENG 315, 316, 351, 352, 353, 357, 367, 370-379, 437, 438, 441, 442, 443, 446, 447

1-2 free electives for the major: ENG 243, 302, 303, 305, 306, 307, 308, 309, 310, 315, 316, 318, 330, 351, 352, 353, 357, 367, 370-379, 492, 405, 406, 410, 417, 437, 438, 441, 442, 443, 446, 447

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Dual Major Requirements

*Double Major in English and Secondary Education (13 courses)

ENG 180 - Introduction to Literary Study

ENG 245 - Survey of Brit Lit to 1798

ENG 246 - Survey of Brit Lit since 1798

ENG 248 - Survey of Amer Lit to 1865

ENG 249 - Survey of Amer Lit since 1865

ENG 324 - Shakespeare

ENG 480 - Capstone

One course in literature before 1900: ENG 351, 351, 367, 370-379, 437 (all with permission of the chair) or ENG 441, 442, 446

Two courses at the 400 level: ENG 417 and 438

Two courses in literature at the 300 or 400 level: ENG 315 and 438

ENG 315 and 1 free electives for the major: ENG 243, 302, 303, 305, 306, 307, 308, 309, 310, 316, 318, 330, 351, 352, 353, 357, 367, 370-379, 492, 405, 406, 410, 417, 437, 438, 441, 442, 443, 446, 447

NOTE: There is a maximum number of courses taken outside the department that students can count toward their 13 course major. No more than 5 courses taken outside the department can count toward the 13 course major. Such courses include AP credit, courses taken while studying abroad, courses taken at another institution, and Honors courses taught by faculty in English--Honors 111 + Honors 112 count as a single course: traditionally English 245. This rule also applies to the full double majors in Secondary Education and English where students take 13 courses in both Secondary Education and in English.

*For the Double Major in English and another discipline other than Secondary Education (10 courses)

ENG 180 - Introduction to Literary Study

ENG 245 - Survey of Brit Lit to 1798

ENG 246 - Survey of Brit Lit since 1798

ENG 249 - Survey of Amer Lit since 1865

ENG 324 - Shakespeare

ENG 480 - Capstone

One course in literature before 1900: ENG 351, 351, 367, 370-379, 437 (all with permission of the chair) or ENG 441, 442, 446

One course at the 400 level: ENG 402, 405, 406, 410, 417, 437, 438, 441, 442, 443, 446, 447

Two courses in literature at the 300 or 400 level: ENG 315, 316, 351, 352, 353, 357, 367, 370-379, 437, 438, 441, 442, 443, 446, 447

1-2 free electives for the major: ENG 243, 302, 303, 305, 306, 307, 308, 309, 310, 315, 316, 318, 330, 351, 352, 353, 357, 367, 370-379, 492, 405, 406, 410, 417, 437, 438, 441, 442, 443, 446, 447

NOTE: There is a maximum number of courses taken outside the department that students can count toward their 10 course double major. No more than 4 courses taken outside the department can count toward the 10 course double major. Such courses include AP credit, courses taken while studying abroad, courses taken at another institution, and Honors courses taught by faculty in English--Honors 111 + Honors 112 count as a single course: traditionally English 245.

Minor Requirements

*Minor in English

ENG 150 or ENG 180

ENG 245 or 246 or 248 or 249 or 250

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

*Minor in Creative Writing

ENG 204

ENG 353

Two 300-400 level creative writing courses

Additional literature course with ENG designation

Any additional literature or creative writing course with ENG designation.

NOTE: There is a maximum number of courses taken outside the department that students can count toward their 6 course minor in English or in Creative Writing. No more than 2 courses taken outside the department can count toward the 6 course minor. Such courses include AP credit, courses taken while studying abroad, courses taken at another institution, and Honors courses taught by faculty in English--Honors 111 + Honors 112 count as a single course: traditionally English 245.

Recommended Course Sequence

Fall Freshmen

English 110

English 180

3 core courses

Spring Freshmen

English 245

English 248

3 core courses

Fall Sophomore

English 246

English 249

Mix of core courses, controlled electives in the major, free electives

Spring Sophomore

Mix of core courses, controlled electives in the major, free electives

Fall Junior

English 324

Mix of core courses, controlled electives in the major, free electives

Spring Junior

Mix of core courses, controlled electives in the major, free electives

Fall Senior

English 480

Mix of core courses, controlled electives in the major, free electives

Spring Senior

Mix of core courses, controlled electives in the major, free electives

Course Descriptions

ENG 110 - College Writing I: Persuasion

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Students must earn a grade of C or better to ENG 110 to enroll in ENG 210.

ILO Met: ILO 8.1.b - ENG 110

ENG 150 - Introduction to Literature

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. Syllabus will vary by section, but all sections are designed to teach students how to read, write, and think about primary texts.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

ENG 180 - Introduction to Literary Study

Required of all day English majors but open to all students 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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

ENG 204 - Introduction to Creative Writing

This course offers an introduction to writing in a variety of literary genres and to the workshop format of reading and discussing student writing.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 9.1 - Creative and Artistic Expression

ENG 210 - College Writing II: Research

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: A grade of C or better in ENG 110.

ENG 230 - Web Design and Development

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ENG 243 - Religion and Contemporary Literature

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

ENG 245 - Survey of British Literature and Culture To 1798

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ILO Met: ILO 9.1 - Creative and Artistic Expression

ENG 246 - Survey of British Literature and Culture Since 1798

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

ENG 248 - Survey of American Literature and Culture To 1865

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ILO Met: ILO 9.1 - Creative and Artistic Expression

ENG 249 - Survey of American Literature and Culture Since 1865

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.

Number of Credits: 3

When Offered: Fall

ILO Met: ILO 9.1 - Creative and Artistic Expression

ENG 250 - Literature and Culture

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

ENG 302 - Language and Prejudice

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ILO Met: ILO 10.1 - Ethical Understanding and Reasoning

ENG 303 - Writing for Business

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ILO Met: ILO 10.1 - Ethical Understanding and Reasoning

ENG 305 - Fiction Writing I

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

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

ENG 306 - Poetry Writing

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

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ENG 307 - Playwriting

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ENG 308 - Legal Writing

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ENG 309 - Topics in Creative and Professional Writing I

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ENG 310 - Editing and Publishing

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

ENG 315 - Young Adult Literature

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ILO Met: ILO 9.1 - Creative and Artistic Expression

ENG 316 - Literary Theory and Criticism

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

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ENG 318 - Advanced Composition and the Writing Process

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: ENG 110

ENG 324 - Shakespeare

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ENG 351 - Gender and Ethnicity

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).

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

ENG 352 - Genre and Form

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

ENG 353 - Contemporary Literature

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

ENG 357 - Living American Writers

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ENG 367 - Literature and Film

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

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

ILO Met: ILO 9.1 - Creative and Artistic Expression

ENG 370-79 - Special Topics

Specially designed courses in literature built around a topic chosen by the instructor. Topics vary from semester to semester.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ENG 402 - Topics in Creative and Professional Writing II

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ENG 405-06 - Advanced Fiction Workshop

ENG 405 and ENG 406 offer students further direction in the writing of fiction within a workshop. Students may repeat these courses for credit.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: ENG 305

ENG 410 - Publication Design

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ENG 417 - History and Structure of the English Language

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ENG 437 - World Literature, The Western Tradition

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

ENG 438 - World Literature, The Non-Western Tradition

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ENG 441 - Studies in British Literature and Culture To 1700

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

ENG 442 - Studies in British Literature and Culture 1700-1900

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.

Number of Credits: 3

ENG 443 - Studies in British Literature and Culture Since 1900

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

ENG 446 - Studies in American Literature and Culture To 1900

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ENG 447 - Studies in American Literature and Culture Since 1900

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ENG 461-462 - Internship

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. 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.

Number of Credits: 6-Mar

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: 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.

ENG 480 - Capstone Seminar

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Department of Global Languages, Literatures, and Perspectives

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 within the Department. The Global Languages, Literatures, and Perspectives Department aims to give 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, have 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.

Major(s) Offered

[B.A. Spanish](#)

[B.S./B.A. Communication Sciences and Disorders and Spanish Double Major](#)

[B.A. Specialized Spanish and Elementary Education Double Major for Spanish Immersion Teaching](#)

A.A. Liberal Studies

[A.A. Liberal Studies - BUSCA \(Bilingual Undergraduate Studies for Collegiate Advancement\)](#)

Minor(s) Offered

[Leadership and Global Understanding \(LGU\)](#)

[Spanish](#)

[Latin American Studies](#)

Available Electives

- [French](#)
- [German](#)
- [Italian](#)
- [Japanese](#)
- [Literature](#)
- [Russian](#)

Location/Contact Information

Victoria Ketz, Chair

ketz@lasalle.edu

Olney Hall 241

215.951.1201

Full-Time Faculty

PROFESSORS: Ketz, Kling

ASSOCIATE PROFESSORS: Biehl, Cerocchi, Ossa

INSTRUCTORS: Da Costa Montesinos, Fischetti, Woods

PROFESSOR EMERITUS: Marsh, Rudnytzky

BUSCA (Bilingual Undergraduate Studies for Collegiate Advancement)

Program Description

English

BUSCA offers the Spanish-speaking community the degree of Associate of Arts with a concentration in English for Academic Purposes. During their studies, students will take at least one course from each required Institutional Learning Outcomes.

The BUSCA curriculum is designed to help the students become proficient in English in an educational environment that is comfortable and challenging. The goal is for graduates to have the academic and linguistic skills they need to transfer into a bachelor's degree program at La Salle, if desired.

Bilingual support services are available to all BUSCA students.

Español

BUSCA ofrece a la comunidad hispanohablante el grado de Asociado en Artes Liberales con una concentración en "English for Academic Purposes." Durante sus estudios, los estudiantes toman al mínimo un curso de cada categoría de los resultados institucionales.

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. La meta del programa es que los graduados tienen las habilidades académicas y lingüísticas necesarias para continuar sus estudios para recibir un bachillerato universitario de La Salle.

BUSCA ofrece apoyo bilingüe tanto académico como administrativo a todos los estudiantes.

Why take this major?

English

The Bilingual Undergraduate Studies for Collegiate Advancement (BUSCA) Program offers Hispanic students a unique opportunity to transform their lives and their futures by completing an Associate of Arts degree program at La Salle University,

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.

Español

El programa BUSCA, conocido por sus siglas en inglés (Bilingual Undergraduate Studies for Collegiate Advancement), ofrece a los estudiantes hispanos una oportunidad única para transformar sus vidas y su futuro en un programa de la Universidad de La Salle del Grado de Asociado en Artes.

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.

Student Learning Outcomes

- Use written conventions of American English clearly and effectively in a classroom or professional setting.
- Use oral conventions of American English clearly and effectively in a classroom or professional setting.
- Summarize, paraphrase, and extrapolate meaning from readings, conversations, and research.
- Explain, analyze, and critique information in written and spoken form.
- Conduct and evaluate research effectively.

Program Contact Information

Degree Earned

A.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

English

Students must earn a C or better in the following courses: INST 105, ENG 110, and ENG 210 as well as LIT 100, LIT 150, and LIT 250* to continue onto the next course and to enroll in BSCA 250. *With the approval of the BUSCA Director, students may take LIT 250 concurrently with BSCA 250.

Students must earn a C or better in BSCA 250 to earn an Associate Degree and to apply for a bachelor's degree program at La Salle. Additionally, students must have a cumulative GPA of 2.0 or better to graduate and to apply for a bachelor's degree program at La Salle.

Español

Los estudiantes deben aprobar los siguientes cursos: INST 105, ENG 110 y ENG 210 además de LIT 100, LIT 150 y LIT 250* con una nota mínima de "C" para continuar al próximo nivel y para inscribirse en el curso de BSCA 250. *Con la aprobación del Director, los estudiantes podrán tomar LIT 250 al mismo tiempo que toman BSCA 250.

Los estudiantes deben aprobar el curso de BSCA 250 con una nota mínima de “C” para recibir el Título de Asociado y continuar sus estudios en un programa de “Bachillerato universitario” en la Universidad de La Salle. Además, los estudiantes de BUSCA deben tener un promedio acumulativo de 2.0 o más para graduarse y para solicitar para un programa de “Bachillerato universitario” en la Universidad de La Salle.

Cumulative:

Progress Chart

Level One – Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 – College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 – College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 – First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 – Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

BIO 158 Life Science: A Human Approach

ILO 3.1b: Quantitative Reasoning

MTH 150 Mathematics: Myths and Realities

ILO 6.1: Technological Competency

CSC 151 Introduction to Computing Using Packages

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

COM 150 Presentation Skills

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

LIT 150 Modern European and Latin American Writers

ILO 9.1: Creative and Artistic Expression

LIT 250 Selected Topics in Western Literature

ILO 10.1: Ethical Understanding and Reasoning

PHL 152 Ethics and the Good Life

ILO 11.1: Cultural and Global Awareness and Sensitivity

SPN 203 Spanish for Heritage Speakers

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

INST 105- Academic Discourse I: Writing

LIT 100- Translingual and Transcultural Literature

SPN 204- Spanish for Heritage Speakers

BSCA 250- BUSCA Capstone Course

5 Courses to be offered in the BUSCA Program or approved by BUSCA Directors

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Recommended Course Sequence

English

Students must earn a C or better in all courses marked with an asterisk to move onto the next course in the sequence.

Semester 1

INST 105* Academic Discourse I: Writing

LIT 100* Translingual and Transcultural Literature

COM 150 Presentation Skills

SPN 203 Spanish for Heritage Speakers

CSC 151 Introduction to Computing Using Packages

Semester 2

ENG 110* College Writing 1: Persuasion (Prerequisite: INST 105)

LIT 150* Modern European and Latin American Writers (Prerequisite: LIT 100)

SPN 204 Spanish for Heritage Speakers (Prerequisite: SPN 203)

Approved elective #1 (Prerequisite: Cumulative GPA of 2.0 or better)

Approved elective #2 (Prerequisite: Cumulative GPA of 2.0 or better)

Semester 3

ENG 210* College Writing 2: Research (Prerequisite: ENG 110)

LIT 250* Selected Topics in Western Literature (Prerequisite: LIT 150)

MTH 150 Mathematics: Myths and Realities

REL 100 Religion Matters

Approved elective #3 (Prerequisite: Cumulative GPA of 2.0 or better)

Semester 4

BSCA 250** BUSCA Capstone Seminar (Prerequisite: ENG 210)

BIO 158 Life Science: A Human Approach

PHL 152 Ethics and the Good Life

Approved elective #4 (Prerequisite: Cumulative GPA of 2.0 or better)

Approved elective #5 (Prerequisite: Cumulative GPA of 2.0 or better)

** Students must pass the capstone course, BSCA 250, with a minimum final grade of "C" to earn their Associate Degree.

A cumulative GPA of 2.0 is required to receive the associate degree.

BUSCA students may apply to a bachelor's degree program at La Salle University only upon graduation from BUSCA with the associate degree and a minimum final grade of "C" in BSCA 250.

Español

Los estudiantes deben sacar una "C" o más alta en cada curso marcado en asterisco para poder tomar el curso siguiente de inglés.

Primer semestre

INST 105* La escritura académica

LIT 100* La literatura translingual y transcultural

COM 150 Las presentaciones académicas

SPN 203 El español para los hispanohablantes

CSC 151 Introducción a la computación con el uso de programas

Segundo semestre

ENG 110* El arte de escribir 1: Persuasión (pre-requisito: INST 105)

LIT 150* La literatura latinoamericana (pre-requisito: LIT 100)

SPN 204 El español para los hispanohablantes (pre-requisito: SPN 203)

Primer electivo aprobado (pre-requisito: un promedio acumulativo de 2.0 o más alto)

Segundo electivo aprobado (pre-requisito: un promedio acumulativo de 2.0 o más alto)

Tercer semestre

ENG 210* El arte de escribir 2: Investigación (pre-requisito: ENG 110)

LIT 250* Los temas en la literatura latinoamericana (pre-requisito: LIT 150)

MTH 150 Matemáticas: Los mitos y las realidades

REL 100 La significancia de religión

Tercer electivo aprobado (pre-requisito: un promedio acumulativo de 2.0 o más alto)

Cuarto semestre

BSCA 250** El curso seminario de BUSCA (pre-requisito: ENG 210)

BIO 158 La biología humana

PHL 152 La ética y la vida

Cuarto electivo aprobado (pre-requisito: un promedio acumulativo de 2.0 o más alto)

Quinto electivo aprobado (pre-requisito: un promedio acumulativo de 2.0 o más alto)

** Para recibir el Título de Asociado, los estudiantes tienen que aprobar el curso de 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.

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.

Number of Credits: 12

When Offered: Fall

How Offered: Face-to-Face

Restrictions: Only Open to Students Registered in BUSCA

BSCA 150 - Curso De Fundamentos

El objetivo principal de este curso de fundamentos de inglés es introducir al estudiante hispanohablante al inglés americano en el contexto universitario, a través de la vía conversacional espontánea y dirigida, y a través de ejercicios de lectura y escritura. El curso también ayuda al estudiante hispanohablante a adaptarse a la asimilación de la cultura americana y la vida universitaria. El curso hace énfasis en las habilidades de comunicación intercultural, a través de ejercicios de lectura y de escritura, de temas basados en la gramática, la oratoria y otras habilidades necesarias para iniciar una carrera académica exitosa.

BSCA 150 es el primer curso tomado por el estudiante que entra en el programa BUSCA. Se trata de un curso único por varias razones; en primer lugar, se trata de un curso de doce créditos. En segundo lugar, las clases de este curso se imparten cuatro días de semana en la tanda nocturna. En tercer lugar, hay cuatro componentes de este curso (gramática, composición, conversación y estudios universitarios), cada uno con diferentes profesores. En cuarto lugar, la calificación final en los cuatro componentes se promedia, para formar una calificación final del alumno. Por último, el curso BSCA 150 es único, debido a que cada estudiante debe obtener una calificación final de "C" o mayor, con la finalidad de continuar en el programa BUSCA. En otras palabras, BSCA 150 es un requisito previo para todos los cursos en BUSCA.

Number of Credits: 12

When Offered: Fall

How Offered: Face-to-Face

Restrictions: Es un curso exclusivamente para estudiantes de BUSCA

Prerequisites: No

BSCA 250 - Capstone Seminar

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: Only Open to Students Registered in BUSCA

Prerequisites: Must have C or higher in ENG 210 to register for the course

BSCA 250 - Seminario Final

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: Es un curso exclusivamente para estudiantes de BUSCA

Prerequisites: Los estudiantes necesitan tener una calificación de C o mejor en ENG 210 para tomar BSCA 250.

French Electives

Course Descriptions

FRN 101 - Elementary French

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

FRN 102 - Elementary French

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: FRN 101 or its equivalent.

FRN 201 – Intermediate French

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: Elementary French or its equivalent of 3 or 4 years of high school French.

ILO Met: ILO 11.1 – Cultural and Global Awareness and Sensitivity

FRN 202 – Intermediate French

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: FRN 201 or its equivalent.

German Electives

Course Descriptions

GER 101 – Beginning in German

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 11.1 – Cultural and Global Awareness and Sensitivity

GER 102 – Beginning in German

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: GER 101 or departmental placement test.

GER 201 - Continuing in German

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: German 101 and 102 or departmental placement.

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

GER 202 - Continuing in German

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: German 201 or departmental placement.

Italian Electives

Course Descriptions

ITL 101 - Elementary Italian

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).

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

ITL 102 - Elementary Italian

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ITL 201 - Intermediate Italian

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 is 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).

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

ITL 202 - Intermediate Italian

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 202 is 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).

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Japanese Electives

Course Descriptions

JPN 101 - Elementary Japanese

This course introduces basic modern spoken and written Japanese to students who have had little or no previous knowledge of the language. The course will focus on developing students' communication skills in Japanese, including writing, reading, listening and speaking in order for students to function using Japanese in a Japanese social environment. Students will also learn aspects of Japanese culture associated with the use of the language.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

JPN 102 - Elementary Japanese

A continuation of Elementary Japanese 101. The course will focus on developing students' communication skills in Japanese including writing, reading, listening and speaking with more advanced basic expressions and more Kanji in order for students to function using Japanese in actual settings. Students will also learn aspects of Japanese culture associated with the use of the language.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: JPN 101

JPN 201 - Intermediate Japanese

An intermediate course in spoken and written Japanese. The course will focus on developing more advanced communication skills in Japanese: writing, reading, listening and speaking. Students will also continue to learn about aspects of Japanese culture reflected in its language.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: JPN 102

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

JPN 202 - Intermediate Japanese

Intermediate Japanese 202 is a continuation of spoken and written Japanese for students who have had Japanese 201 or the equivalent. The course will focus on helping students continue to develop more advanced communication skills in Japanese: writing, reading, listening and speaking. Students will also continue to learn about aspects of Japanese culture associated with the use of the language.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: JPN 201

Latin American Studies Minor

Program Description

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.

Why take this minor?

The LAS minor offers students the opportunity for students in any major to engage in the interdisciplinary study of a major world region with close ties to the United States. It encourages and prepares students to study abroad or participate in a travel study course or do an original research project, among other opportunities for engaged learning.

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

Number of Courses Required for Graduation

6

Number of Credits Required for Graduation

18

Minor Requirements

Six three-credit courses distributed as follows. As course offerings change, 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)

Recommended Course Sequence

Courses are not sequenced but it is recommended that a student take two courses per year starting in the Sophomore year.

Leadership and Global Understanding Minor (LGU)

Program Description

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.

Why take this minor?

The LGU program is an interdisciplinary minor that aims to foster leadership qualities in undergraduate students by giving them intensive civic engagement experience on the local, national, and international levels. LGU students come from all academic units (Arts and Sciences, Nursing and Health Sciences, Business) and all majors within those schools. Over the course of their studies, LGU students interact directly with diverse individuals, which increases their intercultural competencies and inevitably changes the way they view their own academic and, ultimately, professional careers.

Students in the program engage in regular community service activities on campus and in the greater Philadelphia community, participate in travel study courses around the world that deal with overarching issues including education, social justice, and civil rights, and reflect critically on how they plan to contribute to the various communities they belong to.

Student Learning Outcomes

- Understand theoretical debates regarding globalization and draw connections between these debates and current events
- Recognize how contemporary trends and issues economic, cultural, and political affect each other and, importantly, when they do not
- Acquire a greater awareness of social justice issues such as education, economic inequality, and civil rights that both cut across and are embedded in the local, national, and global levels
- Create service projects with intellectual integrity that are beneficial to the communities at large

Number of Courses Required for Graduation

6

Number of Credits Required for Graduation

18

Admission Requirement

Admission into the LGU minor requires an interview with the director of the program.

Minor Requirements

- LGU 200
 - Two LGU Travel Study Courses
- Or**
Travel Study and Immersion trip option. One Travel Study course may be substituted for participation on a University-sponsored immersion trip along with a concurrent (same semester as trip) or subsequent (semester immediately following trip) in a course that has content related to the trip destination or thematic focus. The course must be approved by the Director as fulfilling this requirement. Student must follow the usual protocol for application and acceptance into University immersion trips: status as an LGU student is unrelated to this.
- Or**
Study Abroad option. An international semester-long or summer program of at least six credits may substitute for the two LGU travel study courses.
- For all three of the above options, an additional two courses should be drawn from the electives list. Specific sections (*), based on theme, will be approved by the director of LGU.
 - Specific sections of LIT 250 Selected Topics in Western Literature*
 - Specific sections of ENG 438 World Literatures: the non-Western Tradition*
 - COM 320 Communication and Culture
 - REL 250: Religion And Ethics In Contemporary Culture
 - REL 251 Peace and Social Justice
 - REL 353 Social Justice and Community Service
 - POL 221 (S) Comparative Governmental Systems
 - ECN/HIS/POL 332 : Political Economy of Africa
 - POL 334: The Political Economy of Latin America**
 - HIS 308: Latin America in Revolution
 - MGT 356: Managing in The Global Economy
 - MGT 357: Managing Cultural Diversity in the Workplace
 - PHLT 250: Global Health
 - SOC 262: Dynamics of Race and Ethnicity
 - SOC 237: The City and Change
 - SOC 308: Social Inequality in Contemporary Society
 - SOC 312: Social Movements in Contemporary Society
 - POL 316: Environmental Law and Policy
 - ECN 330: Third World Poverty and Economic Development
 - A third travel study course
 - A language course related to the destination of a travel study trip
 - A service learning designated course
 - An Inside-Out course
 - LGU 400

Recommended Course Sequence

SOPH Fall: LGU 200

SOPH Spring: Elective

JUNIOR Fall: Elective

JUNIOR Spring: Travel Study or Study Abroad Semester or SUMMER between JUNIOR and SENIOR YEAR: Study Abroad Program (variable)

SENIOR Spring: Travel Study (variable); LGU 400

Course Descriptions

LGU 200 - Introduction to Leadership and Global Understanding

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

LGU 400 - Studies in Leadership and Global Understanding- Capstone Experience

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: LGU minors only

Prerequisites: LGU 200 and progress in the LGU minor

Literature Electives

Course Descriptions

LIT 100 - Translingual And Transcultural Literature

An examination of identity through the lens of cultural heritage. It provides a study of representative texts that explore the composition of identity as well as the challenges of living in a translingual and transcultural world.

BUSCA students must earn a "C" or higher in LIT 100 to enroll in LIT 150.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Students must get approval from Department Chair or Program Director to enroll in this course.

LIT 150 - Modern European And Latin American Writers

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online, Hybrid

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

LIT 250 - Selected Topics in Western Literature

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online, Hybrid

ILO Met: ILO 9.1 - Creative and Artistic Expression

Russian Electives

Course Descriptions

RUS 101 - Elementary Russian

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.

Number of Credits: 3

How Offered: Face-to-Face

Restrictions: Little or no previous study or experience in Russian.

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

RUS 102 - Elementary Russian

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.

Number of Credits: 3

How Offered: Face-to-Face

Restrictions: Little or no previous study or experience in Russian.

Prerequisites: RUS 101 or departmental placement.

RUS 201 - Intermediate Russian

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: RUS 102 or departmental placement.

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

RUS 202 - Intermediate Russian

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: RUS 201 or departmental placement

RUS 241-242 - Russian Literature of the 19th Century

These courses focus on Romanticism and Realism in Russian literature. Readings from Pushkin, Griboedov, Lermontov, Gogol, Turgenev, Ostrovsky, Dostoevsky, L. Tolstoy, Saltykov-Shchedrin, Leskov, Chekhov, Kuprin, Bunin, and Andreev.

Number of Credits: 6-Mar

How Offered: Face-to-Face

Prerequisites: RUS 202 or permission of the instructor

RUS 245-246 - Soviet Literature

These courses examine socialist realism as a doctrine of art and literature in the Soviet Union. Readings from Gorky, Mayakovsky, Babel, Olesha, Leonov, Zamyatin, Zoshchenko, Sholokhov, Ilf and Petrov, Simonov, Pasternak, Yevtushenko, Solzhenitsyn, and others.

Number of Credits: 6-Mar

How Offered: Face-to-Face

Prerequisites: RUS 202 or permission of the instructor

Spanish

Program Description

The curriculum of the Spanish Program is designed to develop the cognitive and critical abilities of the students. It reflects the diverse corpus of knowledge required to master a target language with an acceptable degree of proficiency. The course offerings seek to reflect the breadth of skills required for such proficiency and focus on developing students' linguistic and cultural fluency. All of our elementary and intermediate level courses are offered on an annual rotation. The majority of our upper level courses are offered on a biennial schedule.

Why take this major?

Spanish is spoken by more than 400 million people worldwide. A major in Spanish will open the worlds of commerce and culture in many places throughout the globe including most of the Iberian Peninsula and a large swath of the Pacific Rim. Not only is Spanish one of the six working languages of the United Nations, but it is becoming a viable alternative to English in the United States.

Student Learning Outcomes

- 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.
- To use critical skills to analyze literary and cultural texts logically, fairly, and insightfully.

- To use research skills to support literary and cultural analyses.
- To understand the perspectives of at least two cultures (including American culture).
- To challenge the student both cognitive and culturally through language.

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

2.0 in the major

2.0 cumulative GPA

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

Choose course within ILO

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

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)

Required for a Spanish Minor: 6 courses in Spanish (Based on departmental placement)

SPN 480 Special Topics

SPN 481 Capstone Experience

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.

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Dual Major Requirements

COMMUNICATIONS 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 SPN 302.

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 Global Languages 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 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

IMS 262 (4) EDC 219

SPN 300/400 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

PHL 200 or above SPN 300/400

EDC 325 PHL 200 or above

ENG 200 or above Elective

Senior Year

Fall Spring (Student Teaching Semester)

SPN 300 EDC 474 (12 credits)

Secondary Language Teaching Methods

SPN 331 EDC 475 (3 credits)

The Foreign Language Classroom

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.

Minor Requirements

REQUIREMENTS FOR MINOR IN SPANISH: 6 COURSES (18 credits) 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.

Recommended Course Sequence

Major: 10 courses

SPN 1: 101 102 201 202 301 302 4 at 300+

SPN 2: 201 202 301 302 6 at 300+

SPN 3: 301 302 8 at 300+

SPNHE (Heritage): 203 204 8 at 300+

SPNH (Healthcare): 103 104 205 206 301 302 4 at 300+

Minor: 6 courses

SPN 1: 101 102 201 202 301 302

SPN 2: 201 202 301 302 2 at 300+

SPN 3: 301 302 4 at 300+

SPNHE (Heritage): 203 204 4 at 300+

SPNH (Healthcare): 103 104 205 206 301 302

Course Descriptions

SPN 101 - Elementary Spanish

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: These courses are not intended for native or heritage speakers of Spanish

Prerequisites: Little or no previous Spanish.

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

SPN 102 - Elementary Spanish

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: These courses are not intended for native or heritage speakers of Spanish

Prerequisites: SPN 101 or departmental placement.

SPN 103 - Spanish For Nursing and Health Sciences I

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: These courses are not intended for native or heritage speakers of Spanish

Prerequisites: Nursing and Health Sciences students with little or no previous Spanish

SPN 104 - Spanish For Nursing and Health Sciences II

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: These courses are not intended for native or heritage speakers of Spanish

Prerequisites: SPN 103

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

SPN 201 - Intermediate Spanish

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: These courses are not intended for native or heritage speakers of Spanish.

Prerequisites: SPN 102 or departmental placement.

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

SPN 202 - Intermediate Spanish

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: These courses are not intended for native or heritage speakers of Spanish.

Prerequisites: SPN 201 or departmental placement.

SPN 203 - Spanish For Heritage Speakers

This is a two semester course taught in Spanish. The second half is SPN 204. 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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: These courses are for heritage speakers of Spanish

Prerequisites: Departmental placement.

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

SPN 204 - Spanish For Heritage Speakers

This is a two semester course taught in Spanish. The second half is SPN 203. 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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: These courses are for heritage speakers of Spanish

Prerequisites: SPN 203

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

SPN 205 - Intermediate Spanish For Nursing and Health Sciences I

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: This course is not intended for native or heritage speakers of Spanish

Prerequisites: SPN 104 or departmental placement

SPN 206 - Intermediate Spanish For Nursing and Health Sciences II

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: This course is not intended for native or heritage speakers of Spanish

Prerequisites: SPN 205 or departmental placement

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

SPN 301 - Conversation and Composition

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: These courses are not intended for native or heritage speakers of Spanish

Prerequisites: SPN 202 or departmental placement.

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

SPN 302 - Conversation and Composition

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: These courses are not intended for native or heritage speakers of Spanish

Prerequisites: SPN 301

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

SPN 307 - Commercial Spanish

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: SPN 204 or SPN 302

SPN 311-312 - Survey of Spanish Literature

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.

Number of Credits: 6-Mar

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: SPN 204 or SPN 302

SPN 313 – Survey of Spanish American Literature

This course involves reading and discussion of works from the colonial period to the 20th century, with special emphasis upon contemporary Latin American literature.

Number of Credits: 2

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: SPN 204 or SPN 302

SPN 314 – Latin American Short Stories

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: SPN 204 or SPN 302

SPN 321 – Survey of Spanish Civilization

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: SPN 204 or SPN 302

SPN 322 – Survey of Spanish American Civilization

This course provides a 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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: SPN 204 or SPN 302

SPN 330 – Second Language Teaching Methods

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: SPN 204 or SPN 302

SPN 331 - The Foreign Language Classroom

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

SPN 350-351 - Introduction to Bilingual-Bicultural Studies

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.

Number of Credits: 6-Mar

When Offered: Fall, Spring

How Offered: Face-to-Face

SPN 352 - Introduction to Translation and Interpretation

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.

Number of Credits: 6-Mar

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: SPN 204 or SPN 302

SPN 401 - History of The Spanish Language

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: SPN 204 or SPN 302

SPN 402 - Introduction to Spanish Sociolinguistics

This course introduces students to the study of Spanish language variation within its social context. Social factors such as geography, race, gender, age, social class, economics, education, as well as specific linguistic features belonging to certain Spanish speaking communities, will be discussed. Students will familiarize with sociolinguistic research methodology and theory including, but not limited to, sampling of speech community, data collection, types of linguistic variation, and the sociolinguistic variable. In addition to learning about the concepts, questions, and methods associated with sociolinguistic research as they are applied to language, students will discuss and review studies of language variation in different speaking communities. Finally students will examine language contact situations such as Spanish in the United States.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: SPN 204 or SPN 302

SPN 405 - Literature of The Middle Ages

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: SPN 204 or SPN 302

SPN 411 - Renaissance Literature

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: SPN 204 or SPN 302

SPN 415 - Drama of The Golden Age

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: SPN 204 or SPN 302

SPN 419 - Cervantes

This course offers readings and discussions of Don Quixote. Other important works by Cervantes will also be discussed.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: SPN 204 or SPN 302

SPN 420 - Spanish For Speech-Language Pathologists

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Must be a CSD/SPN dual major or CSD major and SPN minor with permission from the instructor

Prerequisites: SPN 204 or SPN 302

SPN 421 - Bilingualism in Spanish-English Speakers: Development and Disorder

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Must be a CSD/SPN dual major or CSD major and SPN minor with permission from the instructor

Prerequisites: SPN 204 or SPN 302

SPN 422 - Introduction to Spanish Phonetics and Phonology

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: SPN 204 or SPN 302

SPN 423 - Introduction to Spanish Dialectology

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: SPN 204 or SPN 302

SPN 442 - Romanticism

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: SPN 204 or SPN 302

SPN 443 - Poetry of the 19th And 20th Centuries

This course focuses on the works by Gabriel y Galán, de Castro, Darío, los Machado, Jiménez, Lorca, Guillén, Otero, and Salinas are considered.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: SPN 204 or SPN 302

SPN 448 - The Spanish American Novel

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 denoted to works by and about women. Class discussions and examinations will be given in Spanish.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: SPN 204 or SPN 302

SPN 457 - The Spanish Novel of the 19th And 20th Centuries

This course provides reading and discussion of Spanish authors, their ideology and philosophies: Fernán Caballero, Galdós, Valera, Pío Baroja, Ala, Cela, Delibes, and Goytisolo.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: SPN 204 or SPN 302

SPN 480 - Seminar

Topics of investigation will vary from semester to semester.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: SPN 204 or SPN 302

Department of History

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 educate the whole person by fostering a rigorous free search for truth." We believe that showing students the full reach of the human past "prepares students for the lifelong pursuit and exploration of wisdom, knowledge, and faith that lead to engaged and fulfilling lives marked by a commitment to the common good."

Major(s) Offered

[BA American Studies](#)

[BA History](#)

[BA/MA History 5-year](#)

Minor(s) Offered

[American Studies](#)

[History](#)

Concentrations

[Americas](#)

[Afro-Eurasian](#)

Location/Contact Information

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Full-Time Faculty

PROFESSORS: Desnoyers, Leibiger, Stow

ASSOCIATE PROFESSORS: Allen, Jarvinen, Sheehy, Stebbins

ASSISTANT PROFESSORS: Jallow

VISITING ASSISTANT PROFESSORS: Hurwitz, Poznan

PROFESSOR EMERITUS: Rossi

American Studies

Program Description

American Studies (AMST) is an interdisciplinary program that examines American society and culture, both past and present. Through a study of American history, literature, philosophy, religion, media, social science, and fine arts, students critically analyze the richness of the American experience.

American Studies majors also learn to deconstruct various American narratives that are embedded in formal and popular culture and that reveal a deeper understanding of race, ethnicity, class, and gender, and of America's place in the world. In this sense, students become "cultural critics" who, in seeing connections across academic disciplines, are able to apply an interdisciplinary perspective in assessing the dominant assumptions about power and identity in everyday life.

American Studies majors also have an opportunity to do an internship, a field-based experience that helps them link theory to practice through the application of AMST courses and research strategies to real-life problems. Typical internships sites include the Betsy Ross House, Franklin Institute, Cliveden Historical House, Germantown Historical Society, National Park Service, and the Philadelphia criminal justice system.

American Studies Program Link: <http://www.lasalle.edu/american-studies/>

Why take this major?

The Bachelor of Arts in American Studies prepares students for numerous careers that require broad-based understanding of American culture, critical thinking and writing, and interdisciplinary perspectives and applications. Such careers include law, journalism, business, public service, social work, education, museum studies, and graduate school.

Student Learning Outcomes

- Apply an interdisciplinary perspective in analyzing the role of race, ethnicity, gender, and class in American society;
- Deconstruct various American narratives that are embedded in formal and popular culture;
- Conduct independent research, gather evidence, evaluate such evidence, and offer conclusions in written arguments that are grammatically, mechanically, and rhetorically correct;
- Identify, deconstruct, and analyze the American narrative through a variety of primary and secondary sources;
- Develop and present digital productions that break down and/or interpret the various points of view contained in the readings, class discussion, location visits, and interdisciplinary connections;
- Develop a refined level of critical reading, thinking, writing, and speaking skills that promote ethical understanding and the ability to view issues from multiple perspectives including global perspectives, preparing for a range of careers and profession - from law, journalism, and education, to public service, business, and graduate school;
- Deconstruct various American narratives that are embedded in formal and popular culture as embodied in the oral and written presentation of the capstone course and paper;
- Analyze the role of the city in modern life, construct informed interpretations and conclusions as well as integrate them into written, digital, and oral observations about the city and its citizens, especially as they relate to the course themes.

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

Choose course within ILO

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

AMST 100

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

AMST 100

AMST 200

AMST 360

AMST 400

One American History course

One American Literature course

One American Art course

One American Social Science course

One American Philosophy course

One American Media or Film course

One free elective dealing with the American experience

Three course concentration

Concentrations

Three course concentration

Three course concentration in one academic discipline dealing with the American experience (e.g. American literature, American history, or American philosophy) or three courses based in one American theme or topic (e.g. Gender in America).

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Dual Major Requirements

Requirements for the Bachelor of Arts in American Studies as a Dual Major: 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 core American Studies areas:

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

Three controlled electives:

- One Foundations of American education course
- One American Religion course
- One American Philosophy course

Free elective:

- One free elective dealing with the American experience

Minor Requirements

Requirements for the Minor in American Studies: 6 courses

- AMST 100: Introduction to American Studies
- AMST 200: Themes and Topics in American Studies
- Once course in American history
- One course in American literature
- Two AMST electives

Recommended Course Sequence

AMST Majors and Double Majors should take the integrating American Studies courses in the following sequence:

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

Students may take AMST 360: Internship after having at least completed AMST 100 and AMST 200.

Course Descriptions

AMST 100 - American Dreams: Amer Themes

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online, Hybrid

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

AMST 200 - Themes in American Culture

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. (May be repeated for credit as topic varies.)

Number of Credits: 3

AMST 360 - Internship

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Hybrid

Restrictions: AMST Majors, AMST Double Majors, and AMST Minors

Prerequisites: AMST 100: Introduction to American Studies; AMST 200 Themes and Topics in American Studies

AMST 400 - Capstone Seminar in American Studies

This seminar, limited to 18 students, requires core readings on a selected theme as well as refinement of research skills relevant to the completion of a major research paper. Sample topics have included: The American City, Food and Drink in America, Medicine in America, Bob Dylan and the Sixties, The Fifties in American Culture, and The American Family.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: AMST Majors, AMST Double Majors, and AMST Minors

Prerequisites: AMST 100: Introduction to American Studies; AMST 200 Themes and Topics in American Studies

History

Program Description

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 educate the whole person by fostering a rigorous free search for truth." We believe that showing students the full reach of the human past "prepares students for the lifelong pursuit and exploration of wisdom, knowledge, and faith that lead to engaged and fulfilling lives marked by a commitment to the common good."

Why take this major?

History is a great major to keep your career options open, because majors acquire invaluable critical reading, writing, and thinking skills essential for jobs in all fields. History majors have ended up in just about every career imaginable, but it is an especially good major for careers in museums/archives, government (at the federal, state, or local levels), law, and teaching.

Student Learning Outcomes

- Identifying the major features of foundational American history and World history, and using the past to understand contemporary issues.
- Understanding a range of historiographic approaches.
- Demonstrating competency in analyzing and evaluating secondary sources.
- Demonstrating competency in locating, contextualizing, and analyzing primary sources.
- Applying skills (I-IV) to ask historical questions and create evidence-based written arguments (synthesizing historical events).
- Valuing self-directed learning

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

Choose course within ILO

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO**

ILO 9.1: Creative and Artistic Expression

Choose course within ILO**

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO**

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO**

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

****Note:** All History majors must take HIS 200, HIS 202, or HIS 205 AND they must take HIS 206, HIS 251, or 255. Because of the distinct discipline requirement, a student may only apply one of these six courses toward the core. Majors may therefore choose one of the following two options:

Option A:

- ILO 4: HIS 200 or HIS 202 or HIS 205
- ILO 9: Choose course within ILO
- ILO 10: Choose course within ILO
- ILO 11: Choose course within ILO (to be taken in addition to HIS 206 or HIS 251 or HIS 255)

Option B:

- ILO 4: Choose course within ILO (to be taken in addition to HIS 200 or HIS 202 or HIS 205)
- ILO 9: Choose course within ILO
- ILO 10: Choose course within ILO
- ILO 11: HIS 206 or HIS 251 or HIS 255

Americas Concentration: 5 Americas 300–349 electives and 3 Afro–Eurasian 350–399 electives

fro–Eurasian Concentration: 5 Afro–Eurasian 350–399 electives and 3 more Americas 300–349 electives

All History majors are required to take: HIS 480 Seminar I and HIS 481 Seminar I

Concentrations

Americas Concentration

Afro–Eurasian Concentration

Please see above.

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Dual Major Requirements

Double Majors: Students whose second major is History are not required to take His 480 and His 481.

Minor Requirements

REQUIRED FOR HISTORY MINORS: 6 COURSES

Minors must take the two core History courses listed above, plus any four upper-level (300 and above) electives.

Advanced Placement credit in history is granted to students who score 4 or above.

Recommended Course Sequence

Fall Year 1: Core Americas (ILO 4.1)

Spring Year 1: Core Afro–Eurasian (ILO 11.1)

Fall Year 2: Two Upper-Level Electives

Spring Year 2: Two Upper-Level Electives

Fall Year 3: Two Upper-Level Electives

Spring Year 3: Two Upper-Level Electives

Fall Year 4: His 480

Spring Year 4: His 481

Course Descriptions

HIS 200 - U.S. Republic to 1877

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. (Formerly His 300.)

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

HIS 202 - Themes in American History: A Biographical Approach

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. (Formerly HIS 155.)

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

HIS 205 - US Since 1877

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. (Formerly His 305.)

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

HIS 250 - Global History To 1500

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. (Formerly His 151.)

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face, Online

HIS 251 - Global History From 1500 To the Present

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

HIS 255 - 20th Century Global History

This course is a survey of global history during the 20th century. Key topics include the rise of modern ideologies, imperialism and neocolonialism, global conflicts (World Wars I and II and the Cold War), decolonization, economic integration and globalization. These topics will be examined through the lens of how the peoples of different countries and world regions shaped and were in turn shaped by the century's major developments.

Number of Credits: 3

How Offered: Face-to-Face, Online

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

HIS 302 - American Revolution

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. (Formerly His 402.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 307 - Latin America: The Colonial Period

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.

Number of Credits: 3

How Offered: Face-to-Face

HIS 308 - Latin America In Revolution

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.

Number of Credits: 3

How Offered: Face-to-Face

HIS 313 - Jeffersonian-Jacksonian Democracy

This course is a detailed analysis of the development of the American political system in an increasingly democratic society. (Formerly HIS 413.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 315 - Fiery Trial: Civil War

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. (Formerly HIS 415.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 324 - History of Philadelphia

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.

Number of Credits: 3

How Offered: Face-to-Face

HIS 327 - Modern America

This course examines the growth of government involvement at home and abroad since 1939 with readings and analysis of original documents. (Formerly HIS 425.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 329 - History of US Women

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.

Number of Credits: 3

How Offered: Face-to-Face

HIS 330 - The Emergence of Modern America, 1877-1913

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. (Formerly HIS 429.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 331 - America's Military Past

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.

Number of Credits: 3

How Offered: Face-to-Face

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

HIS 332 - Introduction to Public History

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 area. 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. (Formerly HIS 430.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 333 - The American Immigrant

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

Number of Credits: 3

How Offered: Face-to-Face

HIS 334 - The Political Economy of Latin America

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.

Number of Credits: 3

How Offered: Face-to-Face

HIS 337 - African-American History

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

Number of Credits: 3

How Offered: Face-to-Face

HIS 340 - Topics in U.S. History

This course is an examination of selected topics illustrating the political, social, and cultural history of the modern world.

Number of Credits: 3

How Offered: Face-to-Face

HIS 341 - Russia And America Since 1741

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.

Number of Credits: 3

How Offered: Face-to-Face

HIS 342 - History of the Westward Movement in America

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.

Number of Credits: 3

How Offered: Face-to-Face

HIS 345 - Twentieth Century Europe

Beginning with World War I and ending with the collapse of the Soviet Union, this course surveys major events of twentieth-century European history.

Number of Credits: 3

How Offered: Face-to-Face

HIS 347 - Presidential Elections

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.

Number of Credits: 3

How Offered: Face-to-Face

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

HIS 349 - The United States in the Pacific Basin

This course explores the interrelationship of the United States and the East Asian world in the modern period. (Formerly HIS 447.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 355 - Topics in Modern European History

This course is an examination of selected topics illustrating the political, social, and cultural history of modern Europe.

Number of Credits: 3

How Offered: Face-to-Face

HIS 357 - Twentieth-Century Third World

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. (Formerly HIS 303.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 358 - Women and History

Selected topics on the history of women in Europe from the Classical Period to the 21st century will be explored in this course. (Formerly HIS 328.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 359 - Europe To 1400

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. (Formerly HIS 310.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 360 - Europe from 1400 To the Present

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. (Formerly HIS 311.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 361 - Imperialism in the Modern World

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. (Formerly His 325.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 365 - Greek Civilization

This course is a survey that stresses the development of Greek civilization until the death of Alexander the Great. (Formerly HIS 335.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 366 - The Roman Empire

This is a survey course that places a special emphasis upon the Roman Republic and the Empire until 476 A.D. (Formerly HIS 336.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 367 - The Early Middle Ages

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. (Formerly HIS 338.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 368 - The Later Middle Ages

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. (Formerly HIS 339.)

Number of Credits: 3

How Offered: Face-to-Face

His 369 - The Holocaust

The Holocaust was the most significant human rights tragedy in twentieth-century history. This course examines the history and memory of the Nazi campaign from 1933 to 1945 to stigmatize, isolate, and destroy European Jews. Roots of the Holocaust are addressed by examining European antisemitism. The Holocaust is placed into the context of Nazi consolidation of power and World War II. The course focuses on key events in the Holocaust, including Nazi policies to isolate Jews from 1933 on, the removal of German citizenship from Jews, the Night of the Broken Glass (Kristallnacht), deportations of Jews to concentration camps, the mass shootings of Jews on the Eastern Front during World War II, and the gassing of Jews to death in camps and mobile vans. Topics such as Allied response to the Holocaust, liberation of prisoners from the camps, treatment of displaced persons, and the Nuremberg trials are addressed. Students are introduced to intentionalist and functionalist arguments concerning the origins of the Holocaust. Much consideration is given to the role of perpetrators in carrying out the Holocaust and of bystanders who failed to intervene. Memory of the Holocaust is analyzed through documentary films, oral histories, memorials, and the phenomenon of Holocaust denial.

Number of Credits: 3

HIS 381 - Muscovy and the Russian Empire, 1462-1917

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. (Formerly HIS 348.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 382 - 20th-Century Russia and the USSR

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.

(Formerly HIS 452.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 383 - Modern Europe: 1789 To 1914

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. (Formerly HIS 343.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 384 - Topics in African History

History 384 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. (Formerly HIS 344.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 385 - Modern Ireland

This course is an examination of the major political, social, and economic developments in Ireland since the Famine of 1845. (Formerly HIS 440.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 386 - East Asia in the Modern World

Changes in Modern Asia as a result of the rise of industrialism, urbanism, nationalism, and Western influence will be examined in this course. (Formerly HIS 346.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 388 - Recent Britain: Empire to Welfare State

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. (Formerly HIS 458.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 389 - Political Economy of Africa

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. Course is offered only every other Spring (i.e. of odd numbered years).

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: ECN 150

HIS 390 - Traditional China To 1840

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. (Formerly HIS 350.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 391 - Modern China, 1840 To the Present

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. (Formerly HIS 351.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 392 - Traditional Japan To 1840

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. (Formerly HIS 352.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 393 - Modern Japan, 1840 To the Present

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. (Formerly HIS 353.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 394 - The Modern Middle East

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. (Formerly HIS 354.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 396 - Topics in Modern Non-Western History

This course provides an examination of selected topics illustrating the political, social, and cultural history of the non-Western world. (Formerly HIS 356.)

Number of Credits: 3

How Offered: Face-to-Face

HIS 460 - Directed Readings

This course involves readings of certain basic books relating to a specific historical topic, theme, or era; assignments discussed in seminar-tutorial fashion.

Number of Credits: 3

How Offered: Face-to-Face

HIS 470 - Special Topics in Third World Areas

Central America, the Middle East, China, India, etc.

Number of Credits: 3

How Offered: Face-to-Face

HIS 475 - Internship

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.

Number of Credits: 3

How Offered: Face-to-Face

HIS 480 - Seminar

Methodology and historiography; bibliographical essay required.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

HIS 481 - Seminar

Writing a research paper.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

HIS 482-485 - Seminars

Number of Credits: 6-Mar

How Offered: Face-to-Face

History (5-Yr)

Program Description

Students may earn both a B.A. and M.A. in history by participating in the University's Five-Year Program. To be eligible for this option, undergraduate students must complete 90 credit hours, be a history major, and have a minimum GPA of 3.0. Students satisfy the undergraduate history major requirements during their first four years at the University, earning a minimum of 120 credits, of which a maximum of six may be graduate credits, while maintaining a GPA of 3.0 or better. Upon completion of a B.A., students may then enter the M.A. in History program by completing the remainder of the full degree requirements.

Why take this major?

The unique features of this program provide distinct opportunities to advance the careers of both practicing social studies teachers and aspiring graduate students in history. The appeal for all teachers with teaching certificates is that this program will broaden and deepen their knowledge of history in maintaining active certification status (in conformity with Act 48) and reaching the "highly qualified teacher" category by mastery of content knowledge.

Those students in pursuit of a traditional M.A. in History will also find La Salle's program attractive:

- The M.A. in History curriculum is professional in nature and is designed as preparation for the doctorate and for numerous professional careers.
- The common core of seven courses, along with upper-level electives and seminars provides excellent preparation for archival analysis, visual history, material culture, oral history, and interdisciplinary research that, collectively, has become the hallmark of doctoral-level courses in history, as well as most doctoral dissertations.

Student Learning Outcomes

At the conclusion of this program, the student should be able to do the following:

- Understand historiographical approaches
- Comprehend and retain pedagogical content knowledge
- Apply critical thinking and analytical skills relative to the contextualization of historical scholarship
- Use substantive and convincing prose style in order to present meaningful explanations of historical events
- Appreciate the importance of factual evidence and chronology.

Program Contact Information

Degree Earned

B.A., M.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

3.0 to earn MA degree.

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

HIS 155, 300, 305

ILO 3.1b: Quantitative Reasoning

Choose course within ILO

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

HIS 206, 251, 255

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

His 480 Seminar I

His 331 America's Military Past

His 333 American Immigrant

His 402 American Revolution

His 415 Civil War & Reconstruction

His 425 America as a World Power

His 481 Seminar II

His 335 Greek Civilization

His 336 Roman Empire

His 338 Early Middle Ages

His 339 Later Middle Ages

His 350 Traditional China to 1840

His 369 The Holocaust

His 452 20th Century Russia & the USSR

Americas Concentration: 4 more Americas upper-level electives and 2 more Afro-Eurasian upper-level electives

Afro-Eurasian Concentration: 4 more Afro-Eurasian upper-level electives and 2 more Americas upper-level electives

HIS 510 Historiography

HIS 610 Readings in American History

Concentrations

Undergraduate:

Americas or Afro-Eurasian

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Recommended Course Sequence

Fall Freshmen

Core Americas (ILO 4.1)

Spring Freshmen

Core Afro-Eurasian (ILO 11.1)

Fall Sophomore

Two Upper-Level Electives

Spring Sophomore

Two Upper-Level Electives

Fall Junior

His 480 and One Upper-Level Elective

Spring Junior

His 481 and One Upper-Level Elective

Fall Senior

HIS 480 Senior Seminar I

Mix of core courses, controlled electives in major, free electives

HIS 510 Historiography

Spring Senior

HIS 481 Senior Seminar II

Mix of core courses, controlled electives in major, free electives

HIS 610 Readings in American History

Course Descriptions

All course descriptions may be found in the main menu under [Undergraduate > Courses: A-Z](#).

Department of Integrated Science, Business, and Technology

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.

Major(s) Offered

[BS Integrated Science, Business and Technology](#)

Minor(s) Offered

[Integrated Science, Business and Technology](#)

Concentrations

[Biotechnology](#)

[Information and Knowledge Management](#)

[Energy and Natural Resources](#)

Location/Contact Information

Nancy Jones, Chair

jones@lasalle.edu

Holroyd Hall 249

215.951.1265

Full-Time Faculty

PROFESSORS: Borkowski, Jones

ASSOCIATE PROFESSOR: Weaver

VISITING ASSISTANT PROFESSOR: Diaz

Integrated Science, Business, and Technology (ISBT)

Program Description

The Integrated Science, Business, and Technology (ISBT) major leads to a bachelor's of science 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 ISBT major aims to provide the students with a facility in the tools and processes underpinning effective team-building and project management. This major will build on La Salle's strengths by making connections between 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 quickly acquire the necessary information and knowledge relevant to a specific problem.

Three areas of concentration for in-depth exploration have been chosen in consultation with the ISBT Advisory Board. They are Biotechnology (BIO), Information and Knowledge Management (IKM), and Energy and Natural Resources (ENR).

The ISBT BIO 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 will also 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.

Why take this major?

Within the Integrated Science, Business, and Technology (ISBT) Program, our faculty and staff are committed to providing students with a liberal arts education that promotes their discovery of the ethical, moral, scientific, and business aspects of real-world problems. The ISBT program challenges the student to manage complex projects and communicate effectively in a collaborative team environment that offers:

State-of-the-Art Equipment and Laboratory Spaces

You will be able to learn in spaces that are created just for you, including modern lab spaces and our Innovation Factory where you have access to 3D printers and maker tools.

A Well-Rounded Education

The ISBT program supplements La Salle's liberal and value-based education with interdisciplinary science, technology, and business areas, ensuring your education is never in-the-box.

An Early Immersion into Key Content

ISBT majors share a common experience the first two years with a focus on the foundational concepts of physics, chemistry, computer science, mathematics, and the life sciences, as well as the organizational concepts of collaboration, project management, business analysis, and system dynamics.

An Opportunity to Perform Research

ISBT majors take part in a two-semester sequence of the SEA-PHAGES program, a Howard Hughes Medical Institute sponsored research experience where students isolate and characterize bacterial viruses in soil samples. Student research is frequently included in large, peer-reviewed scientific journals and can form the basis of future Capstone projects.

One-on-One Attention

With an average class size of 22 students, you receive individualized attention that enables you to explore your interests and customize your career interest.

Pursuit of Internships and Co-Operative Experiences

Students majoring in ISBT have established a strong record of having successful co-operative and internship positions. Many complete internships while taking courses part-time or during the summer semester break, while others complete paid six-month co-ops. Students can take internships and co-ops for academic credit; and while not required, ISBT faculty encourage students to seek and participate in them.

The following are some of the organizations where ISBT majors have found these opportunities:

- Anexinet Corporation
- AstraZeneca U.S.
- Bio-Imaging Technologies, Inc.
- BioSyn, Inc.
- Fisher Clinical Services, Inc.
- IBS Communications, Inc.
- Johnson & Johnson, McNeil Consumer Health Care
- Johnson & Johnson, McNeil Consumer and Specialty Pharmaceuticals
- Keystone Foods, LLC
- Musco Family Olive Co.
- NuPathe, Inc.
- Wal-Mart Stores, Inc.

Career Preparation

ISBT Graduates enjoy successful careers covering a variety of fields with some of the biggest names in the country, including:

- Leadership Development Program, GlaxoSmithKline
- Operations Manager, Delta Geophysics, Inc.
- Global Marketing Senior Manager, Ethicon, Inc.
- Research Service Analyst, Consumer Health Sciences
- Systems Analyst, Robert Kohler Company
- Senior IT Manager, Johnson & Johnson
- Energy/Marine Underwriter, Navigators Group
- Global Market Access Analyst, Merck & Co., Inc.
- Principle Cybersecurity Engineer, CA Technologies
- Manufacturing Associate, Tengion
- Research Support Specialist, Stony Brook University
- Director of Brewing Operations, Two Roads Brewing Company
- Merchant Program in Pharmacy, Wal-Mart Stores, Inc.
- Scientist, GlaxoSmithKline
- Sr. Procurement Analyst, Sunoco, Inc.

Student Learning Outcomes

- Manage complex projects
- Communicate effectively
- Have familiarity with team-building, collaborative teamwork, and project management
- Demonstrate hands-on scientific knowledge
- Demonstrate hands-on business knowledge
- Demonstrate hands-on technical knowledge

- Demonstrate active leadership

Program Contact Information

Degree Earned

B.S.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

ISBT 103 - Scientific Discovery: Phage Hunting I

ILO 3.1b: Quantitative Reasoning

Choose course within ILO

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

ISBT 104 - Scientific Discovery: Phage Hunting I
ISBT 111 - Technology and Systems Analysis
ISBT 112 - Technology Foundations I: Processes
ISBT 201 - Living Systems II
ISBT 202 - Technology and Business Analysis
ISBT 211 - Instrumentation and Measurement
ISBT 212 - Technology and Foundations II: Processes
ISBT 311 - Bioinformatics
ISBT 312 - Collaborative Software Development
ISBT 331 - Science, Business and Technology Writing
ISBT 422 - Sustainable Energy Development
ISBT 481 - Capstone Experience I
ISBT 482 - Capstone Experience II
BUS 100 - Business Perspectives
4 Concentration courses

Concentrations

Students must take 4 ISBT elective courses within one of three concentrations: Biotechnology, Energy and Natural Resources, or Information and Knowledge Management.

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Minor Requirements

Six courses are required for the ISBT minor chosen in consultation with the Chair. Normally these will include two courses at the 100-level, two at the 200-level, and two at the 300-400-level, 22-24 credits.

Two from ISBT 103, 104, 111, 112

Two from ISBT 201, 202, 211, 212

Two from ISBT 301, 302, 401, 47x, 311, 312, 411, 412, 321, 322, 421, 422

Recommended Course Sequence

Fall Freshmen

ISBT 103

ISBT 112

Electives

Spring Freshmen

ISBT 104

ISBT 111

BUS 100

Electives

Fall Sophomore

ISBT 201

ISBT 211

Electives

Spring Sophomore

ISBT 202

ISBT 212

Electives

Fall Junior

ISBT 312

ISBT 331

1 ISBT Elective* course

Electives

Spring Junior

ISBT 311

ISBT 422

1 ISBT Elective* courses

Electives

Fall Senior

ISBT 481

1-2 ISBT Elective* courses

Electives

Spring Senior

ISBT 482

1-2 ISBT Elective* courses

Electives

*A total of 6 ISBT concentration courses are required.

Course Descriptions

ISBT 103 – Scientific Discovery: Phage Hunting I

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

ILO Met: ILO 3.1.a - Scientific Reasoning

ISBT 104 - Scientific Discovery: Phage Hunting II

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

ISBT 111 - Technology and Systems Analysis

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

ILO Met: ILO 3.1.a - Scientific Reasoning

ISBT 112 - Technology Foundations I: Processes

This course will examine the fundamental physical processes utilized by a wide range of technologies. Topics include kinematics, force, work, energy, momentum, and thermodynamics. The mathematical 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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

ILO Met: ILO 3.1.b - Quantitative Reasoning

ISBT 201 - Living Systems II

This course will examine specific concepts and practices underlying biology, chemistry, and environmental science, with forensics providing an over-arching theme. 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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: ISBT 103

ISBT 202 – Technology and Business Analysis

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: ISBT 111 and BUS 100

ISBT 211 – Instrumentation and Measurement

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: ISBT 111 and ISBT 112

ISBT 212 – Technology Foundations II: Materials

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

ISBT 301 – Methods in Biotechnology

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: ISBT 201

ISBT 302 - Tissue Culture

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: ISBT 201

ISBT 311 - Bioinformatics

This course examines current biological problems and explore and develop bioinformatic solutions to these issues. Each topic includes a definition of the problem, a review of 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 professionals in the field of bioinformatics. Biological topics include those such as antibiotic resistance, genetic disease, and genome sequencing.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ISBT 312 - Collaborative Software Development

This course will introduce students to the tenets of collaborative software development. As commercial and professional applications are developed by a group of software engineers rather than individuals, this course will examine various methods of project management and specifically utilize Agile project management. Working applications will be developed throughout the course.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: ISBT 111

ISBT 321 - Fundamentals of Energy and Natural Resources

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: ISBT 212

ISBT 322 - Role of Energy and Natural Resources in Modern Society

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ISBT 333 - Entrepreneurship and High-Tech Business I

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: BUS 100

ISBT 334 - Entrepreneurship and High-Tech Business II

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: ISBT 333

ISBT 350, 450 - Cooperative Education I, II

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Restrictions: Junior or Senior Standing, Minimum G.P.A. of 3.0, and approval of Chair

ISBT 360, 460 - ISBT Internship I, II

This experience 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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Restrictions: Junior or Senior Status, Minimum G.P.A. of 3.0, and Approval of Chair

ISBT 401 - Bioprocessing

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: ISBT 201

ISBT 411 - Intelligent Systems

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

ISBT 412 - Knowledge Discovery

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: ISBT 411

ISBT 421 - Natural Resource Management

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

ISBT 422 - Sustainable Energy Development

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ISBT 431 - Regulatory Affairs

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: ISBT Junior Standing

ISBT 481-482 - Capstone Experience I, II

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Department of Mathematics and Computer Science

Mission Statement

Our departmental goals are in accord with the goals of the University. Learning has the highest priority in the department of Mathematics and Computer Science. 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 all of our students

as self-learners, our faculty strives to research and implement teaching strategies that effectively serve all of our students.

Students should leave La Salle prepared to begin professional careers in mathematics, computer science, or information technology. In addition, students who demonstrate the ability and determination to continue academically in their chosen field are prepared to pursue graduate studies. 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. Our programs do not provide a study that simply concludes with degree completion. Rather, the programs are designed to generate the questions that lead to continued learning. 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.

Major(s) Offered

[BS Information Technology](#)

[BA Information Technology](#) (Non-Traditional/Evening Students only) [BA Mathematics](#)

[BS Mathematics](#)

[BA Mathematics-Education](#)

[BA Computer Science](#)

[BS Computer Science](#)

Minor(s) Offered

[Computer Science \(BA\)](#)

[Computer Science \(BS\)](#)

[Information Technology \(BS\)](#)

[Information Technology \(BA\)](#)

[Mathematics \(BA\)](#)

[Mathematics \(BS\)](#)

Available Electives

- [Physics](#)

Location/Contact Information

Jonathan Knappenberger, Chair

knappenb@lasalle.edu

Holroyd Hall 123

215.951.1130

Full-Time Faculty

PROFESSORS: Andrilli, Keagy, McCarty

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

ASSISTANT PROFESSORS: Hamida, McCoey, Nwafor, Wang

PROFESSOR EMERITUS: Longo

Computer Science – B.A.

Program Description

The Department offers three separate programs in computing. Two of these programs provide a traditional, strong foundation in the discipline of computer science, one leading to a B.A. and the other to a B.S. The remaining program leads to a B.S. in Information Technology.

The primary goal of these programs is the preparation of graduates for direct entry into the computing profession with sufficient background to make continuing contributions in the field. The B.S. in Computer Science program provides the foundation for remaining current in computer science. It requires courses in related fields and provides breadth and depth in the discipline. The B.A. program is applications-oriented and has fewer required courses to provide greater flexibility. The Information Technology major is designed for those students interested in the study of networks and client support systems.

Mission Statement

With student learning having the highest priority, goals for the Computer Science Program are in accord with those of the University. Our mission is to help our students to think logically, to analyze problems and develop algorithmic and computer-based solutions to these problems, to communicate effectively, and to work collaboratively as part of a team. With the ultimate goal of developing all of our students as self-learners, members of our faculty strive to research and implement teaching strategies that effectively serve all of our students.

Ultimately, our mission is to prepare students for professional careers in computer science. In addition, students who demonstrate the ability and determination to continue academically in computer science will be prepared for graduate studies. We expect that participants in our program, both students and faculty, will expand their thirst for learning and develop a deeper appreciation and respect for related disciplines. To these ends, we work to provide a classical foundation in the core of the discipline, introduce current theories, research areas, and technologies, and demonstrate the links between theory and its embodiment in the world of applications.

5-Year Program Option

During their senior year, students with a GPA of at least 3.0 (both overall and within the major) may apply for the 5-year BA/MS Computer Science option. Students who are accepted into this program will receive their bachelor's degree once they complete its requirements and will then begin the master's program immediately upon graduation. Two courses from the undergraduate program will then count towards the completion of the master's degree. Eligible programs and details are as follows:

- Computer Information Science (CIS) - a total of 8 additional classes are required for complete of the MS in CIS; this degree can be completed in as little as one calendar year after graduation
- Information Technology Leadership (ITL) - a total of 10 additional classes are required for complete of the MS in CIS; this degree can be completed in as little as four semesters after graduation (approximately 15 months)

Why take this major?

Students who pursue Computer Science as a major enjoy programming (writing code) and the software side of computing. Graduates pursue careers as software developers, computer analysts, systems engineers, and web developers.

Student Learning Outcomes

Upon completion of the program, students will be able to:

- demonstrate the use of computer science in solving problems
- critically evaluate problems to determine project requirements
- plan, develop and create solutions to problems incorporating current and emerging computer technologies
- critically evaluate results and impact of their problem solving
- demonstrate the use of various programming languages and computing environments

- incorporate oral and written presentation skills as well as teamwork and collaboration tools into their problem-solving methodology
- explain the computer science theory underlying the solutions to practical problems

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

A GPA of 2.0 within the major is required for graduation.

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

PHY 201 Computer Electronics

ILO 3.1b: Quantitative Reasoning

MTH 260 Discrete Structures I

ILO 6.1: Technological Competency

CSC 280 Object Programming

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

CSC 481 Project Implementation

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

CSIT 301 Computer Architecture

ILO 8.2b: Effective Expression (Writing-Intensive Course)

CSC 290 Introduction to Data Structures and Algorithms

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

CSC 381 Software Engineering

All Other Required Courses

CSIT 220

CSC 230

CSC 240

CSC 280 Object Programming

CSC 290 Introduction to Data Structures and Algorithms

CSIT 301 Computer Architecture

CSC 340

CSC 381 Software Engineering

One of CSC 366, 457, 464

One of CSC 341, 343, 349, 366, 456, 457, 464

CSC 481 Project Implementation

One CSC elective, 300-level or higher

One CSC or CSIT elective, 300-level or higher

MTH 260 Discrete Structures I

MTH 261

PHY 201 Computer Electronics

BUS 100 or BUS 203

One additional business course from among the following: BUS 101, 203, 206, 303; ACC 201; MGT 307, 311, 312, 353-357

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Dual Major Requirements

Students in the Computer Science BA program will often double major or minor in Information Technology. Please see the Department Chair for more information on our double major offerings.

Minor Requirements

REQUIRED FOR A MINOR IN COMPUTER SCIENCE: 6 COURSES

- **CSC 230**
- **CSC 240**
- **CSC 280**
- **CSC 290**
- **CSIT 220**
- **One CSC elective, 300-level or higher**

Recommended Course Sequence

First year students typically take CSC 230, CSC 240, CSC 280, and CSIT 220, and then follow up CSC 280 with CSC 290 in the fall of their sophomore year. It is important for students to complete these courses as soon as they are able

since most of the rest of the curriculum relies on the knowledge from these classes.

In addition, MTH 260 and MTH 261 should be taken during the sophomore year since they are prerequisites for some of the higher-level computer science courses.

Course Descriptions

CSC 151 - Introduction to Computing Using Packages

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid

Restrictions: Credit will be given for only one of CSC 151, 152, 153, 154, and 155.

ILO Met: ILO 6.1 - Technological Competency

CSC 152 - Introduction to Computing: Mathematics/Science Applications

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: Credit will be given for only one of CSC 151, 152, 153, 154, and 155.

ILO Met: ILO 6.1 - Technological Competency

CSC 153 - The Digital Person

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Credit will be given for only one of CSC 151, 152, 153, 154, and 155.

Prerequisites: Basic computer literacy

CSC 154 - Healthcare Informatics

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Credit will be given for only one of CSC 151, 152, 153, 154, and 155.

ILO Met: ILO 6.1 - Technological Competency

CSC 155 - Introduction to Computer Applications for Business

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Credit will be given for only one of CSC 151, 152, 153, 154, and 155.

ILO Met: ILO 6.1 - Technological Competency

CSC 230 - Programming Concepts and User Interfaces

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. The course consists of three hours of lecture and two hours of laboratory per week.

Number of Credits: 4

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 6.1 - Technological Competency

CSC 240 - Database Management Systems

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 6.1 - Technological Competency

CSC 280 - Object Programming

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. The course consists of three hours of lecture and two hours of laboratory per week.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: CSC 230

ILO Met: ILO 6.1 - Technological Competency

CSC 290 - Introduction to Data Structures and Algorithms

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. The course consists of three hours of lecture and two hours of laboratory per week.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CSC 280

CSC 310 - Computers, Ethics, And Social Values

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. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CSIT 220 and CSC 240

CSC 340 - Net Programming

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. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CSC 230 and CSC 240

CSC 341 - Open-Source Application Development

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. (offered in alternate years)

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: CSC 230 and CSC 240

CSC 343 - Client-Side Scripting

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. (offered in alternate years)

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: CSC 230

CSC 349 - Mobile Computing

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. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CSC 280

CSC 360, 460 - Internship

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.

Number of Credits: 6-Mar

When Offered: Fall, Spring, Summer

Prerequisites: junior or senior standing, 2.5 GPA overall and in the major, and departmental approval

CSC 366 - Language Theory and Design

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. (offered in alternate years)

Number of Credits: 3

When Offered: Spring

Prerequisites: CSC 290 and MTH 261

CSC 370-379 – Selected Topics in Computer Science

This course is an introduction to specialized areas of computer science. The topics will vary from term to term.

Number of Credits: 3

Prerequisites: junior or senior standing

CSC 381 – Software Engineering

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CSC 290

CSC 446 – Data Mining

This course introduces data mining, with an emphasis on applying machine learning techniques for data mining; popular methods, such as learning of decision trees, decision tables, rules, and cases; algorithms and applicability; practical applications; data preparation and evaluation of results, including human role in data mining; and ethical issues. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CSC 280

CSC 456 – Artificial Intelligence

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. (offered in alternate years)

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: CSC 280 and MTH 260

CSC 457 – Operating Systems

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. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CSC 290

CSC 464 - Theory of Algorithms

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. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CSC 290 and MTH 261

CSC 470-479 - Selected Topics in Computer Science

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.

Number of Credits: 3

Prerequisites: junior or senior standing

CSC 481 - Project Implementation

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: CSC 381

Computer Science – B.S.

Program Description

The Department offers three 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.

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5-Year Program Option

During their senior year, students with a GPA of at least 3.0 (both overall and within the major) may apply for the 5-year BS/MS Computer Science option. Students who are accepted into this program will receive their bachelor's degree once they complete its requirements and will then begin the master's program immediately upon graduation. Two courses from the undergraduate program will then count towards the completion of the master's degree. Eligible programs and details are as follows:

- Computer Information Science (CIS) - a total of 8 additional classes are required for complete of the MS in CIS; this degree can be completed in as little as one calendar year after graduation
- Information Technology Leadership (ITL) - a total of 10 additional classes are required for complete of the MS in CIS; this degree can be completed in as little as four semesters after graduation (approximately 15 months)

Why take this major?

Students who pursue Computer Science as a major enjoy programming (writing code) and the software side of computing. Graduates pursue careers as software developers, computer analysts, systems engineers, and web developers.

Student Learning Outcomes

Upon completion of the program, students will be able to:

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

Program Contact Information

Degree Earned

B.S.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

A GPA of 2.0 within the major is required for graduation.

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

PHY 201 Computer Electronics

ILO 3.1b: Quantitative Reasoning

MTH 120 Calculus and Analytic Geometry I

ILO 6.1: Technological Competency

CSC 280 Object Programming

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

CSC 481 Project Implementation

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

CSIT 301 Computer Architecture

ILO 8.2b: Effective Expression (Writing-Intensive Course)

CSC 290 Introduction to Data Structures and Algorithms

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

CSC 381 Software Engineering

All Other Required Courses

CSIT 220 Data Communication

CSC 230

CSC 240

CSC 280 Object Programming

CSC 290

CSIT 301
CSC 366
CSC 381
CSC 457
CSC 464
CSC 481
One of CSC 340, 341, 343, 349
One CSC elective, 300-level or higher
One CSC or CSIT elective, 300-level or higher
MTH 120 Calculus and Analytic Geometry I
One of MTH 221, MTH 240, ECN 213
MTH 260
MTH 261
PHY 105
PHY 106
PHY 201 Computer Electronics

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Dual Major Requirements

Due to the theoretical nature of the Computer Science BS program and the overlap between the two programs, students will often double major or minor in Mathematics. Please see the Department Chair for more information on our double major offerings.

Minor Requirements

REQUIRED FOR A MINOR IN COMPUTER SCIENCE: 6 COURSES

- **CSC 230**
- **CSC 240**
- **CSC 280**
- **CSC 290**
- **CSIT 220**
- **One CSC elective, 300-level or higher**

Recommended Course Sequence

First year students typically take CSC 230, CSC 240, CSC 280, and CSIT 220, and then follow up CSC 280 with CSC 290 in the fall of their sophomore year. It is important for students to complete these courses as soon as they are able since most of the rest of the curriculum relies on the knowledge from these classes.

In addition, MTH 260 and MTH 261 must be taken during the sophomore year since they are prerequisites for some of the higher-level computer science courses that are required by the B.S. program.

It is recommended to take MTH 120 and MTH 221 (Calculus I and II) as soon as possible to ensure retention of the knowledge from high school mathematics courses.

Course Descriptions

CSC 151 - Introduction to Computing Using Packages

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid

Restrictions: Credit will be given for only one of CSC 151, 152, 153, 154, and 155.

ILO Met: ILO 6.1 - Technological Competency

CSC 152 - Introduction to Computing: Mathematics/Science Applications

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: Credit will be given for only one of CSC 151, 152, 153, 154, and 155.

ILO Met: ILO 6.1 - Technological Competency

CSC 153 - The Digital Person

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Credit will be given for only one of CSC 151, 152, 153, 154, and 155.

Prerequisites: Basic computer literacy

CSC 154 - Healthcare Informatics

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Credit will be given for only one of CSC 151, 152, 153, 154, and 155.

ILO Met: ILO 6.1 - Technological Competency

CSC 155 - Introduction to Computer Applications for Business

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Credit will be given for only one of CSC 151, 152, 153, 154, and 155.

ILO Met: ILO 6.1 - Technological Competency

CSC 230 - Programming Concepts and User Interfaces

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. The course consists of three hours of lecture and two hours of laboratory per week.

Number of Credits: 4

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 6.1 - Technological Competency

CSC 240 - Database Management Systems

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 6.1 - Technological Competency

CSC 280 - Object Programming

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. The course consists of three hours of lecture and two hours of laboratory per week.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: CSC 230

ILO Met: ILO 6.1 - Technological Competency

CSC 290 - Introduction to Data Structures and Algorithms

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. The course consists of three hours of lecture and two hours of laboratory per week.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CSC 280

CSC 310 - Computers, Ethics, And Social Values

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. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CSIT 220 and CSC 240

CSC 340 - Net Programming

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. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CSC 230 and CSC 240

CSC 341 - Open-Source Application Development

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. (offered in alternate years)

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: CSC 230 and CSC 240

CSC 343 - Client-Side Scripting

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. (offered in alternate years)

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: CSC 230

CSC 349 - Mobile Computing

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. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CSC 280

CSC 360, 460 - Internship

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.

Number of Credits: 6-Mar

When Offered: Fall, Spring, Summer

Prerequisites: junior or senior standing, 2.5 GPA overall and in the major, and departmental approval

CSC 366 - Language Theory and Design

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. (offered in alternate years)

Number of Credits: 3

When Offered: Spring

Prerequisites: CSC 290 and MTH 261

CSC 370-379 - Selected Topics in Computer Science

This course is an introduction to specialized areas of computer science. The topics will vary from term to term.

Number of Credits: 3

Prerequisites: junior or senior standing

CSC 381 - Software Engineering

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CSC 290

CSC 446 - Data Mining

This course introduces data mining, with an emphasis on applying machine learning techniques for data mining; popular methods, such as learning of decision trees, decision tables, rules, and cases; algorithms and applicability; practical applications; data preparation and evaluation of results, including human role in data mining; and ethical issues. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CSC 280

CSC 456 - Artificial Intelligence

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. (offered in alternate years)

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: CSC 280 and MTH 260

CSC 457 - Operating Systems

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. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CSC 290

CSC 464 - Theory of Algorithms

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. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CSC 290 and MTH 261

CSC 470-479 - Selected Topics in Computer Science

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.

Number of Credits: 3

Prerequisites: junior or senior standing

CSC 481 - Project Implementation

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: CSC 381

Information Technology B.A.

Program Description

The Department offers a part-time, evening program in Information Technology that leads to a B.A. degree. While similar to the full-time day program, the coursework for the evening program is more stream-lined. In a typical semester, two evening courses in the program are offered.

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.

5-Year Program Option

During their senior year, students with a GPA of at least 3.0 (both overall and within the major) may apply for the 5-year BS/MS option. Students who are accepted into this program will receive their bachelor's degree once they complete its requirements and will then begin the master's program immediately upon graduation. Two courses from the undergraduate program will then count towards the completion of the master's degree. Eligible programs and details are as follows:

- Information Technology Leadership (ITL) - a total of 10 additional classes are required for complete of the MS in CIS; this degree can be completed in as little as four semesters after graduation (approximately 15 months)

Why take this major?

Students who pursue Information Technology as a major are those who enjoy working with computer hardware, networks, security, and databases. Graduates pursue careers as network administrators, computer security specialists, database administrators, and web programmers.

Student Learning Outcomes

Upon completion of the program, students will be able to:

- manage and administer computer and network systems
- devise plans and processes to evaluate IT solutions
- execute processes and procedures to help end-users with technology problems
- execute procedures to secure corporate data and networks
- effectively communicate IT-related information to others within an organization
- formulate plans and procedures to manage computer hardware and software
- evaluate and select computer usage and tools in support of IT organizations and needs
- devise and implement IT policies, procedures, and standards to meet organizational strategic plans

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

A GPA of 2.0 within the major is required for graduation.

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

PHY 201 - Computer Electronics

ILO 3.1b: Quantitative Reasoning

MTH 260 - Discrete Structures I

ILO 6.1: Technological Competency

CSC 240 - Database Management Systems

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

CSIT 380 - Applied Technology Systems

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

CSIT 301 - Computer Architecture

ILO 8.2b: Effective Expression (Writing-Intensive Course)

CSIT 321 - Client Support

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

CSIT 422 - Information Security

All Other Required Courses

CSIT 220 - Data Communications

CSIT 301 - Computer Architecture

CSIT 320 - LANS and Network Administration

CSIT 321 - Client Support

CSIT 422 - Information Security

CSC 230 - Programming Concepts and User Interfaces

CSC 240 - Database Management Systems

CSIT 380 - Applied Technology Systems

BUS 203 or one CSIT/CSC elective numbered 280 or higher

One CSIT/CSC elective numbered 280 or higher

MTH 260 - Discrete Structures I

PHY 201 - Computer Electronics

Two of the following

- CSC 343 - Client-Side Scripting
- CSIT 327 - Administrative Scripting
- CSC 340 or CSC 341 (both cannot count toward this requirement)

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Minor Requirements

Requirements for a Minor in Information Technology: 6 Courses

- CSIT 220
- CSC 230
- CSC 240
- Three additional CSIT courses numbered 300 or greater.

Recommended Course Sequence

It is important for students to complete CSIT 220, CSC 230, and CSC 240 as soon as they are able since most of the rest of the curriculum relies on the knowledge from these classes. These courses are only offered intermittently in the evenings and therefore it is more important to take them at first availability.

Course Descriptions

CSIT 220 - Data Communication

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

CSIT 301 - Computer Architecture

This course is an introduction to computer architecture and hardware; underlying structures needed to accomplish tasks electronically; and hardware and software architecture components relative to memory management, I/O control, and processing capabilities.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: CSIT 220

CSIT 320 - LANs and Network Administration

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. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CSIT 220

CSIT 321 - Client Support

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. (offered in alternate years)

Number of Credits: 3

When Offered: Spring

Prerequisites: CSIT 220

CSIT 327 - Administrative Scripting

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. (offered in alternate years)

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: CSC 230 and CSIT 320

CSIT 360, 460 - Internship

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.

Number of Credits: 3

Restrictions: junior or senior standing, 2.5 GPA overall and in the major, and departmental approval

CSIT 370-379 - Selected Topics in Information Technology

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.

Number of Credits: 3

Restrictions: junior or senior standing

CSIT 380 - Applied Technology Systems

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. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CSIT 220 and CSC 240

CSIT 422 - Information Security

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.
(offered in alternate years)

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: CSIT 320 or CSIT 321

Information Technology B.S.

Program Description

The Department offers three 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

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.

5-Year Program Option

During their senior year, students with a GPA of at least 3.0 (both overall and within the major) may apply for the 5-year BS/MS option. Students who are accepted into this program will receive their bachelor's degree once they complete its requirements and will then begin the master's program immediately upon graduation. Two courses from the undergraduate program will then count towards the completion of the master's degree. Eligible programs and details are as follows:

- Information Technology Leadership (ITL) - a total of 10 additional classes are required for complete of the MS in CIS; this degree can be completed in as little as four semesters after graduation (approximately 15 months)

Why take this major?

Students who pursue Information Technology as a major are those who enjoy working with computer hardware, networks, security, and databases. Graduates pursue careers as network administrators, computer security specialists, database administrators, and web programmers.

Student Learning Outcomes

Upon completion of the program, students will be able to:

- manage and administer computer and network systems
- devise plans and processes to evaluate IT solutions
- execute processes and procedures to help end-users with technology problems

- execute procedures to secure corporate data and networks
- effectively communicate IT-related information to others within an organization
- formulate plans and procedures to manage computer hardware and software
- evaluate and select computer usage and tools in support of IT organizations and needs
- devise and implement IT policies, procedures, and standards to meet organizational strategic plans

Program Contact Information

Degree Earned

B.S.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

A GPA of 2.0 within the major is required for graduation.

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

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Students must complete 1 course in each of the following 4 ILOs.

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PHY 201

ILO 3.1b: Quantitative Reasoning

MTH 260

ILO 6.1: Technological Competency

CSC 240

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

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Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

CSIT 220

CSIT 301

CSIT 320

CSIT 321

CSIT 327 or CSC 349

CSIT 380

CSIT 422

CSIT 460

CSC 230

CSC 310

CSC 340 or CSC 341

CSC 343

BUS 203 or one CSC/CSIT elective numbered 280 or higher

One CSC/CSIT elective numbered 280 or higher

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Dual Major Requirements

Students in the Information Technology program may consider a double major or minor in Computer Science. Please see the Department Chair for more information on our double major offerings.

Minor Requirements

REQUIREMENTS FOR A MINOR IN INFORMATION TECHNOLOGY: 6 COURSES

- **CSIT 220**
- **CSC 230**
- **CSC 240**
- **Three additional CSIT courses numbered 300 or greater.**

Recommended Course Sequence

First year students typically take CSC 230, CSC 240, and CSIT 220. It is important for students to complete these courses as soon as they are able since most of the rest of the curriculum relies on the knowledge from these classes.

Students should take CSIT 320 during either their sophomore or junior year as some upper-division IT courses rely on the knowledge from this course.

Course Descriptions

CSIT 220 - Data Communication

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

CSIT 301 - Computer Architecture

This course is an introduction to computer architecture and hardware; underlying structures needed to accomplish tasks electronically; and hardware and software architecture components relative to memory management, I/O control, and processing capabilities.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: CSIT 220

CSIT 320 - LANs and Network Administration

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. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CSIT 220

CSIT 321 - Client Support

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. (offered in alternate years)

Number of Credits: 3

When Offered: Spring

Prerequisites: CSIT 220

CSIT 327 - Administrative Scripting

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. (offered in alternate years)

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: CSC 230 and CSIT 320

CSIT 360, 460 - Internship

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.

Number of Credits: 3

Restrictions: junior or senior standing, 2.5 GPA overall and in the major, and departmental approval

CSIT 370-379 - Selected Topics in Information Technology

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.

Number of Credits: 3

Restrictions: junior or senior standing

CSIT 380 - Applied Technology Systems

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. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CSIT 220 and CSC 240

CSIT 422 - Information Security

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. (offered in alternate years)

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: CSIT 320 or CSIT 321

Mathematics – B.A.

Program Description

The Department supports two mathematics majors, one leading to a B.A. and another leading to a B.S. The B.A. track offers more flexibility and the ability to focus on coursework relevant to a student's career goals. Students in the B.A. track often pursue a minor or a second major in a related field. The B.S. track is better suited for students who wish to pursue mathematics at the graduate level after graduation.

Mission Statement

Our mission is in accord with the mission of the University. Learning has the highest priority in the Mathematics program. Our mission is to help our students to observe reality with precision, to think logically, and to communicate effectively. With the ultimate goal of developing our students as self-learners, members of our faculty strive to research and implement teaching strategies that effectively serve the mathematics population.

Students should leave La Salle prepared to enter professional fields that utilize their mathematics education. In addition, students who 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.

Why take this major?

The mathematics major helps one to think logically, to formulate complex problems in a well-defined manner, to critically analyze data, and to determine optimal solutions to real-world problems. All of these skills are transferrable to a wide variety of careers that make mathematicians highly sought after in the work force. Mathematics majors often pursue careers as actuaries, statisticians, financial analysts, and teachers, but they are also well-prepared to enter the workforce in a much wider range of career fields.

Student Learning Outcomes

Upon completion of the program, students will be able to:

- demonstrate competency in the areas that comprise the core of the mathematics major
- demonstrate the ability to understand and write mathematical proofs
- be able to use appropriate technologies to solve mathematical problems
- be able to construct appropriate mathematical models to solve a variety of practical problems

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

A GPA of 2.0 within the major is required for graduation.

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

PHY 105

ILO 3.1b: Quantitative Reasoning

MTH 120

ILO 6.1: Technological Competency

CSC 230 or CSC 280

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

MTH 322 Differential Equations

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

MTH 341 Abstract Algebra

ILO 8.2b: Effective Expression (Writing-Intensive Course)

MTH 302 Foundations of Math

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

MTH 410 Probability and Statistics I

All Other Required Courses

MTH 120 Calculus & Anal Geom I

MTH 221 Calculus & Anal Geom II

MTH 222 Calculus & Anal Geom III

MTH 240 Linear Alg Applications

MTH 302 Foundations of Math

MTH 322 Differential Equations

MTH 341 Abstract Algebra

MTH 410 Probability and Statistics I

Five MTH electives numbered 300 or higher

PHY 105 General Physics I

CSC 230 or CSC 280

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Dual Major Requirements

Students in the Mathematics BA program will often pursue a second major, and doing so is encouraged and supported by the department. Fields in which students ordinarily pursue a second major include Computer Science, Economics, Finance, Chemistry, and Education. The required course for the dual major in Education are listed below. Please see the Department Chair regarding the requirements for other potential dual majors.

Required for Majors 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

Minor Requirements

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.

Recommended Course Sequence

Students should complete the Calculus sequence (MTH 120/221/222) within their first three semesters. Additionally, MTH 240 and MTH 302 should be taken during the sophomore year. Many upper-division courses rely on the knowledge from MTH 302, so it is important to take this course prior to the junior year.

Course Descriptions

CSM 154 - Mathematical Technology

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.

Number of Credits: 4

How Offered: Face-to-Face

MTH 101 - Intermediate Algebra

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: Not to be taken to fulfill major requirements.

MTH 113 - Algebra and Trigonometry

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: MTH 101 or a Mathematics Placement of 102M

MTH 114 - Applied Business Calculus

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. A TI-84 or TI-83 graphing calculator is required.

Number of Credits: 4

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: MTH 101 or a Mathematics Placement of 102M

ILO Met: ILO 3.1.b - Quantitative Reasoning

MTH 120 - Calculus and Analytic Geometry I

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.

Number of Credits: 4

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: MTH 113 or its equivalent

ILO Met: ILO 3.1.b - Quantitative Reasoning

MTH 150 - Mathematics: Myths and Realities

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

ILO Met: ILO 3.1.b - Quantitative Reasoning

MTH 221 - Calculus and Analytic Geometry II

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: MTH 120

MTH 222 - Calculus and Analytic Geometry III

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: MTH 221

MTH 240 - Linear Algebra and Applications

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: MTH 221

MTH 260 - Discrete Structures I

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

ILO Met: ILO 3.1.b - Quantitative Reasoning

MTH 261 - Discrete Structures II

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: MTH 260

MTH 302 - Foundations of Mathematics

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: MTH 221

MTH 322 - Differential Equations

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. (offered in alternate years)

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: MTH 221

MTH 330 - Modern Geometries

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. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: MTH 240

MTH 341 - Abstract Algebra

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. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: MTH 302

MTH 345 - Combinatorics

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: MTH 221

MTH 370-379 - Selected Topics in Mathematics

This is an introductory course to specialized areas of mathematics. The subject matter will vary from term to term.

Number of Credits: 3

How Offered: Face-to-Face

Restrictions: junior or senior standing

MTH 405 - History of Mathematics

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. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: MTH 302

MTH 410 - Probability and Statistics I

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. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: MTH 222

MTH 411 - Probability and Statistics II

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. (offered in alternate years)

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: MTH 410

MTH 421 - Numerical Analysis

This course addresses basic concepts, interpolation and approximations, summation and finite differences, numerical differentiation and integration, and roots of equations.

Number of Credits: 4

How Offered: Face-to-Face

Prerequisites: MTH 222

MTH 424 - Complex Variables

This course examines analytic functions; Cauchy-Riemann equations; Cauchy's integral theorem; power series; infinite series; calculus of residues; contour integration; conformal mapping.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: MTH 222

MTH 425 - Mathematical Modeling

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: MTH 221

MTH 430 - Topology

Topics in the course include topological spaces; subspaces; product spaces, quotient spaces; connectedness; compactness; metric spaces; applications to analysis. (offered in alternate years)

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: MTH 302

MTH 470-479 - Selected Topics in Mathematics

This course is an introduction to specialized research, concentrating on one particular aspect of mathematics. The subject matter will vary from term to term.

Number of Credits: 3

How Offered: Face-to-Face

Restrictions: junior or senior standing

Mathematics – B.S.

Program Description

The Department supports two mathematics majors, one leading to a B.A. and another leading to a B.S. The B.A. track offers more flexibility and the ability to focus on coursework relevant to a student's career goals. Students in the B.A. track often pursue a minor or a second major in a related field. The B.S. track is better suited for students who wish to pursue mathematics at the graduate level after graduation.

Mission Statement

Our mission is in accord with the mission of the University. Learning has the highest priority in the Mathematics program. Our mission is to help our students to observe reality with precision, to think logically, and to communicate effectively. With the ultimate goal of developing our students as self-learners, members of our faculty strive to research and implement teaching strategies that effectively serve the mathematics population.

Students should leave La Salle prepared to enter professional fields that utilize their mathematics education. In addition, students who 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.

Why take this major?

The mathematics major helps one to think logically, to formulate complex problems in a well-defined manner, to critically analyze data, and to determine optimal solutions to real-world problems. All of these skills are transferrable to a wide variety of careers that make mathematicians highly sought after in the work force. Mathematics majors often pursue careers as actuaries, statisticians, financial analysts, and teachers, but they are also well-prepared to enter the workforce in a much wider range of career fields.

Student Learning Outcomes

Upon completion of the program, students will be able to:

- demonstrate competency in the areas that comprise the core of the mathematics major
- demonstrate the ability to understand and write mathematical proofs
- be able to use appropriate technologies to solve mathematical problems
- be able to construct appropriate mathematical models to solve a variety of practical problems

Program Contact Information

Degree Earned

B.S.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

A GPA of 2.0 within the major is required for graduation.

Cumulative:

Progress Chart

Level One – Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 – College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 – College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 – First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 – Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

PHY 105

ILO 3.1b: Quantitative Reasoning

MTH 120

ILO 6.1: Technological Competency

CSC 230 or 280

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

MTH 322 Differential Equations

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

MTH 341 Abstract Algebra

ILO 8.2b: Effective Expression (Writing-Intensive Course)

MTH 302 Foundations of Math

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

All Other Required Courses

MTH 221 Calculus & Anal Geom II
MTH 222 Calculus & Anal Geom III
MTH 240 Linear Alg Applications
MTH 302 Foundations of Math
MTH 322 Differ Equations
MTH 341 Abstract Algebra
MTH 410 Probability and Statistics I
MTH 424 Complex Variables
MTH 430 Topology
Four MTH electives numbered 300 or higher
PHY 106 General Physics II
CSC 280 or CSC 290

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Dual Major Requirements

Mathematics students wishing to pursue a dual major are advised to pursue the BA in mathematics, as it offers more flexibility. Students interested in a dual major with mathematics are advised to meet with the Department Chair.

Minor Requirements

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.

Recommended Course Sequence

Students should complete the Calculus sequence (MTH 120/221/222) within their first three semesters. Additionally, MTH 240 and MTH 302 should be taken during the sophomore year. Many upper-division courses rely on the knowledge from MTH 302, so it is important to take this course prior to the junior year.

Course Descriptions

CSM 154 - Mathematical Technology

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.

Number of Credits: 4

How Offered: Face-to-Face

MTH 101 - Intermediate Algebra

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: Not to be taken to fulfill major requirements.

MTH 113 - Algebra and Trigonometry

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: MTH 101 or a Mathematics Placement of 102M

MTH 114 - Applied Business Calculus

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. A TI-84 or TI-83 graphing calculator is required.

Number of Credits: 4

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: MTH 101 or a Mathematics Placement of 102M

ILO Met: ILO 3.1.b - Quantitative Reasoning

MTH 120 - Calculus and Analytic Geometry I

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.

Number of Credits: 4

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: MTH 113 or its equivalent

ILO Met: ILO 3.1.b - Quantitative Reasoning

MTH 150 - Mathematics: Myths and Realities

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

ILO Met: ILO 3.1.b - Quantitative Reasoning

MTH 221 - Calculus and Analytic Geometry II

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: MTH 120

MTH 222 - Calculus and Analytic Geometry III

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: MTH 221

MTH 240 - Linear Algebra and Applications

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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: MTH 221

MTH 260 - Discrete Structures I

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

ILO Met: ILO 3.1.b - Quantitative Reasoning

MTH 261 - Discrete Structures II

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: MTH 260

MTH 302 - Foundations of Mathematics

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: MTH 221

MTH 322 - Differential Equations

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. (offered in alternate years)

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: MTH 221

MTH 330 - Modern Geometries

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. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: MTH 240

MTH 341 - Abstract Algebra

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. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: MTH 302

MTH 345 - Combinatorics

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: MTH 221

MTH 370-379 - Selected Topics in Mathematics

This is an introductory course to specialized areas of mathematics. The subject matter will vary from term to term.

Number of Credits: 3

How Offered: Face-to-Face

Restrictions: junior or senior standing

MTH 405 - History of Mathematics

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. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: MTH 302

MTH 410 - Probability and Statistics I

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. (offered in alternate years)

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: MTH 222

MTH 411 - Probability and Statistics II

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. (offered in alternate years)

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: MTH 410

MTH 421 - Numerical Analysis

This course addresses basic concepts, interpolation and approximations, summation and finite differences, numerical differentiation and integration, and roots of equations.

Number of Credits: 4

How Offered: Face-to-Face

Prerequisites: MTH 222

MTH 424 - Complex Variables

This course examines analytic functions; Cauchy-Riemann equations; Cauchy's integral theorem; power series; infinite series; calculus of residues; contour integration; conformal mapping.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: MTH 222

MTH 425 - Mathematical Modeling

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: MTH 221

MTH 430 - Topology

Topics in the course include topological spaces; subspaces; product spaces, quotient spaces; connectedness; compactness; metric spaces; applications to analysis. (offered in alternate years)

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: MTH 302

MTH 470-479 - Selected Topics in Mathematics

This course is an introduction to specialized research, concentrating on one particular aspect of mathematics. The subject matter will vary from term to term.

Number of Credits: 3

How Offered: Face-to-Face

Restrictions: junior or senior standing

Physics Electives

Course Descriptions

PHY 105 - General Physics I

Vectors, elementary mechanics of point particles and rigid bodies, and gravitation will be the topics that are explored in this course. The course is comprised of four hours of lecture and two hours of lab each week.

Number of Credits: 4

When Offered: Fall, Summer

How Offered: Face-to-Face

Prerequisites: MTH 113 or its equivalent

Corequisites: PYL 105

ILO Met: ILO 3.1.a - Scientific Reasoning

PHY 106 - General Physics II

Simple harmonic motion and waves, elementary optics, electromagnetism, and DC circuits are topics of emphasis in this course. The course is comprised of four hours of lecture and two hours of lab each week.

Number of Credits: 4

When Offered: Spring, Summer

How Offered: Face-to-Face

Prerequisites: PHY 105

Corequisites: PYL 106

PHY 201 - Computer Electronics

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. Introduction to design and architecture.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Departmental Permission

ILO Met: ILO 3.1.a - Scientific Reasoning

PHY 205 - Essentials of Physics for Health Sciences (Cross Listed with HSC 212)

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. The course consists of two hours of lecture and two hours of lab each week.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Department of Philosophy

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.

Major(s) Offered

[BA Philosophy](#)

Minor(s) Offered

[Philosophy](#)

Location/Contact Information

Robert Dobie, Chair

dobie@lasalle.edu

Wister Hall 215

215.951.1662

Full-Time Faculty

PROFESSORS: Tsakiridou, Van Fleteren

ASSOCIATE PROFESSORS: Dobie, Hymers

ASSISTANT PROFESSORS: Garver, Howell, Moreau, Volpe

Philosophy

Program Description

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.

Why take this major?

Philosophy is the art or science of examining unexamined assumptions that we bring to any field or activity: science, politics, religion, or simply our own daily lives. As such, philosophy is the most fundamental discipline, bringing to awareness the fundamental assumptions we have about reality and subjecting them to scrutiny. Philosophy therefore is both an art and a science: it examines our beliefs with the logical rigor of the sciences; but since it looks into our own most cherished beliefs and biases, it cultivates a self-awareness that we associate most commonly with the arts and humanities.

Besides being an exciting adventure in itself, the study of philosophy leads to intellectual habits that are extremely useful and prized in professional life. The law profession is a natural practical application of philosophical reasoning, as are the professions of teaching, journalism, and government service. But our graduates have also gone on to excel in medicine, business, and politics.

Student Learning Outcomes

- Demonstrate knowledge of the views of some historically important philosophers (e.g., Plato, Aristotle, Kant, Nietzsche, Dewey)
- Present clearly and rigorously in writing an extended argument on a topic of philosophic importance.
- Reflect on one's intellectual and intuitive responses to issues concerning ethical values.
- Comprehend and interpret philosophically significant texts.

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

Cumulative:

Progress Chart

Level One – Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 – College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 – College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 – First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 – Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

Choose course within ILO

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO**

ILO 9.1: Creative and Artistic Expression

Choose course within ILO**

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO**

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

****Note:** All Philosophy majors will take PHL 326 and either PHL 151 or PHL 152. Because of the distinct discipline requirement, a student may only apply one of these three courses toward the core. Majors may therefore choose one of the following four options:

- Option A (an option for those taking PHL 151):
 - ILO 4: PHL 151
 - ILO 9: Choose course within ILO
 - ILO 10: Choose course within ILO (may not take PHL 152)
 - ILO 11: Choose course within ILO (to be taken in addition to PHL 326)
- Option B (another option for those taking PHL 151):
 - ILO 4: Choose course within ILO (to be taken in addition to PHL 151)
 - ILO 9: Choose course within ILO
 - ILO 10: Choose course within ILO (may not take PHL 152)
 - ILO 11: PHL 326
- Option C (an option for those taking PHL 152):
 - ILO 4: Choose course within ILO (may not take PHL 151)
 - ILO 9: Choose course within ILO
 - ILO 10: PHL 152
 - ILO 11: Choose course within ILO (to be taken in addition to PHL 326)
- Option D (another option for those taking PHL 152):
 - ILO 4: Choose course within ILO (may not take PHL 151)
 - ILO 9: Choose course within ILO
 - ILO 10: Choose course within ILO (to be taken in addition to PHL 152)
 - ILO 11: PHL 326

PHL 151 or PHL 152

PHL 264 or PHL 325

PHL 309 or PHL 303-336

PHL 311 or PHL 313 or PHL 323

PHL 326-History of Western Philosophy: The Ancient World

PHL 327-Angels & Demons: The Romance of Medieval Philosophy

PHL 328-(Early) Modern Philosophy

PHL 329-Contemporary Philosophy

PHL 480-Seminar

Three Philosophy Electives (may not include PHL 151 or PHL 152)

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Minor Requirements

6 PHL courses are required for the minor.

PHL 151 or PHL 152

Five 200-400 level courses

Recommended Course Sequence

The following courses are required for the major:

PHL 151: The Examined Life OR

PHL 152: Ethics and the Good Life OR

PHL 153: Beauty and the Soul OR

PHL 154: God: Beliefs, Proofs, and Doubts OR

PHL 326: History of Western Philosophy: The Ancient World

History Sequence:

PHL 327: Angels & Demons: The Romance of Medieval Philosophy

PHL 328: (Early) Modern Philosophy

PHL 329: Contemporary Philosophy

Further Requirements:

PHL 264: Critical Thinking

AND

PHL 311: Problems of Knowledge OR PHL 313: Metaphysics

3 Elective Courses*

*"PHL 480: Seminar" will be taken by a major in his or her senior year in conjunction with any 300 level PHL course. In that course the student will be expected to produce a substantive research paper or reflective essay beyond the standard requirements for the course.

Course Descriptions

PHL 151 - The Examined Life

This course will critically examine three of the most important questions we can ask about human existence: Who am I? What can I know? What can I hope for?

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

PHL 152 - Ethics & The Good Life

This course is a study of classic and contemporary ethical theories that respond to the fundamental question, "How should I live my life?" Philosophical accounts of virtue and happiness, conditions of moral development, the role of reason in moral judgment, and the nature of moral obligation will be examined and applied to concrete ethical issues that arise in individual, interpersonal, and/or political life.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 10.1 - Ethical Understanding and Reasoning

PHL 153 - Beauty and the Soul

The relationship between the human soul and beauty is explored through the critical study and evaluation of classical texts and works in the visual and performing arts.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

PHL 154 - God: Beliefs, Proofs, & Doubts

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

PHL 155 - The Quest for Meaning: An Inside-Out Course

What is the meaning of life? This question has been central to the work of philosophers, scientists, and artists throughout human history. Is life inherent meaningful? Is meaning bestowed by a divine creator? Is life absurd and devoid of meaning at all? Is meaning something that we must create for ourselves? And perhaps most importantly, how should I live my life, based on my answers to these questions? This course will survey a wide variety of responses to these questions, using the texts of philosophers as our guide.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

ILO Met: ILO 8.1.a - Oral Communication/ILO 12.1 - Collaborative Engagement

PHL 206 - Social and Political Philosophy

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.

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 212 - Current Ethical Issues

This course presents an application of ethical principles to present-day moral problems and controversies.

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 222 - Love and Human Sexuality

This course offers a philosophical exploration of human love and sexuality. Classical and contemporary writings will be used.

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 223 - Perspectives on Death

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.

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 264 - Critical Thinking

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.

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 265 - What Is Art?

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.

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 266 - Philosophy Looks at Film

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.

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 267 - Philosophical Approaches to God

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.

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 268 - Topics in Eastern Philosophy

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.

Number of Credits: 3

Prerequisites: Any core PHL course or HON 131-132

PHL 270 - Special Topics

Some recent topics have included the following:

- Harry Potter and Philosophy
- Tao and Zen
- Art and Fascism

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 303 - American Philosophy

This course presents a critical history of thought in North America, tracing its gradual transformation from 17th-century Puritanism to current movements.

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 306 - Environmental Philosophy

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.

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 308 - The Philosophy of History

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 309 - God, Reality, Heaven & Hell: Thomas Aquinas

This course is a critical study of the philosophical writing and intellectual world of Thomas Aquinas. Texts principally from the *Summa Theologiae*.

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 310 - Existentialism

This course is 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.

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 311 - Problems of Knowledge

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.

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 313 - Metaphysics

This course is a study of the ways in which major philosophers have answered questions about the basic nature of reality.

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 323 - Philosophy of Science

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.

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 325 - Symbolic Logic

This course provides an introduction to formal logic, including truth-functional and quantificational logic.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 326 - The Dawn of Reason: Ancient Greek Philosophy

This course focuses on the beginnings of rational thought in ancient Greece. We will read philosophers from the pre-Socratics through Plato and Aristotle to Plotinus.

Number of Credits: 3

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

PHL 327 - Angels & Demons: The Romance of Medieval Philosophy

This course examines key questions in medieval philosophy such as: Is religious faith rational? What is the nature of the human soul and other spiritual beings (if they exist)? Why is there something rather than nothing (the creation of the world)?

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 328 - (Early) Modern Philosophy

This course examines 17th- and 18th-century philosophy is studied with a concentration on the rationalists, the empiricists, and Kant. Prerequisites:

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 329 - Contemporary Philosophy

This course is a comparative study of trends in twentieth- and twenty-first-century philosophy. These may include pragmatism, phenomenology, existentialism, deconstruction, feminist theory, and critical theory.

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 330-336 - The Great Philosophers

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.

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 339 - Gender, Body, And Culture

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.

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 341 - Minds, Brains, And Zombies

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.

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 350 - Business Ethics

Business practices 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.

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 370 - Special Topics

Recent topics have included:

- Revolution to Romanticism
- Philosophy of Islam
- Memory, Identity, and the Self
- Evolution and Creation
- J.R.R. Tolkien as Philosopher
- Harry Potter and Philosophy

Number of Credits: 3

Prerequisites: Any PHL core course, HON 131-132 or permission of the departmental chair

PHL 480 - Seminar

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.

Number of Credits: 3

Restrictions: Required of philosophy majors; open to others with approval of the Department Chair.

Department of Political Science

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 Brogan Senior Seminar Award and has her/his name engraved on a plaque in the main hallway.

Major(s) Offered

[BA Political Science](#)

[BA Political Science, Philosophy, and Economics](#)

[BA International Relations](#)

Minor(s) Offered

[Political Science](#)

[Political Science, Philosophy, and Economics](#)

[International Relations/ Global Politics](#)

Concentrations

American Politics

[International Relations / Global Politics](#)

Law and Politics

Practical Politics

Location/Contact Information

Michael Boyle, Chair

boylem@lasalle.edu

Olney Hall 358

215.991.2993

Full-Time Faculty

ASSOCIATE PROFESSORS: Boyle, Glatzer

ASSISTANT PROFESSORS: Leonard

VISITING ASSISTANT PROFESSOR: Gooch

International Relations

Program Description

The International Relations (INR) major is an interdisciplinary major designed to train students for careers in global politics. This major is particularly designed for students who want to work in organizations like the U.S. Departments of State and Defense, the United Nations, and a range of non-governmental organizations. It requires four semesters of a language chosen by the student (including, for example, Spanish, French, German, Russian, Italian, Chinese, and others). It also requires students to complete a year-long Senior Seminar sequence (POL 480/481).

Why take this major?

As an international relations major you'll be trained to be the liaison between nations. International relations 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 includes a language requirement chosen by the student (including, for example, Spanish, French, German and Russian). As a multilingual candidate with an interdisciplinary background graduates of the international relations program at La Salle will have the hiring advantage over students from other universities.

Student Learning Outcomes

- Students will develop expertise in a language, culture and literature of a specific region.
- Students will possess a basic knowledge in Comparative Politics and International Relations.
- Students Examine How Their Personal, Professional, Religious or Spiritual Values Inform Their Disciplinary Worldviews (ILO 2)
- Students Generate and Evaluate Quantitative Conclusions (ILO 3)
- Students Use Written Communication Effectively Accordingly to the Expectations and Conventions of their Disciplines (ILO 8)
- Students Explain How Cultural Perspectives Impact Their Disciplines (ILO 11)

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

2.0 in major courses

Cumulative:

Progress Chart

Level One – Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 – College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 – College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 – First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 – Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

Choose course within ILO

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

POL 120 - European Politics

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

POL 171 - Political Analysis

POL 221 - Politics of the Developing World

POL 240 - International Relations

POL 341 - Globalization and Decision-Making

POL 480 - Senior Seminar

Concentrations

4 courses in language, culture and literature.

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Dual Major Requirements

10 courses, including:

POL 171

POL 120

POL 221

POL 240

POL 341

5 IRL Electives

Minor Requirements

POL 240

POL 341

and 4 designated IRL electives

Recommended Course Sequence

First Year

POL 171 - Political Analysis

POL 120 - European Politics

POL 221 - Politics of the Developing World

Second Year

POL 240 - International Relations

POL 341 - Globalization and Decision-Making

Third Year

IR and language electives

Fourth Year

POL 480 - Senior Seminar

POL 481 - Senior Seminar II

Course Descriptions

ECN/HIS/POL 332 - Political Economy of Africa

This course examines the political and economic conditions in SubSaharan 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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: ECN 150

POL 120 - Governments Of Western Europe

This course is a political analysis of the constitutional principles and governmental organizations of England, France, and Germany. It is required of all political science majors. The requirements include a minimum of 10 to 12 pages of academic writing.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

POL 151 - Principles Of American Government

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

POL 171 - Political Analysis

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

POL 215 - Managing The Public And Non-Profit Sectors

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.")

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 221 - Comparative Governmental Systems

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

POL 240 - International Relations

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

POL 260 - Survey of Political Thought I: The Foundations

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

POL 270, 370, 470 - Special Topics and Independent Study

As interests indicate, special programs may be introduced into the curriculum discussing highly specialized problems for group or independent study.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 301 - State And Local Government

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 302 - American Constitutional Law I

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

POL 303 - American Constitutional Law II

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)

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: POL 302

POL 304 - Congress And The Legislative Process

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 305 - The President And The Executive Branch

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 310 - Political Parties And Elections

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 311 - Women In Politics

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 314 - Mass Media And Politics

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

POL 316 - Environmental Law And Policy

This course examines 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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 319 - Courts, Judges, And Judging

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 322 - The Governments Of Eastern Europe And Russia

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 334 - The Political Economy Of Latin America

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 341 - Globalization and International Decision Making

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. Formerly titled "Global Village." In addition, the course requires a minimum of 15 to 20 pages of academic writing.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: POL 240 (recommended)

POL 342 - U.S. Foreign Relations

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 344 - The Middle East And The World

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 348 - 21st-Century Terrorism: Understanding the Global Threat

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 361 - Survey of Political Thought II: Liberal Democracy and Its Critics

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. The course requires a minimum of 15 to 20 pages of academic writing.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: POL 260 (recommended)

POL 363 - The American Political Tradition

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 385 - Ethics In Government

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 Interagate. Required of all Public Administration majors.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 460 - Political Science Internship I

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Permission of the Chair and/or a GPA of 3.0 or better are required.

POL 461 - Political Science Internship II

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 480 - Seminar I

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

POL 481 - Seminar II

This course involves supervised research and writing on a major topic. Weekly presentations and group discussions of individual papers are expected. A written thesis is to be submitted. This course requires a minimum of 25 pages of academic writing.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: The course is open to political science majors only.

Prerequisites: POL 480

Political Science

Program Description

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.

Why take this major?

The approach of the Department is unique, reflecting not only our Lasallian mission, but also our commitment to giving students the kind of education that will benefit them in graduate school, law school, and throughout their career. As a political science major, students will not only receive a top-notch education in line with the Lasallian mission, but also numerous opportunities to learn through internships and political activism. In our program internships are encouraged. Students find themselves well-prepared and their internships often lead to career opportunities after graduation. We also have an outstanding record of graduate and law school placement.

Student Learning Outcomes

- Students will possess a basic knowledge in all four sub-areas of political science: American Politics, Comparative Politics, International Relations & Political Theory.
- Students Examine How Their Personal, Professional, Religious or Spiritual Values Inform Their Disciplinary Worldviews (ILO 2)
- Students Generate and Evaluate Quantitative Conclusions (ILO 3)
- Students Use Written Communication Effectively Accordingly to the Expectations and Conventions of their Disciplines (ILO 8)
- Students Explain How Cultural Perspectives Impact Their Disciplines (ILO 11)

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

2.0 in major courses

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

Choose course within ILO

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO**

ILO 9.1: Creative and Artistic Expression

Choose course within ILO**

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO**

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO**

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

****Note:** All Political Science majors will take both POL 120 and POL 151. Because of the distinct discipline requirement, a student may only apply one of these two courses toward the core. Majors may therefore choose one of the following two options:

- Option A:
 - ILO 4: Choose course within ILO (to be taken in addition to POL 151)
 - ILO 9: Choose course within ILO
 - ILO 10: Choose course within ILO
 - ILO 11: POL 120
- Option B:
 - ILO 4: POL 151
 - ILO 9: Choose course within ILO
 - ILO 10: Choose course within ILO
 - ILO 11: Choose course within ILO (to be taken in addition to POL 120)

POL 120 European Politics

POL 151 Principles of American Government

POL 171 Political Analysis

POL 221 Politics of the Developing World

POL 240 International Relations

POL 260 Ancient Political Theory

POL 341 Globalization/Decision-Making

POL 361 Modern Political Theory

POL 480 Senior Seminar

POL 481 Senior Seminar II

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Dual Major Requirements

10 courses, including:

POL 151 Prin of American Govt

POL 171 Political Analysis

POL 120 European Politics

POL 221 Comparative Gvt Systms

POL 240 International Relations

POL 341 Globalization/Decision-Making

POL 260 Sur Pol Thought I-Foundations

POL 361 Sur Pol Thought II-Critics

2 POL Electives

Minor Requirements

Any 6 POL courses

Recommended Course Sequence

First Year

POL 151 - Principles of American Government

POL 171 - Political Analysis

POL 120 - European Politics

POL 221 - Politics of the Developing World

Second Year

POL 240 - International Relations

POL 341 - Globalization and Decision-Making

Third Year

POL 260 - Ancient Political Thought

POL 361- Modern Political Thought

Senior Year

POL 480 - Senior Seminar

POL 481 - Senior Seminar II

And 4 electives taken in addition to this.

Course Descriptions

ECN/HIS/POL 332 - Political Economy of Africa

This course examines the political and economic conditions in SubSaharan 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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: ECN 150

POL 120 - Governments Of Western Europe

This course is a political analysis of the constitutional principles and governmental organizations of England, France, and Germany. It is required of all political science majors. The requirements include a minimum of 10 to 12 pages of academic writing.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

POL 151 - Principles Of American Government

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

POL 171 - Political Analysis

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

POL 215 - Managing The Public And Non-Profit Sectors

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.")

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 221 - Comparative Governmental Systems

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

POL 240 - International Relations

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

POL 260 - Survey of Political Thought I: The Foundations

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

POL 270, 370, 470 - Special Topics and Independent Study

As interests indicate, special programs may be introduced into the curriculum discussing highly specialized problems for group or independent study.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 301 - State And Local Government

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 302 - American Constitutional Law I

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

POL 303 - American Constitutional Law II

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)

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: POL 302

POL 304 - Congress And The Legislative Process

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 305 - The President And The Executive Branch

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 310 - Political Parties And Elections

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 311 - Women In Politics

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 314 - Mass Media And Politics

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

POL 316 - Environmental Law And Policy

This course examines 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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 319 - Courts, Judges, And Judging

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 322 - The Governments Of Eastern Europe And Russia

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 334 - The Political Economy Of Latin America

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 341 - Globalization and International Decision Making

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. Formerly titled "Global Village." In addition, the course requires a minimum of 15 to 20 pages of academic writing.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: POL 240 (recommended)

POL 342 - U.S. Foreign Relations

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 344 - The Middle East And The World

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 348 - 21st-Century Terrorism: Understanding the Global Threat

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 361 - Survey of Political Thought II: Liberal Democracy and Its Critics

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. The course requires a minimum of 15 to 20 pages of academic writing.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: POL 260 (recommended)

POL 363 - The American Political Tradition

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 385 - Ethics In Government

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 Interagate. Required of all Public Administration majors.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 460 - Political Science Internship I

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Permission of the Chair and/or a GPA of 3.0 or better are required.

POL 461 - Political Science Internship II

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 480 - Seminar I

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

POL 481 - Seminar II

This course involves supervised research and writing on a major topic. Weekly presentations and group discussions of individual papers are expected. A written thesis is to be submitted. This course requires a minimum of 25 pages of academic writing.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: The course is open to political science majors only.

Prerequisites: POL 480

Political Science, Philosophy, and Economics

Program Description

The Political Science, 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. Through a study of these three areas, students will develop a broader, interconnected vision of political life and will integrate the material from all three in order to evaluate, develop, and analyze social, political, ethical, and economic policy issues around the globe.

Why take this major?

A thorough understanding in political science, philosophy, and economics helps students to analyze and evaluate information quickly and thoroughly. Our program trains students to address social, political, ethical, and economic policy issues seen globally. The program aims to broadly educate students in all three areas and later allow them focus on whichever of the three with propel them farther down their path to success. All of these skills and abilities will prepare our graduates for positions in international business, global nonprofits, public service, or public policy.

Student Learning Outcomes

- Students will develop an appreciation of theoretical insights in philosophy, political science and economics
- Students will integrate these insights in their research and writing of capstone project.
- Students Examine How Their Personal, Professional, Religious or Spiritual Values Inform Their Disciplinary Worldviews (ILO 2)

- Students Generate and Evaluate Quantitative Conclusions (ILO 3)
- Students Use Written Communication Effectively Accordingly to the Expectations and Conventions of their Disciplines (ILO 8)
- Students Explain How Cultural Perspectives Impact Their Disciplines (ILO 11)

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

2.0 in PPE courses

Cumulative:

Progress Chart

Level One – Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 – College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 – College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 – First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 – Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

Choose course within ILO

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

ECN 150 - Introductory Macroeconomics

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

POL 171 Political Analysis

ECN 201 Introduction to Microeconomics

POL 221 Politics of the Developing World

PHL 264 Critical Thinking

PHL 303 American Philosophy

POL 361 Modern Political Thought

PHL 206 Social and Political Philosophy

ECN 441 History of Economic

PPE 480 Capstone

Concentrations

Four electives in one of the three PPE fields

PPE 480 Directed Research Project in field of concentration.

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Minor Requirements

ECN 150 - Introduction to Macroeconomics

PHL 264 Critical Thinking

POL 171 Political Analysis

PHL 206 Social and Political Philosophy

POL 361 Modern Political Thought

ECN 441 History of Economic Thought

Recommended Course Sequence

First Year

ECN 150 Introduction to Macroeconomics

POL 171 Political Analysis

POL 221 Politics of the Developing World

Second Year

ECN 201 Introduction to Microeconomics

PHL 264 Critical Thinking

PHL 206 Social and Political Philosophy

Third Year

PHL 303 American Philosophy

POL 361 Modern Political Thought

ECN 441 History of Economic Thought

Fourth Year

PPE 480 Capstone

For a concentration in one of the three fields (PHL, ECN, POL):, students must take:

- Four electives in one of the three PPE fields
- **PPE 480** Directed Research Project in field of concentration

Course Descriptions

ECN/HIS/POL 332 - Political Economy of Africa

This course examines the political and economic conditions in SubSaharan 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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: ECN 150

POL 120 - Governments Of Western Europe

This course is a political analysis of the constitutional principles and governmental organizations of England, France, and Germany. It is required of all political science majors. The requirements include a minimum of 10 to 12 pages of academic writing.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

POL 151 - Principles Of American Government

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

POL 171 - Political Analysis

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

POL 215 - Managing The Public And Non-Profit Sectors

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.")

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 221 - Comparative Governmental Systems

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

POL 240 - International Relations

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

POL 260 - Survey of Political Thought I: The Foundations

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

POL 270, 370, 470 - Special Topics and Independent Study

As interests indicate, special programs may be introduced into the curriculum discussing highly specialized problems for group or independent study.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 301 - State And Local Government

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 302 - American Constitutional Law I

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

POL 303 - American Constitutional Law II

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)

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: POL 302

POL 304 - Congress And The Legislative Process

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 305 - The President And The Executive Branch

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 310 - Political Parties And Elections

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 311 - Women In Politics

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 314 - Mass Media And Politics

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

POL 316 - Environmental Law And Policy

This course examines 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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 319 - Courts, Judges, And Judging

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 322 - The Governments Of Eastern Europe And Russia

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 334 - The Political Economy Of Latin America

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 341 - Globalization and International Decision Making

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. Formerly titled "Global Village." In addition, the course requires a minimum of 15 to 20 pages of academic writing.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: POL 240 (recommended)

POL 342 - U.S. Foreign Relations

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 344 - The Middle East And The World

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 348 - 21st-Century Terrorism: Understanding the Global Threat

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 361 - Survey of Political Thought II: Liberal Democracy and Its Critics

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. The course requires a minimum of 15 to 20 pages of academic writing.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: POL 260 (recommended)

POL 363 - The American Political Tradition

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 385 - Ethics In Government

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 Interagate. Required of all Public Administration majors.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 460 - Political Science Internship I

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Permission of the Chair and/or a GPA of 3.0 or better are required.

POL 461 - Political Science Internship II

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

POL 480 - Seminar I

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

POL 481 - Seminar II

This course involves supervised research and writing on a major topic. Weekly presentations and group discussions of individual papers are expected. A written thesis is to be submitted. This course requires a minimum of 25 pages of academic writing.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: The course is open to political science majors only.

Prerequisites: POL 480

Department of Psychology

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.

Major(s) Offered

[Psychology](#)

Minor(s) Offered

[Psychology](#)

Location/Contact Information

Kelly McClure, Chair

mcclure@lasalle.edu

Wister Hall, Mezzanine Level

215.951.1270

Full-Time Faculty

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

ASSISTANT PROFESSORS: Hill, Kratz, Méndez-Díaz, Parker, Tonrey

PROFESSORS EMERITI: McCarthy, Rooney

Psychology

Program Description

The Department of Psychology offers the Bachelor of Arts in Day and Evening Programs on Main Campus. Our curriculum was designed for several purposes. First, to prepare students for graduate study in Psychology, both research and applied. Second, preparation for professional school (e.g., medicine, law, business). Third, the curriculum provides skills and knowledge that prepare for entry directly into the workforce. The Psychology major requires 13 courses, none of which may be taken Pass/Fail.

Why take this major?

Psychology is a science that seeks to understand and describe human behavior and relationships. Students in this major will continuously build their awareness of the needs of our diverse society, the role that research plays in

enriching our understanding of life, and the ways in which the profession of psychology serves to improve the human condition through ethical research and practice.

A major in Psychology offers a number of desirable skills. First, you receive a sophisticated understanding of the complexities of human behavior and thinking. Second, you develop quantitative and research skills that allow you to appreciate and undertake the study of human behavior and thinking. Third, through group projects and research teams, you gain interpersonal skills that are useful well beyond the classroom. Fourth, you become part of a community of scholars that includes faculty, graduate students, and fellow undergraduate students.

Student Learning Outcomes

- 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.
- 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.
- 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.
- 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.
- 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.

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

None

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

PSY 310

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

PSY 331 OR PSY 495 OR PSY 496

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

PSY 330

ILO 8.2b: Effective Expression (Writing-Intensive Course)

PSY 311

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

PSY 331 OR PSY 495 OR PSY 496

All Other Required Courses

MTH 150 Mathematics Myths and Realities

PSY 155 Introduction to Psychology

PSY 310 Statistics I

PSY 311 Statistics II

PSY 330 Research Design I

PSY 331 Research Design II OR PSY 495 Internship (Fall) OR PSY 496 Internship (Spring)

Seven electives in psychology, including three of the following: PSY 410 Theories of Learning, 415 Cognitive Psychology, 420 Biological Psychology, 425 Theories of Personality, 430 History and Systems of Psychology, or PSY 405 Emotions

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Minor Requirements

PSY 155 plus five electives, two of which must be at the 300 or 400 level

Recommended Course Sequence

We strongly recommend that students consult with their academic advisors in planning their course sequence in the math, statistics, and research design courses.

Course Descriptions

PSY 155 - Introduction to Psychology

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

ILO Met: ILO 3.1.a - Scientific Reasoning

PSY 210 - Developmental Psychology

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 are examined.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

PSY 215 - Adult Development and Aging

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

PSY 220 - Psychopathology

This 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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face, Online

PSY 225 - Social Psychology

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face, Online

PSY 230 - Industrial and Organizational Psychology

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.

Number of Credits: 3

When Offered: Spring, Summer

How Offered: Face-to-Face, Online

PSY 242 - Introduction to Language and Communication

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 COSD 100.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

PSY 245 - Forensic Psychology

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

PSY 250 - Human Sexuality

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

PSY 255 - Psychology of Women

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

PSY 260 - Sport Psychology

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

PSY 310 - Statistics I

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

ILO Met: ILO 3.1.b - Quantitative Reasoning

PSY 311 - Statistics II

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: PSY 310

PSY 330 - Research Design I

This laboratory course focuses on introducing students to the techniques and methods of descriptive and inferential research as they are applied to psychological science. Three hours lecture and two hours laboratory.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: PSY 155, 311

PSY 331 - Research Design II

This course offers lectures and discussions on modern psychological science. For laboratory work, the student plans, designs, and performs an original research experiment. Three hours lecture and two hours laboratory.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: PSY 330

PSY 340 - Psychological Assessment

This course examines the selection, administration, and interpretation of psychological tests used in the measurement of aptitudes, achievement, interest, and personality.

Number of Credits: 3

Prerequisites: PSY 155 and 310

PSY 342 - Speech and Language Development

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: COSD 100 or PSY 242, or permission of instructor. This course is cross-listed with COSD 203

PSY 350 - Counseling Theories and Principles

This course addresses the theories and principles of the counseling process. The dynamics of human change. The objectives, work, and continuing problems of counseling.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: PSY 155

PSY 360 - Health Psychology

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: PSY 155

PSY 405 - Emotions

This course about emotion will cover basic theoretical perspectives, including biological foundations, and essential emotion processes such as emotion regulation. Individual emotions such as happy, sad, angry, etc. will be discussed.

The course will culminate with brief discussion of emotion-related constructs such as empathy and positive psychology.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: PSY 155

PSY 410 - Theories of Learning

This course is an analysis of the principal theories of learning in light of recent experiments in animal and human learning.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: PSY 155

PSY 415 - Cognitive Psychology

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: PSY 155

PSY 420 - Biological Psychology

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: PSY 155

PSY 425 - Theories of Personality

This course is a systematic study of the principal theories of personality with particular emphasis on recent trends, research methodology, and personality measurement.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: PSY 155

PSY 430 - History and Systems of Psychology

This course examines the beginnings and development of psychology as a science and profession; psychology's historical roots in philosophy, biology, and national culture.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: PSY 155

PSY 480-481 - Seminar

This course provides readings, discussion, and analysis of contemporary psychological theories and research; individual student research and presentation of paper.

Number of Credits: 6

Prerequisites: Junior or senior standing as psychology major

PSY 490-491 - Psychological Research

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.

Number of Credits: 3

When Offered: Fall, Spring

Prerequisites: Junior or Senior standing as a psychology major. May be taken either or both terms

PSY 495-496 - Internship

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.

Number of Credits: 3

When Offered: Fall, Spring

Prerequisites: junior or senior standing as a psychology major

Department of Religion and Theology

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.

Major(s) Offered

[Religion](#)

Minor(s) Offered

[Religion](#)

Location/Contact Information

Maureen O'Connell
oconnell@lasalle.edu
College Hall 422
215.951.1508

Full-Time Faculty

PROFESSORS: McGinniss FSC, McGuinness

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

ASSISTANT PROFESSOR: Regan

Religion

Program Description

The Department of Religion 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.

Why take this major?

When asked what he wished he had studied at university, former Secretary of State John Kerry responded that studying religion would have been the major that would have prepared him for the diverse world of the 21st century. Religion majors at La Salle University are taught critical skills for engaging with and understanding difference today. Students will gain in-depth knowledge about particular religious traditions (Christianity, Judaism, Islam, Buddhism, Hinduism) alongside of transferrable skills related to serious and critical engagement with the unfamiliar. Religion majors have gone on to graduate school in religion and theology, to work in the non-profit sector, ministry, and law school.

Student Learning Outcomes

Student Learning Outcomes for REL 100 (Religion Matters):

- *Identify* a dimension of religion that is significant in their lived experience.
- *Compare* "the matter" of two religious traditions on something that "matters."
- *Articulate* the challenges of religious identity in a multicultural world.

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

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

Choose course within ILO

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

REL 100 - Religion Matters

REL 400 - Capstone Colloquium

Majors will take courses from each of the following areas:

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

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

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

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

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Dual Major Requirements

REQUIRED FOR DUAL MAJORS:

- One from REL 100, 150 or 153
- 9 electives
- REL 400

REQUIRED FOR DUAL MAJOR IN RELIGION-EDUCATION:

- REL 100, 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
- 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.

Minor Requirements

REQUIRED FOR MINOR IN RELIGION:

- REL 100, 150 or 153
- Five REL electives

Course Descriptions

REL 100 - Religion Matters

This course serves as an introductory exploration to the interdisciplinary study of religion and theology. While few would argue with the statement that religion exerts enormous power in the world today, it is not an easy topic to discuss in our increasingly diverse society. Students investigate both the personal dimensions of religion that matter in their lives and the substance and cultural impact of religion in society through reflection and analysis of texts, teachings, and practices. Throughout the semester, students identify dimensions of religion and theology that are significant to their lived experience, compare "the matter" of religious traditions on something that "matters," and articulate the challenges of religious identity in a multicultural world.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

ILO Met: ILO 2.1 - REL 100

REL 210 - The Hebrew Bible/Old Testament

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 211 - The New Testament

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 212 - The Prophets of Ancient Israel

This 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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 214 - The Gospels

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 220 - Catholicism In the Modern World

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 221 - Christian Origins

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 GrecoRoman 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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 223 - Jesus And His Mission

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 224 - Christian Spirituality: Visionaries, Mystics, And Saints

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 225 - The Sacraments

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 226 - Christian Worship

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 231 - Buddhism In Asia And Beyond

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

REL 232 - Judaism, Islam, And Other Religions from the Near East

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 233 - Islam In America

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

REL 240 - Contemporary Religious Thought

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.

Number of Credits: 3

When Offered: Spring, Summer

Prerequisites: REL 100, 150, or 153

REL 241 - Women in Religion

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 242 - Sports and Spirituality

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 243 - Religion and Contemporary Literature

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 244 - Religion in The United States

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Online

Prerequisites: REL 100, 150, or 153

REL 245 - Catholicism In the United States

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 246 - Encountering Evil

This course uses an interdisciplinary approach to offer a wide range of perspectives on the topic of evil. Students will explore the following themes: religious accounts of and explanations for evil; the philosophical problem of evil; the use of evil as a moral category for evaluating human behaviors and history; the science of evil; and representations of evil in contemporary popular culture (e.g. art, literature, and film).

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 247 - Theologies of Suffering

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 to responses to them from Christian, Jewish and Muslim thinkers.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 250 - Religion and Ethics in Contemporary Culture

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.

Number of Credits: 3

When Offered: Fall

Prerequisites: REL 100, 150, or 153

REL 251 - Peace and Justice in the Christian Tradition

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 271 - Islam in the Contemporary World

Special topics are offered in accord with student and faculty interest on an ad hoc basis.

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 273 - Jesus In Film

Special topics are offered in accord with student and faculty interest on an ad hoc basis.

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 276 - Economic Justice for All

Special topics are offered in accord with student and faculty interest on an ad hoc basis.

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 315 - St. Paul

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 316 - Women in The Bible

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 324 - La Salle And His Legacy

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 345 - Religion in Philadelphia

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 352 - Playing God: Religion, Ethics, and the Life Sciences

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 healthcare system, stem cell research, genetic engineering, cloning, drug development, pollution, global warming, euthanasia, plastic surgery, and reproductive technology.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 353 - Social Justice and Community Service

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 354 - Love, Sex, And Friendship: Religious Perspectives on Human Relationships

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 370 - Religion & Racism in America

Special topics are offered in accord with student and faculty interest on an ad hoc basis.

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: REL 100, 150, or 153

REL 400 - Capstone Writing Colloquium for Majors

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: Senior Religion Majors and Dual-Majors only.

Prerequisites: REL 100, 150, or 153

REL 410 - Internship

This course is designed to provide students with the opportunity to apply their knowledge to relevant positions in religious, charitable, or other nonprofit organizations.

Number of Credits: 3

When Offered: Fall, Spring

Restrictions: Permission of the Chair, GPA of 2.67.

Prerequisites: REL 100, 150, or 153

Department of Social Work

Mission Statement

The Social Work Department of La Salle University has its roots in the tradition and mission of the Christian Brothers. The Department supports the University's mission to prepare students for "a commitment to the common good." Students integrate Lasallian value of "service rooted in solidarity and justice" with the liberal arts tradition and the theory, skills and values of the social work profession, preparing students for generalist social work practice.

Major(s) Offered

[Social Work](#)

Minor(s) Offered

[Human Services Minor](#)

Location/Contact Information

Janine Mariscotti, Program Director & Chair

mariscot@lasalle.edu

socialwork@lasalle.edu

Olney Hall 369

215.951.1114

Full-Time Faculty

ASSOCIATE PROFESSOR: Barbera

ASSISTANT PROFESSOR: Mariscotti

VISITING ASSISTANT PROFESSOR: Lynch

INSTRUCTOR & DIRECTOR OF FIELD EDUCATION: Pollicemi

Social Work

Program Description

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.

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 MAJOR

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 September 30.

The student must meet the following criteria for admission into the Social Work Program:

- An overall GPA of 2.30 (Students with a GPA below 2.30 may apply for conditional acceptance to the program)
- A final grade of C (75%) or better in all Social Work courses
- 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
- 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.
- 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.
- Copy of current college/university transcript.
- Copy of current criminal clearance.* (Date of clearance must be within one year from date of submission to Social Work Department.)
- Copy of current child abuse clearance.* (Date of clearance must be within one year from date of submission to Social Work Department.)
- Review of the NASW Code of Ethics and signed application form.** NASW Code of Ethics: <https://www.socialworkers.org/about/ethics>
- The student will submit the completed application to the Social Work Department Chair.
- The full-time Social Work Department faculty will review the student's application, and each will vote on the student's candidacy.
- The student will be notified of the Department faculty's decision in writing. The admission decisions include:
 - full admission
 - conditional admission
 - no admission

* A history of criminal conviction and/or child abuse does not automatically preclude admission to the Social Work Department. The student is required to proactively share this information with the Field Director and 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 (75%) 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 a 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.

Why take this major?

With a BSW degree...

You'll be a professional as soon as you graduate

Those with a bachelor's degree in social work may become licensed and immediately begin working in the field.

You'll get a job in your field!

Over 90% of graduates of La Salle's Social Work Program secure a job in the field within six months of graduating and/or continue on to graduate school; some are even offered jobs as soon as they finish their internships.

The Bureau of Labor Statistics projects rapid growth of social work employment (16% through 2026 – much higher than average).

You could complete grad school in just one year rather than two!

With a BSW from a CSWE-accredited school such as La Salle, you can enter an MSW program as an Advanced Standing student if you meet the graduate school requirements.

You'll have opportunities to work in a variety of roles and in a range of settings, including

Counseling individuals and families, facilitating groups, working with communities toward social change, working directly with people of all ages—from children to senior citizens. Social workers are found in mental health centers, hospitals, clinics, schools, nursing homes, private practice, child welfare agencies, police departments, courts, and countless other non-profit and for-profit organizations.

Why Social Work at La Salle?

A curriculum that integrates theory and practice

600 hours of supervised internship

Day, Evening, and Accelerated program formats to fit your schedule

Personalized attention from faculty who are social work practitioners as well as educators

Supportive community of students and faculty

Integration of Lasallian values

The program is accredited by the Council on Social Work Education (CSWE)

Student Learning Outcomes

Program Goals

- 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.

- To prepare students for social work practice with diverse populations.
- To prepare students for social work practice with vulnerable populations and to orient students to local, national, and international issues of social, economic and environmental justice so that they are empowered to be agents of change.
- To provide a curriculum that challenges students to integrate and act upon the values and ethics of the social work profession.
- To motivate students to know the importance of and exhibit a commitment to the ongoing development and care of the personal and professional self.
- To prepare students for graduate studies in social work.

All social work programs accredited by the Council on Social Work Education (CSWE) require students to meet the following competencies.

COMPETENCIES

- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice
- Advance Human Rights and Social, Economic, and Environmental Justice
- Engage in Practice-informed Research and Research-informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Program Contact Information

Degree Earned

Bachelor of Social Work (BSW)

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

For admission to the Social Work Major: 2.30 GPA

For graduation as a Social Work Major: 2.50 overall GPA; 2.50 major GPA

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

BIO 158 - Life Science: A Human Approach

ILO 3.1b: Quantitative Reasoning

SOC 301 - Principles of Statistics or HSC 217 -- Statistics for Health Professionals or PSY 310 - Statistics I

ILO 6.1: Technological Competency

CSC 151 - Introduction to Computing: Using Packages or CSC 152 - Introduction to Computing: Math/Science Applications

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

POL 151 - Principles of American Government

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

SWK 160 Introduction to Social Work

SWK 280 Dynamics of Human Development & Diversity

SWK 281 Dynamics of People in Diverse Environments

SWK 291 Social Policy

SWK 340 Preparation for Professional Practice

SWK 365 Social Work Research

SWK 341 Generalist Practice I: Assessment & Intervention with Individuals

SWK 381 Professional Practicum I

SWK 440 Generalist Practice II: Assessment & Intervention with Families & Groups

SWK 441 Generalist Practice III: Assessment & Intervention with Organizations & Communities

SWK 480 Professional Practicum I

SWK 481 Professional Practicum III

SWK Elective

SWK Elective

SWK 495 Professional Considerations in Social Work

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Dual Major Requirements

The requirements for a dual major with Social Work are based on the student's choice of second major. Please contact the Department Chair for additional information.

Minor Requirements

Human Services Minor

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

Recommended Course Sequence

FULL-TIME DAY

Year 1: SWK 160

Year 2: SWK 280, 281, 291, SWK ELECTIVE

Year 3: SWK 340, 341, 365, 381, SWK ELECTIVE

Year 4: SWK 440, 441, 480, 481, 495

PART-TIME EVENING

Sum 1: SWK 160

Year 1: SWK 280, 281, 340, 341, 381

Sum 2: SWK 291, 365, SWK ELECTIVE

Year 2: SWK 440, 441, 480, 481, 495, SWK ELECTIVE

ACCELERATED

Sum 1: SWK 160

Fall 1: SWK 280, 281, 291, 340

Spring 1: SWK 341, 365, 381, SWK ELECTIVE

Sum 2: SWK 440, 480, SWK ELECTIVE

Fall 2: SWK 441, 481, 495

Course Descriptions

SWK 160 - Introduction to Social Work

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

SWK 240 - Relationships and Sexuality

This course is designed for social work and other undergraduate students to explore issues in relationships and sexuality. This course examines human sexuality from a bio-psycho-socio-spiritual perspective within a developmental framework. Students will have opportunities to examine and clarify personal and societal values, consider issues of diversity, and apply ethical perspectives to issues of sexuality with particular emphasis on underrepresented groups including children, LGBTQ persons, older adults and people with disabilities. Students will learn to apply specific approaches to ethical decision making to ethical dilemmas of interpersonal relationships and sexuality.

Number of Credits: 3

When Offered: Spring, Summer

How Offered: Face-to-Face, Hybrid, Online

ILO Met: ILO 10.1 - Ethical Understanding and Reasoning

SWK 250 - Resilience and Strength: An Introduction to Puerto Rico

There is a saying in Latin America - "Puerto Rico: tan lejos de Dios y tan cerca de los EE.UU." (Puerto Rico: So far from God and so close to the United States). This course will look at *la Isla del Encanto* - the Enchanted Island - and the challenges it has faced throughout its history as well as the strength and resilience of the people in facing those challenges. It will examine Puerto Rico from multiple perspectives: historical; its relationship to the US; and, through the eyes of the local Diaspora.

This course is a community-based learning course. Throughout the semester we will visit with local organizations that are run by or work with Puerto Ricans in the diaspora in Philadelphia. We may even visit with an organization or two in New York City. Students will be expected to work with a local organization to carry out a project designed by the organization.

Number of Credits: 3

When Offered: Spring, Summer

How Offered: Face-to-Face, Online

SWK 270, 370, 470 - Special Topics

These special topics courses are 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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid, Online

SWK 280 - Dynamics of Human Development & Diversity (Formerly HBSE I)

This course explores the lives of individuals as members of families, groups, organizations and communities. In this course, students consider and critically evaluate the assumptions and values of various 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, LGBTQ 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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

SWK 281 - Dynamics of People in Diverse Environments (Formerly HBSE II)

This course examines the foundational aspect of social work practice, that is, the development of the "person in environment." The course focuses on people as members of groups, organizations, communities and global society. The impact of these systems on special population groups including racial and ethnic minority groups, immigrants, minority religious groups, women, gay, lesbian, bisexual and transgender persons, children, older adults, and people with disabilities will be evaluated. The social work profession's ethical responsibility for enhancing individual and social functioning and advancing social, economic, and environmental justice will be emphasized.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face, Hybrid

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

SWK 291 - Social Welfare Policy

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. Social policy is discussed using historical and social justice lenses, stressing critical thinking in how these policies can be improved to better serve individuals, groups and communities, especially those who have historically experienced oppression and discrimination. Ethical issues associated with the allocation of resources will be highlighted.

Number of Credits: 3

When Offered: Fall, Summer

How Offered: Face-to-Face

SWK 340 - Preparation for Professional Practice

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face, Hybrid

Prerequisites: SWK 160, SWK 280 (SWK 280 may be taken concurrently)

SWK 341 - Generalist Social Work Practice I

The first of three courses in the Social Work Practice sequence, this course focuses on the processes of ethical engagement, assessment, intervention, and evaluation in generalist social work practice with individuals. Skills are developed in initiating the social work relationship, assessing individual client strengths and challenges, advocating for individuals, developing intervention plans, evaluating outcomes, and appropriately ending the professional relationship.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face, Hybrid

Restrictions: Open to Social Work majors and Human Services minors only. Social Work majors must be formally accepted into the Social Work Department in order to enroll in this course.

Prerequisites: SWK 160, SWK 340 or concurrent with SWK 280, SWK 281

Corequisites: This course is a co-requisite with SWK 381 and successfully completing and passing both courses is required in order to progress to upper level courses.

SWK 350 - Loss and Grief

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 companioning skills are presented.

Number of Credits: 3

When Offered: Fall, Summer

How Offered: Face-to-Face, Online

SWK 360 - Working with Children and Families

This elective course will examine the ethical perspectives of social justice and the ethical dilemmas of working with vulnerable children and families. We will critically examine current policies and practices relating to children and families' circumstances and be able to apply appropriate social work perspectives that encourage sound practice, while reflecting upon the influence of historical events and persons. The course will enable students to bring skills and knowledge to bear in assessing and intervening in situations involving children and families.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid, Online

ILO Met: ILO 10.1 - Ethical Understanding and Reasoning

SWK 365 – Social Work Research Methods

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.

Number of Credits: 3

When Offered: Spring, Summer

How Offered: Face-to-Face, Hybrid

SWK 381 – Professional Practicum I

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 profession 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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: 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.

Corequisites: SWK 341 (This course is a corequisite with SWK 341 and successfully completing and passing both courses is required in order to progress to upper level courses)

SWK 440 – Generalist Social Work Practice II

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.

Number of Credits: 3

When Offered: Fall, Summer

How Offered: Face-to-Face

Restrictions: Open to Social Work majors only.

Prerequisites: SWK 341, SWK 381

Corequisites: SWK 480 NOTE: This course is a corequisite with SWK 480 and successfully completing and passing both courses is required in order to progress to upper level courses.

SWK 441 – Generalist Social Work Practice III

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Open to Social Work majors only.

Corequisites: SWK 481 (This course is a corequisite with SWK 481 and successfully completing and passing both courses is required in order to progress to upper level courses)

SWK 480 – Professional Practicum II

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.

Number of Credits: 3

When Offered: Fall, Summer

How Offered: Face-to-Face

Restrictions: 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.

Prerequisites: SWK 341, SWK 381

Corequisites: SWK 440 (This course is a corequisite with SWK 440 and successfully completing and passing both courses is required in order to progress to upper level courses)

SWK 481 – Professional Practicum III

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. While the focus of this practicum is assessment and intervention with organizations and communities, the student will continue to develop and practice skills intervening with individuals, families, and/or groups. Students complete 200 hours of fieldwork in an approved setting under the supervision of a professional social worker.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Open to Social Work majors only.

Prerequisites: SWK 440, SWK 480

Corequisites: SWK 441 (This course is a corequisite with SWK 441 and successfully completing and passing both courses is required in order to progress to upper level courses)

SWK 495 - Professional Considerations in Social Work

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Open to Social Work majors only.

Prerequisites: SWK 440, SWK 480

Corequisites: Taken concurrently with or following the completion of SWK 441 and SWK 481.

Department of Sociology and Criminal Justice

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.

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.

Major(s) Offered

[Sociology](#)

[Criminal Justice](#)

Minor(s) Offered

[Sociology](#)

[Criminal Justice](#)

Location/Contact Information

Charles Gallagher, Chair

gallagher@lasalle.edu

Olney Hall 350

215.991.2850

Full-Time Faculty

PROFESSOR: Gallagher

ASSOCIATE PROFESSORS: Bogle, Nguyen, Taylor, Wyant

VISITING ASSISTANT PROFESSORS: Geary, Zink

Criminal Justice

Program Description

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.

Criminal Justice is an inter-disciplinary social science that is concerned with issues of crime and punishment and the processes and agencies involved in addressing crime. It includes scholarship related to a variety of fields. For example, sociology aids in understanding what social factors underlie criminal behavior, political science lends perspectives on the processes of criminalization and punishment, psychology helps to clarify the roots of certain types of deviant behavior, and legal studies presents foundations for appreciating what can be criminalized and the rationales for various responses to crime.

Why take this major?

At La Salle, Criminal Justice is a demanding, high-quality program built on theory and a serious grounding in the liberal arts as a pathway to a variety of professional careers.

- Approximately 200 majors currently
- Small class size
- Faculty accessible to students, in accord with La Salle's goal of "touching the hearts of our students"
- Challenging curriculum
- Emphasis on theoretical insights and practical applications
- A multi-disciplinary approach, with an emphasis on social justice and social service
- Solid preparation for graduate or professional school

Student Learning Outcomes

- Awareness how various social factors (race, poverty, discrimination, gender) shape the criminal justice system.
- Students will have a theoretical grounding in the theories that explain criminal justice outcomes.
- Students will understand how qualitative and quantitative types of research are used in the study of criminal justice and students will develop writing proficiency.

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

SOC 301 - Principles of Statistics

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

CRJ 161 Introduction to Criminal Justice

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

SOC 262 Dynamics of Race and Ethnicity

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required 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

A. Criminal Justice majors must take at least ONE of these three courses. The other two courses offered in section "A" may be taken as an elective.

CRJ 324 Policing: Theory and Dynamics
CRJ 325 Criminal Courts
CRJ 326 Institutional and Community Corrections

B. Majors must take at least Four of these courses THREE of which must be CRJ:

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

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)

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Dual Major Requirements

REQUIRED FOR DUAL SOCIOLOGY/CRIMINAL JUSTICE DEGREE:

A. Dual Sociology and Criminal Justice Majors must take these TEN classes:

- **CRJ 161** Introduction to Criminal Justice
- **CRJ 261** Criminology
- **CRJ 480** Research Methods (Cross-listed with SOC 480)
- **CRJ 495** Senior Seminar: Ethical Issues in Criminal Justice or SOC 481 Research Seminar (Counts as CRJ 483)
- **SOC 150** Principles of Sociology
- **SOC 151** Social Problems and Social Policy (Counts as CRJ 201)
- **SOC 262** Dynamics of Race and Ethnicity in Contemporary Societies
- **SOC 231** Love, Interpersonal Relationships, and Family or SOC 260 Men and Women in Contemporary Society
- **SOC 301** Principles of Statistics
- **SOC 302** Statistical Analysis and Data Base Design
- **SOC 310** Sociological Theory

B. Dual majors must take at least FOUR of these Sociology courses:

- **SOC 238** Environment and Society
- **SOC 265** Sociology of Law (CRJ Elective)
- **SOC 270** Sociology of Education
- **SOC 306** Complex Organizations in Contemporary Society
- **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** Introduction to Criminal Justice

- **CRJ 340** Crimes of the Powerful
- **CRJ 350** Violence in Society
- **CRJ 387** Gender, Crime and Justice
- **CRJ 201** Social Problems and Social Justice (Counts as SOC 151)
- **CRJ 280** Criminal Law
- **CRJ 320** Delinquency and Juvenile Justice (Cross-listed with SOC 320)
- **CRJ 324** Policing: Theory and Dynamics
- **CRJ 325** Criminal Courts
- **CRJ 326** Institutional and Community Corrections
- **CRJ 483** Criminal Justice Research
- **SOC 265** Sociology of Law
- **CRJ 340** Crimes of the Powerful
- **ENG 308** Legal Writing
- SOC Internship (**SOC 340**) or CRJ 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 CRJ Internship (**CRJ 481-482**)

Minor Requirements

Any six CRJ classes will satisfy the CRJ minor.

Recommended Course Sequence

Students should take CRJ 161 (Introduction to Criminal Justice) and CRJ 261 (Criminology) in their freshman year. Requirements and electives should be taken every semester. In the junior year students should take SOC 301 (Principles of Statistics) in the Fall semester and SOC 302 (Statistical Analysis and Data Base Design) in the spring semester. In their senior year, students should take CRJ 480 (Research Methods) in the Fall semester and CRJ 495 (Senior Seminar: Ethical Issues in Criminal Justice) in the Spring semester.

Course Descriptions

CRJ 161 - Introduction to Criminal Justice

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.

Number of Credits: 3

When Offered: Fall, Spring

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

CRJ 201 - Social Problems and Social Justice

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

CRJ 261 - Criminology

This course explores 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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

CRJ 280 - Criminal Law

This course provides a journey into the legal principles that underlie substantive criminal law in the United States, including limits on the power of government to define crimes. Consideration of general principles of criminal liability and criminal defenses and legal requirements for specific crimes, including homicide. Appellate court decisions are a major part of the expedition to facilitate understanding of how criminal law is applied in particular fact situations, how it evolves, and how it is influenced by sociopolitical factors.

Number of Credits: 3

How Offered: Face-to-Face

CRJ 320 - Delinquency and Juvenile Justice

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.

Number of Credits: 3

How Offered: Face-to-Face

CRJ 324 - Policing: Theory & Dynamics

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

CRJ 325 - Criminal Courts

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."

Number of Credits: 3

CRJ 326 - Institutional and Community Corrections

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.

Number of Credits: 3

How Offered: Face-to-Face

CRJ 330 - Constitutional Procedures in Policing

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.

Number of Credits: 3

How Offered: Face-to-Face

CRJ 340 - Crimes of The Powerful

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.

Number of Credits: 3

When Offered: Fall

CRJ 350 - Violence in Society

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.

Number of Credits: 3

How Offered: Face-to-Face

CRJ 370, 470 - Special Topics in Criminal Justice

This is a course that addresses intensively a particular area of criminal justice. Topics vary from semester to semester.

Number of Credits: 3

How Offered: Face-to-Face

CRJ 385 - Theories of Deviance

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.

Number of Credits: 3

How Offered: Face-to-Face

CRJ 387 - Gender, Crime, And Justice

This course is a study of the gendered nature of criminal justice theory, policy, and practice. Among the major themes are: gender differences in criminal behavior, criminal victimization, and criminal processing. Includes consideration of the contributions of feminist criminologies.

Number of Credits: 3

CRJ 480 - Research Methods

This course examines the methodology of social research is performed, including through study- ing 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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CRJ 161, 261, and junior or senior status

CRJ 481-482 - Criminal Justice Internship

This elective course requires 15 hours per week (for three credits) of a supervised internship in an approved criminal justice setting. Students may take an internship in place of a criminal justice elective, after completion of the sophomore year. The department recommends doing two internships (during different semesters) during the last two years of your college career. 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 (done during that same semester) will count as your 5th class. Your grade is determined from a midterm question and answer, a final paper and your on-site supervisor's evaluation of your internship performance.

Number of Credits: 6-Mar

Prerequisites: Rising junior or senior status and minimum overall GPA of 2.7

CRJ 483 - Criminal Justice Research

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CRJ 161, 261, 480, senior status, and minimum overall G.P.A. of 3.0

CRJ 495 - Senior Seminar: Ethical Issues in Criminal Justice

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: CRJ 161 and 261; at least one of the following: CRJ 324, 325, and 326; and senior status and Criminal Justice Major.

Sociology

Program Description

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.

Why take this major?

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.

Student Learning Outcomes

- Awareness how systems of oppression (poverty, racism, sexism, classism) shape society
- Provide the intellectual toolbox that allows students to understand the social hierarchies in here in the US and globally.
- Provide student with the training that they are both thoroughly literate in data analysis, research method and writing.

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

SOC 301 - Principles of Statistics

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

SOC 150 Principles of Sociology

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

SOC 150 Principles of Sociology (SOC 150 is a prerequisite for all upper level SOC courses)

SOC 151 Social Problems

SOC 231 Love, Relations, Family or SOC 260 Men and Woman in Cont. Society

SOC 262 Dynamics of Race and Ethnicity

SOC 301 Stat 1

SOC 302 Stat 2

SOC 310 Social Theory

SOC 480 Methods (Cross listed with CRJ 480)

Sociology majors must take at least four of these courses:

SOC 233 Work and Occupations

SOC 238 Environment and Society

SOC 265 Sociology of Law

SOC 237 The City: Conflict and Change

SOC 270 Sociology of Education

SOC 306 Complex Organizations

SOC 308 Social Inequality in Contemporary Society

SOC 312 Social Movements in Contemporary Society

CRJ 161 Intro to Criminology

CRJ 340 Crimes of the Powerful

CRJ 350 Violence in Society

CRJ 387 Gender, Crime and Justice

SOC 481 Research Methods (Cross listed with CRJ 483)

SOC 340 Internship Students who meet the GPA requirements, have junior standing, and can be recommended by the chair should be strongly encouraged to take an internship.

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Dual Major Requirements

REQUIRED FOR DUAL SOCIOLOGY/CRIMINAL JUSTICE DEGREE:

Dual Sociology and Criminal Justice Majors must take these TEN classes:

- **CRJ 161** Introduction to Criminal Justice
- **CRJ 261** Criminology
- **CRJ 480** Research Methods (Cross-listed with SOC 480)
- **CRJ 495** Senior Seminar: Ethical Issues in Criminal Justice or SOC 481 Research Seminar (Counts as CRJ 483)
- **SOC 150** Principles of Sociology
- **SOC 151** Social Problems and Social Policy (Counts as CRJ 201)
- **SOC 262** Dynamics of Race and Ethnicity in Contemporary Societies
- **SOC 231** Love, Interpersonal Relationships, and Family or SOC 260 Men and Women in Contemporary Society
- **SOC 301** Principles of Statistics
- **SOC 302** Statistical Analysis and Data Base Design
- **SOC 310** Sociological Theory

Dual majors must take at least FOUR of these Sociology courses:

- **SOC 238** Environment and Society
- **SOC 265** Sociology of Law (CRJ Elective)
- **SOC 270** Sociology of Education
- **SOC 306** Complex Organizations in Contemporary Society
- **SOC 308** Social Inequality in Contemporary Society
- **SOC 312** Social Movements in Contemporary Society

Dual majors must take least FOUR of these Criminal Justice courses:

- **CRJ 161** Introduction to Criminal Justice
- **CRJ 340** Crimes of the Powerful
- **CRJ 350** Violence in Society
- **CRJ 387** Gender, Crime and Justice
- **CRJ 201** Social Problems and Social Justice (Counts as SOC 151)
- **CRJ 280** Criminal Law
- **CRJ 320** Delinquency and Juvenile Justice (Cross-listed with SOC 320)
- **CRJ 324** Policing: Theory and Dynamics
- **CRJ 325** Criminal Courts
- **CRJ 326** Institutional and Community Corrections
- **CRJ 483** Criminal Justice Research
- **SOC 265** Sociology of Law
- **CRJ 340** Crimes of the Powerful
- **ENG 308** Legal Writing
- SOC Internship (**SOC 340**) or CRJ 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 CRJ Internship (**CRJ 481-482**)

Minor Requirements

The sociology minor requires 6 sociology classes.

Recommended Course Sequence

Sociology majors should take SOC 150 as a first class and then take lower level requirements. In their junior year students should take SOC 301 (Principles of Statistics) in the fall semester and SOC 302 (Statistical Analysis and Data Base Design) in the spring semester. In their senior year students take SOC 480 (Research Methods) in the Fall and SOC 481 (Research Seminar) in the spring semester.

Course Descriptions

SOC 150 - Principles of Sociology

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

SOC 151 - Social Problems and Social Policy

Cross-listed with SWK/CRJ 201

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.

Number of Credits: 3

How Offered: Face-to-Face

ILO Met: ILO 4.1 - Critical Analysis and Reasoning

SOC 231 - Love, Interpersonal Relationships, And Family

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.

Number of Credits: 3

How Offered: Face-to-Face

SOC 233 - Work and Occupations

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.

Number of Credits: 3

How Offered: Face-to-Face

SOC 237 (257) - The City: Conflict and Change

This course is 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.

Number of Credits: 3

How Offered: Face-to-Face

SOC 238 (258) - Environment and Society

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.

Number of Credits: 3

How Offered: Face-to-Face

SOC 260 - Men and Women in Contemporary Society

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.

Number of Credits: 3

How Offered: Face-to-Face

SOC 262 - Dynamics of Race and Ethnicity in Contemporary Societies

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

ILO Met: ILO 11.1 - Cultural and Global Awareness and Sensitivity

SOC 263 - Anthropology

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.

Number of Credits: 3

How Offered: Face-to-Face

SOC 265 - Sociology of Law

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.

Number of Credits: 3

How Offered: Face-to-Face

SOC 270, 370, 470 - Special Topics in Sociology

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.

Number of Credits: 3

How Offered: Face-to-Face

SOC 301 - Principles of Statistics

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

ILO Met: ILO 3.1.b - Quantitative Reasoning

SOC 302 - Statistical Analysis and Data Base Design

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: SOC 301 or permission of instructor

SOC 305 - Society and The Individual

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.

Number of Credits: 3

How Offered: Face-to-Face

SOC 306 - Complex Organizations in Contemporary Society

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.

Number of Credits: 3

How Offered: Face-to-Face

SOC 308 - Social Inequality in Contemporary Society

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.

Number of Credits: 3

How Offered: Face-to-Face

SOC 309 - Health, Healing, And Health Care

This course provides an introduction to the sociology of health, healing and health care, and to social epidemiology. Examines the relationship between healthcare 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.

Number of Credits: 3

How Offered: Face-to-Face

SOC 310 - Sociological Theory

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: SOC 150

SOC 312 - Social Movements in Contemporary Society

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.

Number of Credits: 3

How Offered: Face-to-Face

SOC 320 - Delinquency and Juvenile Justice

Cross-listed with CRJ/SWK 320 (formerly CRJ 220)

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.

Number of Credits: 3

How Offered: Face-to-Face

SOC 340 - Sociological Internship and Practice

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, beginning the summer between sophomore and junior year. 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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: Rising junior or senior status, and minimum overall GPA of 2.7

SOC 385 - Theories of Deviance

Crosslisted with CRJ 385

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.

Number of Credits: 3

How Offered: Face-to-Face

SOC 480 - Research Methods

This course is an introduction to the social research processes, using both quantitative and qualitative approaches. Construction of a research proposal.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: Taken concurrently with SOC 301

SOC 481 - Research Seminar

The experience provides an opportunity to conduct original research in one area of social reality employing a research method of the student's choosing.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: SOC 302 (or taken concurrently); SOC 480

School of Business

Overview

Business education has been part of the La Salle curriculum since its founding in 1863. The School of Business, one of three schools in the University, was established in 1955, and its MBA program began in 1976. As a business school in a Catholic, Lasallian University, students are taught fundamental business knowledge and skills within an ethical framework which emphasizes the primacy and value of human dignity.

The Business School 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. As an AACSB-accredited business school, the Dean's office and faculty use continuous quality-improvement processes to ensure that the many offerings of the School of Business are of the highest quality. Programs are also regularly evaluated in terms of standards established by various professional bodies, such as the American Institute of Certified Public Accountants, the American Management Association, University Sales Center Alliance and the American Marketing Association. Ongoing engagement with alumni, employers and the business executives on the Dean's Advisory Board ensure that the programs are current and relevant in a rapidly-changing global environment. The school has received external validations of the quality and outcomes of its programs through rankings with U.S. News and World Report and The Princeton Review. 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.

Mission

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.

Deans' Office Resources

MarySheila McDonald

Dean, School of Business

mcdonaldms@lasalle.edu

Founders' Hall 249

(215) 951-1059

Patrick O'Brien

Associate Dean

obrienp@lasalle.edu

Founders' Hall 248

(215) 951-1572

Susan Mudrick

Assistant Dean

mudrick@lasalle.edu

Founders' Hall 241

(215) 951-1104

Oversees advising system for undergraduate Traditional/Day business students. Advises students who: study abroad; seek approval for taking courses at other schools to transfer back; have been suspended; are new transfer students; change their majors into the School of Business from one of the other Schools; are returning; seek approval for CLEP exams; dual majors across Schools. Certifies students for graduation.

Lynnette Clement

Director of Human Capital Development and Organizational Leadership Programs

clementl@lasalle.edu

Founders' Hall 278

(215) 991-3682

Advises Non-Traditional/Evening Business and Evening Accounting Students.

Elizabeth Scofield

Director of Full-Time MBA Program

scofield@lasalle.edu

Founders' Hall 233

(215) 951-1913

Advises students in BS/MBA Program for MBA courses in fourth year.

Erin Sheehan

Administrative Assistant

sheehan@lasalle.edu

Founders' Hall 246

(215) 951-1834

Assistant to Dean and Associate Dean.

Kristen Garry

Administrative Assistant

garry@lasalle.edu

Founders' Hall 244

(215) 951-1058

Handles and/or answers questions to students regarding: changing their majors; withdrawing from classes; withdrawing from the University; seeking to make appointments with Assistant Dean and Director of Business Scholars Co-op; prepares Dean's Lists and Certificates; general academic-related inquiries.

Penelope Grob

Director, Business Scholars Co-op Program

grob@lasalle.edu

Founders' Hall 228

(215) 951-5113

Oversees all aspects of the undergraduate Business Scholars Co-op Program, including but not limited to academic advising, mentorship and career preparation for students in the program.

Elizabeth Schroeder

Director, Business Leadership Fellows Program

schroedere@lasalle.edu

Founders' Hall 243

(215) 951-1314

Oversees the management of the Business Leadership Fellows Program. Advises students who are interested in participating and/or are Fellows of the program; coaches Fellows on professional development opportunities (including internship and job searching, job shadowing, etc.).

Steve Melick

Executive Director of La Salle Center for Entrepreneurship

melick@lasalle.edu

Founders' Hall 242

(215) 951-1439

School Specific Academic Policies

Independent Studies

In general, the School of Business does not offer independent studies.

Dual Majors and Waivers

Courses are not waived for students who dual major with both majors in the School of Business. Limited waivers may be granted to students who dual major across Schools (i.e., one major is in the School of Business and one is outside of the School of Business).

Taking courses at other schools

Students may take courses at other schools to transfer back to La Salle (as long as University policies on transfer are complied to). Some courses—including but not limited to Major courses and several Business Core courses—may not be taken at other schools. Students seeking to take courses at other schools should consult with the Assistant Dean for approval.

Taking MBA courses while still Undergraduate

Students who have 3.5 cumulative GPA's may opt to take up to two MBA courses during their last year however the credits and courses will not count towards undergraduate degree requirements (i.e., the MBA courses would be over and above undergraduate course and credit degree requirements). Conditions include: the student has had the course pre-requisites; received approval from the Chairperson of their department; seats are available as determined by the MBA Director.

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.

LA SALLE UNDERGRADUATE COURSES	COURSE
ECN 150 Introductory Macroeconomics and ECN 201 Introductory Microeconomics	MBA 610
BUS 101 Introduction to Financial Accounting	MBA 615
BUS 206 Financial Markets and Institutions and BUS 208 Fundamentals of Financial Management	MBA 630
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**

For information about admission into the MBA program please contact [Office of Graduate and Adult Enrollment](#).

Opportunities Outside the Classroom

Engagement with the business community and opportunities to practice what is learned in the classroom are critical pieces to a holistic business education. Students are encouraged to participate in the multiple programs and experiences provided by the School of Business including:

The Center for Entrepreneurship and its Open Minds Competition and Business Engagement Center

Since the late 1970's, the School of Business has housed one of the most highly recognized Non-Profit Centers on the east coast. This center has provided numerous opportunities for student engagement in the non-profit community.

Networking Nights and alumni shadowing programs

The Department of Marketing's newly accredited Sales Center which engages faculty, students, and external stakeholders.

Bloomberg trading room

Student Case Competitions allow students to work in teams on a real or simulated business cases as part regional, national and international collegiate competitions. Recent case competition were hosted not only in Philadelphia; our students have competed in Arizona, California, Massachusetts, Rhode Island and Canada.

Student Organizations

The School of Business offers students multiple ways to get involved as leadership in clubs and honor societies. Some clubs are affiliate with a major such as Accounting, Finance, Business Analytics or Marketing while other organizations are open to all business majors such as the professional business fraternity, Delta Sigma Pi and the Business of Sports club. The Dean has 2 student advisory boards- the Dean's Freshmen Advisory Board and the Dean's Students Advisory Board (comprised of the officers of each of the business school clubs.)

International Education Opportunities

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.

Experiential Education Programs

Experiential Education Programs provide hands-on experience in business organizations. 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. Recent participants have included Aramark, Baker Tilly, Johnson & Johnson, PwC, KPMG, EY, Deloitte, Disney, Burlington Stores, CIGNA, IBX, SAP, Sunoco.

The Internship/ Co-op Program and Business Scholars Co-op Program are the experiential education program options for students.

Internship/Co-op Program

Internships and co-ops are available throughout the year (most are taken during the fall or spring semesters) and range from three to six months. Students generally participate during their junior or senior years. Internships may be full time or part time, paid or non-paid. They count as free electives and not as major courses. Students earn

three credits for internships and co-ops. As with other courses, they must be rostered prior to the end of the first week of the semester. Co-ops and full-time internships are up to six months long. They are paid positions. A student taking a co-op or full-time internship may graduate in four years by following the model roster on the following page. (For additional information, see Page 17). Part-time internships are one semester long and generally are non-paid. The student ordinarily carries a full academic schedule along with the part-time internship. Up to three co-ops or internships may be taken over the course of a student's years at La Salle. Contact the Associate Director for Experiential Education in the Career Planning Office at 215.951.1075 for more information.

Business Scholars Co-op Program

La Salle University's School of Business recognizes the challenges faced by today's businesses and our highly motivated students. The Business Scholars Co-op Program provides our students with exceptional relevant professional work experiences. The goal of our program is to meet the academic and introductory work experience needs of well-rounded academically talented students.

Overview

The Business Scholars Co-op Program is similar to traditional applied learning programs. Highlights of the program are:

- Prepares students through classroom theory, builds an academic co-hort experience where students take up to six classes together throughout their four years
- Develops professional skills through workshops, corporate speakers and site visits, leadership on campus as well as participation in case competitions
- Enables students to gain up to 12 months of practical work experience for successful career placement.
- Mentorship 1:1 mentoring from alumni of the BSCP and the Program Director
- Real World Professional Experiences while out on co-op you are in a professional settings working full-time and are paid competitive wages by employers during their assignments.

A unique characteristic of our program is our accelerated curriculum, which enables students to graduate in only four years, rather than the traditional five years required by programs at other universities.

Co-op students are eligible for their 1st work assignment at the completion of 5 semesters (71 credit hours) of classroom study. The 1st work assignment, which occurs during the summer following students' sophomore year, is a three to four month experience. The 2nd work assignment is a six to eight month experience in either spring and summer of students' junior year or summer following junior year and fall of senior year.

Admissions Criteria

Freshmen students can apply to the Business Scholars Co-op Program who have been accepted for admission by the University. There are two entry points to the program, the first is while still in high school, criteria during this phase includes a combined SAT Critical Reading and Math scores of approximately 1270 or a composite ACT score of 26 and who have a high school cumulative GPA of 3.5 or higher on a 4.0 high school scale. The second entry point is after students have completed their fall freshmen semester at La Salle University and have achieved a cumulative GPA of 3.5 and a grade of B or better in their School of Business academic coursework.

Take advantage of the ability to combine programs, including the University Honors Program or the Four-Year BS/MBA program. The Academic/Work Term Sequence also makes it easy for student athletes to participate in the program.

[View the Business Scholars Co-op Program website](#) for more information.

Contact Information

Penelope C. Grob
Director, Business Scholars Co-op Program
grob@lasalle.edu
215-951-5113

Business Fellows Leadership Program

The Business Leadership Fellows Program provides students with the skills, knowledge, experiences and confidence to differentiate themselves as they enter an increasingly competitive global economy. The Fellows program is designed to develop confident leaders by integrating the business curriculum with intentional skills training,

supervised leadership experiences, multiple experiential learning opportunities (such as internships, co-op, travel study and mentorship) and an emphasis on social responsibility.

The BLFP competitive advantage is rooted in the transformational nature of the program's design in which each Fellow will:

- Explore leadership theories and practice leadership through a variety of on-campus, academic, co-curricular and community engagement.
- Receive 1:1 guidance from La Salle Alumni mentors as well as personalized coaching and advising from the BLFP Director.
- Build professional skills through experiential opportunities such as internships, co-ops, travel study trips and job shadowing.
- Demonstrate social responsibility through active commitment to the communities, organizations, nonprofits or causes which inspire and motivate each individual Fellow.
- Document a progressive record of professional and personal development and reflections through use of an electronic portfolio which serve as a valuable archive and narrative which each Fellow will use as they engage in interviews and networking.

The program is open to any La Salle student majoring in business who will be a freshman, sophomore, or junior in Fall 2018, including transfer students. Interested students must apply and meet the admission requirements, which include:

- Cumulative GPA of 3.2 or higher on a 4.0 scale
- In-person or Skype interview with the Director of the Business Leadership Fellows Program

[View the Business Leadership Fellows Program website](#) for more information.

Contact Information

Elizabeth Schroeder, M.S.
Director, Business Leadership Fellows Program
schroedere@lasalle.edu
215.951.1314

Four-Year Dual BS/MBA Program for Accounting majors allows students to earn their Bachelor's and Master's degrees in just four years and to meet the 150-hour requirement for CPA certification.

Departments

- [Accounting](#)
- [Business Systems and Analytics](#)
- [Finance](#)
- [Management and Leadership](#)
- [Marketing](#)
- [Organizational Leadership](#)

Majors

- [Accounting \(Non-Traditional/Evening\)](#)

- [Accounting \(Traditional/Day\)](#)
- [Accounting B.S./MBA \(4-Year\)](#)
- [Business Administration \(Non-Traditional/Evening\)](#)
- [Business Administration \(Traditional/Day\)](#)
- [Business Systems and Analytics](#)
- [Finance](#)
- [International Business](#)
- [Management and Leadership](#)
- [Marketing](#)
- [Organizational Leadership](#)

Minors

- [Accounting Minor](#)
- [Business Administration Minor](#)
- [Business Systems and Analytics Minor](#)
- [Entrepreneurship Minor](#)
- [Finance Minor for Accounting Majors](#)
- [Management and Leadership Minor](#)
- [Marketing Minor](#)
- [Risk Management and Insurance Minor](#)

Department of Accounting

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.

Department Goals

- 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.
- Our graduates will be able to apply the critical thinking and analytical skills that support professional skepticism, assessment, and assurance of accounting information.
- Our graduates will develop communication skills that will allow them to effectively communicate financial and non-financial results.
- Our graduates will be able to record, analyze, and interpret historical and prospective financial and non-financial information.
- Our graduates will be able to use technology as appropriate to analyze financial and non-financial information.
- Our graduates will demonstrate an understanding of tax policy, strategy and compliance.

Major(s) Offered

[Accounting – BSBA \(4 year\)](#)

[Accounting – BSBA/MBA Dual Degree \(4 year\)](#)

[Accounting – BSBA \(4 year Non-Traditional/Evening\)](#)

Minor(s) Offered

[Accounting](#)

Location/Contact Information

Dr. Kristin Wentzel, Chairperson

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Ms. Elizabeth Medina
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Full-Time Faculty

PROFESSOR EMERITUS: Welsh

PROFESSORS: Borkowski

ASSOCIATE PROFESSORS: Lafond, Leaby, Ugras, Wentzel

ASSISTANT PROFESSORS: Brazina, Fitzgerald, Hua

Accounting (Non-Traditional/Evening)

Program Description

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.

Why take this major?

Accountants are key business partners in any business organization helping insure that business decisions are based on sound financial information. Since accounting is a key component of all businesses and industries, there are many job possibilities for accounting graduates. Certified Public Accountants (CPAs), internal auditors, financial planners, merger and acquisition consultants, and tax planners are just some of the possible career paths.

Student Learning Outcomes

- 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.
- Our graduates will be able to apply the critical thinking and analytical skills that support professional skepticism, assessment, and assurance of accounting information.
- Our graduates will develop communication skills that will allow them to effectively communicate financial and non-financial results.
- Our graduates will be able to record, analyze, and interpret historical and prospective financial and non-financial information.
- Our graduates will be able to use technology as appropriate to analyze financial and non-financial information.
- Our graduates will demonstrate an understanding of tax policy, strategy and compliance.
- Our graduates will understand international accounting issues and practices, including roles and responsibilities played by accountants within a global context.

Program Contact Information

Degree Earned

BSBA

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

2.0 Overall and in Upper-Level Major courses

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

FYS 130 - First-Year Academic Seminar **

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

MTH 114 - Applied Business Calculus

ILO 6.1: Technological Competency

CSC 155 - Introduction to Computer Applications for Business

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

BUS 150 - Presentation and Collaboration Skills for Business

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

ECN 150 - Introductory Macroeconomics: The U.S. in the Global Economy I

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

Business Core

- ECN 201 – Introduction to Microeconomics: Business Firm and Market Analysis I
- BUS 100 – Business Perspectives
- BUS 101 – Financial Accounting
- BUS 202 – Descriptive and Predictive Analytics
- BUS 203 – Organizational Behavior
- BUS 204 – Marketing
- BUS 205 – Business Systems for Analytics
- BUS 206 – Financial Markets and Institutions
- BUS 207 – Managerial Accounting
- BUS 208 – Financial Management
- BUS 303 – Legal and Ethical Environment of Business
- BUS 304 – Prescriptive Analytics
- BUS 400 – Business Strategy
- International Business Course/Experience – ECN 331, ECN 333, ECN 335, BUS 300, MKT 305 FIN 403 or MGT 356

Discipline Specific

- ACC 201 Intermediate Financial Accounting I
- ACC 202 Intermediate Financial Accounting II
- ACC 303 Cost Management
- ACC 304 Auditing
- ACC 307 Income Tax
- ACC 405 Accounting for the Multinational Enterprise
- Must take 2 of the following controlled electives – ACC 406, ACC 418, ACC 478

*Please note: FYS course & BUS 100 is required for **Traditional/Day** students only

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Minor Requirements

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

Recommended Course Sequence

It is preferred that Non-Traditional/Evening students follow the day [model roster](#).

Course Descriptions

ACC 201 - Intermediate Financial Accounting I

Accounting issues related to the measurement of profitability, liquidity and financial flexibility. Topics include revenue recognition, cost allocation, and recognition and measurement of assets.

Number of Credits: 4

When Offered: Fall, Spring

How Offered: Face-to-Face, Online

Prerequisites: BUS 101 with a “C” grade or better

ACC 202 - Intermediate Financial Accounting II

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.

Number of Credits: 4

Prerequisites: ACC 201 with a “C” grade or better

ACC 260, 360, 460 - Part-Time Internship in Accounting

Part-time, paid or non-paid employment in an accounting setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. Position must be approved by the Accounting Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as a free elective, not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis. The number 360 is used if taken in junior year and 460 if taken in senior year.

Number of Credits: 3

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 - Cost Management

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: BUS 202 (can be taken concurrently with BUS 202), BUS 207

ACC 304 - Auditing

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: ACC 202 (can be taken concurrently with ACC 202)

ACC 307 - Income Tax

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: BUS 101

ACC 350 - Cooperative Education (Junior Standing)

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 Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter-grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail.

Number of Credits: 3

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 - Full-Time Internship

Full-time, paid employment in an accounting setting to provide on-the-job training (part-time positions at least six months in duration may qualify). Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as a free elective, not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis (grading for co-ops is on a pass/fail basis); the faculty member in the Accounting Department who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. The number 365 is used if taken in junior year and 465 if taken in senior year.

Number of Credits: 3

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 - Accounting for The Multinational Enterprise

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: ACC 202 and senior standing

ACC 406 - Special Topics in Financial Reporting

A study of special topics in accounting including partnerships, estate and trust, bankruptcy and fund accounting including governmental, not-for-profit, and hospital accounting.

Number of Credits: 3

When Offered: Spring

Restrictions: ACC 202 and Senior standing.

ACC 418 - Corporate and Other Taxation

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: ACC 307 and senior standing.

ACC 450 - Cooperative Education (Senior Standing)

This is a full-time, paid, four to eight months assignment in a cooperating firm.

Involves job-related learning under faculty supervision. The position must be approved by the Accounting Department. For registration information, students in the Business Scholars Co-op Program should consult with the Director of the Program and students who are not in the Business Scholars Program should consult with the Associate Director for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member in the Accounting Department who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail.

Number of Credits: 3

Prerequisites: 2.25 minimum, overall and major, GPA (higher for students in the Business Scholars Co-op Program) and completion of ACC 201 and preferably ACC 202 as well.

ACC 471 - Personal Financial Planning

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Senior standing and a grade of B or better in ACC 307 (Income Tax).

ACC 478 - Accounting Information and Enterprise Resource Systems

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.

Number of Credits: 3

When Offered: Spring

How Offered: Hybrid

Prerequisites: ACC 202 and senior standing.

ACC 480 - Accounting Seminar

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

Number of Credits: 3

Accounting (Traditional/Day)

Program Description

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.

Why take this major?

Accountants are key business partners in any business organization helping insure that business decisions are based on sound financial information. Since accounting is a key component of all businesses and industries, there are many

job possibilities for accounting graduates. Certified Public Accountants (CPAs), internal auditors, financial planners, merger and acquisition consultants, and tax planners are just some of the possible career paths.

Student Learning Outcomes

- 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.
- Our graduates will be able to apply the critical thinking and analytical skills that support professional skepticism, assessment, and assurance of accounting information.
- Our graduates will develop communication skills that will allow them to effectively communicate financial and non-financial results.
- Our graduates will be able to record, analyze, and interpret historical and prospective financial and non-financial information.
- Our graduates will be able to use technology as appropriate to analyze financial and non-financial information.
- Our graduates will demonstrate an understanding of tax policy, strategy and compliance.
- Our graduates will understand international accounting issues and practices, including roles and responsibilities played by accountants within a global context.

Program Contact Information

Degree Earned

BSBA

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

2.0 Overall and in Upper-Level Major courses

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

MTH 114 - Applied Business Calculus

ILO 6.1: Technological Competency

CSC 155 - Introduction to Computer Applications for Business

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

BUS 150 - Presentation and Collaboration Skills for Business

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

ECN 150 - Introductory Macroeconomics: The U.S. in the Global Economy I

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

Business Core

- ECN 201 – Introduction to Microeconomics: Business Firm and Market Analysis I
- BUS 100 – Business Perspectives*
- BUS 101 – Financial Accounting
- BUS 202 – Descriptive and Predictive Analytics
- BUS 203 – Organizational Behavior
- BUS 204 – Marketing
- BUS 205 – Business Systems for Analytics
- BUS 206 – Financial Markets and Institutions
- BUS 207 – Managerial Accounting
- BUS 208 – Financial Management
- BUS 303 – Legal and Ethical Environment of Business
- BUS 304 – Prescriptive Analytics
- BUS 400 – Business Strategy
- International Business Course/Experience

Discipline specific

- ACC 201 Intermediate Financial Accounting I
- ACC 202 Intermediate Financial Accounting II
- ACC 303 Cost Management
- ACC 304 Auditing
- ACC 307 Income Tax
- ACC 405 Accounting for the Multinational Enterprise
- Any two additional 400-level accounting courses with the exception of ACC 450, 460, and 465

*Please note: FYS course & BUS 100 is required for *Traditional/Day* students only

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Minor Requirements

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

Recommended Course Sequence

[Model rosters](#) should be followed for course sequencing.

Course Descriptions

ACC 201 - Intermediate Financial Accounting I

Accounting issues related to the measurement of profitability, liquidity and financial flexibility. Topics include revenue recognition, cost allocation, and recognition and measurement of assets.

Number of Credits: 4

When Offered: Fall, Spring

How Offered: Face-to-Face, Online

Prerequisites: BUS 101 with a “C” grade or better

ACC 202 - Intermediate Financial Accounting II

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.

Number of Credits: 4

Prerequisites: ACC 201 with a “C” grade or better

ACC 260, 360, 460 - Part-Time Internship in Accounting

Part-time, paid or non-paid employment in an accounting setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. Position must be approved by the Accounting Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as a free elective, not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis. The number 360 is used if taken in junior year and 460 if taken in senior year.

Number of Credits: 3

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 - Cost Management

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: BUS 202 (can be taken concurrently with BUS 202), BUS 207

ACC 304 - Auditing

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: ACC 202 (can be taken concurrently with ACC 202)

ACC 307 - Income Tax

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: BUS 101

ACC 350 - Cooperative Education (Junior Standing)

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 Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter-grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail.

Number of Credits: 3

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 - Full-Time Internship

Full-time, paid employment in an accounting setting to provide on-the-job training (part-time positions at least six months in duration may qualify). Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as a free elective, not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis (grading for co-ops is on a pass/fail basis); the faculty member in the Accounting Department who is supervising the experience has the

discretion as to whether to roster it as a co-op or internship. The number 365 is used if taken in junior year and 465 if taken in senior year.

Number of Credits: 3

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 - Accounting for The Multinational Enterprise

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: ACC 202 and senior standing

ACC 406 - Special Topics in Financial Reporting

A study of special topics in accounting including partnerships, estate and trust, bankruptcy and fund accounting including governmental, not-for-profit, and hospital accounting.

Number of Credits: 3

When Offered: Spring

Restrictions: ACC 202 and Senior standing.

ACC 418 - Corporate and Other Taxation

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: ACC 307 and senior standing.

ACC 450 - Cooperative Education (Senior Standing)

This is a full-time, paid, four to eight months assignment in a cooperating firm.

Involves job-related learning under faculty supervision. The position must be approved by the Accounting Department. For registration information, students in the Business Scholars Co-op Program should consult with the Director of the Program and students who are not in the Business Scholars Program should consult with the Associate Director for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member in the Accounting Department who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail.

Number of Credits: 3

Prerequisites: 2.25 minimum, overall and major, GPA (higher for students in the Business Scholars Co-op Program) and completion of ACC 201 and preferably ACC 202 as well.

ACC 471 - Personal Financial Planning

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Senior standing and a grade of B or better in ACC 307 (Income Tax).

ACC 478 - Accounting Information and Enterprise Resource Systems

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.

Number of Credits: 3

When Offered: Spring

How Offered: Hybrid

Prerequisites: ACC 202 and senior standing.

ACC 480 - Accounting Seminar

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

Number of Credits: 3

Accounting B.S./MBA (4-Year)

Program Description

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 1270 or higher. 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.

Why take this major?

Students in this program are ready to get down to business. They know they want to work in public accounting. The program allows exceptionally driven students to meet the 150-credit requirement for CPA certification and licensure in Pennsylvania and 47 other states immediately upon graduation, and all in just four years.

Student Learning Outcomes

- 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.
- Our graduates will be able to apply the critical thinking and analytical skills that support professional skepticism, assessment, and assurance of accounting information.
- Our graduates will develop communication skills that will allow them to effectively communicate financial and non-financial results.
- Our graduates will be able to record, analyze, and interpret historical and prospective financial and non-financial information.
- Our graduates will be able to use technology as appropriate to analyze financial and non-financial information.
- Our graduates will demonstrate an understanding of tax policy, strategy and compliance.

Program Contact Information

Degree Earned

BSBA and MBA

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

2.0 Overall and in Upper-Level Major courses

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

MTH 114 - Applied Business Calculus

ILO 6.1: Technological Competency

CSC 155 - Introduction to Computer Applications for Business

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

BUS 150 - Presentation and Collaboration Skills for Business

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

ECN 150 - Introductory Macroeconomics: The U.S. in the Global Economy I

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

Business Core

- ECN 201 – Introduction to Microeconomics: Business Firm and Market Analysis I
- BUS 100 – Business Perspectives
- BUS 101 – Financial Accounting
- BUS 202 – Descriptive and Predictive Analytics
- BUS 203 – Organizational Behavior
- BUS 204 – Marketing
- BUS 205 – Business Systems for Analytics
- BUS 206 – Financial Markets and Institutions
- BUS 207 – Managerial Accounting
- BUS 208 – Financial Management
- BUS 303 – Legal and Ethical Environment of Business
- BUS 304 – Prescriptive Analytics
- BUS 400 – Business Strategy
- International Business Course/Experience

Major courses

- ACC 201 Intermediate Financial Accounting I
- ACC 202 Intermediate Financial Accounting II
- ACC 303 Cost Management
- ACC 304 Auditing
- ACC 307 Income Tax
- ACC 405 Accounting for the Multinational Enterprise

Additional accounting requirements are met in the 4th year MBA program. See the Graduate Catalog. One-year MBA, Accounting Track for program requirements.

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Recommended Course Sequence

[Model rosters](#) should be followed for course sequencing.

Course Descriptions

ACC 201 - Intermediate Financial Accounting I

Accounting issues related to the measurement of profitability, liquidity and financial flexibility. Topics include revenue recognition, cost allocation, and recognition and measurement of assets.

Number of Credits: 4

When Offered: Fall, Spring

How Offered: Face-to-Face, Online

Prerequisites: BUS 101 with a "C" grade or better

ACC 202 - Intermediate Financial Accounting II

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.

Number of Credits: 4

Prerequisites: ACC 201 with a "C" grade or better

ACC 260, 360, 460 - Part-Time Internship in Accounting

Part-time, paid or non-paid employment in an accounting setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. Position must be approved by the Accounting Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as a free elective, not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis. The number 360 is used if taken in junior year and 460 if taken in senior year.

Number of Credits: 3

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 - Cost Management

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: BUS 202 (can be taken concurrently with BUS 202), BUS 207

ACC 304 - Auditing

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: ACC 202 (can be taken concurrently with ACC 202)

ACC 307 - Income Tax

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: BUS 101

ACC 350 - Cooperative Education (Junior Standing)

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 Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter-grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail.

Number of Credits: 3

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 - Full-Time Internship

Full-time, paid employment in an accounting setting to provide on-the-job training (part-time positions at least six months in duration may qualify). Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as a free elective, not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis (grading for co-ops is on a pass/fail basis); the faculty member in the Accounting Department who is supervising the experience has the

discretion as to whether to roster it as a co-op or internship. The number 365 is used if taken in junior year and 465 if taken in senior year.

Number of Credits: 3

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 - Accounting for The Multinational Enterprise

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: ACC 202 and senior standing

ACC 406 - Special Topics in Financial Reporting

A study of special topics in accounting including partnerships, estate and trust, bankruptcy and fund accounting including governmental, not-for-profit, and hospital accounting.

Number of Credits: 3

When Offered: Spring

Restrictions: ACC 202 and Senior standing.

ACC 418 - Corporate and Other Taxation

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: ACC 307 and senior standing.

ACC 450 - Cooperative Education (Senior Standing)

This is a full-time, paid, four to eight months assignment in a cooperating firm.

Involves job-related learning under faculty supervision. The position must be approved by the Accounting Department. For registration information, students in the Business Scholars Co-op Program should consult with the Director of the Program and students who are not in the Business Scholars Program should consult with the Associate Director for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member in the Accounting Department who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail.

Number of Credits: 3

Prerequisites: 2.25 minimum, overall and major, GPA (higher for students in the Business Scholars Co-op Program) and completion of ACC 201 and preferably ACC 202 as well.

ACC 471 - Personal Financial Planning

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Senior standing and a grade of B or better in ACC 307 (Income Tax).

ACC 478 - Accounting Information and Enterprise Resource Systems

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.

Number of Credits: 3

When Offered: Spring

How Offered: Hybrid

Prerequisites: ACC 202 and senior standing.

ACC 480 - Accounting Seminar

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

Number of Credits: 3

Department of Business Systems and Analytics

Mission Statement

The mission of the Business Systems and Analytics 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 Business Systems and Analytics 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.

Department Goals

Data and Technology Skills

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

BSA Learning Objective: Demonstrate the ability to perform data analysis 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 400, BSA 420, BSA 480

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

BSA Learning Objective: 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 400, BSA 410, BSA 420, BSA 480

Critical Thinking and Problem Solving Skills

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

BSA Learning Objective: 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 400, BSA 410, BSA 420, BSA 480

Communication Skills

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

BSA Learning Objective: 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 400, BSA 410, BSA 420, BSA 480

Major(s) Offered

[Business Systems and Analytics - BSBA](#)

Minor(s) Offered

[Business Systems and Analytics](#)

Location/Contact Information

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Full-Time Faculty

PROFESSORS: Tavana

ASSOCIATE PROFESSORS: Szabat

ASSISTANT PROFESSORS: Varzgani, Otto

Business Systems and Analytics

Program Description

As the field of business moves deeper into the age of Big Data, analytics plays an increasingly important role in how companies make decision and improve productivity. Effectively aggregating, organizing, and understanding data can be the determining factor in the success or failure of an organization. Companies are seeking skilled employees who are comfortable with working with data and making informed and effective decisions in technology-rich environments.

Studying Business Systems and Analytics at La Salle University will prepare you for beginning your career in business analytics and data sciences. The demand for employers equipped with information systems and business analytics knowledge and skills is steadily on the rise making this an incredibly attractive sector for employment. In addition, Philadelphia is an active hiring market putting graduates of La Salle University in a prime location.

Why take this major?

- In courses that mix data analytics skills with information systems (e.g., data mining, business intelligence, predictive modeling), students will learn to use data and technology effectively at the workplace.
- Our faculty members are teachers, scholars, and mentors, armed with the experience and dedication to help students achieve their goals.
- Our program capitalizes on the city of Philadelphia's lively business scene (i.e., financial analytics, healthcare analytics, sports, etc.). Students venture into the business world to work side-by-side with professionals who are harvesting data, analyzing its importance, and using it to make informed decisions.
- Business leaders are frequent guests in our classrooms, which allows them to share their real-world experience and insight with students.
- Our graduates leave La Salle with the technical, analytical, and managerial skills to collect, manage, and analyze data.
- An education in Business Systems and Analytics offers a wide range of industries to find a career in with strong emphasis in the Finance and Insurance, Professional Services, and IT sectors. Our students have numerous career options including:

- Chief Information Officer
- Chief Data Officer
- Director of IT
- Financial Analyst
- Operations Analyst
- Business Intelligence Architect
- Data Mining Analyst
- Biostatistician
- Data Engineer
- Financial Quantitative Analyst
- Sports Analyst
- Healthcare Analyst
- Marketing Analyst

Student Learning Outcomes

Student learning goals and objectives for the Business Systems and Analytics Department are:

Data and Technology Skills

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

BSA Learning Objective: Demonstrate the ability to perform data analysis 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 400, BSA 420, BSA 480

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

BSA Learning Objective: 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 400, BSA 410, BSA 420, BSA 480

Critical Thinking and Problem Solving Skills

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

BSA Learning Objective: 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 400, BSA 410, BSA 420, BSA 480

Communication Skills

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

BSA Learning Objective: 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 400, BSA 410, BSA 420, BSA 480

Program Contact Information

Degree Earned

BSBA

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

2.0 Overall and in Upper-Level Major courses

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

MTH 114 – Applied Business Calculus

ILO 6.1: Technological Competency

CSC 155 – Introduction to Computer Applications for Business

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

BUS 150 – Presentation and Collaboration Skills for Business

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

ECN 150 – Introductory Macroeconomics: The U.S. in the Global Economy I

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

Business Core

- ECN 201 – Introduction to Microeconomics: Business Firm and Market Analysis I
- BUS 100 – Business Perspectives
- BUS 101 – Financial Accounting
- BUS 202 – Descriptive and Predictive Analytics
- BUS 203 – Organizational Behavior
- BUS 204 – Marketing
- BUS 205 – Business Systems for Analytics
- BUS 206 – Financial Markets and Institutions
- BUS 207 – Managerial Accounting
- BUS 208 – Financial Management
- BUS 303 – Legal and Ethical Environment of Business
- BUS 304 – Prescriptive Analytics
- BUS 400 – Business Strategy
- International Business Course/Experience – ECN 331, ECN 333, ECN 335, BUS 300, MKT 305 FIN 403 or MGT 356

Discipline Specific

- BSA 302 – Applied Regression Modeling and Visualization
- BSA 410 – Systems Analysis and Database Design
- BSA 420 – Data Warehousing and Data Mining in Business
- BSA 480 – Business Systems and Analytics Capstone
- Choose one of the following: BSA 371, BSA 385, BSA 400, BSA 405, BSA 415

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Minor Requirements

- REQUIRED FOR MINOR IN BUSINESS SYSTEMS AND ANALYTICS

(FOR BUSINESS MAJORS): 6 COURSES

- School of Business core courses: BUS 202, BUS 205, AND BUS 304
- BSA 302
- BSA 410
- BSA 420

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

- REQUIRED FOR MINOR IN BUSINESS SYSTEMS AND ANALYTICS

(FOR NON-BUSINESS MAJORS): 6 COURSES

Choose one of the following:

- BUS 100 OR BUS 101
- BUS 202 (or equivalent)

- BUS 205
- BSA 302
- BSA 410
- BSA 420

Recommended Course Sequence

[Model rosters](#) should be followed for course sequencing.

Course Descriptions

BSA 260, 360, 460 - Part-Time Internship in Business Systems and Analytics

Part-time, generally non-paid employment in a company or organizational setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as an elective and not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis. The number 360 is used if taken in junior year and 460 if taken in senior year.

Number of Credits: 3

When Offered: Fall, Spring, Summer

Prerequisites: 2.5 minimum GPA, completion of BUS 205, and preferably an upper-level major course, or permission of the Assistant Dean

BSA 302 - Applied Regression Modeling and Visualization

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: BUS 202 or equivalent

BSA 350 - Cooperative Education (Junior Standing)

This is a full-time, paid, approximately four-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the Business Systems and Analytics Department. For registration information, students in the Business Scholars Co-op Program should consult with the Director of the program, and students who are not in the Business Scholars Program should consult with the Associate Director for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail.

Number of Credits: 3

When Offered: Fall, Spring, Summer

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 - Full-Time Internship in Business Systems and Analytics

Full-time paid employment in a company or organizational setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as a free elective and not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis (grading for co-ops is on a pass/fail basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. The number 365 is used if taken in junior year and 465 if taken in senior year.

Number of Credits: 3

When Offered: Fall, Spring, Summer

Prerequisites: 2.5 minimum GPA and completion of BUS 205 and preferably an upper-level major course

BSA 371 - Special Topics in Business Systems and Analytics

This course is designed to address contemporary issues and interests in Business Systems and Analytics. Such topics as Process modeling and Optimization, Web Analytics, Social Network Analytics, and Business Forecasting will be offered in various semesters.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: varies with topics

BSA 385 - Business Intelligence and Knowledge Management

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: BUS 205 or equivalent

BSA 400 - Business Applications Programming

This course explores a problem solving methodology that employs computer programming and scripting. Emphasis is placed on identifying the capabilities and limitations of statistical computing languages for big data. Students will learn skills and techniques to solve big data problems through a series of steps that involve identification of problems, design of the solution logic, formal representation of program specifications, and implementation of it using selected high level languages such as R, Python, and Hadoop. This is a hands-on course. Students will design and develop several computer programs throughout the term.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: BUS 205 or equivalent

BSA 405 - Emerging Trends in Business Systems and Analytics

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Varies by topic

BSA 410 - Systems Analysis and Database Design

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 and write SQL statements to extract information.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: BUS 205 or equivalent

BSA 415 - Small and Medium-Sized Enterprise Systems Development

Intended as a project course in which students are equipped with the knowledge and skills necessary to develop and implement information systems for small and medium-sized enterprises (SMEs). 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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: BUS 205 or equivalent

BSA 420 - Data Warehousing and Data Mining in Business

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: Senior standing and BSA 302

BSA 450 - Cooperative Education (Senior Standing)

This is a full-time, paid, four-to-eight month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the Business Systems and Analytics Department. For registration information, students in the Business Scholars Co-op Program should consult with the Director of the program, and students who are not in the Business Scholars Co-op Program should consult with the Associate Director for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail.

Number of Credits: 3

When Offered: Fall, Spring

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 - Business Systems and Analytics Capstone

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Senior standing and BSA 302 and 420 and 410 (BSA 410 could be taken concurrently)

Department of Finance

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.

Department Goals

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

- To understand basic financial securities, valuation models, and the trade-off between risk and return.
- To understand capital budgeting techniques and discounted cash flow
- To understand capital structure concepts and their effect on firm value.
- To understand how uncertainty and risk can be managed with forecasting and sensitivity analysis to improve decision

Major(s) Offered

[Finance - BSBA](#)

Finance majors must complete requirements for one of the following tracks in Finance:

- Investment and Financial Analysis
- Risk Management
- Managerial Finance

Minor(s) Offered

[Finance Minor for Accounting Majors](#)

[Risk Management & Insurance Minor](#)

Location/Contact Information

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Dr. Evgenii Radetskii

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Sr. Betty McDonald

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Administrative Assistant

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Full-Time Faculty

PROFESSORS EMERITUS: Kane, McNichol

PROFESSORS: Ambrose, Barenbaum, Buch, Schubert

ASSOCIATE PROFESSORS: Cooper

ASSISTANT PROFESSORS: Radetskii

Finance

Program Description

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.

Why take this major?

Finance is the study of facts, principles, and theories related to *raising needed funds* and *the use of those funds*. All individuals, businesses, and governments need to finance their current activities as well as plan for and fund future undertakings, which means that **Finance** plays a central and critical role in the functioning of the economy as a whole.

To prepare students to work and thrive in today's dynamic global financial environment, our program **emphasizes the linking of theory to practice** in the following ways:

- in the classroom
 - develop core competencies in areas such as analytical skills, decision making frameworks, understanding risk and how financial markets work
 - master the use of financials tools including time value analysis, financial forecasting, capital budgeting, asset management, risk evaluation
 - choose at least one of three tracks in a **curriculum uniquely designed with career paths in mind**
 - Managerial Finance Track (MGF)
 - Risk Management Track (RMT)
 - Investment and Financial Analysis Track (IFA)
- encouraging internships and co-ops

- get more depth from classroom knowledge by **experiencing it in the context of the real world**
- discover new strengths and weaknesses or likes and dislikes that will help focus your future plans
- start building professional contacts and networks
- through our clubs
 - manage a real portfolio or attend investment conferences with the Investment Club
 - join Gamma Iota Sigma (the risk management and insurance club) to hear industry speakers, attend professional breakfasts, or go to student conferences
 - **start building professional contacts and networks**

Student Learning Outcomes

- To understand the nature of firm value and maximization of shareholder wealth.
Outcome: demonstrate the ability to calculate and interpret MVA and EVA.
- 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.
- 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.
- 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.
- 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.

Program Contact Information

Degree Earned

BSBA

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

2.0 Overall and in Upper-Level Major courses

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

MTH 114 - Applied Business Calculus

ILO 6.1: Technological Competency

CSC 155 - Introduction to Computer Applications for Business

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

BUS 150 - Presentation and Collaboration Skills for Business

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

ECN 150 - Introductory Macroeconomics: The U.S. in the Global Economy I

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

• Business Core

- ECN 201 – Introduction to Microeconomics: Business Firm and Market Analysis I
- BUS 100 – Business Perspectives
- BUS 101 – Financial Accounting
- BUS 202 – Descriptive and Predictive Analytics
- BUS 203 – Organizational Behavior
- BUS 204 – Marketing
- BUS 205 – Business Systems for Analytics
- BUS 206 – Financial Markets and Institutions
- BUS 207 – Managerial Accounting
- BUS 208 – Financial Management
- BUS 303 – Legal and Ethical Environment of Business
- BUS 304 – Prescriptive Analytics
- BUS 400 – Business Strategy
- International Business Course/Experience – ECN 331, ECN 333, ECN 335, BUS 300, MKT 305 FIN 403 or MGT 356

Discipline Specific

Students take 5 courses from the following, depending on the track they choose:

- FIN 301 – Fundamentals of Risk and Insurance
- FIN 304 – Financial Decision-Making
- FIN 306 – The Financial Services Industry
- FIN 308 – Financial Services Marketing
- FIN 313 – Employee Benefit Planning
- FIN 314 – Risk Management
- FIN 375 – Financial Statement Analysis
- FIN 401 – Investment Analysis
- FIN 403 – International Finance

- FIN 420 – Financial Management of the Insurance Firm

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Minor Requirements

Accounting majors who wish to minor in Finance can do so. Students must successfully complete ACC 202, BUS 206, BUS 208, FIN 304, and two Finance electives at the 300- or 400-level.

Recommended Course Sequence

[Model rosters](#) should be followed for course sequencing.

Course Descriptions

FIN 260, 360, 460 – Part-Time Internship in Finance

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 260 is used if taken in sophomore year, 360 is used if taken in junior year, and 460 if taken in senior year.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: 2.5 minimum GPA and completion of BUS 206 or 208, or permission of the Assistant Dean.

FIN 301 – Fundamentals of Risk and Insurance

(Cross-listed with RMI 301)

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

FIN 304 – Financial Decision-Making

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: BUS 202, 206, and 208

FIN 306 - The Financial Services Industry

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: BUS 202, 206, 208

FIN 308 - Financial Services Marketing

(Cross-listed with MKT 308)

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: BUS 204, 206, 208

FIN 313 - Employee Benefit Planning

(Cross-listed with RMI 313)

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: BUS 208

FIN 314 - Risk Management

(Cross-listed with RMI 314)

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: BUS 202, 208

FIN 350 - Cooperative Education (Junior Standing)

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

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 - Full-Time Internship in Finance

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.

Number of Credits: 3

Prerequisites: 2.5 minimum GPA and completion of BUS 206 or 208

FIN 375 - Financial Statement Analysis

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: BUS 208

FIN 401 - Investment Analysis

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: BUS 202, 206, 208

FIN 403 - International Finance

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: BUS 202, 206, 208

FIN 420 - Financial Management of The Insurance Firm

(Cross-listed with RMI 420)

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: BUS 202, 206, 208

FIN 450 - Cooperative Education (Senior Standing)

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 coops 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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 206 or 208

FIN 470 - Selected Topics in Finance

Selected topics in finance studied in depth under the direction of faculty.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: Senior standing

FIN 483 - Senior Seminar

Designed as the capstone course for the Investment and Financial Analysis track. In-depth coverage of issues in financial analysis, such as ethics, financial reporting, equity investments, portfolio management, fixed income investments, derivatives, and others. Course includes mock exams for the CFA I exam, and students agree to sit for the actual CFA I exam in June.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

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

Risk Management and Insurance Minor

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.

Faculty

Associate Professor: Ambrose

Assistant Professor: McNichol

Course Descriptions

RMI 260, 360, 460 - Part-Time Internship in Risk Management

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.

Number of Credits: 3

RMI 301 - Fundamentals of Risk and Insurance

(Cross-listed with FIN 301)

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.

Number of Credits: 3

RMI 313 - Employee Benefit Planning

(Cross-listed with FIN 313)

A study of the nature and operation of employer-sponsored benefit plans offered in a complex socioeconomic and political environment. Topics include mandated benefits such as Social Security, workers compensation, and unemployment insurance, as well as a more in-depth examination of group life, health, disability, and qualified and non-qualified retirement plans. Emphasis is on benefit plan design, administration, cost, funding, and regulation as viewed from a benefit manager's financial perspective. Same as FIN 313. Prerequisite: RMI 301 or permission of program coordinator and BUS 208.

Number of Credits: 3

RMI 314 - Risk Management

(Cross-listed with FIN 314)

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.

Number of Credits: 3

RMI 350 - Cooperative Education (Junior Standing)

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.

Number of Credits: 3

RMI 365, 465 - Full-Time Internship in Risk Management

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 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 or RMI 301.

Number of Credits: 3

RMI 420 - Financial Management of The Insurance Firm

(Cross-listed with FIN 420)

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.

Number of Credits: 3

RMI 450 - Cooperative Education (Senior Standing)

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

Number of Credits: 3

Department of 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.

Department Goals

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

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

Major(s) Offered

[Management and Leadership](#)

Minor(s) Offered

[Management and Leadership](#) (available only to students not majoring in the School of Business)

[Entrepreneurship Minor](#)

Location/Contact Information

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Ms. Maria Fiet
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Full-Time Faculty

EMERITUS PROFESSORS: Gauss, Seltzer, Walsh

PROFESSORS: Fornaciari, Meisel, Miller, Smither, Van Buskirk

ASSOCIATE PROFESSORS: Plump, Reardon

Management and Leadership

Program Description

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.

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 are that, upon completion of the Management and Leadership program, students will be able to demonstrate:

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

Why take this major?

To thrive in today's challenging marketplace, businesses need attentive managers and inspirational leaders, people who can motivate employees and meet the ever-changing expectations of customers.

Management and leadership skills are essential for a successful career and promotion in any industry. Our Management and Leadership program is designed to develop these professional skills via courses in leadership, team building, influence, interpersonal communication, and organizational analysis.

While technical skills can be critical in landing an entry-level job, the management and leadership major is designed to support your unique professional goals and is only offered as a second major. The program is designed to complement the disciplinary knowledge and skills of the student's primary major in accounting, finance, international business, business systems and analytics, or marketing, or a minor in risk management. A minor in management and leadership can also be designed by students majoring in a non-business field.

Student Learning Outcomes

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

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

Program Contact Information

Degree Earned

BSBA

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

2.0 Overall and in Upper-Level Major courses

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

MTH 114 - Applied Business Calculus

ILO 6.1: Technological Competency

CSC 155 - Introduction to Computer Applications for Business

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

BUS 150 - Presentation and Collaboration Skills for Business

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

ECN 150 - Introductory Macroeconomics: The U.S. in the Global Economy I

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

Business Core

- ECN 201 – Introduction to Microeconomics: Business Firm and Market Analysis I
- BUS 100 – Business Perspectives
- BUS 101 – Financial Accounting
- BUS 202 – Descriptive and Predictive Analytics
- BUS 203 – Organizational Behavior
- BUS 204 – Marketing
- BUS 205 – Business Systems for Analytics
- BUS 206 – Financial Markets and Institutions
- BUS 207 – Managerial Accounting
- BUS 208 – Financial Management
- BUS 303 – Legal and Ethical Environment of Business
- BUS 304 – Prescriptive Analytics
- BUS 400 – Business Strategy
- International Business Course/Experience

Discipline Specific

- MGT 311 – Influence in Organizations
- MGT 312
- Two additional MGT courses other than an internship or co-op
- Completion of a second major or a minor

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Dual Major Requirements

All Management and Leadership majors must complete either a second major or a minor in another discipline.

Minor Requirements

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)

Recommended Course Sequence

Successful completion of BUS 203 is required for all 300- or 400-level Management courses. [Model rosters](#) should be followed for course sequencing.

Course Descriptions

MGT 260, 360, 460 - Part-Time Internship in Management

Part-time, generally non-paid employment in an organizational setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as an elective and not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Restrictions: MGT 360 is for juniors and 460 is for seniors

Prerequisites: 2.5 GPA, BUS 203, and preferably an upper-level major course

MGT 307 - Designing Organizations for Competitive Advantage

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: BUS 203

MGT 309 – Management Perspectives on Globalization

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: course requires permission of instructor

Prerequisites: sophomore or above

MGT 310 – Ethical and Legal Decision Making: Challenges for Workplace Leaders

Et Tu? What will you do? This course, grounded in law and ethics, focuses on the challenges of legal and ethical decision making in the workplace. Using case studies, role play, and other active learning exercises, the course explores corporate social responsibility and the ethical and legal obligations of executives and directors of for-profit and non-profit enterprises. Topics may include sustainability, corporate by-laws and ethics policies, whistleblowing, executive compensation, employment practices, diversity, privacy, social media, and public safety.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: sophomore standing

MGT 311 – Influence in Organizations: A Skills-Based Approach

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.

Number of Credits: 3

When Offered: Fall

Prerequisites: BUS 203

MGT 312 – 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.

Number of Credits: 3

When Offered: Spring

Prerequisites: BUS 203

MGT 350 – Cooperative Education (Junior Standing)

This is a full-time, paid, approximately four-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the Management and Leadership Department. For registration information, students in the Business Scholars Co-op Program should consult with the Director of the program, and students who are not in the Business Scholars Co-op Program should consult with the Associate Director for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail.

Number of Credits: 3

When Offered: Fall, Spring, Summer

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

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: BUS 203

MGT 354 – Growing A Business: Entrepreneurship and Small Business Management

(CROSS-LISTED WITH ENT 354)

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: ENT 201 and ENT 301 or BUS 101 and BUS 208 or ISBT 333 and ISBT 334

MGT 355 – Power, Motivation, And Leadership

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: BUS 203

MGT 356 – Managing in The Global Economy

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.

Number of Credits: 3

When Offered: Fall

Prerequisites: BUS 203

MGT 357 - Managing Cultural Diversity in The Workplace

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: BUS 203

MGT 365, 465 - Full-Time Internship in Management

Full-time paid employment in an organizational setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as a free elective and not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis (grading for co-ops is on a pass/fail basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. The number 365 is used if taken in junior year and 465 if taken in senior year.

Number of Credits: 3

When Offered: Fall, Spring, Summer

Prerequisites: 2.5 GPA, BUS 203, and preferably an upper-level major course

MGT 371 - Special Topics

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: BUS 203

MGT 375 - Project Management

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: sophomore status

MGT 411 – Effective Teamwork and Leadership: A Skills-Based Approach

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: MGT 311

MGT 450 – Cooperative Education (Senior Standing)

This is a full-time, paid, four-to-eight-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the Management and Leadership Department. For registration information, students in the Business Scholars Co-op Program should consult with the Director of the program, and students who are not in the Business Scholars Co-op Program should consult with the Associate Director for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail.

Number of Credits: 3

When Offered: Fall, Spring, Summer

Prerequisites: 2.5 GPA (or more for students in BSCP), BUS 203, and preferably an upper-level major course

Department of Marketing

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

Department Goals

- 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.
- Our graduates will be able to understand the key elements of buyer behavior and the selling process in formulating a professional sales presentation.
- 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.
- Our graduates will be able to develop and implement marketing strategies using key concepts, such as segmentation, targeting, positioning, branding and buyer behavior.

Major(s) Offered

[Marketing - BSBA](#)

Minor(s) Offered

[Marketing](#) (available only to students not majoring in the School of Business)

Location/Contact Information

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Full-Time Faculty

PROFESSORS: Jiang, Talaga (Emeritus)

ASSOCIATE PROFESSORS: Chia, Jones (Emeritus)

ASSISTANT PROFESSORS: DiPietro, Dynan, Kalra, Pierce

Marketing

Program Description

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.

Why take this major?

Marketing is a dynamic and cross-disciplinary field, integrating social, economic and quantitative sciences. It is at the core of every business and is the foundation to identifying consumer needs and creating a sustainable competitive advantage. Marketing knowledge ranges from developing creative content to capture consumer imagination, to innovating new products and customer experiences, to analyzing big data and market trends in response to marketplace disruptions.

Our students have the opportunity to acquire essential marketing skills necessary to begin a business career while still pursuing a broad range of interests. They gain an understanding of marketing through semesterlong research projects with real clients and examine case studies of successful for-profit and nonprofit organizations.

- Students learn how to deliver compelling sales presentations, create memorable advertising campaigns, analyze and understand consumer behavior, and—perhaps most importantly—they learn how to contribute to the spirit of team building and community service that are an essential part of the Explorer experience.
- Faculty embrace the individual needs of each and every student. These dedicated professors strive to provide opportunities for mentorship and independent research. They foster connections with local, regional, and global businesses through the American Marketing Association, the Philly Ad Club, and the La Salle alumni network to support internship and co-op experiences and to help students reach their career goals.

Marketing in Real Life

Marketing is an exciting and multifaceted career choice, allowing future Explorers to engage their imaginative and innovative sides while harnessing their analytical and problem solving skills.

Career opportunities for those with a Marketing degree include:

- Account Executive
- B2B Sales
- Brand/Product Manager
- Customer Relations Representative
- Digital Advertising Specialist
- Marketing Research Analyst
- Media Analytics Coordinator
- Meeting, Convention & Events Planner
- Retail Buyer
- Search Engine Marketing (SEM) Specialist
- Social Media Officer
- Supply Chain Logistics Specialist

Quote

“You can’t just ask customers what they want and then try to give that to them. By the time you get it built, they’ll want something new.” Steve Jobs, former CEO of Apple

- Our students can pursue their unique career interests through a combination of required courses and electives that inspires skill development through experiential learning in a variety of marketing fields. Students can engage in sales roleplays in a state-of-the-art sales training lab, learn Search Engine Marketing (SEM) and Google Analytics, or create social media marketing content across multiple platforms.
- Our professors regularly lead students to destinations in Europe, Asia, and Latin America in short-term travel study courses. They utilize their professional expertise and personal experiences to broaden student exposure to diversity, promote cross-cultural business exchanges, and enhance their global perspective.
- Explorers studying marketing learn about the central role of marketing in creating value across all organizations, for-profit and nonprofits alike, as well as society at large. Students learn about the reciprocal impact of marketing on society through the importance of corporate citizenship, traditional and non-traditional business models, and the intersection of business and the community.

Student Learning Outcomes

Upon completion of the Marketing major, students will have learned how to:

- Develop marketing strategies based on key consumer dimensions including buying behaviors, existing attitudes and amenities to different marketing strategies;
- Develop promotional strategy skills including product/service and customer analysis and interactive personal selling skills in a simulated selling situation;
- Develop an appreciation and understanding for marketing in different cultures and countries; and
- Develop career path interests and options leading to career-based employment upon graduation.

Program Contact Information

Degree Earned

BSBA

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

2.0 Overall and in Upper-Level Major courses

Cumulative:

Progress Chart

Level One – Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 – College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 – College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 – First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 – Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

MTH 114 – Applied Business Calculus

ILO 6.1: Technological Competency

CSC 155 – Introduction to Computer Applications for Business

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

BUS 150 – Presentation and Collaboration Skills for Business

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

ECN 150 – Introductory Macroeconomics: The U.S. in the Global Economy I

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

Business Core

- ECN 201 – Introduction to Microeconomics: Business Firm and Market Analysis I
- BUS 100 – Business Perspectives
- BUS 101 – Financial Accounting
- BUS 202 – Descriptive and Predictive Analytics
- BUS 203 – Organizational Behavior
- BUS 204 – Marketing
- BUS 205 – Business Systems for Analytics
- BUS 206 – Financial Markets and Institutions
- BUS 207 – Managerial Accounting
- BUS 208 – Financial Management
- BUS 303 – Legal and Ethical Environment of Business
- BUS 304 – Prescriptive Analytics
- BUS 400 – Business Strategy
- International Business Course/Experience

Discipline Specific: 5 courses

Required

- MKT 301 – Personal Selling
- MKT 401 – Marketing Research
- MKT 402 – Marketing Management

Choose two of the following:

- MKT 302 - Advertising and Promotional Management
- MKT 303 - Sales Management
- MKT 304 - Business to Business Marketing
- MKT 305 - International Marketing
- MKT 306 - Internet Marketing
- MKT 307 - Services Marketing
- MKT 308 - Financial Services Marketing
- MKT 309 - Retailing
- MKT 310 - New Product Development
- MKT 311 - Applied Digital Marketing Analytics
- MKT 370 - Special Topics
- MKT 371 - Consumer Behavior

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.

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Minor Requirements

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.

Recommended Course Sequence

Successful completion of BUS 204 is required for all 300- or 400-level Marketing courses. Model rosters should be followed for course sequencing. [Model rosters](#) should be followed for course sequencing.

Course Descriptions

MKT 260, 360, 460 - Part-Time Internship in Marketing

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 Career Services 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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

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 - Personal Selling

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: BUS 204

MKT 302 - Advertising and Promotional Management

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: BUS 204 or equivalent

MKT 303 - Sales Management

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: BUS 204

MKT 304 - Business to Business Marketing

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: BUS 204

MKT 305 - International Marketing

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: BUS 204

MKT 306 - Internet Marketing

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: BUS 204

MKT 307 - Services Marketing

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).

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: BUS 204

MKT 308 - Financial Services Marketing

(Cross-listed with FIN 308)

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: BUS 204, BUS 206, BUS 208.

MKT 309 - Retailing

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: BUS 204

MKT 310 - New Product Development

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: BUS 204

MKT 311 - Applied Digital Marketing Analytics

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: BUS 204

MKT 350 - Cooperative Education (Junior Standing)

This is a full-time, paid, approximately four-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the Marketing Department. For registration information, students in the Business Scholars Co-op Program should consult with the director of the program and students who are not in the Business Scholars Program should consult with the Associate Director for Experiential Education in Career Services. A student may elect to take a second marketing co-op for three additional credits in subsequent semesters. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail.

Number of Credits: 3

When Offered: Fall, Spring, Summer

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 - Full-Time Internship in Marketing

Full-time paid employment in a cooperating firm to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. A student may elect to take a second marketing internship for three additional credits in subsequent semesters. An internship does not count as a required course in the major, but is counted as an elective. Grading for internships is on a letter grade, i.e., 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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

Prerequisites: 2.5 minimum GPA and completion of BUS 204 and at least one upper-level marketing course.

MKT 370 - Special Topics

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: BUS 204

MKT 371 - Consumer Behavior

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.

Number of Credits: 3

How Offered: Face-to-Face

Prerequisites: BUS 204

MKT 401 - Marketing Research

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: BUS 204, BUS 202

MKT 402 - Marketing Management

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: All other required marketing courses for the major or permission of the instructor.

MKT 450 - Cooperative Education (Senior Standing)

This is a full-time, paid, approximately four to eight-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the Marketing Department. For registration information, students in the Business Scholars Co-op Program should consult with the director of the program and students who are not in the Business Scholars Program should consult with the Associate Director for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is

on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail.

Number of Credits: 3

When Offered: Fall, Spring

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.

Department of Organizational Leadership

Mission Statement

The Bachelor of Arts in Organizational Leadership program 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, develop leadership skills as well as practice effective communication.

The curriculum provides many opportunities for learners to practice leadership skills within an organization; recognizing, planning, implementing, and evaluating the impact of change within an organization.

Department Goals

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.

Major(s) Offered

[Organizational Leadership - BA](#)

Location/Contact Information

Lynnette Clement, Director
clementl@lasalle.edu

Organizational Leadership

Program Description

The Bachelor of Arts in Organizational Leadership program 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 needed in effort 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.
- Demonstrate 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.

Online Format*

The Organizational Leadership courses listed below are offered in a seven-week online format (Fall, Spring or Summer).

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 at least 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. Some Arts and Science courses are not offered online. Course instructors are experienced 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.

Why take this major?

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.

Student Learning Outcomes

In the Bachelor of Arts in Organizational Leadership program, students learn how to:

- Identify effective leadership skills needed in effort 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.
- Develop approaches to recognize, plan, and implement change in complex organizational systems.
- Demonstrate 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.
- Appreciate a variety of approaches for building professional relationships with clients and employees.
- Value the role of leadership in organizational success.

Program Contact Information

Degree Earned

B.A.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major: Organizational Leadership students must achieve at least a 2.0 GPA to maintain good academic standing in the program.

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

Choose course within ILO

ILO 6.1: Technological Competency

Choose course within ILO

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

- ORL 201 - Intro to Organizational Leadership
- ORL 301 - Human Resources Leadership
- ORL 304 - Leadership Skills
- ORL 310 - Org. Leadership & Change
- ORL 314 - Team Analysis & Leadership
- ORL 320 - Org. Assessment and Evaluation
- ORL 401 - Senior Capstone
- ORL 303 - Writing at Work
- ORL 330 - Social Media Marketing and Leadership
- ORL 340 - Anal. Metrics & Operational Leadership
- ORL 350 - Corp. Conversation and Leadership
- PSY 225 - Social Psychology

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Recommended Course Sequence

The below schedule is subject to change and is based upon sufficient student enrollment.

Fall Semester

- ORL 201 Intro to Organizational Leadership (1st 7 weeks – Term I)
- ORL 314 Team Analysis and 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)

Spring Semester

- ORL 340 Analytics, Metrics and Operational Leadership (1st 7 weeks - Term I)
- ORL 401 Senior Capstone (Only offered once a year, students must be at senior status to enroll - 1st 7 weeks Term I)
- ORL 330 Social Media Marketing and Leadership (2nd 7 weeks – Term II)
- ORL 350 Corporate Conversation and Leadership (2nd st 7 weeks –Term II)

Summer Semester

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

Course Descriptions

ORL 201 - Introduction to Organizational Leadership

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.

Number of Credits: 3

When Offered: Fall

How Offered: Online

ORL 301 - Human Resources Leadership

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.

Number of Credits: 3

When Offered: Fall

How Offered: Online

ORL 303 - Writing at Work

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.

Number of Credits: 3

When Offered: Summer

How Offered: Online

ORL 304 - Leadership Skills: Understanding, Assessment, And Development

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.

Number of Credits: 3

When Offered: Fall

How Offered: Online

ORL 310 - Organizational Leadership and Change in Complex Adaptive Systems

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.

Number of Credits: 3

When Offered: Summer

How Offered: Online

ORL 314 - Team Analysis and Leadership Skill Development

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.

Number of Credits: 3

When Offered: Fall

How Offered: Online

ORL 320 - Organizational Assessment, Diagnosis, Intervention, And Evaluation

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.

Number of Credits: 3

When Offered: Summer

How Offered: Online

ORL 330 - Social Media Marketing

The learning expectation for this course is to become familiar with various social media and marketing techniques and how they are used for communications and engagement in a enterprise environment. The learner will develop strategies for using social media and recognize best practices and successful initiatives used by companies that are successful in social media campaigns.

Number of Credits: 3

When Offered: Spring

How Offered: Online

ORL 340 - Analytics, Metrics and Operational Leadership

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.

Number of Credits: 3

When Offered: Spring

How Offered: Online

ORL 350 - Corporate Conversation and Leadership

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.

Number of Credits: 3

When Offered: Spring

ORL 401 - Senior Capstone Project

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.

Number of Credits: 3

When Offered: Spring

How Offered: Online

School of Nursing and Health Sciences

Overview

The School of Nursing and Health Sciences is home to the Departments of Urban Public Health and Nutrition, Communication Sciences and Disorders, and Nursing. The programs within these departments are flourishing and are well-respected inside and outside of the University. Faculty and staff are committed to students and the work they are doing and students live our mission of caring for vulnerable, underserved, and diverse populations through their clinical and service activities. Our focus is on promoting the health and education of individuals, families, and communities through an interprofessional lens.

Where applicable, our programs are fully accredited which reflects adherence to specific standards for the curricula for the major. As undergraduate students, this is an important consideration since most graduate programs in healthcare disciplines are looking for graduates of accredited programs.

The undergraduate Nutrition program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®); the undergraduate and graduate programs in Public Health by the Council on Education for Public Health (CEPH), the undergraduate and graduate programs in Nursing by the Commission on Collegiate Nursing Education (CCNE); and the graduate Speech Language and Hearing program by the American Speech-Language-Hearing Association (ASHA).

Mission Statement

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

La Salle University School of Nursing and Health Sciences leads in the implementation of curricula based on the health needs of populations that mobilize social, political, and healthcare and educational resources and aimed at the welfare of vulnerable, underserved, and diverse populations through educational and service programs. Faculty implement programs of research, scholarship, leadership, and practice that promote the health and education of people.

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.

Dean's Office Resources

St. Benilde – Fourth Floor

Kathleen Czekanski, PHD, RN, CNE
Dean, School of Nursing and Health Sciences
czekanski@lasalle.edu
St. Benilde, Room 4000
(215) 951-1432

Meredith Kneavel, PhD
Associate Dean, School of Nursing and Health Sciences
kneavel@lasalle.edu
St. Benilde, Room 4408
(215) 951-1530

Clarissa Crawford
Administrative Assistant Dean's Office
crawfordc@lasalle.edu
St. Benilde, Room 4403
(215) 951-1431

Assistant to the Dean and Associate Dean. Schedules appointments with the Dean and Associate Dean; sends letters to students who are on the Dean's List.

St. Benilde – First Floor

Mary Dorr, MSN, RN
Assistant Dean, School of Nursing and Health Sciences
dorr@lasalle.edu
St. Benilde, Room 1101
(215) 951-1646

Advises students; assists students who want to study abroad; approves courses taken outside of La Salle for transfer credits; approves students seeking CLEP exam approval; meets with students who want to change major into the School of Nursing and Health Sciences; discussed minors offered in School of Nursing and Health Sciences; posts transfer credits for accepted transfer students; conducts graduation audits; reviews validation paperwork for transfer for incoming freshmen; review AP credits for transfer.

Sheila McLaughlin, MSN, RN
ACHIEVE Evening & Weekend and RN-BSN Program
mclaughlins@lasalle.edu
St. Benilde Room 1104
(215) 951-1471

Advises ACHIEVE – Evening & Weekend Undergraduate NUR students and RN-BSN students; approves students seeking CLEP exam approval: posts transfer credits for accepted transfer students; conducts graduation audits.

Christine Reilly
Administrative Assistant
reillyc@lasalle.edu
St. Benilde Room 1100
(215) 991-3589

Assists with processing of University withdrawals and Course withdrawals; sends letters to students placed on Academic Censure; assists with notification of students who receive specific scholarships; assists with general academic-related inquiries; sends letter to incoming students who receive AP credits.

Opportunities Outside the Classroom

International Education Opportunities: 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 the summer UniLaSalle-Campus de Beauvais program in France. Nutrition students have the

opportunity to study in France and participate in an intensive, interdisciplinary program that combines culinary arts and health sciences.

Student Nutrition Organization

La Salle Explorers Advocating Nutrition (LEAN) seeks to promote awareness of good nutritional health through education and service activities for students, faculty, and staff of La Salle University and its surrounding community.

Location/Contact Information

Dean's and Associate Dean's Office – Fourth Floor, St Benilde

Kathleen Czekanski, PHD, RN, CNE
Dean, School of Nursing and Health Sciences
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(215) 951-1530

Clarissa Crawford
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crawfordc@lasalle.edu
St. Benilde, Room 4403
(215) 951-1431

Assistant Dean's Office – First Floor, St. Benilde

Mary Dorr, MSN, RN
Assistant Dean, School of Nursing and Health Sciences
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(215) 951-1646

Christine Reilly
Administrative Assistant
reillyc@lasalle.edu
St. Benilde Room 1100
(215) 991-3589

Departments

- [**Communication Sciences and Disorders**](#)
- [**Nursing**](#)
- [**Urban Public Health & Nutrition**](#)

Majors

- [Communication Sciences and Disorders](#)
- [Communication Sciences and Disorders 5_yr](#)
- [Nursing](#)
- [Nursing – Accelerated RN to BSN Online](#)
- [Nursing – ACHIEVE](#)
- [Nutrition \(Coordinated Program in Dietetics\)](#)
- [Nutrition \(Didactic Program\)](#)
- [Public Health](#)

Minors

- [Communication Sciences and Disorders Minor](#)
- [Nutrition](#)
- [Public Health Minor](#)

Department of Communication Sciences and Disorders

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.

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.

Department Goals

- Champion a culture of diversity, inclusion, civility, and collegiality.
- Establish interprofessional partnerships and educational opportunities.
- Pursue professional development, mentoring, and leadership/advancement opportunities for faculty, clinical supervisors, and students.
- Develop and enhance areas of expertise in clinical research, services, and education
- Ensure that our curriculum is innovative, evidence-based, and has measurable outcomes.

Major(s) Offered

[4-Year B.S. in CSD](#)

[5-Year BS in CSD and MS in Speech-Language Pathology](#)

Minor(s) Offered

[Minor in Communication Sciences and Disorders](#)

Location/Contact Information

Department of Communication Sciences and
Disorders
2201
215.951.1982

St. Benilde Tower

Full-Time Faculty

PROFESSOR: Amster; Goldstein; Klein; Kleinow; Ruiz;

ASSISTANT PROFESSOR: Bitetti; Husak; Mancinelli

Communication Sciences and Disorders

Program Description

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 School 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.

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](http://www.asha.org) at 800.638.8255.

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 online](#). 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.

Why take this major?

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.

Student Learning Outcomes

- The student will demonstrate knowledge of the principles of: biological sciences, physical sciences, statistics, and social/behavioral sciences.
- The student will demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

- The student will communicate effectively in writing and speaking.
- The student will apply critical thinking to synthesize, analyze, and evaluate information.
- The student will identify professional and clinical practice issues in the field of speech language pathology.

Program Contact Information

Degree Earned

B.S.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

Students in the Communication Sciences and Disorders (Four-Year) Major must maintain a minimum cumulative 3.0 GPA. They also must maintain a minimum major and science GPA of 3.0.

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

BIO 158 Life Science: A Human Approach or BIO 210 Cellular Biology and Genetics

ILO 3.1b: Quantitative Reasoning

HSC 217 Statistics for Health Professionals

ILO 6.1: Technological Competency

CSC 154 Healthcare Informatics

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

SOC 150 Principles of Sociology or SOC 151 Social Problems and Social Policy

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

SPN 103 Spanish for Nursing and Health Sciences I

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

COSD 100: Introduction to Language and Communication

COSD 102: Introduction to Communication Disorders

COSD 200: Phonetics

COSD 202: Anatomy and Physiology of Speech, Hearing, Mechanisms

COSD 203: Speech and Language Development

COSD 211: Acoustic Bases of Speech and Hearing

COSD 304: Introduction to Audiology

COSD 306: Neurological Bases of Communication and Behavior

COSD 308: Clinical Procedures in Speech-Language Pathology

COSD 314: Diagnostic Procedures in Speech-Language Pathology

COSD 409: Multicultural Perspectives in Communication Disorders

COSD 413: Professional Issues in Speech-Language Pathology

COSD 471: Communication Sciences and Disorders Undergraduate Capstone

PHY 270: Physics for Health Sciences or CHM 161: Chemistry of the life Sciences and CHL 161: Laboratory

PSY 155: Introduction to Psychology

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Dual Major Requirements

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

1 300/400 level Literature or Culture Course on Spain

1 300/400 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.

Minor Requirements

Required for Minor in CSD

Total of 19 credits, including two upper-level courses (300 and/or 400)

Required core sequence of courses for CSD Minor

- **COSD 100** Introduction to Language and Communication (3 credits)
or
COSD 203 Language Development (3 credits)
- **COSD 102** Introduction to Communication Disorders (3 credits)
- **COSD 200** Phonetics (3 credits)
- **COSD 202** Anatomy and Physiology of the Speech and Hearing Mechanism (4 credits) (This course requires a prerequisite—BIO 158; BIO 161; BIO 162; BIO 164; or BIO 210)

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)

Recommended Course Sequence

Fall Freshman Year

ENG 110 (Core 8b)

SPN 103 (Core 11)

COSD 100

FYS

BIO 158 or BIO 210 (Core3a)

15 or 16 Credits

Spring Freshman Year

COSD 102

SPN 104 or elective

REL 100 (Core 2)

PHY 270 or CHM 161

Any ILO 8/12

15-16 Credits

Fall Sophomore Year

COSD 200

SOC 150 or 151 (Core 4)

ENG 210 (Core 5)

COSD 202

Any ILO 9

15 Credits

Spring Sophomore Year

COSD 203

Any ILO 10

PSY 155

HSC 217 (Core 3b)

COSD 211

15 Credits

Fall Junior Year

CSC 154 (ILO 6)

COSD 304

COSD 306

Elective

Elective

15 Credits

Spring Junior Year

COSD 308

COSD 314

Elective

Elective

Elective

15 Credits

Fall Senior Year

COSD 409

COSD 413

Elective

Elective

Elective

15 credits

Spring Senior Year

COSD 471

Elective

Elective

Elective

Elective

15 credits

Course Descriptions

COSD 100 - Introduction to Language and Communication

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CSD majors

COSD 102 - Introduction to Communication Disorders

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD majors and minors

COSD 200 - Phonetics

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD majors and minors

COSD 201 - Introduction to Sign Language

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.

Number of Credits: 3

COSD 202 - Anatomy and Physiology of the Speech and Hearing Mechanisms

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD majors and minors

Prerequisites: BIO 158 or BIO 210 or BIO 161 and 162 or BIO 164 or permission of instructor.

COSD 203 - Language Development

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. This course is cross-listed with PSY 342.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD majors and minors

Prerequisites: CSD 100 or permission of instructor

COSD 211 - Acoustic Bases of Speech and Hearing

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.

Number of Credits: 3

When Offered: Spring

Restrictions: CSD majors and minors

Prerequisites: COSD 200 or permission of instructor

COSD 304 - Introduction to Audiology

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.

Number of Credits: 3

When Offered: Fall

Restrictions: CSD majors and minors

COSD 306 - Neurological Bases of Communication and Behavior

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.

Number of Credits: 3

When Offered: Fall

Restrictions: CSD majors and minors

Prerequisites: COSD 202 or permission of instructor

COSD 308 - Clinical Procedures in Speech-Language Pathology

This course introduces the communication sciences and disorders 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 process and requires observation of a wide variety of clinical cases.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: For CSD majors and minors

Prerequisites: COSD 102, COSD 200, COSD 203, or permission of instructor

COSD 314 - Diagnostic Procedures in Speech and Language Pathology

This course provides the student majoring in Communication Sciences and Disorders 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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD majors and minors

Prerequisites: COSD 102, COSD 200, COSD 203, or permission of instructor

COSD 409 - Multicultural Perspectives on Communication Disorders

This course presents students with issues related to cross-linguistic and cross-cultural differences as they affect clinicians in the field of communication sciences and 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.

Number of Credits: 3

When Offered: Fall

Restrictions: CSD majors and minors

Prerequisites: COSD 102, COSD 200 or permission of instructor

COSD 413 - Professional Issues in Speech-Language Pathology

This course examines the organization, administration, and implementation of speech and language pathology services in varied settings. These settings include public and private schools; special schools; clinics; rehabilitation hospitals and agencies; acute-care hospitals; and private practices. The course emphasizes the professional role of the SLP and discusses the ethical, legal, and professional standards of practice. The impact of external pressures, e.g., fiscal and efficacy issues, on the practice of speech-language pathology is also addressed. Multicultural variables impacting the practice of speech-language pathology from the legal and ethical perspectives are discussed.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: COSD 308 or permission of instructor

COSD 471 - Communication Sciences and Disorders Undergraduate Capstone

This course reviews and integrates knowledge of normal human communication and contrasts it with disordered human communication and swallowing, preparing the student for graduate education. As part of the review the student will complete clinical observation hours as an introduction to the clinical practicum experience and requires observation of a wide variety of clinical cases. Goal setting, lesson planning, methods of observing, describing and recording behavior, informal assessment and related topics are also discussed. The student develops clinical writing skills appropriate to various speech-language pathology service delivery settings.

This meets ILO 2.2 Students examine how their personal, professional, religious, or spiritual values inform their disciplinary worldviews.

When Offered: Spring

How Offered: Face-to-Face

Restrictions: four-year CSD students

Prerequisites: COSD 409 and COSD 413

COSD 501 - Introduction to Clinical Practicum

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD graduate students and CSD five-year seniors

COSD 502 - Introduction to Aural Habilitation/Rehabilitation

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 503 - Disorders of Articulation and Phonology

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD graduate students and CSD five-year seniors

COSD 511 - Fluency and Stuttering

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 512 - Language Disorders in Young Children

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD graduate students and CSD five-year seniors

COSD 513 - Acquired Language Disorders

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD graduate students and CSD five-year seniors

COSD 514 - Language Learning Disabilities in School-Age Children and Adolescents

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: COSD 512 or permission of instructor

COSD 515 - Voice Disorders

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 516 - Clinical Practicum and Procedures

This clinical practicum course provides observation and supervised clinical experience focusing on the evaluation and treatment of communication 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 disorders. COSD 516 takes place in an affiliated, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA certified speech-language pathologist. Students meet with the University Clinical Instructor to reflect on and discuss procedures within the clinical experience.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD graduate students and CSD five-year seniors

Prerequisites: COSD 503 and COSD 512 and permission of Program Director

COSD 517 - Clinical Practicum in Audiology

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.

Number of Credits: 1

Restrictions: CSD graduate students

COSD 518 - Research Design in Communication Disorders

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD graduate students and CSD five-year seniors

Prerequisites: A statistics course such as HSC 217 or equivalent or permission of instructor

COSD 519 - Cleft Palate and Other Maxillofacial Disorders

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.

Number of Credits: 3

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 520 - Dysphagia: Diagnosis and Treatment of Swallowing Disorders

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD graduate students and CSD five-year seniors

COSD 521 - Advanced School Practicum in Speech and Language Pathology

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.

Number of Credits: 3

When Offered: Fall, Spring

Restrictions: CSD graduate students

Prerequisites: COSD 516 and permission of the Graduate Program Director

COSD 526 - Alternative and Augmentative Communication

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.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: COSD 516

COSD 527 - Motor Speech Disorders

This course provides an overview of the neurological disorders that affect speech production. Procedures for assessing speech disorders associated with neuromotor impairments are investigated. Neuropathology, symptomatology, and speech-language habilitation/rehabilitation of individuals with apraxia and/or dysarthria are emphasized.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 528 - Counseling in Communication Disorders

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 530 - Special Topics in Communication Disorders

Current scientific and professional problems and issues in communication disorders are investigated. Students may re-enroll for a maximum of 12 credits.

Number of Credits: 3

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: Permission of instructor

COSD 537 - Geriatric Communication Disorders

Speech, hearing, language, and cognitive problems associated with normal aging and/or various pathological conditions are explored. The course emphasizes evaluation and intervention strategies.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 538 - Atypical Language Development and Disorders

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.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 611 - Fluency and Stuttering II

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.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: COSD 511 or permission of instructor

COSD 613 - Acquired Language Disorders II

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.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: COSD 513 or permission of instructor

COSD 614 - Clinical Diagnostics in Speech-Language Pathology

This course provides advanced knowledge and skills in assessment principles, process, and applied practice. Through a case-based approach, students apply content knowledge to clinical cases in order to improve decision-making across assessments of speech sounds, language, voice, fluency, swallowing, and neurologically-based disorders. Students interact with actual and virtual clients and professionals to measure, analyze, and integrate information for diagnosis and clinical reporting. Clinical decision-making skills and rationale for test selection, administration, diagnosis, interpretation, and recommendations are considered.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 616 - Advanced Clinical Practicum and Case Study

(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. Students enrolled in this course will complete requirements in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting treating patients/clients 18 years or older. Students are supervised by 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. Students meet with the University Clinical Instructor to present and discuss case studies. Feedback and reflection regarding clinical decision-making are emphasized.

Number of Credits: 3

When Offered: Fall, Spring

Restrictions: CSD graduate students

Prerequisites: COSD 516

COSD 617 - Topics in Oral/Deaf Theory and Application

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 education 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.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: COSD 502 or permission of instructor

COSD 618 - Communication and Autism Spectrum Disorders

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.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 619 - Medical Speech-Language Pathology

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.

Number of Credits: 3

When Offered: Summer

Restrictions: CSD graduate students

Prerequisites: COSD 513 and COSD 520 or permission of instructor

COSD 620 - Pediatric Dysphagia

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.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: COSD 520 or permission of the instructor

COSD 622 - Applied Instrumentation in Speech-Language Pathology

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 comprehend 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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: COSD 520 or permission of the instructor

COSD 630 - Seminar in Communication and Swallowing Disorders

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.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: Permission of instructor

COSD 635 - Integrative Capstone in Communication Disorders

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: COSD 514, COSD 515, COSD 518, COSD 527, and COSD 616 or COSD 521 and permission of Program Director

COSD 640 - Thesis Research in Communication Disorders

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. Students may re-register for this course until completion of thesis.

Number of Credits: 3

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: COSD 518 and permission of faculty member and Program Director

Communication Sciences and Disorders 5 yr

Program Description

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.

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](http://www.asha.org) at 800.638.8255.

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 online](http://www.ets.org). 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 teacher 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.

Why take this major?

The Five-year BS to MS Program in Speech-Language Pathology is an accelerated program in which students can earn a bachelor's and master's degree in five years. The master's degree is the entry level degree needed to become a speech-language pathologist. This Program is reserved for the most competitive students. Freshman year applicants with outstanding academic backgrounds can be admitted directly into the Five-Year Program. Other students who are admitted to the Four-Year Program as freshmen and have successfully completed all of the required courses for the Five-Year Program, in the same sequence up through and including the Fall Semester of the Sophomore year and have a minimum overall GPA of 3.5, a minimum 3.5 GPA in science and CSD courses, may be asked to apply to the Five-Year Program during the sophomore year.

Student Learning Outcomes

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 current ASHA Certification Standards .

- Demonstrate proficiency in oral and written communication sufficient for entry into professional practice. (V-A)
- Apply basic biological/physical science, statistics, and behavioral/social science to the study of communication and swallowing disorders. (IV-A)
- Analyze/synthesize, and evaluate information in the areas of basic human communication and swallowing processes. (IV-B)
- Contrast basic human communication and swallowing processes with communication and swallowing disorders and differences. (IV-B, IV-C)
- 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)
- Integrate and demonstrate ethical, legal, and professional standards in the provision of speech-language pathology services. (IV-F, IV-G, V-B)
- 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)
- Critique professional issues in speech-language pathology and advocate for individuals with communication and swallowing disorders. (IV-D, IV-E, IV-F, IV-G)
- Pursue education and credentials necessary for obtaining/maintaining certification and licensure for ongoing professional development. (IV-G, IV-H, V-C, V-D, V-E, V-F)
- Implement appropriate assessment and intervention for diverse client populations with communication and swallowing disorders. (IV-B, IV-C, IV-D, V-B, V-C, V-D, V-F)
- Evaluate individuals with communication and swallowing disorders utilizing appropriate diagnostic tools. (IV-C, IV-D, V-B, V-C, V-D, V-F)
- Provide intervention for individuals with communication and swallowing disorders utilizing appropriate clinical methods and strategies. (IV-C, IV-D, V-B, V-C, V-D, V-F)
- Practice independently and collaboratively in various health care, and educational systems with appropriate professional manner. (IV-A through IV-H, V-A through V-F, VI)

Although the Master's degree is the recognized credential to take the certification examination in Speech-Language Pathology and to become certified by the American Speech-Language-Hearing Association, a Bachelor of Science degree is also offered as a terminal degree.

Program Contact Information

Degree Earned

Bachelor of Science. Master of Science.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

3.5 GPA overall, in CSD and in Science

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

BIO 158 Life Science: A Human Approach or BIO 210 Cellular Biology and Genetics

ILO 3.1b: Quantitative Reasoning

HSC 217 Statistics for Health Professionals

ILO 6.1: Technological Competency

CSC 154 Healthcare Informatics

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

SOC 150 Principles of Sociology or SOC 151 Social Problems and Social Policy

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

SPN 103 Spanish for Nursing and Health Sciences I

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

Supporting Courses

PHY 270: Physics for Health Sciences or CHM 161: Chemistry of the life Sciences and CHL 161: Laboratory
PSY 155: Introduction to Psychology

Major Courses

COSD 100-Introduction to Language and Communication
COSD 102-Introduction to Communication Disorders
COSD 200-Phonetics
COSD 202-Anatomy and Physiology of Speech, Hearing, Mechanisms
COSD 203-Speech and Language Development
COSD 211-Acoustic Bases of Speech and Hearing
COSD 304-Introduction to Audiology
COSD 306-Neurological Bases of Communication and Behavior
COSD 308-Clinical Procedures in Speech-Language Pathology
COSD 314-Diagnostic Procedures in Speech-Language Pathology
COSD 409-Multicultural Perspectives in Communication Disorders
COSD 413-Professional Issues in Speech-Language Pathology
COSD 501-Introduction to Clinical Practicum
COSD 502-Introduction to Aural Habilitation/Rehabilitation
COSD 503 -Disorders of Articulation and Phonology
COSD 511-Fluency and Stuttering
COSD 512-Language Disorders in Young Children
COSD 513-Acquired Language Disorders
COSD 514-Language Learning Disabilities in School-Age Children and Adolescents
COSD 515-Voice Disorders
COSD 516-Clinical Practicum and Procedures
COSD 518-Research Design in Communication Disorders
COSD 520-Dysphagia
COSD 521-Advanced School Practicum in Speech-Language Pathology
COSD 527-Motor Speech Disorders
COSD 528-Counseling Seminar in Communication Disorders
COSD 614- Clinical Diagnostics in Speech-Language Pathology
COSD 616- Advanced Clinical Practicum and Case Study
COSD 619- Medical Speech-Language Pathology
COSD 635- Integrative Capstone in Communication Disorders
COSD Grad SLP Elective
COSD Grad SLP Elective

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Minor Requirements

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

1 300/400 level Literature or Culture Course on Spain

1 300/400 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.

Recommended Course Sequence

Fall Freshman Year

ENG 110 (Core 8b)

SPN 103 (Core 11)

COSD 100

FYS

BIO 158 or BIO 210 (Core3a)

15 or 16 Credits

Spring Freshman Year

COSD 102

SPN 104 or elective

REL 100 (Core 2)

PHY 270 or CHM 161

Any ILO 8/12

15-16 Credits

Fall Sophomore Year

COSD 200

SOC 150 or 151 (Core 4)

ENG 210 (Core 5)

COSD 202

Any ILO 9

15 Credits

Spring Sophomore Year

COSD 203

Any ILO 10

PSY 155

HSC 217 (Core 3b)

COSD 211

15 Credits

Fall Junior Year

CSC 154 (ILO 6)

COSD 304

COSD 306

Elective

Elective

15 Credits

Spring Junior Year

COSD 308

COSD 314

Elective

Elective

Elective

15 Credits

Fall Senior Year

COSD 409

COSD 413

COSD 501

COSD 503

COSD 512

COSD 518

18 Credits

Spring Senior Year

COSD 513

COSD 515

COSD 516

COSD 520

COSD Grad Elective (opt)

12-15 credits

Summer Fifth Year

COSD 619

COSD 614

COSD grad Elective (opt)

COSD Grad Elective (opt)

6-12 Credits

Fall Fifth Year

COSD 514

COSD 527

COSD 616 or COSD 521

COSD 528

COSD Elective (opt)

12 to 15 credits

Spring Fifth Year

COSD 511

COSD 635

COSD 616 or COSD 521

COSD 502

COSD Elective (opt)

12-15 Credits

All five year students must take 6 undergraduate electives

All five year students must take 2 graduate electives

Course Descriptions

COSD 100 - Introduction to Language and Communication

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: CSD majors

COSD 102 - Introduction to Communication Disorders

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD majors and minors

COSD 200 - Phonetics

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD majors and minors

COSD 201 - Introduction to Sign Language

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.

Number of Credits: 3

COSD 202 - Anatomy and Physiology of the Speech and Hearing Mechanisms

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD majors and minors

Prerequisites: BIO 158 or BIO 210 or BIO 161 and 162 or BIO 164 or permission of instructor.

COSD 203 - Language Development

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. This course is cross-listed with PSY 342.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD majors and minors

Prerequisites: CSD 100 or permission of instructor

COSD 211 - Acoustic Bases of Speech and Hearing

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.

Number of Credits: 3

When Offered: Spring

Restrictions: CSD majors and minors

Prerequisites: COSD 200 or permission of instructor

COSD 304 - Introduction to Audiology

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.

Number of Credits: 3

When Offered: Fall

Restrictions: CSD majors and minors

COSD 306 - Neurological Bases of Communication and Behavior

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.

Number of Credits: 3

When Offered: Fall

Restrictions: CSD majors and minors

Prerequisites: COSD 202 or permission of instructor

COSD 308 - Clinical Procedures in Speech-Language Pathology

This course introduces the communication sciences and disorders 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 process and requires observation of a wide variety of clinical cases.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: For CSD majors and minors

Prerequisites: COSD 102, COSD 200, COSD 203, or permission of instructor

COSD 314 - Diagnostic Procedures in Speech and Language Pathology

This course provides the student majoring in Communication Sciences and Disorders 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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD majors and minors

Prerequisites: COSD 102, COSD 200, COSD 203, or permission of instructor

COSD 409 - Multicultural Perspectives on Communication Disorders

This course presents students with issues related to cross-linguistic and cross-cultural differences as they affect clinicians in the field of communication sciences and 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.

Number of Credits: 3

When Offered: Fall

Restrictions: CSD majors and minors

Prerequisites: COSD 102, COSD 200 or permission of instructor

COSD 413 - Professional Issues in Speech-Language Pathology

This course examines the organization, administration, and implementation of speech and language pathology services in varied settings. These settings include public and private schools; special schools; clinics; rehabilitation hospitals and agencies; acute-care hospitals; and private practices. The course emphasizes the professional role of the SLP and discusses the ethical, legal, and professional standards of practice. The impact of external pressures, e.g., fiscal and efficacy issues, on the practice of speech-language pathology is also addressed. Multicultural variables impacting the practice of speech-language pathology from the legal and ethical perspectives are discussed.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: COSD 308 or permission of instructor

COSD 471 - Communication Sciences and Disorders Undergraduate Capstone

This course reviews and integrates knowledge of normal human communication and contrasts it with disordered human communication and swallowing, preparing the student for graduate education. As part of the review the student will complete clinical observation hours as an introduction to the clinical practicum experience and requires observation of a wide variety of clinical cases. Goal setting, lesson planning, methods of observing, describing and recording behavior, informal assessment and related topics are also discussed. The student develops clinical writing skills appropriate to various speech-language pathology service delivery settings.

This meets ILO 2.2 Students examine how their personal, professional, religious, or spiritual values inform their disciplinary worldviews.

When Offered: Spring

How Offered: Face-to-Face

Restrictions: four-year CSD students

Prerequisites: COSD 409 and COSD 413

COSD 501 - Introduction to Clinical Practicum

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD graduate students and CSD five-year seniors

COSD 502 - Introduction to Aural Habilitation/Rehabilitation

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 503 - Disorders of Articulation and Phonology

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD graduate students and CSD five-year seniors

COSD 511 - Fluency and Stuttering

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 512 - Language Disorders in Young Children

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD graduate students and CSD five-year seniors

COSD 513 - Acquired Language Disorders

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD graduate students and CSD five-year seniors

COSD 514 - Language Learning Disabilities in School-Age Children and Adolescents

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: COSD 512 or permission of instructor

COSD 515 - Voice Disorders

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 516 - Clinical Practicum and Procedures

This clinical practicum course provides observation and supervised clinical experience focusing on the evaluation and treatment of communication 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 disorders. COSD 516 takes place in an affiliated, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA certified speech-language pathologist. Students meet with the University Clinical Instructor to reflect on and discuss procedures within the clinical experience.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD graduate students and CSD five-year seniors

Prerequisites: COSD 503 and COSD 512 and permission of Program Director

COSD 517 - Clinical Practicum in Audiology

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.

Number of Credits: 1

Restrictions: CSD graduate students

COSD 518 - Research Design in Communication Disorders

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD graduate students and CSD five-year seniors

Prerequisites: A statistics course such as HSC 217 or equivalent or permission of instructor

COSD 519 - Cleft Palate and Other Maxillofacial Disorders

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.

Number of Credits: 3

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 520 - Dysphagia: Diagnosis and Treatment of Swallowing Disorders

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD graduate students and CSD five-year seniors

COSD 521 - Advanced School Practicum in Speech and Language Pathology

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.

Number of Credits: 3

When Offered: Fall, Spring

Restrictions: CSD graduate students

Prerequisites: COSD 516 and permission of the Graduate Program Director

COSD 526 - Alternative and Augmentative Communication

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.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: COSD 516

COSD 527 - Motor Speech Disorders

This course provides an overview of the neurological disorders that affect speech production. Procedures for assessing speech disorders associated with neuromotor impairments are investigated. Neuropathology, symptomatology, and speech-language habilitation/rehabilitation of individuals with apraxia and/or dysarthria are emphasized.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 528 - Counseling in Communication Disorders

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 530 - Special Topics in Communication Disorders

Current scientific and professional problems and issues in communication disorders are investigated. Students may re-enroll for a maximum of 12 credits.

Number of Credits: 3

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: Permission of instructor

COSD 537 - Geriatric Communication Disorders

Speech, hearing, language, and cognitive problems associated with normal aging and/or various pathological conditions are explored. The course emphasizes evaluation and intervention strategies.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 538 - Atypical Language Development and Disorders

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.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 611 - Fluency and Stuttering II

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.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: COSD 511 or permission of instructor

COSD 613 - Acquired Language Disorders II

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.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: COSD 513 or permission of instructor

COSD 614 - Clinical Diagnostics in Speech-Language Pathology

This course provides advanced knowledge and skills in assessment principles, process, and applied practice. Through a case-based approach, students apply content knowledge to clinical cases in order to improve decision-making across assessments of speech sounds, language, voice, fluency, swallowing, and neurologically-based disorders. Students interact with actual and virtual clients and professionals to measure, analyze, and integrate information for diagnosis and clinical reporting. Clinical decision-making skills and rationale for test selection, administration, diagnosis, interpretation, and recommendations are considered.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 616 - Advanced Clinical Practicum and Case Study

(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. Students enrolled in this course will complete requirements in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting treating patients/clients 18 years or older. Students are supervised by 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. Students meet with the University Clinical Instructor to present and discuss case studies. Feedback and reflection regarding clinical decision-making are emphasized.

Number of Credits: 3

When Offered: Fall, Spring

Restrictions: CSD graduate students

Prerequisites: COSD 516

COSD 617 - Topics in Oral/Deaf Theory and Application

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 education 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.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: COSD 502 or permission of instructor

COSD 618 - Communication and Autism Spectrum Disorders

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.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 619 - Medical Speech-Language Pathology

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.

Number of Credits: 3

When Offered: Summer

Restrictions: CSD graduate students

Prerequisites: COSD 513 and COSD 520 or permission of instructor

COSD 620 - Pediatric Dysphagia

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.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: COSD 520 or permission of the instructor

COSD 622 - Applied Instrumentation in Speech-Language Pathology

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 comprehend 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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: COSD 520 or permission of the instructor

COSD 630 - Seminar in Communication and Swallowing Disorders

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.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: Permission of instructor

COSD 635 - Integrative Capstone in Communication Disorders

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: COSD 514, COSD 515, COSD 518, COSD 527, and COSD 616 or COSD 521 and permission of Program Director

COSD 640 - Thesis Research in Communication Disorders

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. Students may re-register for this course until completion of thesis.

Number of Credits: 3

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: COSD 518 and permission of faculty member and Program Director

Department of Nursing

Mission Statement

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.

Department Goals

- Students are competent for baccalaureate nursing practice.
- Students develop holistic practice perspectives for improved client outcomes in a diverse, global society.
- Students demonstrate beginning leadership skills to effect change using evidence-based nursing practice and service to improve the health of society.
- Students are prepared to assume the roles and responsibilities of the nursing profession.

Major(s) Offered

Bachelor of Science in Nursing (BSN)

- [BSN \(prelicensure, day program\)](#)
- [BSN \(prelicensure, evening program\) ACHIEVE](#)
- [Accelerated RN to BSN Online](#)

Location/Contact Information

[La Salle University, School of Nursing & Health Sciences](#)

1900 W. Olney Avenue

St. Benilde Tower

Philadelphia, PA 19141

215.951.1944

Full-Time Faculty

PROFESSOR: Kurz, Wolf (Dean Emerita)

ASSOCIATE PROFESSORS: Bellot, Czekanski, Dillon, Donohue-Smith, Frizzell, Herrin, Kinder

ASSISTANT PROFESSORS: Byrne, Hanson-Zalot, Harkins, Hoerst, Laske, Matecki, Monforto, Nagtalon-Ramos, Overbaugh, Piper, Stubin, Szulewski, Uribe, Wilby

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

Nursing

Program Description

Bachelor of Science in Nursing (prelicensure, day program)

The traditional, day program is a full-time course of study leading to the BSN degree. Students must have earned 34 credits in a prescribed curriculum composed of core and support courses prior to taking nursing major courses in the sophomore level. The 16 nursing courses are taught during the fall and spring sessions. Didactic portions of the courses are taught during the day and clinical experiences are planned for daytime as well as evening hours.

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, 655 K Street NW, Suite 750, Washington, DC 20001 (202-463-6930). The undergraduate nursing program is approved by the Pennsylvania State Board of Nursing.

Clinical Experiences

The undergraduate nursing program of La Salle University's School of Nursing and Health Sciences has 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, 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 to Progress to 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. Students must also earn a minimum of a grade of C in NUTR 165 Principles of Nutrition and HSC 217 Statistics for Health Professionals.

Requirements for Graduation

In order to earn a Bachelor of Science Degree in Nursing, all students must fulfill requirements for graduation as outlined in the Undergraduate Nursing Program Student Handbook. These requirements include:

- completion of an approved, formal, face-to-face NCLEX-RN® review course at the end of the curriculum plan; and
- satisfactory completion of all core and major courses, including NUR 428 Senior Seminar II – Synthesis of Clinical Concepts. As a major nursing course, NUR 428 has as a course requirement, student attainment of a set benchmark score on a standardized predictor examination.

Why take this major?

Students earning a Baccalaureate of Science in Nursing degree qualify to complete an application to take the National Council Licensure Examination (NCLEX-RN® exam). Once licensed as a Registered Nurse, a program graduate is prepared to provide holistic, professional nursing care to patients in a variety of health care settings including but not limited to acute and long-term care, occupational health, outpatient settings, rehabilitation centers, and a variety of community based agencies. Nursing professionals also seek career options in areas such as correctional facilities, education, pharmaceutical or medical device sales and in areas focused on informatics and technology applications. Nurses work in multidisciplinary teams to improve client outcomes in a diverse, global society ever mindful of cultural and lifespan considerations. Program graduates from La Salle University are prepared to advance the evidence base for nursing practice.

Student Learning Outcomes

At the completion of the program, the student is prepared to:

- Integrate liberal education as a basis for holistic nursing practice.
- Exhibit leadership attributes to promote safe, quality care for diverse clients across a variety of settings.
- Synthesize principles of evidence-based practice in the care of diverse clients across the lifespan.
- Analyze data from information systems and health care technologies to promote safe, cost-effective, quality healthcare.
- Practice as an advocate in complex health care delivery systems.
- Communicate effectively as a member of the interprofessional healthcare team to promote optimal outcomes.
- Engage in partnerships with diverse clients across the lifespan to promote health and prevent disease.
- Demonstrate responsibility and accountability for caring, professional nursing practice.
- Practice culturally congruent, holistic, client-centered nursing care to address complex needs of clients across the lifespan.

Program Contact Information

Degree Earned

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

GPA Requirement for BSN

Students will be admitted into the Nursing major in the sophomore year. In order to be formally accepted into the sophomore year and begin nursing major courses, the student must have earned the following:

- At least 34 required La Salle University credits in the liberal arts and sciences (full-time day program); 58 credits in the liberal arts and sciences (part-time ACHIEVE program)
- A grade of “C” or higher in Developmental Psychology
- An overall cumulative 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).

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 Student Handbooks.

Additional Requirements

A cleared child abuse check, a cleared criminal record check from the state of Pennsylvania and primary residence state, a cleared FBI nationwide fingerprint check, and a negative urine drug screen.

Progression in the Nursing Program

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. Students entering nursing major courses must also earn a minimum of a grade of C in NUTR 165 Principles of Nutrition and HSC 217: Statistics for Health Professionals.

Cumulative:

Progress Chart

Level One – Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

NUTR 165 - Principles of Nutrition

ILO 3.1b: Quantitative Reasoning

MTH 150 - Mathematics: Myths and Realities

ILO 6.1: Technological Competency

CSC 154 - Health Care Informatics

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

COM 150 - Presentation Skills

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

SOC 150 - Principles of Sociology

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

Nursing Major Courses

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 Nursing 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 Nursing 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

Nursing Support Courses

BIO 161 - Anatomy and Physiology I
BIO 162 - Anatomy and Physiology II
BIO 163 - Clinical Microbiology
CHM 161 - Chemistry for the Life Sciences
HSC 217 - Statistics for the Health Science Professionals
PSY 155 - Introduction to Psychology
PSY 210 - Developmental Psychology

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Course Descriptions

HSC 217 - Statistics for Health Science Profs

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).

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

ILO Met: ILO 3.1.b - Quantitative Reasoning

NUR 201 - Pathophysiology

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: BIO 161, 162, 163, and Chem 161

NUR 202 - Health Assessment

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.

Number of Credits: 3 (2 didactic/1 lab)

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: BIO 161, 162, 163, and Chemistry 161

NUR 203 - Introduction to Professional Nursing Practice

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.

Number of Credits: 4 (3 credits didactic/1 credit clinical)

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: BIO 161, 162, 163, and Chemistry 161

NUR 204 - Pharmacology

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: BIO 161, 162, 163, Chem 161, NUR 201, NUR 202

NUR 205 - Foundations of Professional Nursing Practice

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.

Number of Credits: 6 (3 didactic/3 clinical)

When Offered: Spring, Summer

How Offered: Face-to-Face

Prerequisites: NUR 201, 202, 203

NUR 331 - Adult Health I: Care of the Client with Chronic Illness

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

Number of Credits: 7 (3 didactic/4 clinical)

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: NUR 203, NUR 204, NUR 205

Corequisites: NUR 332 (No corequisite for ACHIEVE)

NUR 332 - Introduction to Nursing Research and Evidence-based Practice

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: Courses permitting admission to the major; all 200-level Nursing major courses

NUR 333 - Family Nursing: Childbearing Families

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.

Number of Credits: 4 (2 didactic/2 clinical)

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: NUR 331

Corequisites: NUR 332, NUR 334 (ACHIEVE corequisite is NUR 332)

NUR 334 - Genetics and Genomics

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.

Number of Credits: 2

When Offered: Spring, Summer

How Offered: Face-to-Face

Prerequisites: All 300-level Nursing major courses Fall semester

Corequisites: (ACHIEVE use NUR 335)

NUR 335 - Family Nursing: Childrearing

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.

Number of Credits: 4 (2 didactic/2 clinical)

When Offered: Spring, Summer

How Offered: Face-to-Face

Prerequisites: NUR 331, NUR 332

Corequisites: NUR 334

NUR 421 - Psychiatric-Mental Health Nursing

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.

Number of Credits: 5 (3 didactic/2 clinical)

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: NUR 333, NUR 334, NUR 335

NUR 423 - Public Health Nursing

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.

Number of Credits: 5 (3 didactic/2 clinical)

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: All 300-level Nursing major courses

Corequisites: NUR 421, NUR 424 (ACHIEVE corequisite is NUR 427)

NUR 424 - Senior Seminar I: Synthesis of Clinical Concepts

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.

Number of Credits: 1

When Offered: Fall

How Offered: Face-to-Face, Hybrid

Prerequisites: All 300-level Nursing major courses

Corequisites: NUR 421, NUR 423 (ACHIEVE corequisite is NUR 421)

NUR 425 - Adult Health II: Care of the Client with Acute and Complex

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.

Number of Credits: 7 (3 didactic/4 clinical)

When Offered: Spring, Summer

How Offered: Face-to-Face

Prerequisites: NUR 421, NUR 423, NUR 424

Corequisites: NUR 427, NUR 428 (ACHIEVE corequisite is NUR 428 only)

NUR 427 - Nursing Leadership and Management: Concepts and Practice

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.

Number of Credits: 4 (3 didactic/1 clinical)

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Completion of all 300-level Nursing courses; NUR 421, NUR 423, NUR 424 (ACHIEVE has no Prerequisite)

Corequisites: (ACHIEVE corequisite is NUR 423)

NUR 428 - Senior Seminar II: Synthesis of Nursing Clinical Concepts

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.

Number of Credits: 1

When Offered: Spring, Summer

How Offered: Hybrid

Prerequisites: NUR 421, NUR 423, NUR 424

Corequisites: NUR 425, NUR 427 (ACHIEVE corequisite is NUR 425 only)

Nursing – Accelerated RN to BSN Online

Program Description

The accelerated Registered Nurse to Bachelor of Science in Nursing online program provides scientifically based nursing curricula to educate clinically competent, caring, nursing professionals with a commitment to excellence in practice, service, and scholarship. The program emphasizes quality and safety in patient care while also instilling lifelong learning as a hallmark of professional nurses, while serving as a foundation for graduate study.

Students will learn to implement culturally appropriate strategies for health promotion, risk reduction, and disease prevention, and use clinical judgment and decision-making skills when assessing and evaluating the health status of individuals and families.

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).

Why take this major?

The RN to BSN online program provides a flexible and convenient avenue for registered nurses to advance their education and develop in-demand skill sets.

Student Learning Outcomes

- Integrate liberal education as a basis for holistic nursing practice.
- Exhibit leadership attributes to promote safe, quality care for diverse clients across a variety of settings.
- Synthesize principles of evidence-based practice in the care of diverse clients across the lifespan.
- Analyze data from information systems and health care technologies to promote safe, cost-effective, quality healthcare.
- Practice as an advocate in complex health care delivery systems.
- Communicate effectively as a member of the interprofessional healthcare team to promote optimal outcomes.
- Engage in partnerships with diverse clients across the lifespan to promote health and prevent disease.
- Demonstrate responsibility and accountability for caring, professional nursing practice.
- Practice culturally congruent, holistic, client-centered nursing care to address complex needs of clients across the lifespan.

Program Contact Information

Degree Earned

BSN

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

2.0

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

NUTR 165 - Principles of Nutrition

ILO 3.1b: Quantitative Reasoning

HSC 217 - Statistics for Healthcare Professionals

ILO 6.1: Technological Competency

CSC 154 - Healthcare Informatics

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

COM 150 - Presentation Skills

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

SOC 150 - Introduction to Sociology

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

NUR 300 - Articulation Credits for RN License

NUR 301 - Professional Nursing Practice and Health Information Systems

NUR 314 - Health Assessment

NUR 318 - Issues in Pharmacology

NUR 408 - Nursing Research

NUR 410 - Evidence -Based Practice

NUR 413 - International Public Health Nursing

NUR 418 -Nursing Leadership, Management, and Organizational Dynamics

NUR 465 -Safety Strategies for Healthcare Delivery Systems

NUR Elective

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Course Descriptions

HSC 217 - Statistics for Health Science Profs

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).

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

ILO Met: ILO 3.1.b - Quantitative Reasoning

HSC 493 - - Holistic Health Approach

This course explores philosophical, theoretical, and the practice of holistic health care. The foundations of holistic health care lies 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 of 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, and therapeutic touch.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Online

NUR 301 - Professional Nursing Practice and Health Information Systems

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Online

NUR 314 - Health Assessment

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.

Number of Credits: 3

Prerequisites: NUR 301

NUR 318 - Developments and Controversies in Pathophysiology and Pharmacology

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Online

Prerequisites: NUR 301

NUR 408 - Nursing Research

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Online

Prerequisites: HSC 217 and all NUR 300-level nursing courses

NUR 410 - Evidence-Based Practice

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Online

Prerequisites: NUR 408

NUR 413 - International Public Health Nursing

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 healthcare 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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Online

Prerequisites: NUR 301

NUR 418 - Nursing Leadership, Management, And Organizational Dynamics

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 challengers. 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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Online

Prerequisites: NUR 301

NUR 465 – Safety Strategies for Healthcare Delivery Systems

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Online

Prerequisites: NUR 301

Nursing – ACHIEVE

Program Description

Bachelor of Science in Nursing (prelicensure, evening program) ACHIEVE

The ACHIEVE Program is the part-time evening/weekend program leading to the BSN degree. Students must have earned 58 credits in designated coursework prior to taking nursing major courses. In addition to these 58 credits, all students must take REL 100 Religion Matters. The curricular plan for ACHIEVE students is taught over nine continuous semesters once prerequisite courses are met. The 16 nursing courses are taught during the fall, spring, and summer sessions. Didactic portions of the courses are taught in the evenings during the week. Clinical experiences are planned for day and evening weekend hours.

Why take this major?

Students earning a Baccalaureate of Science in Nursing degree qualify to complete an application to take the National Council Licensure Examination (NCLEX-RN® exam). Once licensed as a Registered Nurse, a program graduate is prepared to provide holistic, professional nursing care to patients in a variety of health care settings including but not limited to acute and long-term care, occupational health, outpatient settings, rehabilitation centers, and a variety of community based agencies. Nursing professionals also seek career options in areas such as correctional facilities, education, pharmaceutical or medical device sales and in areas focused on informatics and technology applications. Nurses work in multidisciplinary teams to improve client outcomes in a diverse, global society ever mindful of cultural and lifespan considerations. Program graduates from La Salle University are prepared to advance the evidence base for nursing practice.

Student Learning Outcomes

At the completion of the program, the student is prepared to:

- Integrate liberal education as a basis for holistic nursing practice.
- Exhibit leadership attributes to promote safe, quality care for diverse clients across a variety of settings.
- Synthesize principles of evidence-based practice in the care of diverse clients across the lifespan.

- Analyze data from information systems and health care technologies to promote safe, cost-effective, quality healthcare.
- Practice as an advocate in complex health care delivery systems.
- Communicate effectively as a member of the interprofessional healthcare team to promote optimal outcomes.
- Engage in partnerships with diverse clients across the lifespan to promote health and prevent disease.
- Demonstrate responsibility and accountability for caring, professional nursing practice.
- Practice culturally congruent, holistic, client-centered nursing care to address complex needs of clients across the lifespan.

Program Contact Information

Degree Earned

B.S.N.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

GPA Requirement for BSN

Students will be admitted into the Nursing major in the sophomore year. In order to be formally accepted into the sophomore year and begin nursing major courses, the student must have earned the following:

- At least 58 credits in the liberal arts and sciences
- A grade of "C" or higher in Developmental Psychology
- An overall cumulative 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 minimum of a grade of "C" in NUTR 165 Principles of Nutrition and HSC 217: Statistics for Health Professionals.
- A score at or above the proficient category on the Test of Essential Academic Skills (TEAS) pre-entrance exam

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 Student Handbooks.

Additional Requirements

A cleared child abuse check, a cleared criminal record check from the state of Pennsylvania and primary residence state, a cleared FBI nationwide fingerprint check, and a negative urine drug screen.

Progression in the Nursing Program

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. Students entering nursing major courses must also earn a minimum of a grade of C in NUTR 165 Principles of Nutrition and HSC 217: Statistics for Health Professionals.

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

NUTR 165 Principles of Nutrition

ILO 3.1b: Quantitative Reasoning

HSC 217 Statistics for Health Professionals

ILO 6.1: Technological Competency

CSC 154 Healthcare Informatics

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

COM 150 Presentation Skills

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

SOC 150 Principles of Sociology

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

Nursing Support Courses

4 credits: BIO 161 - Anatomy and Physiology I

4 credits: BIO 162 - Anatomy and Physiology II

4 credits: BIO 163 - Clinical Microbiology

4 credits: CHM 161 - Chemistry for the Life Sciences

3 credits: PSY 155 - Introduction to Psychology

3 credits: PSY 210 - Developmental Psychology

3 credits: MTH 150 - Math: Myths and Realities

Required Major Courses

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 Nursing 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 Nursing 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

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Recommended Course Sequence

Sample Progress Chart for ACHIEVE Prelicensure Students

Fall 1 (7 credits)	Spring 1 (6 credits)	Summer 1 (6 credits)
3 credits: NUR 201 – Pathophysiology 4 credits: NUR 203 – Introduction to Professional Nursing Practice (3 didactic/1 clinical)	3 credits: NUR 202 – Health Assessment 3 credits: NUR 204 – Pharmacology 3 credits: REL 100 – Religion Matters (if not already completed)	6 credits: NUR 205 – Foundations of Professional Nursing Practice (3 didactic/ 3 clinical credits)
Fall 2 (7 credits)	Spring 2 (7 credits)	Summer 2 (6 credits)
7 credits: NUR 331 – Adult Health Nursing I: Care of the Client with Chronic Illness (3 didactic//4 clinical credits)	3 credits: NUR 332 – Introduction to Nursing Research and Evidence Based Practice 4 credits: NUR 333 – Family Nursing: Childbearing Families (2 didactic/2 clinical credits)	2 credits: NUR 334 – Genetics and Genomics 4 credits: NUR 335 – Family Nursing: Childrearing Families (2 didactic/2 clinical credits)
Fall 3 (6 credits)	Spring 3 (9 credits)	Summer 3 (8 credits)
5 credits: NUR 421 – Psych/Mental Health Nursing (3 didactic/2 clinical credits) 1 credits: NUR 424 – Senior Seminar I- Synthesis of Clinical Concepts	5 credits: NUR 423 – Public Health/Vulnerable Populations (3 didactic/2 clinical credits) 4 credits: NUR 427 – Nursing Leadership and Management:	7 credits: NUR 425 – Adult Health Nursing II: Care of the Client with Acute and Complex Conditions (3 didactic/5 clinical credits)

Course Descriptions

HSC 217 – Statistics for Health Science Profs

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).

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

ILO Met: ILO 3.1.b – Quantitative Reasoning

NUR 201 – Pathophysiology

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: BIO 161, 162, 163, and Chem 161

NUR 202 – Health Assessment

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.

Number of Credits: 3 (2 didactic/1 lab)

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: BIO 161, 162, 163, and Chemistry 161

NUR 203 – Introduction to Professional Nursing Practice

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.

Number of Credits: 4 (3 credits didactic/1 credit clinical)

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: BIO 161, 162, 163, and Chemistry 161

NUR 204 - Pharmacology

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: BIO 161, 162, 163, Chem 161, NUR 201, NUR 202

NUR 205 - Foundations of Professional Nursing Practice

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.

Number of Credits: 6 (3 didactic/3 clinical)

When Offered: Spring, Summer

How Offered: Face-to-Face

Prerequisites: NUR 201, 202, 203

NUR 331 - Adult Health I: Care of the Client with Chronic Illness

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

Number of Credits: 7 (3 didactic/4 clinical)

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: NUR 203, NUR 204, NUR 205

Corequisites: NUR 332 (No corequisite for ACHIEVE)

NUR 332 - Introduction to Nursing Research and Evidence-based Practice

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: Courses permitting admission to the major; all 200-level Nursing major courses

NUR 333 - Family Nursing: Childbearing Families

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.

Number of Credits: 4 (2 didactic/2 clinical)

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: NUR 331

Corequisites: NUR 332, NUR 334 (ACHIEVE corequisite is NUR 332)

NUR 334 - Genetics and Genomics

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.

Number of Credits: 2

When Offered: Spring, Summer

How Offered: Face-to-Face

Prerequisites: All 300-level Nursing major courses Fall semester

Corequisites: (ACHIEVE use NUR 335)

NUR 335 - Family Nursing: Childrearing

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.

Number of Credits: 4 (2 didactic/2 clinical)

When Offered: Spring, Summer

How Offered: Face-to-Face

Prerequisites: NUR 331, NUR 332

Corequisites: NUR 334

NUR 421 - Psychiatric-Mental Health Nursing

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.

Number of Credits: 5 (3 didactic/2 clinical)

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: NUR 333, NUR 334, NUR 335

NUR 423 - Public Health Nursing

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.

Number of Credits: 5 (3 didactic/2 clinical)

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: All 300-level Nursing major courses

Corequisites: NUR 421, NUR 424 (ACHIEVE corequisite is NUR 427)

NUR 424 - Senior Seminar I: Synthesis of Clinical Concepts

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.

Number of Credits: 1

When Offered: Fall

How Offered: Face-to-Face, Hybrid

Prerequisites: All 300-level Nursing major courses

Corequisites: NUR 421, NUR 423 (ACHIEVE corequisite is NUR 421)

NUR 425 - Adult Health II: Care of the Client with Acute and Complex

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.

Number of Credits: 7 (3 didactic/4 clinical)

When Offered: Spring, Summer

How Offered: Face-to-Face

Prerequisites: NUR 421, NUR 423, NUR 424

Corequisites: NUR 427, NUR 428 (ACHIEVE corequisite is NUR 428 only)

NUR 427 - Nursing Leadership and Management: Concepts and Practice

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.

Number of Credits: 4 (3 didactic/1 clinical)

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Completion of all 300-level Nursing courses; NUR 421, NUR 423, NUR 424 (ACHIEVE has no Prerequisite)

Corequisites: (ACHIEVE corequisite is NUR 423)

NUR 428 – Senior Seminar II: Synthesis of Nursing Clinical Concepts

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.

Number of Credits: 1

When Offered: Spring, Summer

How Offered: Hybrid

Prerequisites: NUR 421, NUR 423, NUR 424

Corequisites: NUR 425, NUR 427 (ACHIEVE corequisite is NUR 425 only)

Department of Urban Public Health & Nutrition

Mission Statement

Reflecting Lasallian values and the mission of La Salle University, the mission of the Department of Urban Public Health and Nutrition is to educate students from diverse backgrounds in the disciplines of public health and nutrition science so they are equipped to prevent and treat disease and to promote the health and wellness of individuals, families, and urban populations. We accomplish our mission through teaching, research, service, and evidence-based practice, while focusing on the equitable treatment of individuals and populations.

Department Goals

- 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.
- The **Didactic Program** will prepare graduates to obtain and successfully complete supervised practice programs.
- Graduates are competent in the 5 core **Public Health** knowledge areas and are able to address issues associated with health disparities in urban communities.
- 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

- Students and faculty will engage in Public Health research and scholarly activities.

Service Goals

- 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

- The Program will provide training and workforce development opportunities that meet the needs of the
- Public Health workforce working in urban communities.

Diversity Goal

- 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.

Major(s) Offered

[B.S. in Nutrition \(Didactic Program\)](#)

[B.S. in Nutrition \(Coordinated Program in Dietetics\)](#)

[B.S. in Public Health](#)

Minor(s) Offered

[Public Health](#)

[Nutrition](#)

Location/Contact Information

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Full-Time Faculty

Public Health

PROFESSOR: Rodriguez, Harner

ASSISTANT PROFESSOR: Robertson-James, Shuman, Rexing

Nutrition

ASSOCIATE PROFESSOR: Frank

ASSISTANT PROFESSOR: Danowski; Emery; Adams; Laura

Nutrition (Coordinated Program in Dietetics)

Program Description

The Bachelor of Science in Nutrition prepares students for a wide variety of careers in areas such as health care, public health, business, food service 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. Details can be found in the [Coordinated Program Handbook](#).

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 (RD)/Registered Dietitian Nutritionist (RDN) 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 RD/RDN, students are eligible to apply for licensure in the State of Pennsylvania and other states where the practice of dietetics is regulated through licensure. RD/RDNs 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, fitness settings, supermarkets, other businesses, and in private practice.

How to Become a Coordinated Program in Dietetics Major

A. 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.

B. Admission to the Coordinated Program is not guaranteed even if minimum admission criteria are met if the number of qualified students applying exceeds the number of ACEND-approved available slots with capacity to train students in the Program.

Minimum Requirements for Admission to the Coordinated Program:

- 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 $\geq 3.2^*$; GPA for courses required for Didactic Program Verification must also be ≥ 3.2 including any completed at another institution.
 - 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 other nutrition courses
 - successfully completed the application process
- 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.
 - 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.
 - *All students may take Medical Nutrition Therapy II (NUTR 342), Quantity Food Preparation and Management Systems (NUTR 320), and Capstone in Nutrition (NUTR 440) 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.

Accreditation

La Salle University's Didactic Program in Nutrition and Coordinated Program in Dietetics are 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.

Why take this major?

The Coordinated Program includes a 1200-hour internship that is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Graduates are eligible to sit for the Registration Examination for Dietitians after successful completion of the Bachelor of Science in Nutrition and the Coordinated Program in Dietetics.

Student Learning Outcomes

At the completion of the program the student will:

- Utilize knowledge from the physical and biological sciences as a basis for understanding the role of food and nutrients in health and disease processes.
- Provide nutrition counseling and education to individuals, groups, and communities throughout the lifespan using a variety of communication strategies.
- Evaluate nutrition information based on scientific reasoning for clinical, community, and food service application.
- 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.
- Implement strategies for food access, procurement, preparation, and safety for individuals, families, and communities.
- Perform food management functions in business, health-care, community, and institutional arenas.
- 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.
- Provide culturally competent nutrition services for individuals and communities.

Program Contact Information

Degree Earned

B.S.Nutr.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

3.2

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

CHM 161 Chemistry of the Life Sciences

ILO 3.1b: Quantitative Reasoning

HSC 217 Statistics for Health Science Profs

ILO 6.1: Technological Competency

CSC 154 Healthcare Informatics

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

COM 150 Presentation Skills

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

POL 151 Principles of American Government or ECN 150 Introductory Macroeconomics: The U.S. in the Global Economy I

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

Major Courses

NUTR 165- Principles of Nutrition
NUTR 200 -Life Cycle Nutrition
NUTR 230- Food Science
NUTR 300- Community Nutrition
NUTR 310- Management in Nutrition and Dietetics
NUTR 320- Quantity Food Preparation and Management
NUTR 340- Professional Practice in Nutrition
NUTR 341 – Medical Nutrition Therapy I
NUTR 342 – Medical Nutrition Therapy II
NUTR 401 - Practicum in Medical Nutrition Therapy I
NUTR 402 - Practicum in Medical Nutrition Therapy II
NUTR 410 - Practicum in Community Nutrition I
NUTR 411 - Practicum in Community Nutrition II
NUTR 420 – Nutrition Education and Counseling
NUTR 430 - Practicum in Foodservice Management
NUTR 440 – Capstone in Nutrition
NUTR 441 – Food and Culture
NUTR 470 – Special Topics - or may choose an elective

Support Courses

BIO 161 -Anatomy and Physiology I
BIO 162 - Anatomy and Physiology II
BIO 163- Clinical Microbiology
PSY 155- Introduction to Psychology
CHM 262- Organic Chemistry for Life Sciences
CHM 263 -Biochemistry for Life Sciences
PHLT 408 - Research Methods

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Minor Requirements

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**

Recommended Course Sequence

Freshman Year

Fall Semester

ENG 110 College Writing I
NUTR 165 Principles of Nutrition
BIO 161 Anatomy and Physiology I
CSC 154 Health Informatics
Religion 100

Spring Semester

PSY155 Introduction to Psychology
CHM161 Chemistry for the Life Sciences
BIO162 Anatomy and Physiology II
COM 150 Presentation Skills
FYS 130 *

Sophomore Year

Fall Semester

CHM262 Organic Chemistry for Life Sciences
NUTR 200 Life Cycle Nutrition
NUTR 230 Food Science
ENG 210 College Writing II
POL 151 or ECN 150 Principles of American Government or Introductory Macroeconomics: The U.S. in the Global Economy I

Spring Semester

CHM 263 Biochemistry for Life Sciences
NUTR 300 Community Nutrition
NUTR 340 Professional Practice in Nutrition
Choose course within ILO 9, 10, or 11
BIO 163 Clinical Microbiology

Junior Year

Fall Semester

NUTR 310 Management in Nutrition and Dietetics
NUTR 341 Medical Nutrition Therapy I
NUTR 420 Nutrition Ed and Counseling
NUTR 441 Food and Culture
Choose course within ILO 9,10,or 11

Spring Semester

NUTR 320 Quantity Food Prep/Management
NUTR 342 Medical Nutrition Therapy II
HSC 217 Statistic for Health Science
NUTR 470 Special Topics in Nutrition or elective
Choose course within ILO 9,10,or 11

Senior Year

Fall Semester

NUTR 401 Practicum in Clinical Nutrition I
NUTR 410 Practicum in Community Nutrition I
PHLT 408 Research Methods

Spring Semester

NUTR 402 Practicum in Clinical Nutrition II
NUTR 411 Practicum in Community Nutrition II
NUTR 440 Capstone in Nutrition

Summer Semester

NUTR 430 Practicum in Foodservice Management

Course Descriptions

NUTR 165 - Principles of Nutrition

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.

Number of Credits: 3

ILO Met: ILO 3.1.a - Scientific Reasoning

NUTR 200 - Life Cycle Nutrition

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: NUTR 165, BIO 161

Corequisites: BIO 162

NUTR 230 - Food Science

This course examines chemical and physical properties 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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Restrictions: Non-nutrition majors must obtain permission of the Director to register for this course.

Prerequisites: NUTR 165, CHM 161

NUTR 300 - Community Nutrition

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: NUTR 165, NUTR 200

NUTR 310 - Management in Nutrition and Dietetics

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: NUTR 165

NUTR 320 - Quantity Food Preparation and Management

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: NUTR 165, NUTR 230, NUTR 310, BIO 163

NUTR 340 - Professional Practice in Nutrition

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: Nutrition Majors Only

Prerequisites: NUTR 165, NUTR 200

NUTR 341 - Medical Nutrition Therapy I

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: Students are permitted to re-take this course once to seek to improve their grade

Prerequisites: NUTR 165, NUTR 200, NUTR 300, BIO 161, BIO 162, CHM 161, CHM 262, and CHM 263

NUTR 342 - Medical Nutrition Therapy II

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: Students are permitted to re-take this course once to seek to improve their grade

NUTR 401 - Practicum in Medical Nutrition Therapy I

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.

Number of Credits: 6

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: Formal admission to the Coordinated Program in Dietetics

NUTR 402 - Practicum in Medical Nutrition Therapy II

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.

Number of Credits: 6

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Formal admission to the Coordinated Program in Dietetics; NUTR 401 with a grade of "B" or above.

NUTR 410 - Practicum in Community Nutrition I

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.

Number of Credits: 6

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: Formal admission to the Coordinated Program in Dietetics.

NUTR 411 - Practicum Community Nutrition II

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 utilize assessment skills to determine health and nutritional needs of individuals and groups in community settings. Under the supervision of a Registered Dietitian, students will participate in nutrition counseling and educational programs in their field placements with local community nutrition organizations. Practicum coursework will include lecture, group discussion, journaling, assigned readings, research papers, project work, and practical field experiences (8 hours per week).

Number of Credits: 6

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Formal admittance into the Coordinated Program in Dietetics required and completion of Nutrition 410 with a grade of B or better

NUTR 420 - Nutrition Education and Counseling

This course focuses on communication strategies for effective health behavior change. Topics include food behavior; verbal and non-verbal communication; interviewing skills; cultural competency; literacy; counseling theories and the counseling process; learning theories and educational principles; and educational methods and tools. Three hours of lecture.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: NUTR 165, NUTR 200, PSY 155

NUTR 430 - Practicum in Food Service Management

This course provides practical experience in quantity food planning, preparation, and management in hospitals, nursing homes, school food service, and commercial cafeterias. Students will participate in the daily operations and management functions of food service systems, including sanitation, food safety, equipment selection and operation, food purchasing, receiving and storage, personnel and fiscal management, and quality control. The course

will consist of assigned readings and discussions with an average of 2–4 hours per week of classroom experiences and 32 hours per week of practicum for 10 weeks.

Number of Credits: 6

When Offered: Summer

How Offered: Face-to-Face

Prerequisites: Formal admission to the Coordinated Program and B or better in NUTR 401, 402, 410, 411.

NUTR 440 - Capstone in Nutrition

Emphasizes the integration of nutrition knowledge and the interpretation and application of nutrition-oriented research including evidence-based practice. Students write a scientific research paper and create and orally present a poster, utilizing peer-reviewed scientific literature and other appropriate sources. Three hours of lecture.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: Nutrition Majors Only

Prerequisites: NUTR 165, NUTR 200, NUTR 300, NUTR 340, NUTR 420, and HSC 217.

NUTR 441 - Food and Culture

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: NUTR 165, NUTR 200; recommended NUTR 230.

NUTR 450 - Sustainable Food Systems and Food Justice

Encompasses current issues involving food agriculture, activities, people and resources involved in getting food from field to plate. Current food practices and marketing are investigated in terms of the cost/benefit to the individual, and society. Three hours of lecture.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: NUTR 165, NUTR 200, NUTR 300.

NUTR 460 - Nutrition Externship

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 (minimum of 50 hours per semester) required.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: Nutrition majors only unless approved by the Director

Prerequisites: NUTR 165, NUTR 200, NUTR 300

NUTR 470-475 - Special Topics in Nutrition

The course provides an in-depth examination of a current topic in the field of nutrition. Three hours of lecture.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: NUTR 165, NUTR 200.

NUTR 474 - Special Topics: Nutrition and Dietetics Technician, Registered Careers and Credential

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.

Number of Credits: 1

When Offered: Spring

How Offered: Face-to-Face

Restrictions: Student must be a senior in the Didactic Program in Nutrition to register for this course.

NUTR 480-481 - Nutrition Research

The student conducts individual research under supervision of a faculty member. Hours to be arranged.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Hybrid

Restrictions: Permission of the Director required.

Prerequisites: NUTR 165, NUTR 200, NUTR 300, and HSC 217.

Nutrition (Didactic Program)

Program Description

The Bachelor of Science in Nutrition prepares students for a wide variety of careers in areas such as health care, public health, business, food service 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.

Accreditation

La Salle University's Didactic Program in Nutrition and Coordinated Program in Dietetics are 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.

Description

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. Details can be found in the program Handbook at <https://www.lasalle.edu/nutrition/wp-content/uploads/sites/143/2017/08/DPD-Program-2017-18-Student-Handbook-final.pdf>

Why take this major?

Students who choose this major will be prepared to enter a wide variety of careers in the growing field of nutrition and wellness. Course work meets eligibility requirements for the Diet Technician, Registered credential and for application to the supervised practice programs that qualify the student for the Registered Dietitian/Registered Dietitian Nutritionist credential. Graduates also find careers in community nutrition, food and culinary service, hospitality and fitness settings, or continue on to graduate programs in health professions.

Student Learning Outcomes

Upon successful completion of the program the student will demonstrate the ability to:

- Locate, interpret, evaluate and use nutrition information, applying critical thinking and scientific reasoning skills.
- Use current information technologies to locate and apply evidence-based guidelines and protocols.
- Describe the governance and scope of professional dietetics practice, including mentoring and precepting of others.
- Provide nutrition education to individuals, groups, and communities throughout the lifespan using effective and professional communication skills.
- Utilize technical skills and knowledge of health behavior when providing nutrition recommendations and counseling to individuals across the lifespan.
- Utilize professional skills and the Nutrition Care Process to provide and effectively document nutrition services in multidisciplinary, interprofessional settings.
- Assess the impact of policies and strategies for food access, procurement, preparation, and safety for individuals, families, and communities.
- Apply theories and knowledge to provide quality food management functions in business, healthcare, community and institutional arenas.
- Utilize knowledge from the physical and biological sciences as a basis for understanding the role of food and nutrients in health and disease processes.
- Provide culturally competent, ethical nutrition services for individuals and communities.

Program Contact Information

Degree Earned

B.S.

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

Students must maintain an overall GPA of 3.2, and a GPA of 3.2 in all courses required by the Academy of Nutrition and Dietetics, to be eligible for admission to the Coordinated Program in Dietetics.

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

CHEM 161 - Chemistry of the Life Sciences

ILO 3.1b: Quantitative Reasoning

HSC 217 - Statistics for Health Sciences

ILO 6.1: Technological Competency

CSC 154 - Health Informatics

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

COM 150 - Presentation Skills

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

POL 151 - Principles of American Government OR ECON 150 - Macroeconomics

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

Major Requirements

NUTR 165 - Principles of Nutrition

NUTR 200 - Life Cycle Nutrition

NUTR 230 - Food Science

NUTR 300 - Community Nutrition

NUTR 310 - Management in Nutrition and Dietetics

NUTR 320 - Quantity Food Preparation and Management

NUTR 340 - Professional Practice in Nutrition

NUTR 341 - Medical Nutrition Therapy I
NUTR 342 - Medical Nutrition Therapy II
NUTR 420 - Nutrition Education and Counseling
NUTR 440 - Capstone in Nutrition

NUTR441 - Food and Culture
NUTR 450 - Sustainable Food Systems and Food Justice
NUTR 470-475 - Special Topics in Nutrition

Support Courses

BIO 161 - Anatomy and Physiology I
BIO 162 - Anatomy and Physiology II
BIO 163 - Clinical Microbiology
PSY 155 - Introduction to Psychology
CHM 262 - Organic Chemistry for Life Sciences
CHM 263 - Biochemistry for Life Sciences
PHLT 408 - Research Methods

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Minor Requirements

Required for a minor in Nutrition:

Completion of college chemistry with laboratory, preferably **CHM 161**, with a grade of "C" or better is a **pre-requisite** for the nutrition minor.

Required courses (all courses must be completed with a grade of "C" or better):

- **BIO 161 and 162 OR BIO 210**
- **NUTR 165**
- **NUTR 200**
- Three additional courses from the **300/400** level, selected from the following courses: **NUTR 300; NUTR 310; NUTR 420; NUTR 441; NUTR 450; NUTR 460; NUTR 470-475**. Other courses may be considered at the discretion of the Program Director

Recommended Course Sequence

Model Roster 2018-19

FALL

Freshman Year

ENG 110 College Writing I

NUTR 165 Principles of Nutrition

BIO 161 Anatomy and Physiology I

CSC 154 Health Informatics

SPRING

COM 150 Presentation Skills

CHM 161 Chem for Life Sciences

BIO 162 Anatomy and Physiology II

PSY 155 Introduction to Psychology

REL 100 Religion Matters

FYS Course*

Sophomore Year

CHM 262 Organic Chemistry for Life Sciences

CHM 263 Biochemistry for Life Sciences

NUTR 200 Life Cycle Nutrition

NUTR 300 Community Nutrition

NUTR 230 Food Science

NUTR 340 Professional Practice in Nutr

ENG 210 College Writing II

HSC 217 Statistics for Health Sciences

ILO 9, 10 or 11**

BIO 163 Clinical Microbiology

Junior Year

NUTR 310 Management in Nutrition and Dietetics

NUTR 320 Quantity Food Prep/Mgmt

NUTR 341 Medical Nutrition Therapy I

NUTR 342 Medical Nutrition Therapy II

NUTR 420 Nutrition Education/Counsel

ECN 50 Introductory Macroeconomics

ILO 9, 10 or 11** or Elective

or POL 151 American Government

ILO 9, 10 or 11** or Elective

ILO 9, 10 or 11** or Elective

ILO 9, 10 or 11** or Elective

Senior Year

NUTR 472 Special Topics in Nutrition

NUTR 440 Capstone in Nutrition

NUTR 441 Food and Culture

NUTR 450 Sustainable Food Sys/Justice

PHLT 408 Research Methods for Public Health

NUTR 460 Externship (or elective)

ILO 9, 10 or 11** or Elective

NUTR 474 NDTR and/or elective

ILO 9, 10 or 11** or Elective

ILO 9, 10 or 11** or Elective

*Recommended Courses to Meet FYS: Diverse Perspectives in Poverty: An Interprofessional Exploration; Of Feast and Famine: The Historical Importance of Food in Our Culture; Power, Justice, and Community; The Evolution of Human Communication; The Health and Well-Being of Children in Philadelphia

****Recommended Courses to meet ILO 9 Creative and Artistic Expression:** COM 204 Media Criticism; ENG 204 Intro to Creative Writing; ART 150 Introduction to Art History
Recommended Courses to meet ILO 10 Ethical Understanding and Reasoning: COM 300 Communication Ethics; ENG 303 Writing for Business; SWK 360 Working with Children and Families; PHL 152 Ethics and the Good Life; ENG 302 Language and Prejudice
Recommended Courses to meet ILO 11 Cultural and Global Awareness and Sensitivity: SPN 103 Spanish for Nursing and Health Science; SOC 262 Dynamics of Race and Ethnicity; COM 220 Intercultural Communication; ENG 351 Gender and Ethnicity; HIS 255 20th Century Globalism

Course Descriptions

NUTR 165 - Principles of Nutrition

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.

Number of Credits: 3

ILO Met: ILO 3.1.a - Scientific Reasoning

NUTR 200 - Life Cycle Nutrition

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: NUTR 165, BIO 161

Corequisites: BIO 162

NUTR 230 - Food Science

This course examines chemical and physical properties 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.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

Restrictions: Non-nutrition majors must obtain permission of the Director to register for this course.

Prerequisites: NUTR 165, CHM 161

NUTR 300 - Community Nutrition

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: NUTR 165, NUTR 200

NUTR 310 - Management in Nutrition and Dietetics

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: NUTR 165

NUTR 320 - Quantity Food Preparation and Management

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: NUTR 165, NUTR 230, NUTR 310, BIO 163

NUTR 340 - Professional Practice in Nutrition

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: Nutrition Majors Only

Prerequisites: NUTR 165, NUTR 200

NUTR 341 - Medical Nutrition Therapy I

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: Students are permitted to re-take this course once to seek to improve their grade

Prerequisites: NUTR 165, NUTR 200, NUTR 300, BIO 161, BIO 162, CHM 161, CHM 262, and CHM 263

NUTR 342 - Medical Nutrition Therapy II

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: Students are permitted to re-take this course once to seek to improve their grade

NUTR 401 - Practicum in Medical Nutrition Therapy I

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.

Number of Credits: 6

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: Formal admission to the Coordinated Program in Dietetics

NUTR 402 - Practicum in Medical Nutrition Therapy II

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.

Number of Credits: 6

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Formal admission to the Coordinated Program in Dietetics; NUTR 401 with a grade of "B" or above.

NUTR 410 - Practicum in Community Nutrition I

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.

Number of Credits: 6

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: Formal admission to the Coordinated Program in Dietetics.

NUTR 411 - Practicum Community Nutrition II

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 utilize assessment skills to determine health and nutritional needs of individuals and groups in community settings. Under the supervision of a Registered Dietitian, students will participate in nutrition counseling and educational programs in their field placements with local community nutrition organizations. Practicum coursework will include lecture, group discussion, journaling, assigned readings, research papers, project work, and practical field experiences (8 hours per week).

Number of Credits: 6

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Formal admittance into the Coordinated Program in Dietetics required and completion of Nutrition 410 with a grade of B or better

NUTR 420 - Nutrition Education and Counseling

This course focuses on communication strategies for effective health behavior change. Topics include food behavior; verbal and non-verbal communication; interviewing skills; cultural competency; literacy; counseling theories and the counseling process; learning theories and educational principles; and educational methods and tools. Three hours of lecture.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: NUTR 165, NUTR 200, PSY 155

NUTR 430 - Practicum in Food Service Management

This course provides practical experience in quantity food planning, preparation, and management in hospitals, nursing homes, school food service, and commercial cafeterias. Students will participate in the daily operations and management functions of food service systems, including sanitation, food safety, equipment selection and operation, food purchasing, receiving and storage, personnel and fiscal management, and quality control. The course will consist of assigned readings and discussions with an average of 2–4 hours per week of classroom experiences and 32 hours per week of practicum for 10 weeks.

Number of Credits: 6

When Offered: Summer

How Offered: Face-to-Face

Prerequisites: Formal admission to the Coordinated Program and B or better in NUTR 401, 402, 410, 411.

NUTR 440 - Capstone in Nutrition

Emphasizes the integration of nutrition knowledge and the interpretation and application of nutrition-oriented research including evidence-based practice. Students write a scientific research paper and create and orally present a poster, utilizing peer-reviewed scientific literature and other appropriate sources. Three hours of lecture.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: Nutrition Majors Only

Prerequisites: NUTR 165, NUTR 200, NUTR 300, NUTR 340, NUTR 420, and HSC 217.

NUTR 441 - Food and Culture

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: NUTR 165, NUTR 200; recommended NUTR 230.

NUTR 450 - Sustainable Food Systems and Food Justice

Encompasses current issues involving food agriculture, activities, people and resources involved in getting food from field to plate. Current food practices and marketing are investigated in terms of the cost/benefit to the individual, and society. Three hours of lecture.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: NUTR 165, NUTR 200, NUTR 300.

NUTR 460 - Nutrition Externship

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 (minimum of 50 hours per semester) required.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: Nutrition majors only unless approved by the Director

Prerequisites: NUTR 165, NUTR 200, NUTR 300

NUTR 470-475 - Special Topics in Nutrition

The course provides an in-depth examination of a current topic in the field of nutrition. Three hours of lecture.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: NUTR 165, NUTR 200.

NUTR 474 - Special Topics: Nutrition and Dietetics Technician, Registered Careers and Credential

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.

Number of Credits: 1

When Offered: Spring

How Offered: Face-to-Face

Restrictions: Student must be a senior in the Didactic Program in Nutrition to register for this course.

NUTR 480-481 - Nutrition Research

The student conducts individual research under supervision of a faculty member. Hours to be arranged.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Hybrid

Restrictions: Permission of the Director required.

Prerequisites: NUTR 165, NUTR 200, NUTR 300, and HSC 217.

Public Health

Program Description

The mission of the Bachelor of Science in Public Health (BSPH) program, which is rooted in the larger University mission, is to educate students from diverse disciplines and backgrounds in core public health knowledge areas so that they are equipped to help prevent disease and promote physical and mental health and social well-being through public health practice, leadership, and research.

Program Values

The Bachelor of Science in Public Health (BSPH) program's core values stem from the broader University's values, including teaching excellence, the importance of community, service to the poor, and education that fosters spiritual development. Specifically, the program's core values include the following:

- Excellence in teaching that fosters idealism, creativity, and innovation.
- Service to vulnerable and underserved populations that helps promote health and prevent disease.
- Research and scholarship that engages communities as partners in improving the environmental and social conditions necessary to achieve physical and mental health and social well-being.
- Ethical decision-making that considers social justice and health equity.
- Respect for cultural and religious values at the individual, family, community, and societal levels.

- Equality for individuals and communities regardless of race, ethnicity, religion, age, gender, sexual preference, or ability.
- Commitment to life-long professional and personal development.

Accreditation

La Salle University is accredited by the [Council on Education for Public Health](#).

Requirements to Progress to Graduation

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 an overall *and* 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 GPA of 2.5. If they are not able to meet the required 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 2.5 and a GPA of 2.5 in Public Health to graduate with the BSPH degree.

Why take this major?

La Salle University's Bachelor of Science in Public Health Program educates individuals for interdisciplinary, collaborative health care practice in local, regional, national, and global environments. Graduates plan, implement, and evaluate health programs to improve the health of vulnerable and diverse groups, with a focus on urban populations, social justice, and health education. We are committed to educating 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. Graduates of the public health program are prepared for graduate study in a variety of health professional fields and for public health practice jobs.

Student Learning Outcomes

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

- Explain the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.
- Identify the methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice.
- Identify the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.
- Relate the underlying science of human health and disease to opportunities for promoting and protecting health across the life course.
- Identify the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
- Apply the principles of project implementation, including planning, assessment, and evaluation in organizational and community initiatives.
- Explain the fundamental characteristics and organizational structures of the U. S. health system as well as to the differences in systems in other countries.
- Describe the legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government.
- Apply public health-specific communication, including technical and professional writing and the use of mass media and electronic technology to promote public health.

Health Education Specific Competencies:

- Assess needs, assets and capacity for health education
- Plan health education.
- Implement health education.
- Conduct evaluation and research related to health education.
- Administer and manage health education.

- Serve as a health education resource person.
- Communicate and advocate for health and health education.

Note: Learning Goals adapted from the [Association of Schools and Programs of Public Health](#) (ASPPH [Recommended Critical Component Elements of an Undergraduate Major in Public Health]) and the [National Commission for Health Education Credentialing](#) (NCHEC [Responsibilities and Competencies for Health Education Specialists]).

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.

Program Contact Information

Degree Earned

B.S. in Public Health

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

Public health major and overall GPA of 2.5 required for graduation

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

CHEM 161- Chemistry for the Life Sciences

ILO 3.1b: Quantitative Reasoning

HSC 217- Statistics for Health Science Professionals

ILO 6.1: Technological Competency

CSC 154- Healthcare Informatics

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

COM 150- Presentation Skills

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

NUT 165: Principles of Nutrition
PHLT 101: Essentials of Public Health
BIO 161: Anatomy and Physiology I
BIO 162: Anatomy and Physiology II
PHLT 270: Community Nutrition
PHLT 319: Epidemiology for Health Educators
PHLT 301: Theories of Social Behavioral Change in Community Health Education
PHLT 352: Program Planning and Health Education
PHLT 314: Unhealthy Urban Environments
PHLT 420: Public Health Leadership and Management
PHLT 315: Violence Prevention and Control
PHLT 356: Reproductive Health for Practitioners
PHLT 410: Public Health Education Capstone I
PHLT 411: Public Health Education Capstone II
PHLT 451: Introduction to Public Health Policy
PHLT 408: Research Methods in Public Health
PHLT 489: Race and Ethnicity in Public Health

6 Approved Public Health Supporting Courses

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Minor Requirements

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

Recommended Course Sequence

Year	Fall	Spring
Freshman	FYS 130- First Year Academic Seminar (ILO 1)	NUT 165: Principles of Nutrition
	REL 100: Religion Matters (ILO 2)	ILO 4 (Critical Analysis and Reasoning)
	ENG 110: College Writing I: Persuasion (ILO 8)	PHLT 101: Essentials of Public Health
	CSC 154: Healthcare Informatics (ILO 6)	HSC 217: Statistics for Health Science Professionals (ILO 3-M)
	CHM 161: Chemistry for the Life Sciences (ILO 3-Sci)	COM 150: Presentation Skills (ILO 8/12)
	BIO 161: Anatomy and Physiology I	BIO 162: Anatomy and Physiology II
Sophomore	ENG 210: College Writing II: Research (ILO 5)	ILO 9 (Creative and Artistic Expression)
	PHLT 319: Epidemiology for Health Educators	ILO 10 (Ethical Understanding and Reasoning)
	ILO 11 (Cultural and Global Awareness and Sensitivity)	PHLT 301: Theories of Social Behavioral Change in Community Health Education
	General elective	Supporting elective
	PHLT 352: Program Planning and Health Education	PHLT 314: Unhealthy Urban Environments
	PHLT 270: Community Nutrition	PHLT 420: Public Health Leadership and Management
Junior	Supporting elective	PHLT 315: Violence Prevention and Control
	Supporting elective	PHLT 356: Reproductive Health for Practitioners
	General elective	Supporting elective
	PHLT 410: Public Health Capstone I	PHLT 411: Public Health Capstone II

Senior

PHLT 451: Introduction to Public Health Policy

PHLT 408: Research Methods in Public Health

PHLT 489: Race and Ethnicity in Public Health

General elective

General elective

General elective

Supporting elective

Supporting elective

Course Descriptions

PHLT 101 - Essentials of Public Health

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

PHLT 200 - Community Nutrition

This course allows students to explore and begin to understand how complex and multifaceted public health nutrition programs enhance the health and nutrition of the U.S. population through education, emphasis on health promotion and disease prevention, integrated community efforts and government leadership. Emphasis is placed on policymaking, assessment and intervention methods, special populations, food security and program management. Students will gain understanding of course concepts and ideas presented in the classroom through readings, written assignments, presentations, class discussions, case studies and exams.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: NUT 165

PHLT 250 - Global Health

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.

Number of Credits: 3

When Offered: Summer

How Offered: Hybrid

PHLT 270 - Special Topics in Public Health Nutrition

This course allows students to explore and begin to understand how complex and multifaceted public health nutrition programs enhance the health and nutrition of the U.S. population through education, emphasis on health promotion and disease prevention, integrated community efforts and government leadership. Emphasis is placed on policymaking, assessment and intervention methods, special populations, food security and program management. Students will gain understanding of course concepts and ideas presented in the classroom through readings, written assignments, presentations, class discussions, case studies and exams.

PHLT 301 - Theories of Social Behavioral Change in Community Health Education

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: PHLT 101

PHLT 314 - Unhealthy Urban Environments: Healthy Solutions

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

PHLT 315 - Violence Prevention and Control

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

PHLT 319 - Epidemiology for Health Educators

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: HSC 217, PHLT 101

PHLT 350 - Health Education: Principles and Practice

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: PHLT 101

PHLT 352 - Program Planning and Health Education

This course provides a comprehensive overview of health education strategies for urban community health settings. This course focuses on: needs assessment and program planning, health education delivery, behavior change interventions and methods, and health disparities. Students will 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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: PHLT 101

PHLT 355 - Needs Assessment and Program Planning

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: PHLT 101

PHLT 356 - Reproductive Health for The Public Health Practitioner

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 safer sex practices will be investigated in addition to those issues of chronic illness, disability, and sexual coercion.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

PHLT 357 - Women, Gender, And Public Health

This course will focus 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 about, and 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 will be 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. This course is an elective and is not offered every year, based on demand.

Number of Credits: 3

When Offered: Summer

How Offered: Hybrid

PHLT 358 - Adolescent Health: Public Health Issues, Programs, And Policies

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. This course is an elective and is not offered every year, based on demand.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

PHLT 408 - Research Methods for Public Health

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, including 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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: Public health and/or Nutrition majors only

Prerequisites: HSC 217

PHLT 410 - Public Health Education Capstone I

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: Public health majors only

Prerequisites: PHLT 101, 301, 319, 350 and 355

PHLT 411 - Public Health Education Capstone II

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: Public health majors only

Prerequisites: PHLT 101, 301, 319, 350, 355, 410 and 451

Corequisites: PHLT 408 and 420

PHLT 420 - Public Health Leadership and Health Education

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: Public health majors only

Prerequisites: PHLT 101, 319, 350, 355

PHLT 451 - Introduction to Public Health Policy

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: PHLT 101

PHLT 454 - Public Health, Aids, And Society

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. This class is typically offered as a 1-week winter intersession class before the spring semester.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

PHLT 489 - Race, Ethnicity, And Public Health

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.

Number of Credits: 3

When Offered: Fall, Summer

How Offered: Face-to-Face, Online

Prerequisites: PHLT 101

Interdisciplinary Programs

Business Administration (Non-Traditional/Evening)

Program Description

Overview of Majors Available to Business Students

All students earning B.S. in Business Administration degrees complete a common set of 14 Business Core courses. In addition, though, students enrolled as Traditional/Day Students can choose to complete specialized majors (requiring 4-8 additional courses) in one or more of the following areas: **Accounting, Business Systems & Analytics, Finance, International Business, Marketing, and Management & Leadership**. Non-Traditional/Evening Students can choose a specialized major in **Accounting**.

Students who are new to La Salle and not ready to declare a specialization in Business can select **Undecided Business Administration (UBA)** as a major until they are ready to choose a specialization.

Some students, however, do not wish to complete a specialized major. For these students, an interdisciplinary major in **Business Administration (BUS)** is available. BUS majors complete either 4 (for Non-Traditional/Evening Students) or 6 (for Traditional/Day Students) upper-level business courses beyond the Business Core, with no more than two courses in any one discipline.

The Business Administration Major

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. The Business Administration major is an especially good fit for students interested in entrepreneurship, small business management, and other careers that do not require a specialized educational background.

Day students develop an approved Individualized Plan of Study 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.

Although internships and co-ops do not count toward requirements for the Business Administration major, students are nevertheless strongly encouraged to supplement their portfolios with such experiential education opportunities (as well as relevant extracurricular activities). Students who have completed the sophomore year and have a GPA of at least 2.5 may apply to receive credit for internships and co-ops.

Contact

Lynnette Clement
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Why take this major?

This major may be of particular interest to:

- Students interested in entrepreneurship
- Students intending to work in nonprofit organizations or government agencies
- Students whose families own small businesses
- Students who wish to work in fields for which an interdisciplinary business education could be especially beneficial, such as hospitality or retail sales
- Students who intend to go to law school
- Students in Arts and Sciences or Nursing and Health Sciences who wish to have a second major in business

Student Learning Outcomes

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:

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

Program Contact Information

Degree Earned

BSBA

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

2.0 Overall and in Upper-Level Major courses

Cumulative:

Progress Chart

Level One – Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 – College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 – College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 – First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 – Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

MTH 114 – Applied Business Calculus

ILO 6.1: Technological Competency

CSC 155 – Introduction to Computer Applications for Business

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

BUS 150 – Presentation and Collaboration Skills for Business

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

ECN 150 - Introductory Macroeconomics: The U.S. in the Global Economy I

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

Business Core

- ECN 201 – Introduction to Microeconomics: Business Firm and Market Analysis I
- BUS 101 – Financial Accounting
- BUS 202 – Descriptive and Predictive Analytics

- BUS 203 – Organizational Behavior
- BUS 204 – Marketing
- BUS 205 – Business Systems for Analytics
- BUS 206 – Financial Markets and Institutions
- BUS 207 – Managerial Accounting
- BUS 208 – Financial Management
- BUS 303 – Legal and Ethical Environment of Business
- BUS 304 – Prescriptive Analytics
- BUS 400 – Business Strategy
- International Business Course/Experience – ECN 331, ECN 333, ECN 335, BUS 300, MKT 305, FIN 403, or MGT 356

Discipline Specific

- **All** students must take 1 Writing Intensive course offered by the School of Business: ACC 304, FIN 304, MGT 311, MKT 305, or MKT 402
- **All** students cannot take more than two discipline-specific courses in a given discipline (ACC, BSA, FIN, LAW, MKT, MGT or RMI)
- **Non-Traditional/Evening** students take 4 Major Courses/Prof. Studies courses **and** 3 additional courses in ACC, BSA, FIN, MKT, or MGT

Free Electives

In addition to the requirements listed above, students must take enough courses to fulfill graduation credit requirements for their School and major.

Dual Major Requirements

Business Administration majors may not dual major with another major in the School of Business. They may, however, dual major with a major outside of the School of Business.

Minor Requirements

A minor in Business Administration is available to students with majors outside of the School of Business. Specialized minors in Accounting, Business Systems & Analytics, Marketing, Management & Leadership and Risk Management & Insurance are also available to non-business students.

Required for the 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.

Recommended Course Sequence

Most 200-level BUS courses should be taken during sophomore year since many are pre-requisites to Major courses that you will take.

Business Administration majors should see the various business disciplines (Accounting, Finance, etc.) for descriptions of upper-level business courses that can be used to complete the requirements of the major. Below are the Business Core courses taken by students in all business majors (as well as BUS 250, an elective, and BUS 300 which is an option for the International Business requirement).

Course Descriptions

BUS 100 - Business Perspectives

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

BUS 101 - Introduction to Financial Accounting

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

BUS 150 - Presentation and Collaboration Skills for Business

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 8.1.a - Oral Communication/ILO 12.1 - Collaborative Engagement

BUS 202 - Descriptive and Predictive Analytics

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: MTH 114; CSC course recommended as a pre-requisite but may be taken concurrently

BUS 203 – Organizational Behavior and Skill Development

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 decisionmaking. Career awareness and skill assessment will be done through brief lectures, personal inventories, and career planning experiences.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: sophomore standing

BUS 204 – Principles of Marketing with Applications

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

BUS 205 – Business Systems for Analytics

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

Prerequisites: CSC 155

BUS 206 – Financial Markets and Institutions: Principles and Applications

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: BUS 101

BUS 207 - Managerial Accounting

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.

Number of Credits: 2

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: BUS 101, MTH 114, CSC 155

BUS 208 - Fundamentals of Financial Management

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.

Number of Credits: 2

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: BUS 101, MTH 114, CSC 155

Corequisites: BUS 207

BUS 250 - Personal Financial Literacy: Skills for Life

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: Junior standing

BUS 300 - International Business

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

Prerequisites: BUS 101

BUS 303 - Legal and Ethical Environment of Business

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

Prerequisites: sophomore standing

BUS 304 - Prescriptive Analytics

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: MTH 114, BUS 202, AND BUS 205

BUS 400 - Business Strategy

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: senior standing

Business Administration (Traditional/Day)

Program Description

Overview of Majors Available to Business Students

All students earning B.S. in Business Administration degrees complete a common set of 14 Business Core courses. In addition, though, students enrolled as Traditional/Day Students can choose to complete specialized majors (requiring 4-8 additional courses) in one or more of the following areas: **Accounting, Business Systems & Analytics, Finance, International Business, Marketing, and Management & Leadership**. Non-Traditional/Evening Students can choose a specialized major in **Accounting**.

Students who are new to La Salle and not ready to declare a specialization in Business can select **Undecided Business Administration (UBA)** as a major until they are ready to choose a specialization.

Some students, however, do not wish to complete a specialized major. For these students, an interdisciplinary major in **Business Administration (BUS)** is available. BUS majors complete either 4 (for Non-Traditional/Evening Students) or 6 (for Traditional/Day Students) upper-level business courses beyond the Business Core, with no more than two courses in any one discipline.

The Business Administration Major

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. The Business Administration major is an especially good fit for students interested in entrepreneurship, small business management, and other careers that do not require a specialized educational background.

Day students develop an approved Individualized Plan of Study 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.

Although internships and co-ops do not count toward requirements for the Business Administration major, students are nevertheless strongly encouraged to supplement their portfolios with such experiential education opportunities (as well as relevant extracurricular activities). Students who have completed the sophomore year and have a GPA of at least 2.5 may apply to receive credit for internships and co-ops.

Contact

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Professor
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215.951.1144

Why take this major?

This major may be of particular interest to:

- Students interested in entrepreneurship
- Students intending to work in nonprofit organizations or government agencies
- Students whose families own small businesses
- Students who wish to work in fields for which an interdisciplinary business education could be especially beneficial, such as hospitality or retail sales
- Students who intend to go to law school
- Students in Arts and Sciences or Nursing and Health Sciences who wish to have a second major in business

Student Learning Outcomes

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:

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

Program Contact Information

Degree Earned

BSBA

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

2.0 Overall and in Upper-Level Major courses

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

MTH 114 – Applied Business Calculus

ILO 6.1: Technological Competency

CSC 155 – Introduction to Computer Applications for Business

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

BUS 150 – Presentation and Collaboration Skills for Business

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

ECN 150 - Introductory Macroeconomics: The U.S. in the Global Economy I

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

Business Core

- ECN 201 – Introduction to Microeconomics: Business Firm and Market Analysis I
- BUS 100 – Business Perspectives
- BUS 101 – Financial Accounting
- BUS 202 – Descriptive and Predictive Analytics
- BUS 203 – Organizational Behavior
- BUS 204 – Marketing
- BUS 205 – Business Systems for Analytics
- BUS 206 – Financial Markets and Institutions
- BUS 207 – Managerial Accounting
- BUS 208 – Financial Management
- BUS 303 – Legal and Ethical Environment of Business
- BUS 304 – Prescriptive Analytics
- BUS 400 – Business Strategy
- International Business Course/Experience

Discipline Specific

- **All** students must take 1 Writing Intensive course offered by the School of Business: ACC 304, FIN 304, MGT 311, MKT 305, or MKT 402
- **All** students cannot take more than two discipline-specific courses in a given discipline (ACC, BSA, FIN, LAW, MKT, MGT or RMI)
- **Traditional/Day** Students take 5 additional upper-level courses chosen from ACC, BSA, ENT, FIN, LAW, MKT, MGT, RMI, BUS 300 or BUS 370
- *FYS & BUS 100 is required for **Traditional/Day** students only

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Dual Major Requirements

Business Administration majors may not dual major with another major in the School of Business. They may, however, dual major with a major outside of the School of Business.

Minor Requirements

A minor in Business Administration is available to students with majors outside of the School of Business. Specialized minors in Accounting, Business Systems & Analytics, Marketing, Management & Leadership and Risk Management & Insurance are also available to non-business students.

Required for the 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.

Recommended Course Sequence

Most 200-level BUS courses should be taken during sophomore year since many are pre-requisites to Major courses that you will take. [Model rosters](#) should be followed for course sequencing.

Business Administration majors should see the various business disciplines (Accounting, Finance, etc.) for descriptions of upper-level business courses that can be used to complete the requirements of the major. Below are the Business Core courses taken by students in all business majors (as well as BUS 250, an elective, and BUS 300 which is an option for the International Business requirement).

Course Descriptions

BUS 100 - Business Perspectives

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.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

BUS 101 - Introduction to Financial Accounting

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

BUS 150 - Presentation and Collaboration Skills for Business

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ILO Met: ILO 8.1.a - Oral Communication/ILO 12.1 - Collaborative Engagement

BUS 202 - Descriptive and Predictive Analytics

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: MTH 114; CSC course recommended as a pre-requisite but may be taken concurrently

BUS 203 - Organizational Behavior and Skill Development

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 decisionmaking. Career awareness and skill assessment will be done through brief lectures, personal inventories, and career planning experiences.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: sophomore standing

BUS 204 - Principles of Marketing with Applications

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

BUS 205 - Business Systems for Analytics

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

Prerequisites: CSC 155

BUS 206 - Financial Markets and Institutions: Principles and Applications

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: BUS 101

BUS 207 - Managerial Accounting

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.

Number of Credits: 2

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: BUS 101, MTH 114, CSC 155

BUS 208 - Fundamentals of Financial Management

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.

Number of Credits: 2

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: BUS 101, MTH 114, CSC 155

Corequisites: BUS 207

BUS 250 - Personal Financial Literacy: Skills for Life

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: Junior standing

BUS 300 - International Business

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

Prerequisites: BUS 101

BUS 303 - Legal and Ethical Environment of Business

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

Prerequisites: sophomore standing

BUS 304 - Prescriptive Analytics

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.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: MTH 114, BUS 202, AND BUS 205

BUS 400 - Business Strategy

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.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: senior standing

Business Administration Minor

Entrepreneurship Minor

Description

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.

Contact

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215.951.1183

Required Courses for Minor

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 - Principles of Entrepreneurship

This course introduces students to the unique challenges associated with recognizing an innovative concept or unique opportunity within an industry or market, and then the strategic means of effectively introducing a business to that market to exploit this unique opportunity. This course is cross disciplinary and invites students from any major to participate. If students wish to pursue a minor in Entrepreneurship this is one of the courses that will be required to satisfy the requirements for that minor. Formerly BUS 170.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

ENT 301 - Entrepreneurial Applications

This course is conducted in a team format that requires students to work together to identify unique market opportunities for innovative concepts and then actively work outside the classroom to validate and then develop new business operations to serve an under or non-served market. Regular group presentations with critical feedback are required to assist the teams in identifying the optimal concept and means of delivering that concept to the market. This course is a required course for any student seeking to minor in Entrepreneurship.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: ENT201, ISBT 333 or Business major junior status

ENT 354 - Entrepreneurial & Small Bus Mgt

(CROSS-LISTED WITH MGT 354)

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.

Number of Credits: 3

Prerequisites: ENT 201 and ENT 301 or BUS 101 and BUS 208 or ISBT 333 and ISBT 334.

International Business

Program Description

Every business is a global business in the interconnected 21st century. From the smallest e-commerce entrepreneur to the global company on multiple continents, every business has the potential to expand its reach beyond a local operation and capitalize on emerging opportunities, no matter where they are. International business majors will learn how to assess and understand this dynamic and multifaceted environment and develop essential skills in ethical and cultural awareness.

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.

Contact

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215.951.1627

Why take this major?

International business is an interdisciplinary program. In addition to courses in business, students are encouraged to take courses from political science, education and economics. Experiencing a foreign culture first-hand is also an essential requirement.

- La Salle international business majors has a well-rounded education in accounting, business systems and analytics, finance, management and leadership, and marketing.
- Students are required to have a second major, or a relevant minor, which increases their career opportunities.
- Explorers studying international business must have an international experience fulfilled by short-term travel study courses, a semester abroad, or an approved international internship.
- Professors who teach in the program have vast international professional and educational experience. Many also lead students on short-term travel study courses to Europe, Asia and South America.

International business prepares students for a variety of career choices in culturally-diverse businesses in all industries, whether here at home or at an international location.

Career opportunities for those with an International Business degree include:

- Compliance Specialist
- Import/Export Agent
- International Finance and Banking
- International Management Consultant
- International Sales Representative
- Logistics Coordinator
- Trade Specialist

Student Learning Outcomes

The goals of the program are:

- to promote the understanding of the nature of international business (explain how international factors affect domestic concerns, explain regional economic and political integration, explain the main institutions that shape the global marketplace, explain business expansions abroad, explain the key legal and political issues related to conducting business in other countries),
- to demonstrate developed global perspectives (cognitive knowledge of global issues, interpersonal skills with individuals from various cultures, social responsibility awareness on global issues).

Program Contact Information

Degree Earned

BSBA

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

2.0 Overall and in Upper-Level Major courses

Cumulative:

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 - College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 - College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 - First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 - Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO

ILO 3.1b: Quantitative Reasoning

MTH 114 - Applied Business Calculus

ILO 6.1: Technological Competency

CSC 155 - Introduction to Computer Applications for Business

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

BUS 150 - Presentation and Collaboration Skills for Business

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

ECN 150 - Introductory Macroeconomics: The U.S. in the Global Economy I

ILO 9.1: Creative and Artistic Expression

Choose course within ILO

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

Business Core

- ECN 201 – Introduction to Microeconomics: Business Firm and Market Analysis I
- BUS 100 – Business Perspectives
- BUS 101 – Financial Accounting
- BUS 202 – Descriptive and Predictive Analytics
- BUS 203 – Organizational Behavior
- BUS 204 – Marketing
- BUS 205 – Business Systems for Analytics
- BUS 206 – Financial Markets and Institutions
- BUS 207 – Managerial Accounting
- BUS 208 – Financial Management

- BUS 303 – Legal and Ethical Environment of Business
- BUS 304 – Prescriptive Analytics
- BUS 400 – Business Strategy
- International Business Course/Experience

International Business Major – 4 courses

Choose 4 courses:

- BUS 300 – International Business
- ECN 331 – International Economics
- FIN 403 – International Finance
- MGT 309 – Management Perspectives of Globalization
- MGT 356 – Managing the Global Economy
- MKT 305 – International Marketing
- Any School of Business-sponsored travel study course

OR

Choose 3 courses from:

- BUS 300 – International Business
- ECN 331 – International Economics
- FIN 403 – International Finance
- MGT 309 – Management Perspectives of Globalization
- MGT 356 – Managing the Global Economy
- MKT 305 – International Marketing
- Any School of Business-sponsored travel study course

AND

Choose 1 from the following:

- ECN 276 – Political Economy of Latin America
- ECN 330 – Third World Poverty and Economic Development
- ECN 332 – Political Economy of Africa
- ECN 335 – International Trade and Trade Wars
- POL 240 – International Relations
- POL 341 – Globalization and International Decision Making
- EDC 218 – Physical and Cultural Geography
- Plus International Experience(s) that can be met by any of the following: Study Abroad, two travel study courses, an approved internship/coop in another country, one travel study course plus a domestic co-op or internship with a significant international component, or other significant international experience that may be considered upon application to the Program Director.

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Dual Major Requirements

International business majors are required to meet the requirements of either a second major (this can be outside the School of Business) or a minor in Risk Management and Insurance.

Recommended Course Sequence

[Model rosters](#) should be followed for course sequencing.

Course Descriptions

All course descriptions may be found in the main menu under [Undergraduate > Courses: A-Z](#).

Liberal Arts – A.A.

Program Description

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 usually be applied to the Bachelor's degree, as long as the student consults his/her advisor where specific major requirements are integrated into the Core. Free electives for the Associates degree should be chosen in consultation with an academic advisor. At least 30 credit hours must be fulfilled at La Salle University.

Why take this major?

Earning an A.A. degree has several benefits.

An Associate in Arts degree is an excellent stepping stone into a bachelor's degree program here at La Salle. The associate degree will provide you the opportunity to fulfill the University Core requirements and the Institutional Learning Objectives – Level One. Within the Core, you can explore some of the academic disciplines, and also augment your academic experience by taking courses in other disciplines to attain the necessary total of 60 credits.. This degree is an excellent foundation on which to base future academic and career decisions.

Student Learning Outcomes

Students will have completed all twelve Institutional Learning Outcomes at Level One:

- Understanding Diverse Perspectives;
- Reflective Thinking and Valuing;
- Scientific and Quantitative Reasoning;
- Critical Analysis and Reasoning;
- Information Literacy;
- Technological Competency;
- Health and Financial Literacy;
- Oral and Written Communication;
- Creative and Artistic Expression;
- Ethical Understanding and Reasoning;
- Cultural and Global Awareness;
- Oral Communication/Collaborative Engagement.

Program Contact Information

Degree Earned

A.A. – Liberal Arts

Number of Courses Required for Graduation

Major:

Total:

Number of Credits Required for Graduation

Major:

Total:

GPA Required for Graduation

Major:

2.0

Cumulative:

Progress Chart

Level One – Core Courses

12 courses and 2 modules required

Universal Required Courses (4 Courses)

Students must complete the following 4 courses.

ILO 8.1: Written Communication

ENG 110 – College Writing I: Persuasion

ILO 5.1: Information Literacy

ENG 210 – College Writing II: Research

ILO 1.1: Understanding Diverse Perspectives

[FYS 130 – First-Year Academic Seminar **](#)

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

ILO 2.1: Reflective Thinking and Valuing

REL 100 – Religion Matters

Elective Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning

Choose course within ILO *See note

ILO 3.1b: Quantitative Reasoning

Choose course within ILO *See note

ILO 6.1: Technological Competency

Choose course within ILO *See note

ILO 8.1a/12.1: Oral Communication/ Collaborative Engagement

Choose course within ILO *See note

Distinct Discipline Core Courses (4 Courses)

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning

Choose course within ILO *See note

ILO 9.1: Creative and Artistic Expression

Choose course within ILO *See note

ILO 10.1: Ethical Understanding and Reasoning

Choose course within ILO *See note

ILO 11.1: Cultural and Global Awareness and Sensitivity

Choose course within ILO *See note

Universal Required Modules (2 Courses)

Students must complete the following 2 non-credit modules.

*The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.*

ILO 7.1a

Health Literacy Module

ILO 7.1b

Financial Literacy Module

Major Requirements

Major requirements include 4 Level Two ILO requirements, fulfilled through the major.

Students in this major must complete courses in total in order to graduate.

Level Two (4 Courses)

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience)

Fulfilled within major

Choose one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies

Fulfilled within major

ILO 8.2b: Effective Expression (Writing-Intensive Course)

Fulfilled within major

Choose on ILO from 10.2, 11.2, or 12.2: Active Responsibility

Fulfilled within major

All Other Required Courses

Level I - asterisk

Students, who know the specific evening major they will eventually pursue, should consult with their advisor when choosing a course to fulfill this ILO. By doing so, the student can utilize the ILO to fulfill major requirements along with the Level One - Core requirement while also fulfilling the Associate degree requirements.

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Course Descriptions

All course descriptions may be found in the main menu under [Undergraduate > Courses: A-Z](#).

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[University Catalog 2018-2019 \(Archive\)](#)

La Salle University

Print Compilation – Grad

General Info

Overview and Policies

Who are we?

Mission

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

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

[Read more about our Mission and Core Values](#)

The Lasallian Tradition

Following in the footsteps of founder [Saint John Baptist de La Salle](#), the first De La Salle Christian Brothers first arrived in North America in the early 1800s and established the first permanent Lasallian school in Montreal, Canada, in 1837. In 1842, John McMullin became the first American De La Salle Brother. He founded Calvert Hall College in Baltimore, Maryland, in 1845, which became the first permanent Lasallian school in the United States. For more than a century-and-a-half, the Lasallian educational mission has spread throughout the United States and Canada with the establishment of schools, ministries, and services that have adapted to the changing needs of the times over the years as it continues to provide a human and Christian education to the young, especially the poor.

The college that was to become La Salle University was founded in Philadelphia in 1863. The incorporators were a group of Christian Brothers, priests, and laymen, a cooperative group unusual among boards of American Catholic colleges. Two of the group were the co-founders of the College, Bishop James Wood, fifth bishop of Philadelphia, and Brother Teliow, a German immigrant who had joined the Brothers in America. Brother Teliow was at the time principal of the Brothers' Academy in St. Michael's parish (at 2nd and Jefferson Streets). Four years after its foundation at St. Michael's, the college moved to Filbert Street, opposite what was to become Philadelphia's new City Hall. Here the small collegiate department developed for some twenty years in tandem with the high school department; the borders between the two, in fact, were at times indistinct. Because crowding continued during the 1870's, the trustees sought more commodious space "uptown" at 1240 North Broad Street. The College was finally moved there in July, 1886, where it would remain until 1929.

After the end of World War I, the College looked forward to further expansion in the '20's. For this purpose, the trustees purchased a part of the historic Belfield Farm, home from 1810 to 1821 of the American painter and

Renaissance man, Charles Willson Peale. No sooner was work on the new buildings completed, however, than the country plunged into its worst depression. Only belt-tight economy and persistence by Presidents Alfred and Anselm and help from other Brothers' schools got the College through its mortgage crisis and World War II, when enrollment dropped from 400 to 80 students. But a new dawn came soon thereafter.

In 1946, La Salle College was faced with a wave of returning war veterans and began a period of expansion which has continued to the present. New buildings mushroomed and an increasingly lay faculty kept pace with a student body that soon numbered thousands. Since then the University (as of 1984) has expanded physically through acquisition of adjacent properties (basically reuniting Peale's "Belfield"), constructing (and in some cases renovating) various campus buildings, and expanding the number of academic programs on both the Undergraduate and Graduate levels, including three doctoral degrees.

La Salle describes itself today as an urban comprehensive university, and it is clear that it has achieved important success over the last century and a half, combining the old and the new of American higher learning with the enduring values of Catholic tradition.

The Campus

Learning occurs both in and out of the classroom. As a La Salle student, you'll find yourself in the fifth-largest city in the U.S., a city of neighborhoods rich with unique historical, educational, social, and cultural opportunities. Classes are regularly complemented by city-based activities and the University enjoys fruitful partnerships with a variety of organizations in and around the city that provide excellent experiential opportunities for students. North, south, east and west — this city has it all.

[View Campus Map and Directions](#)

Main Campus: the heart of the University, numerous buildings are located here, containing various administrative offices, classrooms, and laboratories. The [Connelly Library](#) is also located here, as well as nearby residence halls.

West Campus: is home to the [School of Business](#) (in Founders' Hall) and the [School of Nursing and Health Sciences](#) (in Benilde Tower). Offices for [University Advancement](#) are also located in Benilde.

South Campus: the [Department of Communication](#) is located here, as are several residence halls and the "Tree Tops" dining room, located adjacent to the St. Basil' residence hall(s?).

Satellite Campuses: La Salle University maintains three separate locations away from the main campus:

- *Bucks County* (La Salle University-Newtown, 33 University Dr., Newtown, PA 18940):
- *Plymouth Meeting* (Victory Office Park, 220 West Germantown Pike, Plymouth Meeting, PA 19462): a variety of Graduate and Undergraduate programs are offered at this site, among which are: Bachelor of Social Work, Master of Business Administration, and Master's in Professional Clinical Counseling.
- *Allentown* (St. Paul School, 219 W. Susquehanna St. 2nd Floor, Allentown, PA 18103): the site for the BUSCA [Bilingual Undergraduate Studies for Collegiate Advancement]-Lehigh Valley program.

Nationally Recognized

La Salle University has consistently been recognized for excellence and value. Recently, the University achieved the following citations:

- named to the FORBES Top Colleges 2017 ranking
- ranked 34th overall in the North Region in the 2018 edition of *S. News & World Report's* "Best Colleges" guidebook
- earned a place on *Forbes's* "America's Best Value College" list
- named by *The Economist* as a "Top 100 School in the U.S. for Value"
- ranked fifth by *Money* magazine's 2016 list of "50 Colleges That Add the Most Value"

Also, notably, in a study issued by *The New York Times*, La Salle graduates were in the top six percent for median income by age 34 (\$58,700). And, according to a new data study from *U.S. News and World Report*, the School of Business's MBA program has the fourth highest employment rate in the nation; it was named to The Princeton Review's Best 294 Business Schools 2017; and its Part-Time Hybrid MBA was included in *U.S. News and World Report's* 2018 edition of "Best Graduate Schools."

[Read more information about La Salle's ranking](#)

Accreditations and Memberships – The Mark of Excellence

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.

LaSalle is accredited by the Middle States Commission on Higher Education (MSCHE), 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

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

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.

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/LaSalle 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 LaSalle 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, College Entrance Examination Board, American Association of Collegiate Registrars and Admissions Officers, Association of College Admissions Counselors, National Catholic Educational Association, College and University Council of Pennsylvania, Association of Liberal Arts Colleges of Pennsylvania for the Advancement of Teaching, Pennsylvania Catholic Education Association, American Library Association, Urban Studies Association, National Commission on Accrediting, American Catholic Historical Society, Educational Conference of the Brothers of the Christian Schools, National Association for Foreign Student Affairs, National Association of Student Personnel Administrators, Association of College and University Housing Officers, and National Association of College and University Business Officers.

Policies, Rights, Responsibilities

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.

Family Educational Rights and Privacy Act (FERPA): 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.

Jeanne Clery Act and The Commonwealth of Pennsylvania's Act 73/College and University Security Information Act

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 [on the Office of Safety and Security website](#).

Federal Consumer Information Regulations

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 [the Student Consumer Information website](#) for more information.

Student Rights and Responsibilities

A student's matriculation at La Salle University is a voluntary decision that involves acceptance of the responsibility to perform academically and to behave socially in ways consistent with the goals and objectives of the University. When registering at La Salle, students accept University rules and regulations and the authority of the University to exercise disciplinary powers, including suspension and dismissal. [The Student Guide to Resources, Rights, and Responsibilities](#) is available on the University's web site. All students are expected to follow the policies contained in the guide.

Administration

Board of Trustees

The membership of the Board changes annually.

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Vice President and Dean of Student Affairs
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Vice President of Advancement
Kathleen Parsons-Nicolic

Vice President, Enrollment Services
TBD

University Offices and Services

View the complete listing of [University Offices and Services](#) online.

Academic Calendar

The [Academic Calendar](#) for the next year is usually published in the preceding Fall semester. It is accompanied by a less-detailed schema for the next five years.

Financial Considerations

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 and Fees

Students may find the tuition and fee schedule on the [Financial Aid website](#).

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 2.85 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 letterhead 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.

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. Students must apply each semester.

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.

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 intersession)

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.

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 Nov. 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 based on exceptional need. 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 students, with exceptional need, 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. Effective 10/1/2017, the Perkins Loan Program has expired. No new loans will be offered.

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 students with exceptional need 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. [Job listings are online.](#)

Federal Supplemental Educational Opportunity Grants (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) program is a federally funded, college-administered program available to students with exceptional need 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.

La Salle Scholarships and Grants

A variety of scholarships and grants are available for La Salle students, who must be enrolled for at least 12 credits in a day program to be eligible. Among those currently available to students in good standing are:

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 1360 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.

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.

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 August 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.

For more information and a complete listing of scholarships, please refer to the [Financial Aid website](#).

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 the [Financial Aid website](#).

Policies and Progress

Satisfactory Standards of Academic Progress/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:

Required Minimum Credits Earned 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 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, 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. 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.

Fund Returns

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 with Regard to Financial Aid

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/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 Federal Work-Study job.
- Understand the school's refund policy.
- Meet all financial aid deadlines.

Student Resources

La Salle prides itself on putting students first and developing community among all of its members. Some of the most important experiences students have take place outside of the classroom during unplanned hours in a variety of locales. There are resources that directly support classroom learning and groups centered on common interests or lifestyles, academics, Greek life, and sports, as well as service, travel, and internships. If an activity or service you're seeking doesn't exist, let us know and help us create it. After all, part of exploration is invention.

Art Museum

The mission of the La Salle University Art Museum is to further the University's Lasallian educational objectives by helping students, other members of the University community and the general public to experience significant, original works of art in an intimate setting and to place them in meaningful contexts. In addition to acquiring, preserving and exhibiting its collections, the Museum offers viewers an opportunity to sharpen their aesthetic perception and to investigate the interrelationships which emerge between art and other disciplines. A teaching museum first, the La Salle University Art Museum complements classroom instruction and provides experiential learning opportunities for students

Located in Olney Hall, the La Salle University Art Museum's core collection focuses on Western art, with a comprehensive selection of European and American art from the Renaissance to the present, featuring examples of most major art movements with a range of subject matter. This core collection includes close to 350 paintings, 65 sculptures, 500 drawings, 3,000 graphic prints, 175 photographs and a few items of furniture and decorative art. The Art Museum also owns a wide range of special collections of non-Western and ancient art. Selections from works which are not on permanent view often form the basis for temporary exhibitions, sometimes supplemented by loans from other museums. For more information [visit the online collections database](#) or contact artmuseum@lasalle.edu.

Center for Academic Achievement

The **Center for Academic Achievement**, located on the top floor of the Lawrence Building, offers a variety of resources to support the academic success of all students at La Salle. These include content-specific **Subject Tutoring** for many undergraduate courses, **Supplemental Instruction** in select math, science, and accounting courses, and **Writing Tutoring** for all student writing.

Additionally, one-on-one **Academic Coaching** appointments can help students strengthen important skills such as time management, study strategies, reading strategies, note-taking, test-taking, and organization. The Center offers a variety of workshops on these topics and more.

Students may make an appointment via **GradesFirst** in the mylasalle portal, or contact **Tutoring Support Services** for more information: tutoringsupport@lasalle.edu, (215) 951-1326.

The Center also coordinates the **First-Year Advising** process and oversees the **GradesFirst Early Alert system**, which allows faculty to identify at-risk students in their courses and communicate concerns directly with students, advisor(s), and academic support staff. *First-year students should contact their freshman advisers and meet early and often with them.*

The **Academic Achievement Center at Trumark** serves as a satellite office and serves as a resource for student athletes. The **Academic Support for Student Athletes** office is housed in the **Academic Achievement Center at Trumark** and is also a part of the **Center for Academic Achievement**. The primary goal of this unit is to assist student athletes in their transition to the collegiate environment and to help them better understand the academic and athletic demands they will encounter. Through educational programming, advising, counseling, and other support services, La Salle student athletes are encouraged and supported in their pursuit of personal, academic, career and athletic goals.

[View the Center for Academic Achievement website](#) for more detailed information about all of the services and resources offered.

Center for Entrepreneurship

The La Salle Center for Entrepreneurship is leading the culture of innovation at La Salle. Because Entrepreneurship is the backbone of our economy and drives personal, national and global success, students in all majors are welcome to take advantage of an exciting array of programs including:

- **The Innovation Factory** where students are designing and building tomorrow's inventions
- **The Business Engagement Center** where students consult with small and start-up businesses to help them plan and expand
- **The Open Minds Innovation Competition** where students compete for funding to support continuing research into complex problems
- **Entrepreneurship Coursework** which enables students to use electives to take courses or minor in entrepreneurship thereby building skills and competency in business and innovation
- **Professional Mentoring** to enhance career exploration or venture development
- **Networking Events and Regional Competitions** fully supported and paid for by us!

[View the La Salle University Center for Entrepreneurship website](#) for more information or contact Steve Melick at 215.951.1439 or LCE@lasalle.edu

The Connelly Library and Bucks County Resource Center

The **Connelly Library** is the academic heart of La Salle University, offering traditional and innovative library services including Information Literacy Instruction, in-person and chat reference support, interlibrary loan and other services, plus warm and inviting individual and group study spaces that are open over 100 hours a week, with

extended late night hours around midterms and finals. In addition to an extensive print and electronic book collection, the library collects feature films and documentaries that support the university's academic and recreational needs. The library also provides access to almost 100 online research databases that support teaching and learning activities in every discipline.

The Special Collections area holds hundreds of rare and illustrated editions of the Holy Bible, archival material related to historic properties on La Salle's grounds, the largest collection in the world of literary and creative works concerning the Vietnam War, and unique academic collections exploring popular culture, including a collection on Bob Dylan. **The University Archives** serves as the official repository for University records which possess permanent historical, administrative, legal, cultural, or fiscal value, and document the history of La Salle University.

In addition to the Connelly Library on the Main Campus, students at Bucks County Center can visit the Resource Center to work on assignments or meet with a librarian for research support. Connelly Library books and interlibrary loan materials can also be delivered to the Bucks County Center or the Montgomery County Center for pick up.

[Visit the Connelly Library website](#) to access library hours, search the library's online and print resources, contact a librarian, access 24/7 chat reference or learn more about the Connelly Library.

Canvas

Canvas is a **Learning Management System**. It provides students with an online space to **access** course information.

- Most courses that you are enrolled in while at La Salle University will have a corresponding **online course area** in Canvas.
- It is up to your instructors to decide which Canvas **tools and features** they will use.
- Some instructors may use this online space to post the **syllabus and other important files**. Others may use it to **send messages** to students, **post online discussions**, or offer **online tests/quizzes**.

[Learn more about Canvas online.](#)

Degree Works

Degree Works is an easy-to-use set of online academic planning tools that help students and advisers see what courses and requirements students need to graduate. The program provides an audit of your unique student record including program, major and catalog year and displays each course you have taken or transferred in and how it applies to your curriculum. It also displays credits earned, grades and GPA.

The program makes it easy to manage and track your degree progress by:

- Delivering real-time academic advice conveniently online
- Keeping degree plans consistent, organized, and error-free
- Helping students achieve their degrees more quickly
- Reducing paperwork and manual program check sheets
- Keeping students and advisers aware of unique program changes

Degree Works should be used along with faculty advising. It is not an academic transcript and not an official notification of degree completion. Students should speak with their academic adviser, department chair, or the Dean's Office regarding official degree progress.

Degree Works is available through the [mylasalle portal](#) under Tools.

For any questions, concerns, or issues regarding Degree Works, please email registrar@lasalle.edu.

Degree Works User Guides:

- [Students](#)
- [Academic Advisers](#)

IT Helpdesk

The La Salle University IT Helpdesk can assist you with technology issues you may encounter. You can reach the Helpdesk by calling 215.951.1860, emailing helpdesk@lasalle.edu, or by clicking on Helpdesk from the Tools menu in the [mylasalle portal](#).

Check out the [Technology at La Salle webpage](#) for more information about technology help and support.

Office of the University Registrar

As the central administrative office for student information, the Office of the University Registrar maintains La Salle's integrity by ensuring the accuracy of official student records and upholding University policy. Student services provided by this office include, but are not limited to, assistance with [new freshmen registration](#) and [current student registration](#), [updating majors/minors/concentrations](#), [address changes](#), [name changes](#), and [employee partnership discounts](#). Students may request documents, through the Office of the University Registrar, such as [academic transcripts](#), [enrollment verification](#), [degree verification](#), and [parental disclosure form](#).

The Office of the University Registrar is located in the Lawrence Administration Building, room 301. For more information about our services please contact regacct@lasalle.edu, 215- 951-1020 or visit [our website](#).

Office of the Vice President for Student Affairs

The Office of the Vice President for Student Affairs, is the hub for all issues involving student life outside the classroom. Departments that report within the Division of Student Affairs include: **Residence Life and Community Development, Student Conduct, Campus Life, University Ministry, Support and Services, the Career Center, the Multicultural Center, Student Wellness Services (Student Health Center, Student Counseling Center and the Substance Abuse and Violence Education—SAVE), and La Salle Public Safety.**

[View the Student Affairs website](#) for more information or stop by Union 123 or call 215.951.1017.

Campus Life

Campus Activities at La Salle oversees more than 100 student organizations and clubs. These include academic clubs, honor societies, liturgical organizations, multicultural organizations, political organizations, performing arts, Greek Life, service organizations, student media organizations, and more! We are also responsible for **Exploriation**, our five-day orientation program occurring the week prior to Fall classes. It consists of both educational sessions and fun social events; the week is designed to welcome new students to La Salle University by helping them prepare for college life both in and out of the classroom.

The **Multicultural and International Center**, supports students with resources that address their specific needs and raise cultural awareness on campus. The center provides a wide range of academic support and personal development services and events, such as special luncheons, reunions, and employment workshops, for students from diverse backgrounds. We offer advocacy and advisement for U.S. minority students, international students, and students interested in studying abroad.

[View the Campus Activities and Exploriation website](#) for more information or stop by Union 34, call 215.951.5044, or e-mail kazmierc@lasalle.edu

For more information about **Union and Conference Services or the Information Desk**, located in Union 123, call 215.951.1019, or e-mail spotok@lasalle.edu

[View the Multicultural and International Center website](#) for more information or stop by 1923 Olney Ave., call 215.951.1948, or e-mail rush@lasalle.edu

Career Center

La Salle's Career Center offers an array of services, programs, and resources to help you prepare for and achieve your career goals, whether they be graduate school, full-time employment, or long-term volunteer opportunities. Regardless of your major or year, our staff is ready to help you plan for "life after La Salle". Our program offers career planning, job search preparation, on-campus recruiting services, annual job fairs, resume reviews and assistance with planning for graduate studies.

[View the Career Center website](#) for more information or stop by Founders Hall, call 215.951.1682, or e-mail baileyn@lasalle.edu

Residence Life and Community Development

The Office of Residence Life and Community Development wants you to feel welcome in your home away from home, whether you are living in one of our 15 residential areas on campus, or commuting from home. Browse our site for valuable information on housing, meal plans, policies, accommodations and more, but feel free to drop us a line anytime.

[View the Residence Life and Community Development website](#) for more information or stop by Union 301, call 215.951.1370, or e-mail housing@lasalle.edu or holmest@lasalle.edu

Office of Student Conduct

The Office of Student Conduct is responsible for coordinating and administering the student disciplinary process at La Salle. This includes receiving reports of alleged misconduct, ensuring that students receive due process and fair treatment throughout the hearing process, and maintaining students' disciplinary records. Additionally, the Office of Student Conduct staff is committed to informing students of their rights as members of the university community and educating them regarding the responsibilities they have to themselves and the other members of the university community.

[View the Student Guide website](#) for more information about **Student Conduct**, call 215-951-1565, or e-mail zenilman@lasalle.edu

Public Safety Department

The La Salle University Public Safety Department is deeply committed to its mission of ensuring the safety of La Salle students, faculty, staff and guests. The department is opened and staffed year-round, 24 hours a day, providing safety and other services for the La Salle residence halls and apartment complexes, walking, vehicular access and egress routes, and public property immediately adjacent to the University in conjunction with the Philadelphia Police Department. In addition to providing security patrol services in and around campus, the department operates shuttle services during the Fall and Spring semesters and manages parking permit registration. Escort services are available year-round.

[View the Public Safety website](#) for more information or stop by Good Shepard Hall (West Campus in the Shoppes at La Salle complex) or call 215.951.1300.

FOR EMERGENCIES, CALL 215.991.2111

Student Wellness Services

Student Wellness Services at La Salle University consists of three units: the Student Counseling Center, the Student Health Center, and the Substance Abuse and Violence Education Center. Together, these three offices work to support students in their lives outside of the classroom. Through health care, counseling, crisis management, and intervention services, students receive support and guidance around alcohol and drugs, sexual violence and overall health and wellness throughout their careers at La Salle.

[View the Student Health Center website](#) for more information stop by St.Benilde Hall, call 951.1357, or e-mail wessellj1@lasalle.edu

[View the Student Counseling Center website](#) for more information or stop by the Medical Office Building, Suite 112, call 215.951.1355, or e-mail brannan@lasalle.edu

[View the Substance Abuse and Violence Education \(SAVE\) website](#) for more information or stop by the Medical Office Building, Suite 112, call 215.951.1357, or e-mail shirleyk1@lasalle.edu

University Ministry, Service and Support (U-MSS)

University Ministry, Service and Support provides students with Catholic and interfaith initiatives that help promote spiritual engagement and worship, encourage reflection and dedicated service, and foster a supportive and inclusive community among students, faculty, staff, and Christian Brothers. **Campus Ministry** mentors and guides students through events and activities such as celebrations of the Eucharist, retreats, student-driven liturgies, Evensong, and more. **Civic Engagement** provides opportunities for students at all levels to experience and lead service learning and

volunteer opportunities in the Philadelphia area, within the U.S. and abroad. Services within U-MSS include a food pantry, clothing resources, and other support for students in need.

[View the Campus Ministry website](#) for more information or stop by the lower level of College Hall, call 215.951.2026, or e-mail gauss01@lasalle.edu

[View the Civic Engagement website](#) for more information or stop by the St. Neumann Annex, call 215-951-2016, or e-mail hutchinson1@lasalle.edu

Graduate Specific Policies & Procedures

Academic Policies

Standards for Graduate Education

Graduate education is not wholly distinct from undergraduate education, because all education is a continuous process of personal development. Neither are graduate programs at the master's and doctoral levels entirely identical. Some programs have an academic research orientation while others are more practice oriented. However, all graduate programs require the development of sophisticated and complex skills in students, and are also more demanding than seminars or sessions for which graduate credit is not conferred. In general, they place more emphasis on students' abilities to critically analyze facts and theories, to make independent judgments based on objective data, to aptly communicate what has been learned, and to synthesize new ideas to make sound decisions. All graduate programs at La Salle are expected to emphasize these more advanced skills. In graduate work at La Salle, all students are expected to:

- Think critically;
- Engage in higher-order intellectual ability by applying, analyzing, synthesizing, and evaluating concepts;
- Understand both historical and current issues and approaches to their discipline;
- Demonstrate mastery of the body of knowledge, theories, and skills necessary to function as a professional in their discipline;
- Apply ethical, discipline-based and professional standards;
- Identify and use primary sources of information appropriate to their discipline;
- Participate in the creation of knowledge to advance theory and practice in their discipline for those students involved in doctoral studies;
- Work independently and collaboratively with faculty and/or other students;
- Evidence proficiency in oral and written communication skill;
- Contribute substantially to courses through rigorous assessments of learning goals.

Academic Policy and Student Responsibilities

A student's matriculation at La Salle University is a voluntary decision that involves acceptance of the responsibility to perform academically and to behave socially in ways consistent with the goals and objectives of the University. When registering at La Salle, the student accepts University rules and regulations and the authority of the University to exercise disciplinary powers, including suspension and dismissal. The [Student Guide to Resources, Rights, and Responsibilities](#) delineates these responsibilities and is available on the University's web site. All students are expected to follow the policies contained in the guide.

Students are expected to pursue their studies adhering to the basic principles of academic honesty. The [University's Academic Integrity Policy](#), which defines academic honesty and the consequences for academic dishonesty, is available on the University's web site. Students who are guilty of academic dishonesty may be dismissed from their graduate program.

Additional program-specific guidelines for monitoring students' academic progress and grades are detailed in the section for each program or in the program's student handbook. Students are expected to understand and adhere to the individual program standards and handbook policies, as they are amended, and should recognize that these individual program standards may be more specific or rigorous than the overarching university standards.

Students may be expected to undertake research projects as part of their curriculum. Research projects that use human subjects must be approved by the Institutional Research Board.

Academic Standing

Every student in La Salle University's graduate programs is required to maintain a cumulative scholastic average of 3.0, which translates to an overall G.P.A. equivalent to a B (a B- average is not sufficient). A student whose academic performance falls below this standard is subject to academic review by the director of the appropriate graduate program, and may be required to withdraw from the program as specified by the individual program's assessment guidelines. A student with a cumulative grade point average below 3.0 is automatically in academic jeopardy whether or not he or she receives written notification of this status, and regardless of the number of credits earned. A student admitted on a conditional basis who has a cumulative grade point average of less than 3.0 upon the completion of six credits may be required to withdraw from the program as specified by the individual program's assessment guidelines.

Students with a G.P.A. below 3.0 should consult with their graduate director and/or academic advisor to ascertain any potential actions to improve academic success within the program.

All graduate students must have a cumulative G.P.A. of 3.0 or better to graduate from La Salle University, and students below that standard will not receive a graduate degree regardless of the number of credits completed.

A student who is required to withdraw for academic reasons may appeal the dismissal within 30 calendar days from the date of the dismissal letter. A student may not register for or attend classes while an appeal is pending. The appeal must be made in writing to the program director. The appeal should detail the following:

- the events that contributed to the poor academic performance, and;
- an outline of the specific actions the student will take to a remedy for the poor academic performance.

A student may submit additional written evidence or include any other information that may be helpful in reaching a decision.

The academic officer in charge of the program, in consultation with the academic review committee of the program, makes a recommendation to the Dean. The Dean considers both the student's request and the recommendation of the program director. The Dean sends a letter by certified mail to the student with a copy to the program director that states the decision. If the request is approved, the letter from the Dean must include the stipulations to be satisfied by the student.

Note that neither the process of submitting this appeal nor any particular argument made in the appeal guarantees reinstatement.

A student who is required to withdraw for Academic Dishonesty may appeal that decision, using the procedure outlined in the University's Academic Integrity Policy. Please see the above section "Academic Policy."

A student who is required to withdraw for professional reasons, such as unprofessional behavior or dismissal from a clinical site, may not appeal the dismissal.

Grading

The following is the breakdown and definitions of grades distributed for courses completed:

4.0 A indicates the demonstration of a superior level of competency.

3.67 A- indicates the demonstration of a very good level of competency.

3.33 B+ indicates the demonstration of a good level of competency.

3.0 B indicates the demonstration of an average, satisfactory level of competency.

2.67 B- indicates the demonstration of a less than average level of competency.

2.0 C indicates a level of competence below that expected of graduate work.

0.0 F indicates failure to demonstrate even a marginal level of competency.

I indicates work not completed within the semester period.

M indicates a military leave of absence.

W indicates an authorized withdrawal from a course unit after the semester has commenced.

S indicates a satisfactory level of competence

U indicates an unsatisfactory level of competence

X indicates audit

Those faculty who do not want to assign +/- grades are not obligated to do so.

Academic censure may be specific to individual program requirements. A student who receives a grade of "C" in two or more courses or a grade of "F" in one course may be dismissed from the program. A student who receives a grade of "B-" or below may be required to repeat the course, according to the specific program's policy and with written approval of the director. If a course is repeated, the course with the higher grade is calculated in the GPA and the course with the lower grade is excluded from the GPA. All repeated courses are viewable on the transcript.

An Incomplete grade ("I") 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. "I" grades are not granted to students automatically. Rather, the submission of an "I" grade is at the discretion of the course instructor to whom the student must make the request for an "I" grade. A student who receives a grade of "I" for a course must complete the remaining work within the timeframe of the next semester immediately following that in which the "I" was submitted (regardless of whether the student is enrolled in course work or not during that subsequent semester). The instructor sets a time limit for completing the work no later than the last day of final examinations of the following semester. If the work is not completed successfully within that time, the "I" will remain on the transcript permanently. The student must re-register for the course, and complete the course with a satisfactory grade to receive credit for the course. When it is impossible for the student to remove this grade within the time limit, he or she must obtain a written extension of time from his or her program director, as well as the dean of his or her school.

The "W" grade is assigned when the student is approved by the program director for withdrawal from a course if the student requests the withdrawal by the stated deadline each semester. The course appears on the student's transcript. Note that a course assigned a "W" is different from a dropped course; courses may only be dropped during the drop/add period, and dropped courses do not appear on the transcript. More information concerning dropped courses appears in the "Registration for Courses" section, and more information concerning course withdrawal may be found under "Course Withdrawal/Withdrawal from the University" section of this catalog.

No grade will be changed after the graduate degree is awarded.

Admission

Admission criteria are program-specific. For that reason, they are detailed in the section introducing each program. La Salle's Nondiscrimination Policy is stated in the General Reference section of this catalog.

Matriculation

A matriculated student is one who meets all entrance requirements and who has begun working in a definite program toward the graduate degree. A maximum of seven calendar years is allowed for the completion of the graduate degree. A maximum of 10 calendar years is permitted for Theology and Ministry students participating only during summer sessions.

Students should know that they are classified differentially for financial aid purposes and for program purposes.

For financial aid purposes, graduate students are classified as follows:

- A full-time student is one who is matriculated and registered for six or more hours of credit for the semester
- A part-time student is one who is matriculated and registered for a minimum of three credits for the semester.
- A non-degree student is one who has not matriculated into the graduate program, but who has been given permission by the director of the program to take specific courses.

So designated full-time and part-time students are eligible to apply for financial aid.

For program purposes, all graduate students are considered to be part-time except for students who are enrolled in programs designated as full-time.

International Student Admission

La Salle is authorized by the Department of Justice, Immigration and Naturalization Service to issue Certificates of Eligibility (Form I-20) for non-immigrant “F-1” student status to international students who meet admission requirements. La Salle University is also authorized by the State Department to issue certificates of eligibility (DS2019) for non-immigrant “J-1” student status to international students who meet admission requirements and the requirements of the Exchange Visitor Program. Prospective graduate international students should visit <http://www.lasalle.edu/grad/> to apply for admission to La Salle University. Each graduate program has its own admission requirements. Students are encouraged to consult the individual program website for the program in which they are interested.

Student Responsibilities

A student’s matriculation at La Salle University is a voluntary decision that involves acceptance of the responsibility to perform academically and to behave socially in ways consistent with the goals and objectives of the University. When registering at La Salle, the student accepts University rules and regulations and the authority of the University to exercise disciplinary powers, including suspensions and dismissal. As an individual, the student assumes responsibility for knowing and complying with all existing regulations in the Graduate Bulletin, [Student Handbook](#), and [Student Guide to Rights and Responsibilities](#), and in the student handbooks of individual graduate programs. Copies of the handbooks can be obtained from the directors of the programs.

Registration for Courses

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, through their Graduate Director, 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.”

** Students enrolled in the MBA ONLINE program may register up to and including the third business day prior to the official start date of the session in which they wish to register. Students may drop a course by the second day of the session in which they are registered, not the second meeting day of a class or second day of attendance.

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.

Withdrawal From Course(s)

Students who choose to withdraw from a course(s) prior to its completion must:

- Notify their graduate director and complete a Course Withdrawal form in their Graduate Director’s office on or before the “Last day for withdrawal from classes,” published in the Academic Calendar . After this date, grades will be assigned that reflect the result of the student’s course attendance and performance.
- 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.

Additionally:

- International students should contact one of the International Education Associates in the Multicultural and International Center.
- Students receiving Veteran's benefits should consult their Veteran's Benefits Certifying Official to understand how this change in their enrollment status may affect their future aid.

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

Ceasing to attend a class does not constitute a withdrawal; students must officially withdraw by completing the Course Withdrawal form in their Graduate Director'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 choose to withdraw from the University must:

- Notify their Graduate Director's office and complete the Withdrawal from the University form. Students must withdraw on or before the "Last day for withdrawal from classes," published in the Academic Calendar to receive a "W" grade for the courses in which they are enrolled. After this date, grades will be assigned that reflect the result of entire semester's attendance and performance in each course.
- 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.
- Contact the Housing Services Coordinator and Food Services, if living on campus and/or using a meal plan.

Additionally:

- International students should contact one of the International Education Associates at the Multicultural and International Center.
- Students receiving Veteran's benefits should consult their Veteran's Benefits Certifying Official to understand how this change in their enrollment status may affect their future aid.

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.

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 Graduate Director'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.

Refund Schedule

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 their Graduate Program Director. 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 first 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 intersession)

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.

Tuition Refund Appeals

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

Leave of Absence

Students are encouraged to remain active in their graduate studies. However, those who will not be attending for two or more consecutive terms must notify the director of their program and request a leave of absence in writing. Students not enrolled for six consecutive terms (including summer) and who have not been given a written leave of absence will be administratively inactivated from the program.

Readmission

When seeking readmission, students who have withdrawn from the university are required to reapply to the university, following all of the requirements for admission into the desired program. The Admission Committee of the program will review the new application, the student's academic record in the program, and the original admission profile judged against current admission criteria. Students who have been dismissed from a program may not reapply to that program. Students who have been dismissed because of an academic integrity violation may not apply to another program.

Transfer of Credit

With approval of the program director, students may transfer up to six hours of graduate level work into graduate programs that are 36 credits or less in length. Students may transfer up to nine hours of graduate-level work into programs that are greater than 36 credits in length. Course credit may be transferred only from graduate programs at accredited institutions, and only courses with a grade of B or better may be transferred. The type of accreditation may vary by program. Course credit may not be transferred into graduate certificate programs.

Graduation

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. Degrees are conferred three times each year – on August 31, January 15, and on the date of the Commencement exercises in May. Commencement take place once a year in May. All students who have completed degree requirements during the previous year (June through May) may participate in the May Commencement ceremonies.

Students enrolled in graduate programs are responsible for adhering to all regulations, schedules, and deadlines pertinent to their particular program. It is the responsibility of students to make sure that they have met all

graduation requirements. If they are in doubt, they should consult with the director of their program prior to registration for each semester.

Student Rights and Grievance Procedure

This section details policies for curricular standards for all graduate students. These policies have been approved by the Graduate Council of La Salle University.

- A student shall have the right to pursue any course of study available in the graduate programs of the University providing he or she can be accommodated within the program, meet the requirements for entering, and continue to meet the requirements of the program.
- A student shall have the right to know at the beginning of each semester, ordinarily during the first week of class, the criteria to be used by the instructor in determining grades in each course.
- A student shall have the right to see his or her own tests and other written material after grading, and the instructor shall have the duty to make this material available within a reasonable time.
- Upon request, a student shall have a right to have his or her grade on such written material explained by the instructor. A request for such explanation must be made within one week after the written material, as graded, is made available to the student.
- If a student believes that his or her final grade is the product of the instructor's bias, whimsy, or caprice, rather than a judgment on the merits or demerits of his or her academic performance, the student must follow the procedure described in this subsection:
 - The student must initiate the complaint procedure with the instructor before or within the first two weeks of the next regular semester.
 - After receiving an explanation from the instructor in the course, the student may make a formal complaint to the instructor, giving his or her reasons, in writing, for thinking that the grade was biased, whimsical, or capricious.
 - If dissatisfied with the explanation that has been given, the student may appeal to the director of the appropriate program.
 - The student has a further appeal to the appropriate dean, who will:
 - Request a written statement from that student, which will contain a complete and detailed exposition of the reasons for the student's complaint. A response from the faculty member will then be requested.
 - Advise and assist the student in a further attempt to resolve the problem at the personal level.
 - If the student remains dissatisfied with the explanation that has been given, the student may initiate a formal appeal:
 - The faculty member who is accused of bias, whimsy, or caprice may elect one of two procedures. The faculty member may request that the dean investigate the matter personally. In the alternative, the faculty member may request that a committee investigate the matter and reach a judgment on the merits of the complaint. In either case, the burden of proof shall be upon the complainant. Neither adjudicating forum (dean or committee) shall substitute his/her or its academic judgment for that of the instructor, but shall investigate and adjudicate only the complaint of bias, whimsy, or caprice.
 - If a committee is to be established, the dean shall appoint the committee, consisting of two students and three faculty members. The two students and two faculty members shall, if possible, be from the graduate department responsible for the subject in which the grade was given. The third faculty member shall be from another graduate program.
 - Should the designation of the review body (dean or committee) be delayed beyond a reasonable time, then the committee structure described in item 2 above will be convened and the question heard.
 - If it is found that the grade given was neither biased, whimsical, nor capricious, the case will be dismissed. If it is found that the grade given was the product of bias, whimsy, or caprice, the review body (dean or committee) shall direct that a notation be entered on the student's transcript that the grade "had been questioned for cause and the recommendation had been made that it be changed because of apparent (bias, whimsy, or caprice)." The original grade, however, will remain a part of the transcript unless changed by the instructor.
- A student shall be promptly informed if he or she is placed on any form of academic censure.

Individuals who hold a master's degree in one of La Salle's programs and are seeking a master's degree in a second La Salle program may have credit for courses taken for the first degree apply to the second degree on condition that:

- Credits transferred from programs in other accredited institutions may not exceed six in La Salle programs requiring 36 credits or less, or nine in La Salle programs requiring more than 36 credits.
- All requirements for the degree in the second discipline are met to the satisfaction of the program director and dean.
- Courses taken for the first degree and to count for the second degree are essential to meeting requirements of the second degree.
- The total number of credits taken for the two degrees reach a minimum of 48 credits or the equivalent.

Transfer of Program

Active students in good academic standing may elect to transfer from one program at La Salle to another program at La Salle. To do so, they must complete an application for the desired program. Acceptance into that program is not guaranteed; the student must meet all eligibility requirements of the desired program. The student should also contact the Directors of both the previous and the desired program to request a copy of their academic file to be given to the prospective program director. Students should know that although the grades for courses taken in the previous program might not count towards graduation in the desired program, a student's grade point average is cumulative. That is, the grades received in the first program will remain on the student's transcript and will count towards the student's G.P.A.

Student Services

Tuition, Fees, and Payment Options

Payment of Tuition

Fall semester electronic bills (eBills) will be available for viewing and payment in July, and 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 two returned checks, all future payments must be made via cash, certified check, or money order. **DO NOT SEND CASH THROUGH THE MAIL.**

If full payment cannot be made, the La Salle University Payment Plan is available for the fall, spring, and summer semesters. All financial obligations must be satisfied before a student's enrollment is finalized.

Third-Party Payments

If a recognized third party (employer, labor union, foundation, etc.) is paying all or a portion of your tuition, you must send the official notification to the 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 letterhead 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.

Employer Assisted Graduate Deferred Payment Plan

La Salle University has established a deferred payment plan for graduate students who qualify for tuition reimbursement from their employer. Students accepted into the plan may defer payment of the portion of their tuition reimbursable under their employers' program until 45 days after the end of the semester. Any balance not covered under an employer education assistance plan must be remitted by the payment due date. If you are using the Employer Assisted Graduate Deferred Payment Plan, you must follow these steps:

Complete the Deferred Payment Plan Application at the following link: <http://www.lasalle.edu/financeadmin/bursar/EmployerAssistedDPP.pdf>. Submit the form, along with a \$50.00 payment, proof of employment letter and a copy of your employer's reimbursement policy. You may forward the application and documents via email (studentar@lasalle.edu), fax (215.951.1799), or U.S. mail, to the attention of the

Office of Student Accounts Receivable. If you choose to submit your application and documents via email or fax, you may remit your \$50.00 application fee on the Student Portal via Br. LUWIS.

Late Payment Penalty

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.

Changes

La Salle University reserves the right to amend or add to the charges listed above and to make such changes applicable to new and enrolled students.

Financial Aid

Although payment of tuition is the responsibility of the student, the University makes every effort to assist students in attaining adequate levels of financial support. Students should utilize private, as well as public, fund resources (e.g., banks and private scholarships, as well as the government loan programs). The professional staff in the Office of Financial Aid will work with each student in reference to the loan programs.

Financial aid is also available from the sources described in this section. Applicants for financial aid are required to complete the Free Application for Federal Student Aid (FAFSA) and the Web Institutional Data Form (WIDF). This form can be completed through the mylasalle portal. If the student is a loan applicant, all awards must be reported to the Financial Aid Office for loan eligibility computation. For further information, please call the office at 215.951.1070.

Federal Direct Unsubsidized Loan

The Direct Unsubsidized Loan is an interest-accruing, fixed-rate loan available to students enrolled on a part-time or full-time basis. Graduate students may borrow up to \$20,500 per year. 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.

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 students is also available under the Active Duty Veterans link within the Tools and Resources section of <http://www.lasalle.edu/financialaid/>

Masters

Analytics

Program Description

The M.S. in Analytics provides students with the background needed to delve deeper into review and questioning of data, internal and external related to their specific industry and professional needs. The program mixes statistical analysis with data preparation to provide visual results to questions. The program may be adapted to the industries needed for the student's professional growth.

If you have any questions regarding the Analytics program, please contact:

Margaret McCoey, M.S.
Director

215.951.1136

mccoey@lasalle.edu

www.lasalle.edu/analytics

If you have any questions regarding the Analytics program, please contact: analytics@lasalle.edu

Mission

The graduate program in M.S. Analytics educates students in theoretical and practical knowledge of data analytics. The program develops professional competencies in analytics which may be applied to various industries. The faculty, staff and students engage in relationships with industry practitioners to encourage excellence and provide attention to ethical principles.

Program Goals

The learning goals of this proposed program are the following:

- Prepare students to participate ethically and professionally in analytics professions.
- Prepare students to enter the field of analytics.
- Prepare students and faculty to be leaders in analytics.

Student Learning Outcomes

- Define and explain differences between descriptive, predictive and prescriptive analytics.
- Formulate business practices related to specific industries and ethical behavior.
- Describe statistical methods related to data collection.
- Construct relevant views of data sources based on independent variables.
- Develop models for data sources.
- Construct data simulations based on data models.
- Transform data sources for data analysis.
- Generate data trends based on data sources.
- Integrate data sources into historical repositories.
- Generate visual data solutions.
- Formulate problem and solutions to applied analytics problems.

Admission Requirements

To be accepted for admission into the program, a candidate must:

1. Complete the application for Admission which may be obtained at <https://www.lasalle.edu/grad/apply/>
2. Provide evidence of successful academic achievement in the completion of a bachelor's degree from an accredited institution of higher education. Candidates must have an undergraduate GPA of at least 3.0.
3. Request official transcripts from the institutions of higher education showing all undergraduate and previous graduate study (if applicable). For work completed outside of the US, the transcripts need to be evaluated by World Education Services (www.wes.org).
4. Provide a professional resume.
5. Request two letters of recommendation from professors or current or past supervisors at his/her place of professional employment.
6. Attend an interview with a faculty member to assess the candidate's requirements.

This program is offered online. International students may take the program at their home, but are not permitted to receive US Student VISAs because of the delivery format.

Students should be comfortable with the use of basic spreadsheet tools. Students need to be inquisitive. Students with professional experience in a corporate setting would be the best suited to enter this program.

Please refer to the University's Nondiscrimination Policy in the General Reference section of this catalog. Admission is based solely upon applicant's qualifications.

All documents should be sent to the following:

Office of Graduate Enrollment
La Salle University – Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141

215.951.1100 / Fax 215.951.1462
grad@lasalle.edu

Curriculum

Students are required to complete 10 courses (30 credits) for this program. This includes a capstone course (3 credits)

ANA 601 Overview of Analytics

ANA 613 Statistics for Data Analytics

ANA 615 Optimization Methods for Data Analytics

ANA 617 Modeling and Simulation for Data Analytics

ANA 523 Database Management Systems

ANA 658 Data Mining

ANA 624 Data Warehouse

ANA 652 Leadership Assessment and Evaluation

ANA 665 Data Visualization

ANA 880 Analytics Capstone

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

Part-time students can apply for need-based financial aid. For more information on financial aid or to apply for a Federal Stafford Loan and the Additional Unsubsidized Loan Program, please contact the Student Financial Services office at 215.951.1070.

Faculty

Program Director: Margaret McCoey, M.S.
Associate Professors: DiDio, Fierson, Highley, Redmond
Assistant Professors: McCoey, Wang
Lecturers: Crossen, Parker, McGinley, Smith

ANA 523 - Database Management Systems

This course entails analysis and evaluation of database designs in relation to the strategic mission of the project. Topics include database systems, database architectures, and data-definition and data-manipulation languages. Also included are logical and physical database design, database models (e.g., entity-relationship, relational), normalization, integrity, query languages including SQL. The course will address the use of Cloud Storage, non-structured data, the use of NOSQL databases. The course discusses social and ethical considerations and privacy of data. This course incorporates case studies for real project implementations.

Number of Credits: 3

ANA 601 - Overview of Analytics

This course introduces the student to the foundational principles, terminology, history and types of analytics used in industry. Students will learn how to define requirements and identify challenges, examine design strategies, explore approaches to analyzing data and identify appropriate data visualization tool(s). Students will explore trends, uncover ethical challenges presented during data analysis and collection using case studies, problem scenarios and team projects. Topics include understanding your client & their need/use for data, analytic trends, and examples of using data to illustrate a picture for your client.

Number of Credits: 3

ANA 613 - Statistics for Data Analytics

An introduction to the essential principles of descriptive and inferential statistics needed for effective data analysis and decision making. Applications and case studies using realistic data will be used to demonstrate how statistical methodology is used to generate predictions necessary for decisions via data collection, statistical analysis and interpretation. Topics include applied probability, probability distributions, sampling, estimation, confidence intervals, hypothesis testing, linear and multiple regression, analysis of variance, and model building. Technology, including spreadsheets and dedicated statistical software, will be employed where appropriate.

Number of Credits: 3

ANA 615 - Optimization Methods for Data Analytics

This course introduces students to mathematical models that can be employed to make informed decisions in a wide variety of data-driven fields, including (but not limited to) finance, banking, marketing, health care, retail, manufacturing, and transportation. Goals such as increasing revenue, decreasing costs, and improving overall efficiency of operations in the face of various constraints are considered. Students learn to recognize when a problem lends itself to a particular type of model, formulate the model, and use appropriate methods to solve or extract information from the model. Particular emphasis is placed on linear programming (with exposure to network models and integer programs) and the simplex method. Forecasting, inventory management, and queueing models, as well as Markov chains, are also studied. Additional topics covered include sensitivity analysis, duality, decision analysis, and dynamic programming. Software (both spreadsheets and a computer algebra system) is employed consistently throughout the course to expedite the solution and analysis process; emphasis will be placed on the practical application of models rather than on the models' mathematical properties.

Number of Credits: 3

Prerequisites: ANA 613

ANA 617 - Modeling and Simulation for Data Analytics

This course introduces students to modeling and simulation. Topics include basic queueing theory, the role of random numbers in simulations, and the identification of input probability distributions. Students will also learn to identify limitations of simulations and draw correct conclusions from a simulation study. Students will work with specialized simulation packages.

Number of Credits: 3

Prerequisites: ANA 615

ANA 624 - Data Warehousing

This course covers the use of large-scale data stores to support decision making; critical success factors in designing and implementing a data warehouse and management of a data warehouse project; requirements analysis; design using the star schema; entire data warehouse integration; infrastructure needs; data staging process, including data cleansing and transformation; and data access, including On-line Analytic Processing (OLAP) tools and Big Data. Also considered are introduction to data mining and analysis, evaluation, and selection of data warehousing tools, techniques, and methodologies. Prerequisite: ANA 523

Number of Credits: 3

ANA 652 - Leadership Assessment and Evaluation

This experiential course emphasizes the importance of feedback and self-assessment for leadership development. It includes extensive assessment of each participant's management style and skills based on self-evaluations (using structured questionnaires) and feedback from coworkers, faculty, and other participants. Leadership development experiences emphasize time and stress management, individual and group problem solving, communication, power and influence, motivation, conflict management, empowerment, and team leadership. Each participant identifies skills he or she needs to develop and reports on efforts to develop those skills.

Number of Credits: 3

ANA 658 - Data Mining

This course introduces the field of data mining, with specific emphasis on its use for Machine Learning algorithms. Techniques covered may include conceptual clustering, learning decision rules and decision trees, case-based reasoning, Bayesian analysis, neural networks and text mining. The course covers data preparation and analysis of results. Skills in Microsoft Excel are useful.

Number of Credits: 3

Prerequisites: ANA 523

ANA 665 - Data Visualization

This course develops data visualization techniques to provide effective display and presentation of analytical solutions in organizational contexts. The course topics include analytical reasoning, human perception of visual information, visual representation and interaction technologies, data representation and dissemination using texts, graphics, images, sounds. Students will learn research trends in space, time, multivariate analytics and extreme scale visual analytics.

Number of Credits: 3

Prerequisites: ANA 617

ANA 880 - Analytics Capstone

The capstone is an opportunity to pursue an independent learning experience focused on a specific aspect of Analytics. Students choose from an advanced research topic focused on analytics, a professional application of analytics to a specific case or an experiential learning opportunity focusing on the application of analytics. The capstone extends students beyond the course work and cases to apply knowledge to situations relevant to their

professional goals. Each student will be required to present his/her capstone as both an oral presentation and a summary written document.

Number of Credits: 3

Bilingual/Bicultural Studies

Program Description

The Master of Arts degree in Bilingual/Bicultural Studies is a part-time and/or full-time degree program (evenings) for educators and other professionals who work with the ever-growing Latino population of the Philadelphia area and the nation. The program is designed to provide extensive bilingual and bicultural instruction for nurses and doctors, patient care hospital employees, social workers, court employees, law enforcement personnel, human resources professionals, business professionals, lawyers, paralegals, and teachers.

The program is flexible and may be tailored to fit the needs and interests of individual students.

The language component is individualized, and students are encouraged to apply regardless of their current proficiency level in the Spanish language.

If you have any questions regarding the Bilingual/Bicultural Studies Program, please contact: hispanicinstitute@lasalle.edu.

Mission

The program is designed to provide extensive bilingual and bicultural instruction for nurses and doctors, patient care hospital employees, social workers, court employees, law enforcement personnel, human resources professionals, business professionals, lawyers, paralegals, and teachers.

Program Goals

The Master of Arts in Bilingual/Bicultural Studies may be either a part-time degree program or a full-time program (nine credits per semester or more) for educators and other professionals who work with the ever-growing Latino population of the Philadelphia area and the nation.

The overall goals and objectives of the program are as follows:

- To provide extensive bilingual and bicultural instruction for nurses, hospital employees, social workers, business professionals, court employees, police officers, human resources professionals, and others.
- To develop, for advanced language students, the capabilities of using vocabulary that is pertinent to a particular Hispanic culture to allow circumstantial language usage.
- To assure that students are exposed to a variety of Hispanic cultures on a first-hand basis through community service.
- To develop an application and understanding of diverse cultural backgrounds and to relate/contrast these cultures, particularly, in terms of the dominant culture in the USA.
- To acquire a solid historical perspective of various Hispanic groups in the USA with an emphasis on special relationships and conflicts among Hispanic groups themselves and in co-existence with the dominant Anglo culture.
- To acquire an understanding of the roles played by race, ethnicity, language, culture, social stratification, family, class structure, and social mobility among Hispanic groups and in contrast to those played by Anglo society.

Student Learning Outcomes

At the conclusion of this program, the students will be able to

- Develop proficiency in Spanish so they can better serve the Hispanic community as nurses, hospital employees, social workers, business professionals, court employees, police officers, human resources professionals, and other professions.
- Demonstrate the capability of using vocabulary that is pertinent to a particular Hispanic culture to allow circumstantial language usage.

- Apply their knowledge of diverse cultural backgrounds and to relate/contrast these cultures, particularly, in terms of the dominant culture in the USA on a first-hand basis through an internship that serves the Hispanic community.
- Demonstrate knowledge of the diverse historical perspective of various Hispanic groups in the USA with an emphasis on special relationships and conflicts among Hispanic groups themselves and in co-existence with the dominant Anglo culture.
- Synthesize their acquired understanding of the roles played by race, ethnicity, language, culture, social stratification, family, class structure, and social mobility among Hispanic groups and in contrast to Anglo society.

Curriculum

A minimum of thirty-three (33) credits is required for the degree. All courses are **three (3) credits each**.

Depending on the student's linguistic skills in Spanish, candidates will be classified as "Advanced Language," "Intermediate Language Proficient" or "Not Advanced Language." Classification of a student will depend on past academic background and other linguistic life experiences. The student's classification will also be subject to the judgment of the Director of the program, and an assessment interview is required to determine initial linguistic skills. This assessment will be conducted by the Director of the program.

The curriculum for each of these three (3) classifications will consist of the following courses:

Advanced Language Students:

Core Requirements

- BLS 508 Workshops and Symposia
- BLS 511 Language and Culture of Puerto Rico I
- BLS 512 Language and Culture of Puerto Rico II
- BLS 520 Field Experience in the Latino Community
- BLS 600 Dynamics of Cross-Cultural Communication
- BLS 639 Advanced Spanish Grammar and Syntax
- BLS 651 Master's Project
- Any Caribbean Literature Course

Elective Requirements

- Any three courses, nine (9) credits offered by any of the programs within The Hispanic Institute, subject to each program's prerequisites

Intermediate Language Proficient Students:

Core Requirements

- BLS 502 Urban Spanish 2 **or** BLS 503 Urban Spanish 3 (depending on proficiency)
- BLS 504 Urban Spanish 4
- BLS 505 Urban Spanish 5
- BLS 508 Workshops and Symposia
- BLS 511 Language and Culture of Puerto Rico I
- BLS 520 Field Experience in the Latino Community
- BLS 600 Dynamics of Cross-Cultural Communication
- BLS 651 Master's Project

Elective Requirements

- For students beginning with BLS 502: any two courses offered within The Hispanic Institute, subject to each program's prerequisites (6 credits)
- For students beginning with BLS 503: any three courses offered within The Hispanic Institute, subject to each program's prerequisites (9 credits)

Not Advanced Language Students:

Core Requirements

- BLS 501 Urban Spanish 1
- BLS 502 Urban Spanish 2
- BLS 503 Urban Spanish 3
- BLS 504 Urban Spanish 4
- BLS 505 Urban Spanish 5

- BLS 508 Workshops and Symposia
- BLS 511 Language and Culture of Puerto Rico I
- BLS 520 Field Experience in the Latino Community
- BLS 600 Dynamics of Cross-Cultural Communication
- BLS 651 Master's Project

Elective Requirements

- Any one course offered within The Hispanic Institute (Note: If a course is waived with permission of the Director, an elective course is added since candidates must complete 33 credits to earn the M.A. in Bilingual Bicultural Studies degree.)

Faculty

Director: Guadalupe Da Costa Montesinos, M.A.

Associate Professors: Biehl, Ossa

Lecturers: Ezquerro-Hasbun, Hain-Poorman, Kopec, Natalini, Tellez, Toro, Zucker

BLS 501 to BLS 505 - Urban Spanish Series

These five (5) courses are intensive language courses taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. The courses use current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level.

Length: Eight weeks (twice a week)

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

BLS 508 - Workshops and Symposia

Offered only during the Summer I session (May-June), this course consists of a series of symposia and practical workshops presented by specialists chosen from bilingual schools, the fine arts, medical agencies, law enforcement facilities, and social agencies as well as from local universities, including La Salle. (*In English*)

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

BLS 511 - Language and Culture of Puerto Rico I

This course is for advanced students of Spanish who need development in understanding the spoken and written language of Puerto Rico. Special attention is given to colloquial expressions of the Caribbean. Reading materials in this course not only represent special linguistic characteristics of Puerto Rico, but also reflect the cultural roots and values of the Puerto Rican community in urban mainland settings. (*In Spanish*)

Number of Credits: 3

How Offered: Face-to-Face

BLS 512 - Language and Culture of Puerto Rico II (Summer I Session)

This is an intensive language course for advanced Spanish students and forms part of the Immersion Program. Emphasis is placed upon group work that provides students with practice in listening and speaking in Caribbean

Spanish. Students discuss contemporary themes and cultural characteristics of Puerto Rican society. Readings are from Puerto Rican short stories, essays, poems, and periodicals.

Number of Credits: 3

How Offered: Face-to-Face

BLS 520 - Field Experience in the Latino Community

During the academic year, each student works in placements in a field experience directly related to his or her profession in the Greater Philadelphia/New Jersey Latino community. Teachers assist in bilingual schools; police in districts in bilingual neighborhoods; and social workers in social agencies dealing with Latinos, etc.

Number of Credits: 3

When Offered: Fall, Spring, Summer

BLS 600 - Dynamics of Cross-Cultural Communication

The major objectives of this course are to develop an appreciation of diverse cultural backgrounds, especially among Latinos and Anglos, and to develop awareness of the complexity of cross-cultural communication. The following areas are considered as they relate to the dynamics of cross-cultural communication: the communication process; group properties and communication; linguistic approaches; the nonverbal element of communication systems, especially related to Anglos and Latinos; language and culture; language as social behavior; and channels of communication.

Number of Credits: 3

When Offered: Fall

How Offered: Hybrid

BLS 601 - Techniques of Teaching English to Speakers of Other Languages

The course analyzes various methodologies used in teaching English as a second language. Emphasis is placed upon methods in teaching, listening, and speaking. Microteaching of difficult points of pronunciation and grammar is also emphasized. Significant attention is given to effective techniques in second-language acquisition.

Number of Credits: 3

When Offered: Fall

How Offered: Hybrid

BLS 602 - History of the Americas

This course treats the history and culture of the major Latino groups in the United States, especially those from the Caribbean. Emphasis is placed on such topics as Puerto Rico's special relationship with the United States, Latino populations (e.g., Cuban, Dominican, Mexican, and Central American) in the United States, and the historical relationship between Latino and Anglo communities.

Number of Credits: 3

BLS 603 - Literature of the Spanish Caribbean

Number of Credits: 3

BLS 604 - Cultural Pluralism and Minority Groups in the U.S.

Focusing on the ethnicity, language, and cultural and social stratification of minorities, with an emphasis on that of Latinos, this course analyzes contemporary American opportunity, family and class structures, social mobility,

migration, the so-called "culture of poverty," urbanism, and related concepts and issues. Certain psychological dimensions, such as self-concept and the self-fulfilling prophecy, are also examined.

Number of Credits: 3

BLS 605 - Curriculum and Development of Bilingual Programs

This course discusses the historical background of the bilingual movement, especially pertinent legislation, as well as the organization of a bilingual program. Topics of lecture and discussion include needs assessment of pupils, staff, and community; various types of curriculum models of bilingual and school organizations; selection of instructional materials for training bilingual students; and proper evaluative procedures.

Number of Credits: 3

How Offered: Hybrid

BLS 606 - Making Language Connections through Content in ESOL and Bilingual Classrooms

The major objective of this course is to provide mechanisms for second language content delivery utilizing the sheltered class model, SIOP, and "learning to learn" methods. The curriculum includes an analysis of academic language in content and texts and provides for a discussion of metacognitive processes and strategies that may be used in the classroom. Additionally, the role of learning styles and multiple intelligences is examined together with the rationale for and structure of thematic units for lesson planning purposes. The integration of language objectives and "what's difficult" for language learners is directed toward an authentic assessment of content and language.

Number of Credits: 3

How Offered: Hybrid

BLS 607 - Art and Culture of the Spanish Caribbean

This course traces the history of art in the Spanish Caribbean, emphasizing the major influences on its evolution and contemporary manifestations. Taino, Spanish, and African contributions to art in Puerto Rico, Cuba, and the Dominican Republic will be explored in detail and in all expressive forms: paintings, broadcasting, cinematography, theater, and popular culture. (In Spanish)

Number of Credits: 3

BLS 610 - Comparative Analysis English/Spanish

This course studies the comparative/contrastive grammar in the English-Spanish language pair. The course includes intensive practice in reading comprehension, *skim, scan, main idea, key words*, sequence of events, usage, error detection, synonyms, and most common translation problems in terms of grammar, vocabulary, idioms, and slang. Registers of speech are also explored.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

BLS 611 - Fundamentals of Interpretation

This course introduces the basic skills of interpretation: public speaking, memory work, and text analysis, as well as the theoretical foundations of interpretation. In addition, the students learn terminology research and professional skills: general business practices and ethics. Practicum emphasis is on public-speaking skills, as well as the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

BLS 612 – Consecutive Interpretation and Sight Translation

This course builds on the practical and theoretical foundation laid in BLS 611, *Fundamentals of Interpretation*. In consecutive interpreting, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. The course reinforces the ability to perceive essential meaning and introduces note-taking techniques. It emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Note taking and sight translation are introduced in the latter part of the course.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: BLS 611

BLS 613 – Simultaneous Interpretation

In simultaneous interpreting, students are introduced to basic strategies of interpreting in this mode. The course begins with a general introduction and follows up with a series of preparatory exercises helping students to develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the target language with correct grammar, diction, and style.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

BLS 614 – Legal Interpretation

This course further develops the skills in consecutive interpretation with note taking, sight translation, and simultaneous interpreting. Students are expected to apply the knowledge and skills acquired during the introductory courses and produce interpretations that would be of acceptable quality in a professional setting.

Students are introduced to the procedures in criminal and civil law, legal language, the courtroom, and the Interpreter's Code of Ethics. Practice in the classroom strives to recreate the most common scenarios in which legal interpreting takes place while developing the interpreting skills needed to work as a court interpreter. Students refine their note-taking skills, and special attention is given to develop stamina and maintain concentration while under stress in the courtroom. Assessment takes into account both accuracy and fluency in delivery.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

BLS 615 – Health-Care Interpretation

This course provides information on the health-care system in the United States, medical terminology, code of ethics for medical interpreters, and use of interpreters in health-care situations. In consecutive interpreting, students continue to enhance their memory and note-taking skills. They work on detecting and correcting problems from the listening stage to the delivery stage. In simultaneous interpreting, students work on polishing their delivery and language register. In sight translation, students become familiar with the different forms used in hospitals and health-care centers. Peer-assessment and self-assessment are encouraged in order to bring awareness

of the importance of self-monitoring in interpreting. Furthermore, this course discusses current issues in health-care interpreting and provides information for further development in the profession.

Number of Credits: 3

How Offered: Face-to-Face

BLS 616 - Business Interpretation

This course introduces simultaneous interpreting with text, so that students learn to use visual or written materials appropriately to enhance their accuracy and completeness when interpreting. Conference interpreting is practiced in class, with students carrying on research and preparation for "conferences," including compilations of glossaries and topic research. A code of ethics for conference interpreters is discussed, as well as booth etiquette. In consecutive interpreting, students continue to develop their note taking skills and interpret longer utterances without interruption. Speech production aspects such as voice, fluency, and pacing are assessed as well.

Material for practice comes from diverse business areas such as banking, finance, world economic issues, and insurance, among others. Students are expected to read and research topics, make presentations, practice, grade peer exercises, and provide self-assessment. The purpose of these assignments is to develop confidence and assertiveness in students and resources for them so they are able to deal with nuances of meaning and accuracy in interpretation while delivering the interpretation smoothly and naturally in their target language.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

BLS 617 - Technology: Applications in Translation and Interpretation

This course analyzes current tools to enhance and speed the translation process. These tools include word processors as well as CAT (computer-assisted translation), voice-recognition, and proofreading tools. The course explores and discusses their practical applications and features in terms of pricing, productivity, user-friendliness, quality output, and compatibility with other tools. The course examines simultaneous interpretation and video and telephonic interpreting in terms of both the software and hardware available to perform these types of interpreting and the job opportunities for interpreters in these growing areas. The course also introduces students to new fields in which translation and interpretation skills are being applied, such as subtitling, web and software localization, and voice-over, along with the tools needed to work in these fields. Students will become familiar with tools and resources to aid them in launching a translation and interpretation business and in keeping current with new advances in the industry.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

BLS 620 - Independent Study

Independent study in Caribbean history, language, or literature must be approved by the Director of the program.

Number of Credits: 3

BLS 635 - Myths and Legends in Caribbean and Latin American Literature

Number of Credits: 3

BLS 639 - Advanced Spanish Grammar and Syntax

This course is designed to provide a review of standard Spanish grammar and syntax for advanced students of the language. It includes intensive oral and written practice with a view toward improving native and non-native

students' speaking and writing skills. The course also intends to make all speakers aware of standard Spanish cultivated in schools of the Spanish-speaking world. (*In Spanish*)

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

BLS 640 - Translation Studies: theory and Practice

The first stage of this course is theoretical. Examining statements on the art of translation acquaint students with typical issues experienced by literary translators. Focusing on individual solutions to translation problems heightens awareness of the challenges of working interculturally and independently. Reading essays on the process of translation helps students understand what the field of translation studies has come to mean in abstract terms. Using explanations of the history of translation and of current theories helps students to develop a broad perspective on the field as a whole as they begin to incorporate standard terms in their own usage.

The second stage of this course is practical. Newspaper articles are examined as examples of language posing different challenges that, when identified, prompt the appropriate stylistic choices for a translator. Discussion and collaborative in-class translations of examples of each type complement the individual work done outside of class.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

BLS 641 - Professional Uses of Spanish: Medical

The topics and linguistic skills covered in this course include the following: vocabulary, oral practice (Spanish-English and English-Spanish), ethnical norms, health-care practices in the U.S., the Hispanic culture of the patient, role-playing, writing of a short medical script, observation at a local hospital with bilingual services, and supplemental readings on specific diseases or community health problems.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

BLS 642 - Professional Uses of Spanish: Business

This course provides students the opportunity to translate a variety of texts, with emphasis on current world economic and financial issues, international trade, and business and economic forecasts. Students learn to apply basic concepts of economics and business to real-world texts, thereby improving their command of the technical terminology of these fields. Texts include printed and online promotional and informational material, as well as various types of business correspondence and transactions. The course both covers sectors of the business world in which consecutive interpretation is frequently used and emphasizes sequential logic in note taking and accurate terminology in delivery.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

BLS 643 - Professional Uses of Spanish: Legal

A series of legal documents are analyzed for their technical features in order to grasp some of the systemic and cultural complexities that need to be understood in order to bridge the gap between lawyer and client when Spanish and English are both involved in a common legal proceeding.

Deeds, lease agreements, liens, living wills, and powers of attorney, all commonly used documents in the U.S. today, are translated. Students learn how to communicate efficiently with Spanish-speaking clients as well as to relay their verbal messages to a lawyer or a court. Through sight translation of written testimony (for example, letters or statements from clients), students practice basic skills of court translation. Attention is given to registers of speech (slang, police jargon, legal terms, or norms for courtroom testimony). Typical sessions of client counseling and contract negotiations are simulated in teams for classroom practice.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

BLS 651 - Master's Project/Thesis

A supervised, individual project that may be related to the student's fieldwork in the Latino community is the required capstone experience in the M.A. program. All project topics must relate to the mission and goals of the Bilingual/Bicultural Studies program.

Number of Credits: 3

When Offered: Fall, Spring, Summer

BLS 678 - Texto En Contexto: A Panorama of Present-Day Puerto Rico Through Selected Texts

A survey of contemporary Puerto Rican thought, this course explores issues critical to the Caribbean island nation's social, cultural, historical, and political identity. Texts hail from a multiplicity of academic disciplines, literary genres, and popular cultural forms. Among the social sciences covered are sociology, anthropology, economics, and political science. Literary genres covered include poetry, fiction, and the essay. Popular cultural forms include folkloric and popular music. *(In Spanish)*

Number of Credits: 3

BLS 700 - Consecutive and Simultaneous interpreting

The purpose of this capstone course is to acquaint translation students with the variety of ways they may be expected to handle language in the profession. Sight and speed translation, oral summary of a written text, conference interpreting of speeches, consecutive interpreting of interviews, dubbing, and simultaneous interpreting of various sorts will all be practiced. Whether treating familiar texts from previous coursework or handling new, unfamiliar texts (from the areas studied), students will use the same intensive approach. "Best practices" with problematic aspects will be stressed so as to train participants to resolve issues. In this final stage students will draw on knowledge and techniques taught as they also develop their note-taking methods and public speaking skill.

Number of Credits: 3

BLS 701 - Internship

Upon the conclusion of all other courses in the program, each student is required to complete an internship in one of the following venues: (1) the state courts in Pennsylvania or New Jersey, as openings are available; (2) a health-care institution such as Einstein Hospital or the Shriners Hospital; (3) an international business where translation and/or interpretation is required of the intern; or (4) a translation and interpretation company providing such services to the public, corporations, courts, or health-care organizations. The student has the ability to establish his/her preference. However, the preference voiced is subject to the availability of intern openings at the time. Each student is assigned a faculty supervisor who monitors the kind of translation/interpretation being conducted by the student and determines if it is appropriate to the development of skills needed for the student. Equally, the faculty member is in a position to assess whether the student is putting into practice the skills and theories learned during his/her coursework. The internship last an entire semester, and a minimum of 100 hours of actual service is required. Service is defined as translation/interpretation time, exclusive of any other associated duties.

Number of Credits: 3

BLS 702 - Master's thesis/Project

This is a supervised, individual thesis/project that must be related to the field of translation and/or interpretation. It requires a quality research paper that could explore the linguistic, sociolinguistic, communication dynamics, applications of learned theories, and other matter related to the investigation of translation and interpretation in a general sense or, more particularly, in a specialized linguistic field in legal, business and health-care translation/interpretation. The project is the required capstone experience of all graduate students in the M.A. in Translation/Interpretation program. All students are assigned a faculty adviser to direct his/her thesis/project.

Number of Credits: 3

EDC 650 - Language Assessment and Special Education of ESL Learners

This course provides an overview of federal, state, and local mandates regarding the assessment of ESL learners. Placement testing, standardized assessment, performance assessment, rubrics, and portfolios are addressed specifically. Issues in authentic assessment and assessment in the content areas are also addressed. This course also helps students to understand the legislation that promotes individual rights for children and adults with disabilities, the special education classification and labeling process, and current trends in the education of children with disabilities. Students analyze the impact that a handicapping condition has on the individual in learning and social environments. *Prerequisites: BLS 600 and BLS 601*

Number of Credits: 3

ESL 650 - Language Assessment and Special Education of ESL Learners

This course provides an overview of federal, state, and local mandates regarding the assessment of ESL learners. Placement testing, standardized assessment, performance assessment, rubrics, and portfolios are addressed specifically. Issues in authentic assessment and assessment in the content areas are also addressed. This course also helps students to understand the legislation that promotes individual rights for children and adults with disabilities, the special education classification and labeling process, and current trends in the education of children with disabilities. Students analyze the impact that a handicapping condition has on the individual in learning and social environments.

Prerequisites: BLS 600 and BLS 601

Number of Credits: 3

TSOL 608 - Research Methods in TESOL

This course explores research design methods and writing conventions in the field of TESOL. It provides experience in using research materials and constructing logically coherent and professionally documented research in the discipline. The course connects sociolinguistics and language teaching by researching and reflecting on the social, historical, legal, and cultural issues influencing language learning in the context of cultural and linguistic diversity. The course also explores micro and macro levels of context in a variety of sites for learning a second and foreign language (U.S., international, university-based, community-based, public school-based) and with a variety of types of learners (varying age, ethno linguistic background, educational experiences, socioeconomic class, etc).

Number of Credits: 3

TSOL 609 - Language Study for Educators

This course serves as a practical foundation in linguistics and its sub-branches for teachers who want to apply basic linguistic knowledge and research findings to their practice. The course begins with an overview of phonology and sounds and moves gradually through to morphology, syntax, semantics, and pragmatics and gives special focus to first and second language acquisition research. Attention is given to developmental sequences of language acquisition and implications from research findings in first and second language acquisition literature as well as interlanguage research for designing lessons for the English Language Learner (ELL). During each unit, comparisons are made between languages from around the world with English, with special attention given to Spanish.

Number of Credits: 3

TSOL 610 - Teaching Second Language Writing in TESOL

The purpose of this course is to provide teachers with a wide range of strategies for teaching ELLs (English language Learners) the art of writing for different audiences, while examining English grammar as it applies to curriculum and instruction. Methods used in current approaches to teaching grammar are examined and appraised.

Number of Credits: 3

TSOL 611 - Multimedia Approaches to TESOL

The purpose of this course is to study the application of multimedia technology in the second language acquisition process. The course considers the effect of the use of technology-based centers to the development of listening, viewing, talking, reading, and writing skills in English within the context of Content-Based Instruction (CBI). Students taking this course explore the use of cassette/CD players, movies and shows, computers and the Internet, video cameras, cassette recorders, newspapers, and magazines to develop the second language acquisition continuum at a faster pace. *Prerequisite: BLS 609: Language Studies for Educators*

Number of Credits: 3

TSOL 612 - Sociolinguistics for Educators

This course delves deep into the social, cultural, historical, and very personal arenas within sociolinguistics. Students engage in readings and projects around such issues as language identity, language variation and education, bilingualism, multilingualism, the impact of language planning and policy on education, codes switching, dialects, standard and non-standard languages, language contact, diglossia, language maintenance, and language loss. The purpose of the course is to move beyond viewing language as an isolated subject so that one can take into account the many factors that make communication in multilingual societies so complex. Examples from multilingual environments from all over the world will be used as a basis for discussion of such topics, although special attention is given to the impact of these factors on language instruction and interaction in the classroom.

Prerequisite: BLS 609: Language Studies for Educators

Number of Credits: 3

TSOL 613 - Special Projects in English Education

This course focuses on current issues of second language acquisition and can be taken as an independent study.

Number of Credits: 3

TSOL 701 - Practicum/Field Experience

In this practicum, the students apply what they have learned during their studies in a new setting such as a school or nonprofit organization. Students select the organization with the Director's approval and provide the Director with a supervisor who oversees the practicum at the organization. It is expected that students take advantage of the practicum not only as a way of putting to use what they have learned but also as a means to further understand the cultural dimensions of communication and nuances of language teaching and learning in a specific setting (the Field Experience).

This practicum is required by the Pennsylvania Department of Education for the ESL Specialist Certification Program.

Number of Credits: 3

Prerequisites: Successful completion of all Core and Elective courses, M.A. in TESOL Program and ESL Specialist Certification Program.

TSOL 751 - M.A. TESOL Master's Project/Thesis

Students must complete a master's project/thesis as a capstone project that reflects their practicum, student teaching, and/or teaching practice as a culminating experience. It should provide the opportunity to apply,

synthesize, and evaluate knowledge and skills acquired during their graduate studies. Students should consult their faculty adviser for a description of options and guidelines to meet the requirements of the M.A. in TESOL program.

Students should register for the capstone master's thesis in the semester in which they plan to complete the project. Students must successfully complete ALL required and elective courses (including the practicum) before they would be allowed to register for TSOL 751. Research that involves human subjects will be reviewed by the University's Institutional Review Board (IRB) and may not proceed until approval is granted by the IRB.

Number of Credits: 3

When Offered: Fall, Spring, Summer

Business Administration (Full-time)

Program Description

Accredited by the Association for the Advancement of Collegiate Schools of Business (AACSB International) and built on a tradition of educating business leaders, La Salle University's Full-time MBA Program (FTMBA) provides students with the skills necessary to become successful business leaders in the international job market. Students with an undergraduate degree in business or a related field can complete their degree in one year. Students without a business background will be able to complete their program in four semesters (15 to 24 months).

The program welcomes students with work experience and those who enter directly after their graduation from college. Combined with challenging academics, students are immersed in an intercultural environment as a result of La Salle's worldwide recruiting efforts. FTMBA students have the option of specializing in accounting, business systems and analytics, finance, general business administration, management, or marketing. Partial scholarships awarded on merit are available to support both American and international students. Formal work experience is not required.

Reasons to Choose Lasallian Business:

- Earn a degree at an institution that is among five percent of the world's business schools accredited by the Association for the Advancement of Collegiate Schools of Business.
- Join a program with a high rate of return on investment: exceptional placement rates and tuition set to allow students to receive an excellent return on their investment.
- La Salle University's School of Business was named to The Princeton Review's Best 294 Business Schools 2017.
- Opportunity to travel to a foreign country and study with faculty.
- Engage in events sponsored by the World Affairs Council of Philadelphia and Philadelphia's International Visitors Council.
- Career Focus: Career Development Course, Career Fairs, On-Campus Interview Sessions with employers, etiquette luncheons, networking events, Women's MBA Association, a personal academic and career advisor.

Elizabeth Scofield, MBA
Director
215-951-1057
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www.lasalle.edu/mba

If you have any questions regarding the Full-Time MBA program, please contact: mba@lasalle.edu

Goals and Objectives

Master of Business Administration

Strategic thinking through integrating discipline-specific business knowledge

- Demonstrate the ability to integrate business disciplines to achieve strategic objectives.
- Demonstrate the ability to identify and evaluate the usefulness of various competitive strategies (e.g., adaptive, market entry, positioning) that firms use within domestic and global markets.

Leadership Skills

- Demonstrates the ability to identify and analyze current leadership styles and the ability to develop and enhance leadership skills.
- Demonstrate the ability to work effectively and collaboratively in a team.

Business-related oral and written communication skills

- Demonstrate the ability to prepare and deliver a professional presentation on a business issue.
- Demonstrate the ability to write a clear, concise, and well-organized professional presentation of a business issue.

Awareness of how the business environment influences decision-making

- Demonstrate the ability to identify and analyze ethical and legal business dilemmas and the ability to recommend and defend appropriate solutions and strategies.
- Demonstrate an understanding of how cultural, economic, and political factors shape the management of global business.

Knowledge and skill concerning financial analysis, reporting, and markets

- Demonstrate the ability to evaluate the financial position of for-profit organizations through the examination of financial information contained in balance sheets, income statements, cash flow statements, and footnotes, as well as information gathered from other sources (such as public filings, business news publications, and Websites) in order to enable stakeholders (e.g., management, shareholders, or creditors) to understand a firm's progress in maximizing its value to stakeholders.

One- and Two-Year Options

One-Year MBA Option: Students with an undergraduate degree in business or a related field can complete the degree in one year. Their program consists of 11 or 12 three-credit courses and two one-credit courses: Professional Development Seminar and Written Communication Skills for Business.

Two-Year MBA Option: Students who do not have a degree in business or a related field can complete the degree in 15 to 24 months. Their program consists of up to 15 three-credit courses and two one-credit courses: Professional Development Seminar and Written Communication Skills for Business.

Students who have taken one or more courses equivalent to our Foundation courses do not need 17 courses to complete the program. The Program Director provides each student with a model roster upon acceptance. The model roster lists the courses needed for the MBA for each student.

Admission

The Admission Committee of the Full-time MBA Program is concerned with each applicant's interest, aptitude, and potential for achievement in graduate business studies. The program is structured to accommodate students with various undergraduate degrees. Program applications are reviewed on a "rolling" basis. Students may enter the program in the fall, spring, and summer. All candidates must have completed a four-year undergraduate degree or its equivalent from an accredited institution of higher learning to qualify for admission. Formal work experience is not required.

Application Procedures and Deadlines

Although there are no formal application deadlines, it is recommended that all the information be received from U.S. students in the Office of Graduate Enrollment by August 1 for fall admission, December 15 for spring admission, and April 15 for summer admission. International students need to apply for the program at least two weeks earlier to allow sufficient time to process their paperwork.

All applicants must submit the following items directly to the Office of Graduate Enrollment:

- Online application
- Test scores from the Graduate Management Admission Test (GMAT) or the Graduate Record Exam (GRE). [La Salle's school code for reporting scores from the GMAT is 548-KK-38. La Salle's school code for reporting scores from the GRE is 2363.] The University does not accept scores directly from students. See information regarding GMAT/GRE requirements below.
- Official transcripts from all institutions previously attended.

International Students

In addition to the requirements above, international candidates must also meet the following requirements.

- Either take the Test of English as a Foreign Language (TOEFL) and have their test scores forwarded to the Office of Graduate Enrollment by the Educational Testing Service (ETS), in Princeton, NJ. (1.800.257.9547) [La Salle's school code for reporting scores from the TOEFL is 2363], or take the International English Language Testing System (IELTS) www.ielts.org.
- Have their academic credentials from foreign institutions evaluated by World Education Services (WES.org) or a similar organization.
- Once accepted into the program, submit a Statement of Financial Responsibility Form.

All documents should be submitted to the following:

Office of Graduate Enrollment
La Salle University—Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141-1199

215.951.1100 / Fax 215.951.1462

grad@lasalle.edu

Upon receipt of the documents above, candidates are interviewed by Skype or in person (whenever feasible) prior to final admission decisions.

Selection Criteria

Because each applicant's background and profile are unique, the Admission Committee does not establish specific quantitative minimum requirements for admission; however, it does adhere to the accreditation standards established by the Association for the Advancement of Collegiate Schools of Business.

The University's Nondiscrimination Policy is stated in the General Reference section of this catalog. Admission is based solely upon an applicant's qualifications.

Graduate Management Admission Test (GMAT) and Graduate Record Exam (GRE)

La Salle University offers workshops for anyone interested in preparing for the Graduate Management Admission Test (GMAT).

The Graduate Management Admission Test (GMAT) and the Graduate Record Exam (GRE) are designed to assess capabilities that are important in the study of management at the graduate level. The GMAT is sponsored and controlled by the Graduate Management Admission Council (GMAC) and is administered by the Educational Testing Service (ETS). ETS consults with this council on matters of general policy, develops test materials, administers the test, and conducts research projects aimed at improving the test.

Waiver of the GMAT Requirement

Applicants possessing a master's or Ph.D. degree (or equivalent) may be considered for a GMAT/GRE waiver.

Applicants with an undergraduate business degree from an AACSB-accredited program who have a minimum overall grade point average of 3.2 or above are not required to complete the GMAT/ GRE exam for admission into the program.

TOEFL and IELTS

The Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS) are not required of applicants whose native language is English and applicants who have undergraduate degrees from universities in the United States, and applicants who studied at a foreign institution that offers classes in English. In addition, the test requirement may be waived in certain cases where English language proficiency can otherwise be demonstrated. The minimum scores for the TOEFL are: 230 computer-based score, and 88 Internet-based score. The minimum score for the IELTS is 6.5

Conditional Admission

A limited number of U. S. and resident alien students with at least a cumulative undergraduate GPA of 3.0 or higher may be admitted into the program for one semester without 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.

International students are eligible for conditional admission; however, all their conditions must be met before an I-20 can be issued. Conditional admission can be offered for GMAT, GRE, TOEFL, and IELTS.

Transfer Credit

An applicant may request the transfer of graduate credit(s) earned at another AACSB institution. Each request will be evaluated on its own merits but must be a grade of “B” or better. No more than six hours of graduate credit in the Core, Specialization, and Executive Perspectives areas of the program will be accepted.

Curriculum

The structure of La Salle’s Full-Time MBA Program is comprised of six areas: Basic Skills, Foundation, Core, Specialization, Executive Perspectives, and the Integrative Capstone. Students must complete between 34 and 47 credits to complete the MBA degree at La Salle University. The total number of credits required depends upon the student’s academic background.

Basic Skills

- MBA 590** Professional Development Seminar
- MBA 592** Written Communication Skills for Business

Foundation

The purpose of the Foundation area is to provide students with a functional knowledge of business theory in the context of decision-making and leadership skills. The following five courses (three credits each) are required but may be waived based on a student’s academic background:

- MBA 610** Applied Economic Analysis
- MBA 615** Financial Accounting: A User Focus
- MBA 630** Financial Markets

The Core

The following courses (three credits each) provide students with practical applications for business leaders in the areas of marketing, accounting, and financial management:

- MBA 690** Creating Customers Through Effective Marketing Management
- MBA 691** Managerial Accounting for Decision Making, Planning, and Control
- MBA 692** Financial Performance: Control and Measurement
- MBA 693** Business Analytics for Informed and Effective Decision Making

Specialization

All students select a specialization and are required to complete three 700-level courses in their specialization area. Students may select accounting, business systems and analytics, finance, management, marketing, or general business administration as their area of specialization.

Students who wish to design their own specialization select general business administration. One must choose any three courses in the 700 level of the program. This option provides the most flexibility in creating an MBA program tailored to a student’s interests.

Students may elect to complete a dual-specialization as part of their MBA program. Since the variations are many, students meet with the Program Director to discuss what would be required for a dual-specialization.

Executive Perspectives

The following four courses (3 credits each) provide students with a greater understanding of what it means to lead ideas and people in an organization. Topics include assessing and developing one’s leadership skills, learning how to use technology for managing the vast array of information sources available, and making appropriate decisions and understanding how the financial outlook of an organization might be effected by such decisions.

- MBA 811** Leadership: Theories and Skill Development
- MBA 820** Information Technology for Decision Making
- MBA 830** Financial Statement Analysis
- MBA 840** Frameworks For Socially Responsible Decision Making

Specialization

Students electing a specialization are required to complete three 700-level courses in one of the following areas.

- Accounting
- Business Systems and Analytics
- Finance
- General Business Administration
- Management
- Marketing

Descriptions of the specialization courses are listed under the Part-time MBA Program in the previous section.

Course Descriptions

The course descriptions for the majority of the courses offered in the Full-Time MBA are listed under the Part-Time MBA Program. The Courses specific to this program are MBA 590, MBA 592 and MBA 811. The descriptions for these courses are listed below:

MBA 590: Professional Development Seminar

1 credit

This course focuses on career development and building a “Professional Skills Portfolio.” The initial orientation toward building a resume and developing strategies to obtain a job provides the basis of continued career planning and professional growth. This course is offered in conjunction with MBA 811.

MBA 592: Written Communication Skills for Business

1 credit

Students will learn to plan, draft, revise, and edit documents (such as letters, memos, e-mails, executive summaries, proposals, and reports) required of them as professionals in a business environment.

MBA 811: Leadership: Theories and Skill Development

3 credits

This course reviews major leadership theories including trait theory, behavioral theories, contingency models, expectancy theory, path goal theory, transformational leadership, and servant leadership. The course also covers a series of in-depth exercises that address leadership skills including individual decision making, team decision making, nominal group technique, problem framing, negotiation, and managing organizational change. Students are expected to complete a written exam and a series of five short analytical papers.

Tuition and Fees

Online Application: Free

Tuition (per semester): \$12,225

Technology Fee (per semester): \$150

General University Fee (per semester): \$100

Graduation Fee: \$100

Scholarships

Merit Scholarships: Students in the Full-time MBA program are awarded partial scholarships based on their GPA and GMAT scores. Scholarships range from \$1,000 to \$3,000 per term.

Beta Gamma Sigma Tuition Discount: Beta Gamma Sigma students from all AACSB institutions worldwide are eligible for a 25% tuition discount. Eligible students should contact the program director as soon as their application

is submitted.

Faculty and Staff

Dean: MarySheila McDonald, J.D.

Associate Dean: Patrick O'Brien, M.S.

Director, Full-time MBA Programs: Elizabeth Scofield, MBA

Professors: Borkowski, Jiang, Tavana, Schubert, Van Buskirk

Associate Professors: Ambrose, Cooper, Lafond, Szabat, Ugras

Assistant Professor: Radetskiy

Dean Emeritus & Assistant Professor: Bruce

Business Administration (One-Year)

Program Description

La Salle University's One-Year MBA program (OYMBA) is designed for recent graduates and those with working experience who are in various stages of their careers. The program offers majors in accounting, business systems and analytics, and finance. Students who elect to major in accounting must have an undergraduate degree in accounting. International and American students may receive partial scholarships awarded on merit. Work experience is not required.

La Salle's internationally recognized program is accredited by the Association for the Advancement of Collegiate Schools of Business (AACSB International), which less than 5 percent of business schools worldwide attain. La Salle's OYMBA students gain the professional and personal skills to be leaders in their fields.

Applicants from AACSB accredited programs who have a minimum overall GPA of 3.2 or above will be granted a GMAT/GRE waiver. Beta Gamma Sigma students from all AACSB institutions worldwide are eligible for a 25% tuition discount. Eligible students should contact the program director as soon as their application is submitted.

The program is ideal for students who are preparing to meet the 150-hour CPA requirement. Students majoring in finance take the managerial track or CFA track. Our CFA track is designed around developing the skill set necessary to become a Chartered Financial Analyst.

La Salle's highly innovative curriculum uses half-credit to three-credit modules to provide a flexible, dynamic program. The modules focus on both traditional topics and current emerging topics. They are updated or replaced as trends evolve, ensuring that the curriculum keeps pace with the rapidly changing business environment.

Reasons to Choose Lasallian Business:

- Earn your MBA with a specialization in accounting, business systems and analytics, or finance in one year.
- Join a program with a high rate of return on investment: exceptional placement rates.
- Participate in workshops, career fairs and networking events to enhance your international business etiquette skills and your job seeking skills.
- Enjoy small classes with your classmates and professors and learn in the Lasallian tradition that blends academic theory with practice.
- Prepare for the CPA or Chartered Financial Analyst (CFA) exam.
- Have the opportunity to participate in study tours in other countries with faculty.

Elizabeth Scofield, MBA

Director

215-951-1057

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Goals and Objectives

Master of Business Administration

Strategic thinking through integrating discipline-specific business knowledge

- Demonstrate the ability to integrate business disciplines to achieve strategic objectives.
- Demonstrate the ability to identify and evaluate the usefulness of various competitive strategies (e.g., adaptive, market or entry, positioning) that firms use within domestic and global markets.

Leadership Skills

- Demonstrates the ability to identify and analyze current leadership style and the ability to develop and enhance leadership skills
- Demonstrate the ability to work effectively and collaboratively in a team.

Business-related oral and written communication skills

- Demonstrate the ability to prepare and deliver a professional presentation on a business issue.
- Demonstrate the ability to write a clear, concise, and well-organized professional presentation of a business issue.

Awareness of how the business environment influences decision-making

- Demonstrate the ability to identify and analyze ethical and legal business dilemmas and the ability to recommend and defend appropriate solutions and strategies.
- Demonstrate an understanding of how cultural, economic, and political factors shape the management of global business.

Knowledge and skill concerning financial analysis, reporting, and markets

- Demonstrate the ability to evaluate the financial position of for-profit organizations through the examination of financial information contained in balance sheets, income statements, cash flow statements, and footnotes, as well as information gathered from other sources (such as public filings, business news publications, and websites) in order to enable stakeholders (e.g., management, shareholders, or creditors) to understand a firm's progress in maximizing its value to stakeholders.

Program Structure

Students who minored in business administration or have an undergraduate business degree are able to complete the program in 12 months. Applicants without a business degree enroll in pre-MBA Foundation courses at an additional cost. Pre-MBA courses are offered at La Salle University online: MBA 610, MBA 615 and MBA 630. Students may feel free to take these courses at other institutions and transfer the credit to La Salle. The One-Year MBA Program begins each year in the Fall Semester.

Admission

The Admission Committee of the One-Year MBA Program is concerned with each applicant's interest, aptitude, and potential for achievement in graduate business studies. The program is structured to accommodate students with various undergraduate degrees. Students enter the program in the Fall Semester if they have a degree in business or in the spring and/or summer if they require pre-MBA courses. All candidates must have completed a four-year undergraduate degree or its equivalent from an accredited institution of higher learning to qualify for admission. Students majoring in accounting must have earned a degree in accounting. Formal work experience is not required.

Application Procedures and Deadlines

Although there are no formal application deadlines, it is recommended that all the information be received in the Office of Graduate Enrollment by July 31, for U.S. and Resident Alien students and July 1, for international students.

All applicants must submit the following items directly to the Office of Graduate Enrollment:

- Online application.
- Test scores from the Graduate Management Admission Test (GMAT), or the Graduate Record Exam (GRE). [La Salle's school code for reporting scores from the GMAT is 548-KK-38. La Salle's school code for reporting scores from the GRE is 2363.] The University does not accept scores directly from students. See information regarding GMAT/GRE requirements below.
- Official transcripts from all institutions previously attended.

International Students

In addition to the requirements above, international candidates must meet these requirements:

- Take the Test of English as a Foreign Language (TOEFL) and have their test scores forwarded to the Office of Graduate Enrollment by the Educational Testing Service (ETS), Princeton, N.J., USA (1.800.257.9547). [La Salle's school code for reporting the TOEFL is 2363]. The International English Language Testing System (IELTS) may be substituted for the TOEFL. See below for further information on these tests.
- Have their academic credentials from foreign institutions evaluated by World Education Services (WES.org) or a similar organization.
- Once accepted, Submit a Statement of Financial Responsibility Form, which may be obtained from the Multicultural and International Center at La Salle University

All documents should be submitted to the following:

Office of Graduate Enrollment
La Salle University—Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141-1199

215.951.1100 / Fax 215.951.1462
grad@lasalle.edu

Upon receipt of the documents above, candidates are interviewed by Skype or in person (whenever feasible) prior to final admission decisions.

Selection Criteria

Because each applicant's background and profile is unique, the Admission Committee does not establish specific quantitative minimum requirements for admission. However, it does adhere to the accreditation standards established by the Association for the Advancement of Collegiate Schools of Business.

The University's Nondiscrimination Policy is stated in the Introduction section of this catalog. Admission is based solely upon an applicant's qualifications.

Graduate Management Admission Test (GMAT) and Graduate Record Exam (GRE)

La Salle University offers workshops for anyone interested in preparing for the Graduate Management Admission Test (GMAT).

The Graduate Management Admission Test (GMAT) is designed to assess capabilities that are important in for study at the graduate level. The GMAT is sponsored and controlled by the Graduate Management Admission Council (GMAC) and is administered by Pearson/VUE.

For more information about the GMAT, visit www.mba.com. La Salle's school code for the GMAT exam is 548-KK-16. Students are also permitted to submit their scores from the Graduate Record Examination (GRE).

Waiver of the GMAT or GRE Requirement

Applicants possessing a master's or Ph.D. degree (or equivalent) may be considered for a GMAT/GRE waiver.

Applicants with an undergraduate business degree from an AACSB-accredited program who have a minimum overall grade point average of 3.2 or above are not required to take the GMAT or GRE exam for admission into the program.

TOEFL and IELTS

The Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS) are not required of applicants whose native language is English, applicants who have undergraduate degrees from universities in the United States, or applicants who have degrees from universities outside the United States where the language of instruction is English. In addition, the test requirement may be waived in certain cases where English language proficiency can otherwise be demonstrated.

Conditional Admission

A limited number of U.S. and Resident Alien students with a cumulative undergraduate GPA of 3.0 or higher may be admitted into the program for one semester without 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 and are not eligible for financial aid loans until they are fully admitted.

International students are eligible for conditional admission; however, all their conditions must be met before an I-20 can be issued. Conditional Admission can be offered for the GMAT, GRE, TOEFL, and IELTS.

Transfer Credit

An applicant may request the transfer of credits for Foundation Courses earned at another institution. Each request will be evaluated on its own merits. Grades accepted for transfer must be “B” or better. A maximum of 9 credits will be accepted for transfer purposes.

Curriculum

Accounting Track

Accounting is often considered the “language of business,” because it is the core of any business organization. Accountants are responsible for communicating and interpreting financial information as a basis for strategic decision-making.

Our professors are teachers, mentors, and scholars. They are connected with businesses around the globe, they are savvy about the challenges and innovations in play in the marketplace. Our graduates leave La Salle ready to perform.

Students interested in becoming a CPA meet the 150-credit requirement.

Fall Semester

- MBA 692** Financial Performance: Control and Measurement 3.0
- MBA 693** Business Analytics for Informed and Effective Decision Making 3.0
- ACC 750** Tax Strategy 1.5
- ACC 770** Governmental and Non-profit Accounting 1.5
- ACC 755** Advanced Tax Strategy for Accountants 1.5
- ACC 749** Current Issues in Accounting 1.5

Spring Semester

- MBA 591** Optional Travel Study This course is not required for graduation
- MBA 592** Written Communication Skills for Business
- MBA 690** Creating Customers through Effective Marketing Management 3.0
- MBA 811** Leadership: Theories and Skill Development 3.0
- MBA 820** Information Technology for Decision Making 3.0
- MBA 830** Financial Statement Analysis 3.0

Summer Semester

- ACC 782** AIS and ERP Systems Accounting 3.0
- MBA 840** Frameworks for Socially Responsible Decision Making 3.0
- MBA 902** Competitive Strategy 3.0

Total MBA credits for Accounting Track: 34/35 credits

Business Systems and Analytics Track

The business leaders of tomorrow face an exciting challenge. To innovate and prosper they need to solve problems and make informed decisions. Just as important, they need to manage technology and data.

La Salle’s Business Systems and Analytics option prepares students to do both. It prepares them for careers as business intelligence analysts, business applications consultants, data warehousing specialists, and sports analytics managers, to name a few.

Fall Semester

- MBA 691** Managerial Accounting for Decision Making, Planning, and Control 3.0
- MBA 692** Financial Performance: Control and Measurement 3.0
- MBA 820** Information Technology for Decision Making 3.0
- BSA 720** Data Warehousing and Data Mining 3.0

Spring Semester

- MBA 591** Optional Travel Study 1.0 This course is not required for graduation
- MBA 592** Written Communications Skills for Business 1.0
- MBA 690** Creating Customers through Effective Marketing Management 3.0
- MBA 811** Leadership: Theories and Skill Development 3.0
- MBA 830** Financial Statement Analysis 3.0
- BSA 710** Systems Analysis and Database Design 3.0

Summer Semester

- MBA 840** Frameworks for Socially Responsible Decision Making 3.0
- MBA 902** Competitive Strategy 3.0
- BSA 790** Special Topics in Business Systems and Analytics 3.0

Total MBA credits for Business and Systems AnalyticsTrack: 34/35 credits

Investment Analysis Track (CFA) and the Managerial Finance Track

The Investment Analysis Track (CFA) is designed around developing the skill set necessary to become a Chartered Financial Analyst. Our Managerial Finance Track is designed to provide students with the financial and leadership skills necessary to succeed as finance professionals. Following this track, undergraduate accounting majors can also complete their 150-hour CPA requirements.

Fall Semester

- ACC 750** Tax Strategy 1.5
- MBA 691** Managerial Accounting for Decision Making, Planning and Control 3.0
- MBA 693** Business Analytics for Informed and Effective Decision Making 3.0
- FIN 754** Derivative Instruments 1.5
- FIN 764** Portfolio Management 3.0

Spring Semester

- MBA 591** Optional Travel Study 1.0 This course is not required for graduation
- MBA 592** Written Communications Skills for Business 1.0
- MBA 690** Creating Customers through Effective Marketing Management 3.0
- FIN 746** Enterprise Risk Management (Managerial Finance Track) 3.0 or
- FIN 783** Financial Analysis Seminar (CFA Track) 3.0
- MBA 811** Leadership: Theories and Skill Development 3.0
- MBA 820** Information Technology for Decision Making 3.0

Summer Semester

- MBA 830** Financial Statement Analysis 3.0
- MBA 840** Frameworks for Socially Responsible Decision Making 3.0
- MBA 902** Competitive Strategy 3.0
- FIN 767** Mergers and Acquisitions 1.5
- FIN XXX** Finance Elective 1.5

Total MBA credits for Finance Track = 37-38 credits

Tuition and Fees

Online Application: Free

The program has a single comprehensive tuition price of \$41,900 for students who do not require the pre-MBA courses.

Students who require the pre-MBA courses will be charged \$1,030 per credit for the courses they require, plus the General University Fee of \$135, and the Technology fee of \$150 if they enroll in 3-4 courses or \$50 if they enroll in 1-2 courses. Students will be billed for the pre-MBA courses during the semester they are taken, separately from their fall invoice.

Fees:

Technology Fee (per semester): \$150

General University Fee (per semester): \$135

Graduation Fee: \$100

Scholarships

Merit Scholarships

Merit Scholarships: Students in the One-Year MBA program are awarded partial scholarships based on their GPA and GMAT/GRE scores. Scholarships range from \$3,000 to \$5,000 per year.

BGS Scholarships

Beta Gamma Sigma students from all AACSB institutions worldwide are eligible for a 25% tuition discount. Eligible students should contact the program director as soon as their application is submitted

Faculty and Staff

Dean: MarySheila McDonald, J.D.

Associate Dean: Patrick O'Brien, M.S.

Director, One-Year MBA Program: Elizabeth Scofield, MBA

Professors: Borkowski, Jiang, Schubert, Tavana, Van Buskirk

Associate Professors: Ambrose, Cooper, Lafond, Szabat, Ugras

Assistant Professor: Radetskiy

Dean Emeritus & Assistant Professor: Bruce

ACC 749 - Current Issues in Accounting

This course provides graduate students with exposure to current issues in accounting that are not covered in other courses, or which have developed recently and are affecting the profession in practice.

Number of Credits: 1.5

ACC 750 - Tax Strategy

This course is designed to review the choice of entities that exist and to develop a basic understanding of the parameters surrounding those entities.

Co-requisite: MBA 691

Number of Credits: 1.5

ACC 755 - Advanced Tax Strategy For Accountants

This course is designed to review the formation, operation, and structuring of various business entities.

Number of Credits: 1.5

ACC 770 - Governmental and Nonprofit Accounting

This course provides an introduction to, and understanding of, accounting and reporting for government and non-profit organizations. It includes a discussion of, and technical practice with, specific issues encountered by these entities. Such exposure allows students to minimize audit and enterprise risk when dealing with such entities in

practice. Students will have hands-on assignments using actual U.S. county comprehensive accounting financial reports (CAFRs), current U.S. Federal Government and IRS reports, and a public university's financial statements

Number of Credits: 1.5

ACC 782 - AIS and ERP Systems Accounting

This course offers an enhanced understanding of accounting information and enterprise resource planning systems, and is suitable for all MBAs. It includes hands-on experience with a traditional accounting system and with SAP, and weekly discussion of current topics, including privacy and security issues, disaster recovery, anti-fraud and audit resources, and XBRL.

Prerequisite: MBA 691 or equivalent

Number of Credits: 3.0

BSA 710 - Systems Analysis and Database Design

This course is about structured analysis and design methodology for complex business systems. Students become familiar and use Entity Relationship Diagrams, Data Structure Diagrams, Data Flow Diagrams, Data Dictionaries, and Process Specifications to develop Systems Specifications. These specifications are utilized as the blueprint to develop and implement relational databases, and explore the Structured Query Language (SQL) used to manipulate and operate the database.

Number of Credits: 3

Prerequisites: MBA 693

BSA 720 - Data Warehousing and Data Mining

This course focuses on data warehousing and data mining in organizations. Topics covered in the course 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: MBA 693

Number of Credits: 3

BSA 790 - Special Topics in Business Systems and Analytics

This course is designed to introduce students to one of several areas of emerging trends and technologies in Business Systems and Analytics. Students will learn the fundamental principles and concepts of analytics in a specific business domain and implement descriptive, predictive and prescriptive analytics tools and technologies that support data, information, and knowledge management in the area of study. Course titles include, but are not limited to, Accounting Analytics, Financial Analytics, Healthcare Analytics, Human Resources (HR) Analytics, Marketing Analytics, Sports Analytics, and Supply Chain Analytics among others. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic.

Prerequisite: MBA 693; other prerequisite(s) may be required depending on the topic.

Number of Credits: 3

FIN 746 - Enterprise Risk Management (Managerial Track)

The course examines the risk management process as applied to the whole range of risks to which a corporation is exposed: financial, insurable, operational, and business. It focuses on risk in general and how multiple sources of risk can be addressed with strategies that integrate risk management and capital management. Specific topics include hedging, insurance, postloss investment, contingent capital, finite risk reinsurance, and insurance-linked securities. Emphasized throughout the course is that managing risk effectively is essential to corporate value, success, and survival.

Number of Credits: 3

FIN 748 - Financial Instruments and Markets

This course provides an examination of modern financial markets. Specifically, we discuss the largest financial intermediaries including commercial banks, finance companies, securities firms, investment banks, mutual funds and hedge funds with a focus on balance sheet structures, regulation, and current issues and trends. We also examine various financial instruments, derivatives, and off-balance sheet activities that are useful from a risk-management perspective within the industry.

Prerequisite: FIN 692

Number of Credits: 3

FIN 754 - Derivative Instruments

This course will introduce students to the world of financial and real derivatives analysis. The focus will be on options. Students will be introduced to option pricing and policy uses. In addition, the controversial issues of executive stock options, real options, and hedge fund policy will be explored. The course will evolve with the ever-changing derivatives market. The latest products and controversies will be examined.

Number of Credits: 1.5

FIN 764 - Portfolio Management

The course focuses on current practice and recent theoretical developments. It deals with the characteristics of individual securities and portfolios, criteria and models for alternative portfolio composition, criteria for evaluation and measurement of performance, and the impact of government regulation. The evaluation of current theory, its significance for the financial management decision-making, and the consideration of relevant empirical evidence are covered.

Number of Credits: 3

FIN 765 - Global Financial Management

Current developments in global financial markets and instruments from the perspective of firm management. Topics include an overview of foreign security markets, trends in foreign exchange risk management, and the impact of international debt on multinational firms.

Prerequisite: MBA 692

Number of Credits: 3

FIN 767 - Mergers and Acquisitions

The course provides an analysis of the acquisition by one firm of all or some of the assets of another firm, and its impact on both the companies involved and on society. Topics include a discussion of the types of combinations, the motivations of the participants, the financial analysis required to carry out merger or acquisition activities, negotiation strategies, and the tax and accounting options that are available to the parties involved.

Number of Credits: 1.5

FIN 783 - Financial Analysis Seminar (Investment Analysis Track: CFA)

This seminar is an integrative course that links corporate finance, financial statement analysis and investment analysis. Students taking the course will be prepared to take the CFA I exam (Chartered Financial Analyst).

Number of Credits: 3

MBA 592 - Written Communication Skills for Business

Students will learn to plan, draft, revise, and edit documents (such as letters, memos, e-mails, executive summaries, proposals, and reports) required of them as professionals in a business environment.

Number of Credits: 1

MBA 690 – Creating Customers Through Effective Marketing Management

The course shows how the techniques of marketing management can be used to attract and satisfy customers while building long-term business profitability. Topics include (1) market, consumer, and competitive analysis; (2) segmentation, targeting, and positioning; (3) product development, pricing, promotion, and distribution; and (4) marketing strategy and planning.

Number of Credits: 3

MBA 691 – Managerial Accounting for Decision Making, Planning, and Control

This course focuses on the firm's management accounting system as its primary information system. It examines the problems of cost measurement, planning, coordination, control, and performance evaluation. It explores how accounting systems address business problems and evolve in response to the changing economic environment. The course will relate ethical and global issues to managerial accounting topics. The students will explore and analyze "real world" data and apply their gained knowledge to contemporary managerial accounting and cases.

Number of Credits: 3

MBA 692 – Financial Performance Control and Measurement

This is a survey course focusing on how managers can construct a decision-making process that maximizes the value of the firm. Because the majority of financial decisions require an estimate of future events, considerable time will be spent 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. A working knowledge of the basic concepts in finance, accounting, and statistics is assumed. The use of an electronic spreadsheet is needed for homework assignments and case analysis.

MBA 693 – Business Analytics for Informed and Effective Decision Making

This course introduces students to the growing field of business analytics. Business analytics is the use of data, information technology, statistical analysis, and quantitative methods and models to support effective organizational problem solving and informed decision making. The course includes methods, tools, and techniques for summarizing and visualizing historical data, which is relevant to descriptive analytics – the use of data to find out what has happened in the past or is currently happening; methods, tools, and techniques for extracting information from existing data in order to determine patterns, which is relevant to predictive analytics – the use of data to find out what will happen in the future; and methods, tools, and techniques for optimization, which is relevant to prescriptive analytics – the use of data to determine the best course of action in the future.

Number of Credits: 3

MBA 698 – Global Business Concepts

This course is designed to familiarize students with the multiple environments in which international business must operate and focuses on how business strategy is affected by political, legal, economic, cultural, social, competitive and technological conditions in various national markets.

Number of Credits: 1.5

MBA 811 – Leadership: Theories and Skill Development

This course reviews major leadership theories including trait theory, behavioral theories, contingency models, expectancy theory, path goal theory, transformational leadership, and servant leadership. The course also covers a series of in-depth exercises that address leadership skills including individual decision making, team decision

making, nominal group technique, problem framing, negotiation, and managing organizational change. Students are expected to complete a written exam and a series of five short analytical papers.

Number of Credits: 3

MBA 820 – Information Technology for Decision Making

This course is about the manager's responsibilities for problem solving and decision making, and those areas in which information technology can be used to gain the insight needed to support selection of decision alternatives. Students learn about the role of data, information, and knowledge in managerial problem solving and decision making. Transactional processing and database management systems (DBMS) are used to store, manage, and retrieve data in organizations. Decision support system (DSS) tools and technologies (such as natural language programming and influence diagramming) are used to organize data into information for decision analytics. Expert systems (ES) are used to synthesize information into knowledge for knowledge management. Students are required to use DBMS, DSS and ES software packages in a hands-on environment.

MBA 830 – Financial Statement Analysis

This course integrates the areas of finance and accounting and is designed to provide students with the ability to analyze financial statements, understand the incentives of companies to "manage" earnings through their choices of accounting methods, understand the limitations to the usefulness of financial statements, and understand the value of financial statements in decision-making from the perspective of investors, creditors and management.

Number of Credits: 3

Prerequisites: MBA 692

MBA 840 – Frameworks for Socially Responsible Decision Making

This course is designed to explore the complex ethical, legal, cultural, political, social and economic issues confronting individuals, groups, and organizations. We will use various models and theories to develop critical thinking and problem-solving skills to address the issues of a diverse set of organizational stakeholders.

Number of Credits: 3

MBA 902 – Competitive Strategy

This integrative capstone course is designed to expose students to strategies that companies use to build and sustain competitive advantage in the global market. The course provides students with industry, competitor, and business level analytic tools that help students to assess factors that influence strategy formulation and strategy implementation in both domestic and global markets.

Number of Credits: 3

Business Administration (Online)

Program Description

La Salle University provides an innovative Master of Business Administration Program that enables students to develop and strengthen the leadership skills and functional knowledge necessary for the advancement of their current careers and life goals. It is a program where experienced people from diverse professional backgrounds come together to connect, collaborate and learn.

The La Salle MBA curriculum is delivered in a fully online program, which provides working professionals with greater flexibility and convenience as they move through the program. We have developed a learning experience that leverages the latest teaching and learning technologies to deliver an environment to deepen our students' understanding of business and markets, and improve their decision making skills. With the Lasallian emphasis on

the value and impact of personalized interactions among professors and classmates, our students are fully engaged in their education.

La Salle's online MBA program teaches our students the application of the latest analytical thinking and facilitates the development of their professional and people-oriented skills. In the virtual classroom, our faculty stress the interaction of theoretical knowledge with practical experience and shared ideas. They also challenge our MBA students to maximize their "natural" resources for success. Our professors are committed to the Lasallian tradition of teaching, which means being accessible, focusing on the individual, and contributing to a sense of community.

La Salle understands the lifestyles of its MBA students and is committed to making sure it is as easy as possible to register for courses, meet with a professor or take a semester off, if necessary.

The School of Business and the MBA Programs, including the Online MBA, are accredited by the most prestigious worldwide business school accrediting organization AACSB International, the Association to Advance Collegiate Schools of Business.

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Nicole Blair
Associate Director
215.438.6676
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www.lasalle.edu/mba

If you have any questions regarding the online MBA program, please contact: mba@lasalle.edu or visit our website www.lasalle.edu/mba.

Admission

The Admission Committee of the MBA Program is concerned with each applicant's interest, aptitude, and potential for achievement in graduate business studies. The structure of the program lends itself to those students with or without an undergraduate degree in business.

Before an applicant will be evaluated, applicants must submit the following information:

1. Application form
2. Official transcripts from all schools attended
3. Test scores from the Graduate Management Admission Test (GMAT), or, with permission of the Director, the Graduate Record Examination (GRE)
4. Professional resume

Based on prior academic and/or professional success, the admission requirement to take the GMAT/GRE may be waived or deferred. Please see section below "Waiver of GMAT or GRE."

All documents should be submitted to the following:

Office of Graduate Enrollment
La Salle University—Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141-1199

215.951.1100 / Fax 215.951.1462
grad@lasalle.edu

Because each applicant's background and profile is unique, the Admission Committee does not establish specific quantitative minimum requirements for admission; the admission committee's decisions are based on an evaluation of many factors to determine a student's potential for success in the MBA program.

Please refer to the University's Nondiscrimination Policy in the General Reference section of this catalog. Admission is based solely upon an applicant's qualifications.

International Students

In addition to the requirements above, international candidates are required to:

- Take the Test of English as a Foreign Language (TOEFL) and have their test scores forwarded to the Office of Graduate Enrollment at La Salle University
- Take the International English Language Testing System (IELTS) and have their test scores forwarded to the Office of Graduate Enrollment at La Salle University.
- Have their academic credentials from foreign institutions evaluated course-by-course by World Education Services (wes.org) or a similar organization. The evaluation must be sent to La Salle directly by this third party. The evaluation is required to process the application.

Note: The TOEFL and IELTS exams are not required when the applicant can demonstrate proficiency, has an undergraduate degree from a university in the United States or an institution in another country where English is the language of instruction. The minimum scores for the TOEFL are: 230 computer-based score, and 88 Internet based score. The minimum score for the IELTS is 6.0.

Upon receipt of the documents above, candidates may be interviewed by phone or internet-based conferencing Skype prior to final admission decisions.

Application Deadlines

There five application deadlines throughout the year, as admissions to the program are made throughout the year. They occur 10 business days before the start of each term. However, we recommend that all application documents including official transcripts be received as soon as possible. The start of each term is provided on the academic calendar.

Conditional Admission

Is not available for online MBA students.

Waiver of GMAT or GRE Requirement

Applicants with an undergraduate business degree from an AACSB-accredited program who have a minimum overall grade point average of 3.2 or above are not required to complete the GMAT or GRE exam for admission into the program.

The GMAT (or GRE) may be waived for applicants if a student meets the one of the following:

- Have an undergraduate business degree from an AACSB-accredited University and have:
 - An overall GPA of 3.2 or above,
 - An overall GPA of 3.0 or above and 3 years of professional experience, or
 - More than 5 years of professional experience.
- Hold a CFA Charter or CPA license or have passed the CPA or CFA certifying exams.
- Earned master's degree or higher from a graduate program accredited program in its discipline

The GMAT/GRE can be deferred and eventually waived if an applicant has graduated with a 3.0 GPA in any undergraduate discipline and has at least 2 years of business experience. These students take up to four (4) courses in the program. If the student achieves a B- or better in each course and an overall GPA of 3.3, the GMAT/GRE will be waived.

Transfer Credit

An applicant may request the transfer of graduate credit(s) earned at another AACSB-accredited institution prior to being admitted to the La Salle MBA program. Each request will be evaluated on its own merits, but the student must have received a grade of "B" or better for the course to be considered for transfer. No more than six hours of graduate credit hours (in total for the program) can be transferred.

Transferred specialization courses will only count towards fulfilling the General Business Administration Specialization requirements, as the specializations of Accounting, Finance, Marketing, Business Systems and Analytics and Management are only granted for courses completed at La Salle University.

Curriculum

Students must complete between 33 and 39 credits to achieve the MBA degree in the online format at La Salle University. The total number of credits required depends upon the student's academic and professional backgrounds.

MBA Math

Students who score below the 25th percentile on the quantitative part of the GMAT exam or have insufficient background in business, accounting, finance and economics will need to take MBA Math. This self-paced, online quantitative skills course is designed with 10 lessons covering basic quantitative skills in finance, economics and spreadsheets. Students who are required to take MBA 602 Financial Markets must take the MBA Math course. MBA Math must be completed within a student's first term in the program.

Foundation

The purpose of the Foundation area is to provide students with a functional knowledge of business theory and fundamentals in the context of decision-making and leadership skills. The following two courses (1.5 credits each) are required, but may be waived based on a student's academic and professional backgrounds.

MBA 601 Financial Accounting

MBA 602 Financial Markets

The Core

The following courses (3 credits each) provide students with the theoretical basis and practical applications of marketing, accounting, business analytics and financial management. Through the use of a variety of analytical, problem-solving approaches to business problems, the Core courses expose the students to both the needed depth of analyses and broad business perspectives required for operational, financial and strategic decision making.

MBA 690 Creating Customers through Effective Marketing Management

MBA 691 Managerial Accounting for Decision Making, Planning, and Control

MBA 692 Financial Performance: Control and Measurement

MBA 693 Business Analytics for Informed and Effective Decision Making

Specialization

All students will select a specialization and are required to complete three 700-level courses in the specialization area. Specialization offerings have been determined by student interest and market need. The courses for each of the six specializations are outlined below:

Accounting

ACC 782 Accounting Information and ERP Systems

ACC 791 Decision-making Using Management Accounting

ACC 792 Applying Research Skills to Contemporary Accounting Issues

Business Systems and Analytics

BSA 710 Systems Analysis and Database Design

BSA 720 Data Warehousing and Data Mining

BSA 790 Special Topics in Business Systems and Analytics

Finance

FIN 748 Financial Instruments and Markets

FIN 764 Portfolio Management

FIN 765 Global Financial Management

Management

MGT 760 Human Resource Management

MGT 765 Irrational Decision Making

MGT 790 Special Topics in Management and Leadership

Marketing

MKT 730 Strategic Marketing Intelligence

MKT 732 Consumer Behavior

MKT 790 Special Topics in Marketing

General Business Administration

To complete a General Business Administration specialization, students can take three courses from the courses listed above.

Executive Perspectives

The following courses (3 credits each) provide students with a greater understanding of leading people and organizations. Topics include: assessing and developing one's leadership and managerial skills; learning how to use technology for managing the vast array of data and information sources; applying the appropriate analytical tools and business factors in making business decisions and evaluating their financial impact; and developing the business, human resource and organizational perspectives needed by executives as they make both strategic and operational decisions.

MBA 810 Self-Assessment for Leadership

MBA 820 Information Technology for Decision Making

MBA 830 Financial Statement Analysis

MBA 840 Frameworks for Socially Responsible Decision Making

Integrative Capstone

The following course (3 credits) is taken the final year of the program. This course provides the opportunity to integrate what has been learned in the Core, Specialization, and Executive Perspective courses while adding global perspectives and reinforcing the ethical dimensions of decision making needed for success in business today.

MBA 902 Competitive Strategy

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition and Assistance

There are loan programs available for online graduate students. Information about financial aid and the application forms may be obtained from Student Financial Services, La Salle University, Philadelphia, PA 19141 or by calling 215.951.1070.

Faculty

Dean: MarySheila McDonald, J.D.

Director: John Farrell

Associate Director: Nicole Blair, M.B.A., M.S.

Professors: Barenbaum, Borkowski, Buch, George, Jiang, Meisel, Miller, Mshomba, Robison, Schubert, Seltzer, Smither, Talaga (Emeritus), Tavana, Van Buskirk, Welsh (Emeritus)

Associate Professors: Ambrose, Chia, Cooper, Jones, Kennedy, Leaby, Paulin, Rhoda, Szabat, Walsh, Wentzel

Assistant Professors: Brazina, G. Bruce, DiPietro, Dynan, Fitzgerald, Gauss, Massimini, Pierce, Plump, Zook

Lecturers: Anderson, Blohm, R. Bruce, Carey, Cerenzio, Crossen, Cruikshank, Falcone, Finnegan, Goldner, Harris, Horan, G. Kochanski, M. Kochanski, Kvint, Lang, Leh, McElroy, Mallon, Market, Mullan, O'Neill, Otten, Planita, Richter, Sable, Sargen, Schaefer, Schwab, Sherlock, Simons, Truitt, Walters, Wong

ACC 704 - Financial Accounting Theory and Current Practices

This course emphasizes the perspective of preparers of financial statements covering financial statement preparation with an emphasis on the areas of financial accounting that are problematic, including revenue recognition, expense allocation, inventories, post-employment benefits, leases, and stock options.

Prerequisite: MBA 615

Number of Credits: 3

ACC 761 - Taxation for Business Planning and Investing

The course is an integration of financial theory and taxation to enable students to develop the ability to translate tax outcomes into cash flows. The course perspective is on using an understanding of taxes in the planning process, not on compliance. Students learn the framework of the current tax system, evaluate tax laws on the basis of both equity and efficiency, and learn the social policy implications of the tax system. Topics include fundamentals of tax planning, measurement of taxable income, choosing business entities, corporate and individual taxation, compensation and retirement planning, and investing and personal finance issues.

Number of Credits: 3

ACC 772 - Auditing

The course is a conceptual study of the audit process with applied aspects of the discipline. It relates and compares the role and responsibility of management to that of the independent certified public accountant. It presents generally accepted auditing standards, basic audit methodology, and procedures with an emphasis on the study and evaluation of internal control. The course culminates with an in-depth analysis of the auditor's opinion.

Prerequisite: ACC 704 or equivalent.

Number of Credits: 3

ACC 780 - Applied Research in Accounting

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships.

Prerequisite: Approval of supervising professor and program director

Number of Credits: 1 to 3

ACC 782 - Accounting Information and ERP Systems

This course offers an enhanced understanding of accounting information and enterprise resource planning systems, and is suitable for all MBAs. It includes hands-on experience with a traditional accounting system and with SAP, and weekly discussion of current topics, including privacy and security issues, disaster recovery, anti-fraud and audit resources, and XBRL.

Prerequisite: MBA 691 or equivalent

Number of Credits: 3

ACC 790 - Special Topics in Accounting

This course will explore a topic of contemporary interest related to accounting. Topics will vary and may include Decision-Making Using Management Accounting, Applying Research Skills to Contemporary Accounting Issues; and Fraud and Forensic Accounting. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic.

Prerequisite: MBA 615; other prerequisite(s) may be required depending on the topic.

Number of Credits: 3

BSA 710 - Systems Analysis and Database Design

This course is about structured analysis and design methodology for complex business systems. Students become familiar and use Entity Relationship Diagrams, Data Structure Diagrams, Data Flow Diagrams, Data Dictionaries, and Process Specifications to develop Systems Specifications. These specifications are utilized as the blueprint to develop and implement relational databases, and explore the Structured Query Language (SQL) used to manipulate and operate the database.

Number of Credits: 3

Prerequisites: MBA 693

BSA 720 - Data Warehousing and Data Mining

This course focuses on data warehousing and data mining in organizations. Topics covered in the course 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: MBA 693

Number of Credits: 3

BSA 780 - Applied Research in Business Systems and Analytics

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships.

Prerequisite: Approval of supervising professor and program director

Number of Credits: 1 to 3

BSA 785 - Business Intelligence And Knowledge Management

This course develops a basic understanding of fundamental tools and technologies used to exploit potential intelligence hidden in routinely collected data in organizations. Business intelligence topics include: identifying sources of information for business intelligence, competitor analysis, environmental scanning, and business forecasting. The course also develops the basic knowledge to convert this acquired intelligence into a set of business rules for implementation in a rule-based, knowledge-based system. Knowledge Management tools include applied artificial intelligence, knowledge acquisition and validation, knowledge representation, inferencing, and expert system building processes and tools.

Number of Credits: 3

Prerequisites: MBA 693

BSA 790 - Special Topics in Business Systems and Analytics

This course is designed to introduce students to one of several areas of emerging trends and technologies in Business Systems and Analytics. Students will learn the fundamental principles and concepts of analytics in a specific business domain and implement descriptive, predictive and prescriptive analytics tools and technologies that support data, information, and knowledge management in the area of study. Course titles include, but are not limited to, Accounting Analytics, Financial Analytics, Healthcare Analytics, Human Resources (HR) Analytics, Marketing Analytics, Sports Analytics, and Supply Chain Analytics among others. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic.

Prerequisite: MBA 693; other prerequisite(s) may be required depending on the topic.

Number of Credits: 3

FIN 746 - Enterprise Risk Management

The course examines the risk management process as applied to the whole range of risks to which a corporation is exposed: financial, insurable, operational, and business. It focuses on risk in general and how multiple sources of risk can be addressed with strategies that integrate risk management and capital management. Specific topics include hedging, insurance, post-loss investment, contingent capital, finite risk reinsurance, and insurance-linked securities. Emphasized throughout the course is that managing risk effectively is essential to corporate value, success, and survival.

Number of Credits: 3

Prerequisites: MBA 692

FIN 748 - Financial Instruments and Markets

This course provides an examination of modern financial markets. Specifically, we discuss the largest financial intermediaries including commercial banks, finance companies, securities firms, investment banks, mutual funds and hedge funds with a focus on balance sheet structures, regulation, and current issues and trends. We also examine various financial instruments, derivatives, and off-balance sheet activities that are useful from a risk-management perspective within the industry.

Prerequisite: FIN 692

Number of Credits: 3

FIN 765 - Global Financial Management

Current developments in global financial markets and instruments from the perspective of firm management. Topics include an overview of foreign security markets, trends in foreign exchange risk management, and the impact of international debt on multinational firms.

Prerequisite: MBA 692

Number of Credits: 3

FIN 780 - Applied Research in Finance

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships.

Prerequisite: Approval of supervising professor and program director

Number of Credits: 1 to 3

FIN 783 - Financial Analysis Seminar

This seminar covers the breadth of material included in the Chartered Financial Analyst (CFA I) exam. It includes CFA I mock exams and students are encouraged to sit for Level I of the CFA exam at the end of the course.

Prerequisites: MBA692, MBA830, FIN764 and a minimum graduate GPA of 3.5 or permission of the instructor.

Number of Credits: 3

FIN 790 - Special Topics in Finance

These courses will explore topics of contemporary interest. Course titles include, but are not limited to Trends in Employee Benefit Planning, and Speculative Market Analysis, among others. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic.

Prerequisite: MBA692

Number of Credits: 3

MBA - Math

This self-paced, online quantitative skills course is designed with 24 lessons covering basic quantitative skills in finance, accounting, economics, statistics, and spreadsheets. This course is required for students who score below the 25th percentile on the quantitative section of the GMAT exam or cannot demonstrate thorough their academic or professional background a level the appropriate level of quantitative skills to be successful in the program.

Number of Credits: not for credit

How Offered: Online

MBA 601 - Financial Accounting

This course is an introductory study of financial accounting. This includes the study of basic accounting language and concepts, recording financial transactions and preparation of financial statements. Reporting and analyzing operating income, operating assets and owner financing is also emphasized.

Number of Credits: 1.5

MBA 602 – Financial Markets

This course serves as an introduction to the financial system and its relationship to the financing of domestic and international business activity. Financial market components and phenomena such as financial instruments, institutions, flow of funds, market efficiency, interest rate determination and term structure, exchange rates, and governmental policy are analyzed.

Number of Credits: 1.5

MBA 610 – Applied Economic Analysis

This course is designed to teach the principles of both micro and macro economics and to help the students understand the economic events that shape the world, markets and businesses. The course develops students' abilities to interpret how businesses form and operate under various market situations. Topics such as supply and demand, elasticity, relevant cost definition and relationships, profit optimization, market characteristics and long-run profitability implications, resource costing, and global market competitive responses are studied. The course further examines the role and activities of the various economic sectors consisting of households, businesses, and governments, and how those actions impact the state of the economy. The roles of government and the Federal Reserve are evaluated and their impact examined. Topics such as Gross Domestic Product, economic growth, inflation, unemployment, fiscal policy, monetary policy, banking, international trade, and exchange rates are studied.

Number of Credits: 3

MBA 615 – Financial Accounting: A User Focus

This course is an introductory study of financial accounting. It includes the study of basic accounting language and concepts, recording financial transactions, preparation and interpretation of financial statements, accounting methods, business decisions, inventory valuations, and methods of obtaining capital.

Number of Credits: 3

MBA 630 – Financial Markets

This course serves as an introduction to the financial system and its relationship to the financing of domestic and international business activity. Financial market components and phenomena such as financial instruments, institutions, flow of funds, market efficiency, interest rate determination and term structure, exchange rates, and the balance of payments are analyzed. The governmental impact on financial markets, manifested through monetary and fiscal policy and regulation, is also covered. An introduction is given to the concept of financial asset valuation and the time value of money. The emphasis is on the significance of these elements for conducting the financial affairs of businesses.

Number of Credits: 3

MBA 690 – Creating Customers Through Effective Marketing Management

The course shows how the techniques of marketing management can be used to attract and satisfy customers while building long-term business profitability. Topics include (1) market, consumer, and competitive analysis; (2) segmentation, targeting, and positioning; (3) product development, pricing, promotion, and distribution; and (4) marketing strategy and planning.

Number of Credits: 3

MBA 691 – Managerial Accounting for Decision Making, Planning, and Control

This course focuses on the firm's management accounting system as its primary information system. It examines the problems of cost measurement, planning, coordination, control, and performance evaluation. It explores how

accounting systems address business problems and evolve in response to the changing economic environment. The course will relate ethical and global issues to managerial accounting topics. The students will explore and analyze “real world” data and apply their gained knowledge to contemporary managerial accounting problems and cases.

Number of Credits: 3

Prerequisites: MBA 615

MBA 692 – Financial Performance: Control and Measurement

This is a survey course focusing on how managers can construct a decision-making process focusing on maximizing the value of the firm. Because the majority of financial decisions require an estimate of future events, considerable time will be spent 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. A working knowledge of the basic concepts in finance, accounting, and statistics is assumed. The use of an electronic spreadsheet is needed for homework assignments and case analysis.

Number of Credits: 3

Prerequisites: MBA 615, MBA 630, and Completion of MBA Math (if not waived).

MBA 693 – Business Analytics for Informed and Effective Decision Making

This course introduces students to the growing field of business analytics. Business analytics is the use of data, information technology, statistical analysis, and quantitative methods and models to support effective organizational problem solving and informed decision making. The course includes methods, tools, and techniques for summarizing and visualizing historical data, which is relevant to descriptive analytics – the use of data to find out what has happened in the past or is currently happening; methods, tools, and techniques for extracting information from existing data in order to determine patterns, which is relevant to predictive analytics – the use of data to find out what will happen in the future; and methods, tools, and techniques for optimization, which is relevant to prescriptive analytics – the use of data to determine the best course of action in the future.

Number of Credits: 3

Prerequisites: Completion of online Math Assessment (if not waived).

MBA 810 – Developing Your Leadership Skills

This experiential course emphasizes the importance of feedback and self- assessment for leadership development. It includes extensive assessment of each participant's management style and skills based on self-evaluations (using structured questionnaires, decision making exercises, and role plays) and feedback from coworkers, faculty, and other participants. It includes a full day assessment workshop. Leadership development experiences emphasize time and stress management, individual and group problem-solving, communication, power and influence, motivation, conflict management, empowerment, and team leadership. Each participant identifies skills he or she needs to develop and reports on efforts to develop those skills.

Number of Credits: 3

MBA 820 – Information Technology for Decision-Making

This course is about the manager's responsibilities for problem solving and decision making, and those areas in which information technology can be used to gain the insight needed to support selection of decision alternatives. Students learn about the role of data, information, and knowledge in managerial problem solving and decision making. Transactional processing and database management systems (DBMS) are used to store, manage, and retrieve data in organizations. Decision support system (DSS) tools and technologies (such as natural language programming and influence diagramming) are used to organize data into information for decision analytics. Expert systems (ES) are used to synthesize information into knowledge for knowledge management. Students are required to use DBMS, DSS and ES software packages in a hands-on environment.

Number of Credits: 3

MBA 830 - Financial Statement Analysis

This course integrates the areas of finance and accounting and is designed to provide students with the ability to analyze financial statements, understand the incentives of companies to "manage" earnings through their choices of accounting methods, understand the limitations to the usefulness of financial statements, and understand the value of financial statements in decision-making from the perspective of investors, creditors and management.

Number of Credits: 3

Prerequisites: MBA 692

MBA 840 - Frameworks for Socially Responsible Decision Making

This course is designed to explore the complex ethical, legal, cultural, political, social, and economic issues confronting individuals, groups, and organizations. We will use various models and theories to develop critical thinking and problem-solving skills to address the issues of a diverse set of organizational stakeholders.

Number of Credits: 3

Prerequisites: All required foundation courses

MGT 730 - Nonprofit Management

This course provides an examination of the management, operations and governance principles and practices of nonprofits in the United States. A large part of this examination focuses on a comparison of and contrast with the for-profit sector as students seek to burst myths, find commonalities, and identify practices from each sector that, if shared, could make both sectors stronger.

Number of Credits: 3

MGT 732 (Pending Approval) - Managing Effective Teams

Teams have become part of the landscape in most organizations. This course will explore the factors involved in creating and maintaining high performance teams. It will look at issues of teamwork, virtual teams, group dynamics, and problems in developing effective teams, and will provide frameworks and tools for improving team performance. It will discuss both being an effective team member and team leader.

Prerequisite: MBA 810

Number of Credits: 3

MGT 736 - Designing Effective Organizational Structures

This course examines various factors that managers should consider when structuring (or restructuring) their organizations, including employees' skill levels and engagement, as well as the organization's size, external environment, competitive strategy, international expansion, technologies, and alliances with other organizations. It also explores the impact that managers' own values and preferences have on the creation of control systems and structures, and on employees' reactions to them. Case assignments require students to apply what they have learned to improve organizational functioning.

Number of Credits: 3

MGT 739 - Managing Cultural Diversity in the Workplace

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; explore the challenges that managing cultural diversity presents to organizations and individuals associated with them; gain awareness of the issues related to ethnocentrism, racism, sexism, and ageism; develop an understanding and appreciation for people from Hispanic and Asian cultures; discuss current techniques used in cultural analysis; and read and evaluate research in the field of cultural diversity.

Number of Credits: 3

MGT 742 - Organizational Communication

The course examines organizational communication theories and applications, including issues of organizational climate, the information environment, public communication, and strategies for the development of appropriate communication systems. The course includes student analysis of specific workplace communication networks.

Number of Credits: 3

MGT 743 - Entrepreneurship

The course looks at fundamental capitalism from its basic unit of new business formation. Special challenges in sensing opportunity, risk evaluation and control, pressure vs. gratification, professional and personal support systems, confidence, and judgment are studied in cases and lectures. Basic capital formation and deployment, growth planning, and self-employed career development are emphasized in a management context.

Prerequisite: MBA 630

Number of Credits: 3

MGT 744 - Power and Influence

This course is designed to provide a realistic understanding of individual and organizational power issues. It will help students to produce constructive outcomes for themselves and their organizations. The assignments are designed to help make sense of personal and organizational experiences and will provide additional insight into a student's power orientation and personal influence strategies. The course will be delivered through lectures, in-person and online discussions, collaborative online learning events, and in-person experiential learning.

Number of Credits: 3

MGT 752 - Managerial Skills Laboratory

This course provides an opportunity for self-assessment and improvement of the skills critical to an effective manager. The design of the course promotes interaction between students and active participation in classroom activities. The objective is to learn conceptual versatility and behavioral techniques that can be practiced in the laboratory setting then applied in a work situation. The course schedule for the Skills Lab is over 4 days (two full weekends) plus a Friday evening follow-up session, and full participation is required. Because of this compressed time frame, there is no hybrid or other online component to this course

Prerequisite: MBA 810

Number of Credits: 3

MGT 760 - Human Resource Management

This survey course provides an overview of the major areas of human resource management, including HR strategy and planning, EEO laws, job analysis and competency models, recruiting, selection, training, performance appraisal and management, job design, compensation, benefits, and labor relations. The focus is on both the line manager's and the human resource professional's role in creating a culture that attracts, rewards, and retains the talent necessary to ensure a business' success.

Number of Credits: 3

MGT 765 - Irrational Decision Making

This course will examine research from behavioral economics, psychology, marketing, and other disciplines to examine the many forces that lead managers to systematically make irrational decisions in business. Students will examine a variety of factors that lead to making irrational decisions including, but not limited to, relativity, anchors, zero cost, arousal, ownership, and diagnosis bias. Students will hunt for instances of irrational decision making in their workplace, the general world of business, and daily life. They will use the frameworks provided in

the course to diagnose the causes of these irrational decisions and recommend how they can be reduced or eliminated.

Number of Credits: 3

MGT 769 - Human Resource Development

This course reviews a variety of approaches to developing human resources in organizations. There is special emphasis on needs analysis as well as on the design, delivery, and evaluation of training programs or development initiatives. The role of performance and behavioral feedback in development is also discussed. The course includes hands-on experience in the design of training programs or development initiatives. Students may also examine special topics (for example, Web-based training, coaching, expatriate training, or executive development).

Number of Credits: 3

MGT 780 - Applied Research in Management and Leadership

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships.

Prerequisite: Approval of supervising professor and program director

Number of Credits: 1 to 3

MGT 790 - Special Topics in Management and Leadership

This course will explore a topic of contemporary interest related to management and leadership. Topics will vary and may include Performance Management: Challenges, Trends, and Controversies; Conflict and Negotiations; What Every Business Student Should Know about Workplace Rights and Responsibilities; and Managing by Design. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic.

Prerequisite(s) may be required depending on the topic.

Number of Credits: 3

MKT 720 - Advanced Digital Marketing Strategies

This course provides students with the most up-to-date and comprehensive overview of major digital marketing channels and platforms – Search Engine, Digital Display, Video, Mobile, and Social Media. It will teach students how to conceptualize and integrate digital marketing into a firm's overall marketing efforts. Students will complete the course with in-depth knowledge of and experience with how to develop an integrated digital marketing strategy, from formulation to implementation, and students will also learn how to measure digital marketing efforts and calculate Return on Investment.

Number of Credits: 3

Prerequisites: MBA 690

MKT 730 - Strategic Marketing Intelligence

This course introduces today's most valuable marketing research and analytics methods and tools and offers a best-practice methodology for successful implementation. Hands on projects and case studies provide students an opportunity to apply the marketing research and analytics techniques for solving key problems ranging from product development, segmentation, pricing, campaign management, brand valuation, and digital marketing strategy.

Prerequisite: MBA 690

Number of Credits: 3

MKT 732 - Consumer Behavior

The course examines the social, cultural, psychological, and economic influences on consumer behavior. It looks at the applications of behavioral science principles to the development of marketing strategies.

Prerequisite: MBA 690

Number of Credits: 3

MKT 734 - Advertising and Promotion Management

The course focuses on the study and practical application of the analysis, planning, control, and decision-making activities involved in the promotional process. Topics include objective setting, budgeting, persuasion and attitude change, copy and media decisions, sales promotion programs, and the evaluation of marketing effectiveness.

Prerequisite: MBA 690

Number of Credits: 3

MKT 739 - International Marketing

This course offers a managerial view of the marketing function as it applies to the international field, describing and exploring the complexities, problems, and opportunities of worldwide marketing.

Prerequisite: MBA 690

Number of Credits: 3

MKT 780 - Applied Research in Marketing

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships.

Prerequisite: Approval of supervising professor and program director

Number of Credits: 1 to 3

MKT 790 - Special Topics in Marketing

This course will explore a topic of contemporary interest related to Marketing. Topics will vary and may include Product Innovation and Design Thinking, Services Marketing, Sales Management and Leadership, and Travel Study. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic.

Prerequisite: MBA 690; other prerequisite(s) may be required depending on the topic

Number of Credits: 3

Business Administration (Part-Time Hybrid)

Program Description

La Salle University provides an innovative Master of Business Administration Program that enables students to develop and strengthen the leadership skills and functional knowledge necessary for the advancement of their current careers and life goals. It is a program where experienced people from diverse professional backgrounds come together in contemporary classroom setting to integrate their broad range of professional experience with theoretical knowledge.

The part-time MBA program is structured in a Hybrid format which allows working professionals greater flexibility and convenience as they move through the program. Each course is delivered 50% online and 50% in the classroom. By leveraging the latest teaching and learning technologies, the educational experience reflects the ways in which companies operate today. This new approach creates an effective educational experience for working professionals attending as part time students.

La Salle's part-time MBA program is:

- Innovative – Students learn and apply the latest business thinking in highly interactive courses. The combination of online and in-person learning and skill development parallels the ways in which professionals learn today.
- Flexible – The program provides students with face-to-face and meaningful interaction with their instructors and classmates and gives our students significant flexibility to balance the demands of their professional, personal, and educational lives.
- Invaluable – La Salle’s MBA program provides outstanding graduate business education in a unique learning environment. Throughout the program, students are continuously developing skills and acquiring knowledge that can be applied immediately in the workplace and serve as a foundation for long-term career success.
- Collaborative Learning – The program facilitates students working together and networking with a diverse group of peers from a range of industries, including financial services, manufacturing, healthcare, telecommunications, supply chain, nonprofit, and government.

La Salle understands the lifestyles of its MBA students and is committed to making sure that it is as easy as possible to register for courses, meet with a professor before class, or take a semester off, if necessary. The MBA is offered at three convenient locations: Main Campus in Northwest Philadelphia; the Bucks County Center in Newtown, Pa.; and the Montgomery County Center at the Victory Plaza in Plymouth Meeting, PA.

La Salle’s MBA faculty challenge students to maximize their “natural” resources for success. The part-time hybrid nature of this program brings students in direct contact with other business professionals, creating a classroom experience that blends current business theory with practical, hands-on instruction. The faculty stress the interaction of theoretical knowledge with practical experience and shared ideas, which facilitates the application of their learning to the workplace. Professors are committed to the Lasallian tradition of teaching, which means being accessible, focusing on the individual, and contributing to a sense of community.

The School of Business and the MBA Program are accredited by one of higher education’s most prestigious accrediting bodies—AACSB International, the Association to Advance Collegiate Schools of Business.

John Farrell
 Director
 215-991-2985
farrellj@lasalle.edu

Nicole Blair
 Assistant Director
 215-438-6676
blairn@lasalle.edu

If you have any questions regarding the Part-Time MBA program, please contact: mba@lasalle.edu or visit our website at www.lasalle.edu/mba.

Admission Requirements

The Admission Committee of the MBA Program evaluates each applicant’s interest, aptitude, and potential for achievement in graduate business studies. The structure of the program lends itself to those students with or without an undergraduate degree in business.

Before an applicant will be evaluated, he/she must submit the following information:

- Application (Online)
- Official transcripts from all schools attended
- Test scores from the Graduate Management Admission Test (GMAT), or, with permission of the Director, the Graduate Record Examination (GRE).
- Professional resume

Based on prior academic and/or professional success, the admission requirement to take the GMAT/GRE may be waived or deferred. Please see the section below “Waiver of GMAT or GRE”.

All documents should be sent to the following:

Office of Graduate Enrollment
 La Salle University- Box 826
 1900 W. Olney Avenue
 Philadelphia, PA 19141

grad@lasalle.edu

Because each applicant's background and profile is unique, the Admission Committee does not establish specific quantitative minimum requirements for admission; however, it does adhere to the accreditation standards established by AACSB.

Please refer to the University's Nondiscrimination Policy in the General Reference section of this catalog. Admission is based solely upon an applicant's qualifications.

Application Deadlines

There are no set deadlines. However, we recommend that all application documents be received by August 15, December 15, and April 15 for the fall, spring, and summer terms, respectively. Under special circumstances, students may be admitted until the first day of the semester. International student applications should be completed at least two months prior to the dates listed above. Contact the MBA office if you have any questions.

Conditional Admission

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.

Transfer Credit

An applicant may request the transfer of graduate credit(s) earned at another AACSB-accredited institution prior to being admitted to the La Salle MBA program. Each request will be evaluated on its own merits, but the student must have received a grade of "B" or better for the course to be considered for transfer. No more than six hours of graduate credit in the Core, Specialization, Foundation and Executive Perspectives areas of the program will be accepted for transfer purposes.

Transferred specialization courses will only count towards fulfilling the General Business Administration Specialization requirements, as specializations (Accounting, Finance, Marketing, Business Systems and Analytics and Management) are only granted for courses completed at La Salle University.

Tuition and Fees

Information on Tuition Assistance can be found on the [Student Financial Services Website](#).

Tuition Assistance

Tuition and fees for the current year are provided in the General Reference section of this catalog.

The MBA Curriculum

Students must complete between 33 and 45 credits to complete the MBA degree at La Salle University. The total number of credits required depends upon the student's academic and professional background.

MBA Math Course

This course is required for students who score below the 25th percentile on the quantitative of the GMAT exam or do not have sufficient background in the quantitative areas of business. During the admissions process, the requirement to take MBA math will be determined based on a review of a student's academic and professional

background. This self-paced, online quantitative skills course is designed with 24 lessons covering basic quantitative skills in finance, accounting, economics, and spreadsheets.

Foundation

The purpose of the Foundation area is to provide students with a functional knowledge of business theory in the context of decision-making and leadership skills. The following three courses (3 credits each) are required but may be waived based on a student's academic and professional background.

MBA 610 Applied Economic Analysis

MBA 615 Financial Accounting: A User Focus

MBA 630 Financial Markets

The Core

The following courses (3 credits each) provide students with the theoretical basis and practical applications of marketing, accounting, business analytics and financial management. Through the use of a variety of analytical, problem-solving approaches to business problems, the Core courses expose the students to both the needed depth of analyses and broad business perspectives required for operational, financial and strategic decision making.

MBA 690 Creating Customers Through Effective Marketing Management

MBA 691 Managerial Accounting for Decision Making, Planning, and Control

MBA 692 Financial Performance: Control and Measurement

MBA 693 Business Analytics for Informed and Effective Decision Making

Specialization

All students will select a specialization and are required to complete three 700-level courses in the specialization area. Not all specialization options are offered at all locations, as specialization offerings are determined by student interest. Students should contact the MBA office for more information as to what is offered at each location.

- Accounting
- Business Systems and Analytics
- Finance
- General Business Administration
- Management
- Marketing

Executive Perspectives

The following courses (3 credits each) provide students with a greater understanding of leading people and organizations. Topics include: assessing and developing one's leadership and managerial skills; learning how to use technology for managing the vast array of data and information sources; applying the appropriate analytical tools and business factors in making business decisions and evaluating their financial impact; and developing the business, human resource and organizational perspectives needed by executives as they make both strategic and operational decisions.

MBA 810 Self-Assessment for Leadership

MBA 820 Information Technology for Decision Making

MBA 830 Financial Statement Analysis

MBA 840 Frameworks for Socially Responsible Decision Making

Integrative Capstone

The following course (3 credits each) is taken the final year of the program. This course provides the opportunity to integrate what has been learned in the Core, Specialization, and Executive Perspective areas while adding a global perspective and the ethical dimension necessary to succeed in the global business arena.

Waiver of GMAT or GRE Requirement

Applicants with an undergraduate business degree from an AACSB-accredited program who have a minimum overall grade point average of 3.2 or above are not required to complete the GMAT or GRE exam for admission into the program.

The GMAT (or GRE) may be waived for applicants if they meet the one of the following:

- Have an undergraduate business degree from an AACSB-accredited University and have
 - An overall GPA of 3.2 or above,
 - An overall GPA of 3.0 or above and 3 years of professional experience, or
 - More than 5 years of professional experience.
- Hold a CFA Charter or CPA license or have passed the CPA or CFA certifying exams.
- Earned master's degree or higher from a graduate program accredited program in its discipline

The GMAT/GRE may be deferred and eventually waived if an applicant has graduated with a 3.0 GPA in any undergraduate discipline and has at least 2 years of business experience. These students take up to four (4) courses in the program. If the student achieves a B- or better in each course and an overall GPA of 3.3, the GMAT/GRE will be waived.

Faculty

Dean: MarySheila McDonald, J.D..

Director: John Farrell

Assistant Director: Nicole Blair, M.B.A., M.S.

Professors: Barenbaum, Borkowski, Buch, George, Jiang, Meisel, Miller, Mshomba, Robison, Schubert, Seltzer, Smither, Talaga (Emeritus), Tavana, Van Buskirk, Welsh

Associate Professors: Ambrose, Chia, Cooper, Jiang, Jones, Kennedy, Leaby, Paulin, Rhoda, Szabat, Walsh, Wentzel

Assistant Professors: Brazina, G. Bruce, DiPietro, Dynan, Fitzgerald, Gauss, Massimini, Pierce, Zook

Lecturers: Anderson, Blohm, R. Bruce, Carey, Cerenzio, Crossen, Cruikshank, DiPietro, Falcone, Finnegan, Goldner, Harris, Horan, G. Kochanski, M. Kochanski, Kvint, Lang, Leh, McElroy, Mallon, Market, Mullan, O'Neill, Otten, Planita, Richter, Sable, Sargen, Schaefer, Schwab, Sherlock, Simons, Truitt, Walters, Wong

ACC 704 - Financial Accounting Theory and Current Practices

This course emphasizes the perspective of preparers of financial statements covering financial statement preparation with an emphasis on the areas of financial accounting that are problematic, including revenue recognition, expense allocation, inventories, post-employment benefits, leases, and stock options.

Prerequisite: MBA 615

Number of Credits: 3

ACC 761 - Taxation for Business Planning and Investing

The course is an integration of financial theory and taxation to enable students to develop the ability to translate tax outcomes into cash flows. The course perspective is on using an understanding of taxes in the planning process, not on compliance. Students learn the framework of the current tax system, evaluate tax laws on the basis of both equity and efficiency, and learn the social policy implications of the tax system. Topics include fundamentals of tax

planning, measurement of taxable income, choosing business entities, corporate and individual taxation, compensation and retirement planning, and investing and personal finance issues.

Number of Credits: 3

ACC 772 - Auditing

The course is a conceptual study of the audit process with applied aspects of the discipline. It relates and compares the role and responsibility of management to that of the independent certified public accountant. It presents generally accepted auditing standards, basic audit methodology, and procedures with an emphasis on the study and evaluation of internal control. The course culminates with an in-depth analysis of the auditor's opinion.

Prerequisite: ACC 704 or equivalent.

Number of Credits: 3

ACC 780 - Applied Research in Accounting

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships.

Prerequisite: Approval of supervising professor and program director

Number of Credits: 1 to 3

ACC 782 - Accounting Information and ERP Systems

This course offers an enhanced understanding of accounting information and enterprise resource planning systems, and is suitable for all MBAs. It includes hands-on experience with a traditional accounting system and with SAP, and weekly discussion of current topics, including privacy and security issues, disaster recovery, anti-fraud and audit resources, and XBRL.

Prerequisite: MBA 691 or equivalent

Number of Credits: 3

ACC 790 - Special Topics in Accounting

This course will explore a topic of contemporary interest related to accounting. Topics will vary and may include Decision-Making Using Management Accounting, Applying Research Skills to Contemporary Accounting Issues; and Fraud and Forensic Accounting. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic.

Prerequisite: MBA 615; other prerequisite(s) may be required depending on the topic.

Number of Credits: 3

BSA 710 - Systems Analysis and Database Design

This course is about structured analysis and design methodology for complex business systems. Students become familiar and use Entity Relationship Diagrams, Data Structure Diagrams, Data Flow Diagrams, Data Dictionaries, and Process Specifications to develop Systems Specifications. These specifications are utilized as the blueprint to develop and implement relational databases, and explore the Structured Query Language (SQL) used to manipulate and operate the database.

Number of Credits: 3

Prerequisites: MBA 693

BSA 720 - Data Warehousing and Data Mining

This course focuses on data warehousing and data mining in organizations. Topics covered in the course 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: MBA 693

Number of Credits: 3

BSA 780 - Applied Research in Business Systems and Analytics

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships.

Prerequisite: Approval of supervising professor and program director

Number of Credits: 1 to 3

BSA 785 - Business Intelligence And Knowledge Management

This course develops a basic understanding of fundamental tools and technologies used to exploit potential intelligence hidden in routinely collected data in organizations. Business intelligence topics include: identifying sources of information for business intelligence, competitor analysis, environmental scanning, and business forecasting. The course also develops the basic knowledge to convert this acquired intelligence into a set of business rules for implementation in a rule-based, knowledge-based system. Knowledge Management tools include applied artificial intelligence, knowledge acquisition and validation, knowledge representation, inferencing, and expert system building processes and tools.

Number of Credits: 3

Prerequisites: MBA 693

BSA 790 - Special Topics in Business Systems and Analytics

This course is designed to introduce students to one of several areas of emerging trends and technologies in Business Systems and Analytics. Students will learn the fundamental principles and concepts of analytics in a specific business domain and implement descriptive, predictive and prescriptive analytics tools and technologies that support data, information, and knowledge management in the area of study. Course titles include, but are not limited to, Accounting Analytics, Financial Analytics, Healthcare Analytics, Human Resources (HR) Analytics, Marketing Analytics, Sports Analytics, and Supply Chain Analytics among others. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic.

Prerequisite: MBA 693; other prerequisite(s) may be required depending on the topic.

Number of Credits: 3

FIN 746 - Enterprise Risk Management

The course examines the risk management process as applied to the whole range of risks to which a corporation is exposed: financial, insurable, operational, and business. It focuses on risk in general and how multiple sources of risk can be addressed with strategies that integrate risk management and capital management. Specific topics include hedging, insurance, post-loss investment, contingent capital, finite risk reinsurance, and insurance-linked securities. Emphasized throughout the course is that managing risk effectively is essential to corporate value, success, and survival.

Number of Credits: 3

Prerequisites: MBA 692

FIN 748 - Financial Instruments and Markets

This course provides an examination of modern financial markets. Specifically, we discuss the largest financial intermediaries including commercial banks, finance companies, securities firms, investment banks, mutual funds and hedge funds with a focus on balance sheet structures, regulation, and current issues and trends. We also examine

various financial instruments, derivatives, and off-balance sheet activities that are useful from a risk-management perspective within the industry.

Prerequisite: FIN 692

Number of Credits: 3

FIN 765 - Global Financial Management

Current developments in global financial markets and instruments from the perspective of firm management. Topics include an overview of foreign security markets, trends in foreign exchange risk management, and the impact of international debt on multinational firms.

Prerequisite: MBA 692

Number of Credits: 3

FIN 780 - Applied Research in Finance

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships.

Prerequisite: Approval of supervising professor and program director

Number of Credits: 1 to 3

FIN 783 - Financial Analysis Seminar

This seminar covers the breadth of material included in the Chartered Financial Analyst (CFA I) exam. It includes CFA I mock exams and students are encouraged to sit for Level I of the CFA exam at the end of the course.

Prerequisites: MBA692, MBA830, FIN764 and a minimum graduate GPA of 3.5 or permission of the instructor.

Number of Credits: 3

FIN 790 - Special Topics in Finance

These courses will explore topics of contemporary interest. Course titles include, but are not limited to Trends in Employee Benefit Planning, and Speculative Market Analysis, among others. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic.

Prerequisite: MBA692

Number of Credits: 3

MBA - Math

This self-paced, online quantitative skills course is designed with 24 lessons covering basic quantitative skills in finance, accounting, economics, statistics, and spreadsheets. This course is required for students who score below the 25th percentile on the quantitative section of the GMAT exam or cannot demonstrate thorough their academic or professional background a level the appropriate level of quantitative skills to be successful in the program.

Number of Credits: not for credit

How Offered: Online

MBA 610 - Applied Economic Analysis

This course is designed to teach the principles of both micro and macro economics and to help the students understand the economic events that shape the world, markets and businesses. The course develops students' abilities to interpret how businesses form and operate under various market situations. Topics such as supply and demand, elasticity, relevant cost definition and relationships, profit optimization, market characteristics and long-run profitability implications, resource costing, and global market competitive responses are studied. The course further examines the role and activities of the various economic sectors consisting of households, businesses, and

governments, and how those actions impact the state of the economy. The roles of government and the Federal Reserve are evaluated and their impact examined. Topics such as Gross Domestic Product, economic growth, inflation, unemployment, fiscal policy, monetary policy, banking, international trade, and exchange rates are studied.

Number of Credits: 3

MBA 615 – Financial Accounting: A User Focus

This course is an introductory study of financial accounting. It includes the study of basic accounting language and concepts, recording financial transactions, preparation and interpretation of financial statements, accounting methods, business decisions, inventory valuations, and methods of obtaining capital.

Number of Credits: 3

MBA 630 – Financial Markets

This course serves as an introduction to the financial system and its relationship to the financing of domestic and international business activity. Financial market components and phenomena such as financial instruments, institutions, flow of funds, market efficiency, interest rate determination and term structure, exchange rates, and the balance of payments are analyzed. The governmental impact on financial markets, manifested through monetary and fiscal policy and regulation, is also covered. An introduction is given to the concept of financial asset valuation and the time value of money. The emphasis is on the significance of these elements for conducting the financial affairs of businesses.

Number of Credits: 3

MBA 690 – Creating Customers Through Effective Marketing Management

The course shows how the techniques of marketing management can be used to attract and satisfy customers while building long-term business profitability. Topics include (1) market, consumer, and competitive analysis; (2) segmentation, targeting, and positioning; (3) product development, pricing, promotion, and distribution; and (4) marketing strategy and planning.

Number of Credits: 3

MBA 691 – Managerial Accounting for Decision Making, Planning, and Control

This course focuses on the firm’s management accounting system as its primary information system. It examines the problems of cost measurement, planning, coordination, control, and performance evaluation. It explores how accounting systems address business problems and evolve in response to the changing economic environment. The course will relate ethical and global issues to managerial accounting topics. The students will explore and analyze “real world” data and apply their gained knowledge to contemporary managerial accounting problems and cases.

Number of Credits: 3

Prerequisites: MBA 615

MBA 692 – Financial Performance: Control and Measurement

This is a survey course focusing on how managers can construct a decision-making process focusing on maximizing the value of the firm. Because the majority of financial decisions require an estimate of future events, considerable time will be spent 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. A working knowledge of the basic concepts in finance, accounting, and statistics is assumed. The use of an electronic spreadsheet is needed for homework assignments and case analysis.

Number of Credits: 3

Prerequisites: MBA 615, MBA 630, and Completion of MBA Math (if not waived).

MBA 693 - Business Analytics for Informed and Effective Decision Making

This course introduces students to the growing field of business analytics. Business analytics is the use of data, information technology, statistical analysis, and quantitative methods and models to support effective organizational problem solving and informed decision making. The course includes methods, tools, and techniques for summarizing and visualizing historical data, which is relevant to descriptive analytics – the use of data to find out what has happened in the past or is currently happening; methods, tools, and techniques for extracting information from existing data in order to determine patterns, which is relevant to predictive analytics – the use of data to find out what will happen in the future; and methods, tools, and techniques for optimization, which is relevant to prescriptive analytics – the use of data to determine the best course of action in the future.

Number of Credits: 3

Prerequisites: Completion of online Math Assessment (if not waived).

MBA 810 - Developing Your Leadership Skills

This experiential course emphasizes the importance of feedback and self- assessment for leadership development. It includes extensive assessment of each participant's management style and skills based on self-evaluations (using structured questionnaires, decision making exercises, and role plays) and feedback from coworkers, faculty, and other participants. It includes a full day assessment workshop. Leadership development experiences emphasize time and stress management, individual and group problem-solving, communication, power and influence, motivation, conflict management, empowerment, and team leadership. Each participant identifies skills he or she needs to develop and reports on efforts to develop those skills.

Number of Credits: 3

MBA 820 - Information Technology for Decision-Making

This course is about the manager's responsibilities for problem solving and decision making, and those areas in which information technology can be used to gain the insight needed to support selection of decision alternatives. Students learn about the role of data, information, and knowledge in managerial problem solving and decision making. Transactional processing and database management systems (DBMS) are used to store, manage, and retrieve data in organizations. Decision support system (DSS) tools and technologies (such as natural language programming and influence diagramming) are used to organize data into information for decision analytics. Expert systems (ES) are used to synthesize information into knowledge for knowledge management. Students are required to use DBMS, DSS and ES software packages in a hands-on environment.

Number of Credits: 3

MBA 830 - Financial Statement Analysis

This course integrates the areas of finance and accounting and is designed to provide students with the ability to analyze financial statements, understand the incentives of companies to "manage" earnings through their choices of accounting methods, understand the limitations to the usefulness of financial statements, and understand the value of financial statements in decision-making from the perspective of investors, creditors and management.

Number of Credits: 3

Prerequisites: MBA 692

MBA 840 - Frameworks for Socially Responsible Decision Making

This course is designed to explore the complex ethical, legal, cultural, political, social, and economic issues confronting individuals, groups, and organizations. We will use various models and theories to develop critical thinking and problem-solving skills to address the issues of a diverse set of organizational stakeholders.

Number of Credits: 3

Prerequisites: All required foundation courses

MGT 730 - Nonprofit Management

This course provides an examination of the management, operations and governance principles and practices of nonprofits in the United States. A large part of this examination focuses on a comparison of and contrast with the for-profit sector as students seek to burst myths, find commonalities, and identify practices from each sector that, if shared, could make both sectors stronger.

Number of Credits: 3

MGT 732 (Pending Approval) - Managing Effective Teams

Teams have become part of the landscape in most organizations. This course will explore the factors involved in creating and maintaining high performance teams. It will look at issues of teamwork, virtual teams, group dynamics, and problems in developing effective teams, and will provide frameworks and tools for improving team performance. It will discuss both being an effective team member and team leader.

Prerequisite: MBA 810

Number of Credits: 3

MGT 736 - Designing Effective Organizational Structures

This course examines various factors that managers should consider when structuring (or restructuring) their organizations, including employees' skill levels and engagement, as well as the organization's size, external environment, competitive strategy, international expansion, technologies, and alliances with other organizations. It also explores the impact that managers' own values and preferences have on the creation of control systems and structures, and on employees' reactions to them. Case assignments require students to apply what they have learned to improve organizational functioning.

Number of Credits: 3

MGT 739 - Managing Cultural Diversity in the Workplace

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; explore the challenges that managing cultural diversity presents to organizations and individuals associated with them; gain awareness of the issues related to ethnocentrism, racism, sexism, and ageism; develop an understanding and appreciation for people from Hispanic and Asian cultures; discuss current techniques used in cultural analysis; and read and evaluate research in the field of cultural diversity.

Number of Credits: 3

MGT 742 - Organizational Communication

The course examines organizational communication theories and applications, including issues of organizational climate, the information environment, public communication, and strategies for the development of appropriate communication systems. The course includes student analysis of specific workplace communication networks.

Number of Credits: 3

MGT 743 - Entrepreneurship

The course looks at fundamental capitalism from its basic unit of new business formation. Special challenges in sensing opportunity, risk evaluation and control, pressure vs. gratification, professional and personal support systems, confidence, and judgment are studied in cases and lectures. Basic capital formation and deployment, growth planning, and self-employed career development are emphasized in a management context.

Prerequisite: MBA 630

Number of Credits: 3

MGT 744 - Power and Influence

This course is designed to provide a realistic understanding of individual and organizational power issues. It will help students to produce constructive outcomes for themselves and their organizations. The assignments are designed to help make sense of personal and organizational experiences and will provide additional insight into a student's power orientation and personal influence strategies. The course will be delivered through lectures, in-person and online discussions, collaborative online learning events, and in-person experiential learning.

Number of Credits: 3

MGT 752 - Managerial Skills Laboratory

This course provides an opportunity for self-assessment and improvement of the skills critical to an effective manager. The design of the course promotes interaction between students and active participation in classroom activities. The objective is to learn conceptual versatility and behavioral techniques that can be practiced in the laboratory setting then applied in a work situation. The course schedule for the Skills Lab is over 4 days (two full weekends) plus a Friday evening follow-up session, and full participation is required. Because of this compressed time frame, there is no hybrid or other online component to this course

Prerequisite: MBA 810

Number of Credits: 3

MGT 760 - Human Resource Management

This survey course provides an overview of the major areas of human resource management, including HR strategy and planning, EEO laws, job analysis and competency models, recruiting, selection, training, performance appraisal and management, job design, compensation, benefits, and labor relations. The focus is on both the line manager's and the human resource professional's role in creating a culture that attracts, rewards, and retains the talent necessary to ensure a business' success.

Number of Credits: 3

MGT 765 - Irrational Decision Making

This course will examine research from behavioral economics, psychology, marketing, and other disciplines to examine the many forces that lead managers to systematically make irrational decisions in business. Students will examine a variety of factors that lead to making irrational decisions including, but not limited to, relativity, anchors, zero cost, arousal, ownership, and diagnosis bias. Students will hunt for instances of irrational decision making in their workplace, the general world of business, and daily life. They will use the frameworks provided in the course to diagnose the causes of these irrational decisions and recommend how they can be reduced or eliminated.

Number of Credits: 3

MGT 769 - Human Resource Development

This course reviews a variety of approaches to developing human resources in organizations. There is special emphasis on needs analysis as well as on the design, delivery, and evaluation of training programs or development initiatives. The role of performance and behavioral feedback in development is also discussed. The course includes hands-on experience in the design of training programs or development initiatives. Students may also examine special topics (for example, Web-based training, coaching, expatriate training, or executive development).

Number of Credits: 3

MGT 780 - Applied Research in Management and Leadership

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships.

Prerequisite: Approval of supervising professor and program director

Number of Credits: 1 to 3

MGT 790 – Special Topics in Management and Leadership

This course will explore a topic of contemporary interest related to management and leadership. Topics will vary and may include Performance Management: Challenges, Trends, and Controversies; Conflict and Negotiations; What Every Business Student Should Know about Workplace Rights and Responsibilities; and Managing by Design. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic.

Prerequisite(s) may be required depending on the topic.

Number of Credits: 3

MKT 720 – Advanced Digital Marketing Strategies

This course provides students with the most up-to-date and comprehensive overview of major digital marketing channels and platforms – Search Engine, Digital Display, Video, Mobile, and Social Media. It will teach students how to conceptualize and integrate digital marketing into a firm's overall marketing efforts. Students will complete the course with in-depth knowledge of and experience with how to develop an integrated digital marketing strategy, from formulation to implementation, and students will also learn how to measure digital marketing efforts and calculate Return on Investment.

Number of Credits: 3

Prerequisites: MBA 690

MKT 730 – Strategic Marketing Intelligence

This course introduces today's most valuable marketing research and analytics methods and tools and offers a best-practice methodology for successful implementation. Hands on projects and case studies provide students an opportunity to apply the marketing research and analytics techniques for solving key problems ranging from product development, segmentation, pricing, campaign management, brand valuation, and digital marketing strategy.

Prerequisite: MBA 690

Number of Credits: 3

MKT 732 – Consumer Behavior

The course examines the social, cultural, psychological, and economic influences on consumer behavior. It looks at the applications of behavioral science principles to the development of marketing strategies.

Prerequisite: MBA 690

Number of Credits: 3

MKT 734 – Advertising and Promotion Management

The course focuses on the study and practical application of the analysis, planning, control, and decision-making activities involved in the promotional process. Topics include objective setting, budgeting, persuasion and attitude change, copy and media decisions, sales promotion programs, and the evaluation of marketing effectiveness.

Prerequisite: MBA 690

Number of Credits: 3

MKT 739 – International Marketing

This course offers a managerial view of the marketing function as it applies to the international field, describing and exploring the complexities, problems, and opportunities of worldwide marketing.

Prerequisite: MBA 690

Number of Credits: 3

MKT 780 - Applied Research in Marketing

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships.

Prerequisite: Approval of supervising professor and program director

Number of Credits: 1 to 3

MKT 790 - Special Topics in Marketing

This course will explore a topic of contemporary interest related to Marketing. Topics will vary and may include Product Innovation and Design Thinking, Services Marketing, Sales Management and Leadership, and Travel Study. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic.

Prerequisite: MBA 690; other prerequisite(s) may be required depending on the topic

Number of Credits: 3

Computer Information Science

Program Description

The M.S. Computer Information Science program provides students with a structured study of applied technical solutions to real-world problems. The program emphasizes the need to understand the program from definition, through implementation and review. The program uses real-world cases that develop problem solving techniques through the software engineering methodologies. The students also learn to manage the problem solution through the gathering of requirements, problem refinement, design modeling, implementation and user-testing. The curriculum emphasizes group interaction and problem solving skills through iterative processes and project management from problem definition through solution deployment.

The program emphasizes group work, presentation skills and collaboration through the use of technology. The M.S. Computer Information Science requires that students complete a capstone project to integrate core competencies with specific student goals based on the elective certificate. Examples of capstone projects are development and implementation of a new software solution or major extension to a completed software project; a research project on new trends or findings in software application development; analysis of network security standards and policies and policy implementation.

The M.S. Computer Information Science program is offered in an online format. It follows the traditional academic calendar of a fall and spring semester and a shorter summer semester. The fall and spring semesters are divided into two 8 week terms. A full-time graduate student carries a minimum of 6 semester credit hours. Some courses may require more hours per week in some areas of instruction. All courses are online and 3 credits in the length. The courses will meet both synchronously (optional) and asynchronously. Students are required to participate in chat sessions and/or discussion boards, which will take the place of classroom meetings. Synchronous sessions will be recorded for students who are not able to attend the actual session. Students who are not able to attend the synchronous sessions will be asked to complete a short assignment related to the recorded session. Depending on their personal schedules, students may elect to take courses every term or wait for the next term to continue studies. Courses in the summer are also 8 weeks in length. If a student decides to take two courses during the summer session, they will overlap in the time frame.

Margaret McCoey, M.S.

Director

215.951.1136

mccoey@lasalle.edu

www.lasalle.edu/cis

If you have any questions regarding the Computer Information Science program, please contact:

gradcis@lasalle.edu

Mission Statement

Graduate education in Computer Information Science will provide a forum for the study, investigation, discussion, and presentation of how technical solutions may be used to improve an individual's productivity and to enhance departmental and corporate systems. In order to prepare computing professionals who will be able to keep pace with the dynamic nature of the discipline and contribute to its growth, this program will emphasize individual and group effort, as well as lecture and hands-on training. The approach will be consistent with the philosophy of graduate education at La Salle.

Program Goals

- a. Prepare students to create, implement, manage and review a technical solution to a real world problem through all phases of the problem resolution
- b. Prepare students to use problem solving techniques and skills to analyze, design, and develop technical solutions using software engineering methodologies.
- c. Manage the problem solution through the gathering of requirements, problem refinement, design modeling, implementation, and user testing
- d. Prepare students to collaborate on problem solutions
- e. Prepare students for professional workforce.

Student Learning Outcomes

- A. Explain and differentiate between software engineering methodologies.
- B. Create a plan to implement a proposed solution.
- C. Analyze and design a technical problem solution.
- D. Implement and test a software solution.
- E. Facilitate groups on problem definitions and solution designs.
- F. Present problem requirements and solution proposals.
- G. Prepare professional written reports.
- H. Create solutions specific to current technologies (such as mobile development, database services, and web services.)

Admission Requirements

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at <http://www.lasalle.edu/grad/> accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.
2. Provide evidence of successful academic achievement in the completion of a baccalaureate degree from an accredited institution of higher education with an appropriate major. A minimum undergraduate GPA of 3.0 will normally be required.
3. Provide official transcripts from all undergraduate and graduate colleges and universities he/she has attended. For studies completed outside the United States, La Salle University requires that you send your transcripts/marksheets to the World Education Service (www.wes.org) or similar credential evaluation service for a course-by-course evaluation. The agency should then directly send the evaluation to the Admission office. A third-party evaluation of your transcript/marksheets is required to process the application. La Salle reserves the right to determine if the third-party agency meets our criteria.
4. Provide a professional resume addressing one's educational and professional background.
5. Provide two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in the program.
6. Attend an interview with member(s) of the Admission Committee. These are typically telephone interviews.
7. Provide evidence of an appropriate background in computer science or a related discipline, or other equivalent training with demonstration of programming. On the basis of admission credentials, students may be required to complete some foundation courses.

The application package is viewed as a whole, and the prevailing criterion is the applicant's capacity for completing the program successfully.

The University's Nondiscrimination Policy is stated in the General Reference section of this catalog. Admission is based solely on an applicant's qualifications.

This program is offered in an online format. The curriculum does not meet the requirements for applicants who need to obtain student visas in the United States.

A maximum of six hours of transfer credit may be granted for graduate work at another institution. The student must supply a course description and syllabus in order to facilitate the transfer of credit. After matriculation at La Salle, students must have a course pre-approved by the director (in conjunction with the appropriate faculty member(s)) for it to be considered for transfer purposes.

All documents should be sent to the following:

Office of Graduate Enrollment

La Salle University- Box 826

1900 W. Olney Avenue

Philadelphia, PA 19141

215.951.1100/ Fax 215.951.1462

grad@lasalle.edu

Progression through the Program

Ten (10) to twelve (12) courses (at least 30 graduate credits) are required for the degree. Each student is required to satisfy the foundation courses, all six core courses, three electives, and a capstone project.

The design of this program assumes that the student has either a background in computer science or a related discipline or professional training involving programming. The total number of credits to fulfill the requirements depends upon the student's academic and professional background. Some students may be required to take one or two foundation courses to supplement their computing expertise. The Admission Committee determines the appropriate number of foundation courses; the foundation courses may be waived, based on the student's academic and professional background. Individual plans for progression will be determined for each student in consultation with the Program Director.

Students take a maximum of two foundation courses (as specified by the Admission Committee), six core courses, three electives, and a capstone project.

Curriculum

Students complete at least 10 courses, six courses in the core competencies, three elective courses, and a capstone project to integrate all course work. Students may also be required to take Foundation Courses, based on their background.

Foundation Courses

The purpose of the foundation courses is to provide students with a background in computing concepts and practice, as well as leadership skills. The following three courses are required but may be waived based on a student's academic and professional training.

CIS 523 Data Processing and Database Management

CIS 540 Network Theory

Core Courses

The core courses provide the essential computing concepts, methodologies, and practical tools for the program. The courses provide a comprehensive study of current Web-centric and data-driven computing concepts and technologies.

CIS 613 Software Engineering

CIS 615 Project Management

CIS 617 Software Project Development

CIS 621 Client Interface Development
CIS 623 Database Services Development using Microsoft Tools
CIS 629 Mobile Development

Students are required to complete three electives.

CIS 612 Ethics, Issues, and Government Regulations
CIS 624 Data Warehouses
CIS 626 Web Services Development
CIS 627 Web Database Services Development
CIS 658 Data Mining
CIS 67x Special Topics in Computer Information Science
INL 631 Technology Architectures
INL 644 Information Security
INL 653 Web Services and Solutions
INL 665 Computer Digital Forensics
CYB 668 Computer and Network Security
or courses approved by program director.

Capstone Experience

Students conclude their studies with a capstone project, completed in one course, under the supervision of a faculty adviser. Students may work on a capstone experience either individually or in a group. Some students partner with an external company or work on a project associated with their employer as a project deliverable for that company. Students may also complete research on new developments in Computer Information Science.

CIS 685 CIS Capstone

Five-Year Bachelor's in Computer Science to Master's in Computer Information Science

Students may earn both a B.A. in Computer Science and a M.S. in Computer Information Science or a B.S. in Computer Science and a M.S. in Computer Information Science by participating in the University's Five-Year Program. Students would satisfy the undergraduate computer science major requirements during their first four years at the University, earning a minimum of 120 credits, of which a maximum of six may be graduate credits, while maintaining a GPA of 3.0 or better. Upon completion of a bachelor's degree, students may then enter the M.S. in Computer Information Science program by completing the remainder of the full degree requirements.

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

Partial scholarship grants are offered on the basis of academic credentials and financial need.

Information about other financial aid, payment options, and application forms may be obtained from the Director of Financial Aid, La Salle University, 215.951.1070.

Faculty

Program Director: Margaret McCoey, M.S.
Associate Professors: Blum, Highley, Kirsch, Redmond, Wang
Assistant Professors: McCoey
Lecturers: Casey, Cerenzio, Crossen, Henry, McGinley, McManus, Monaghan, Wacey

CIS 523 - Data Processing and Database Management

This course entails analysis and evaluation of database designs in relation to the strategic mission of the project. Topics include database systems, database architectures, and data-definition and data-manipulation languages. Also included are logical and physical database design, database models (e.g., entity-relationship, relational), normalization, integrity, query languages including SQL, and relational algebra, in addition to social and ethical considerations and privacy of data. This course incorporates case studies and a project using a relational DBMS.

Number of Credits: 3

CIS 540 - Network Theory

Lecture/theory course considers the current methods, practices, and standards used to enable communication on computer and voice networks. This includes a study of the physical layers, architectural layers, design, operation, management, and ISO standards, with particular consideration given to many of the IEEE 802 standards, various protocols in the TCP/IP suite, and telephony technologies. Both local and wide area networks are examined.

Number of Credits: 3

CIS 612 - Ethics, Issues, and Government Regulations

This course considers privacy both on- and off-line; legal background of intellectual property and e-mail; ethics and codes of ethics; effects of computers on work and society; and responsibilities and risks of computing, including topics such as accuracy of information, e-waste, and multitasking. This course includes an examination of government policies and regulations related to data security and information assurance.

Number of Credits: 3

CIS 613 - Software Engineering

Software Engineering treats the technical and administrative issues of the software development life-cycle process. Models of the software development process, including structured analysis and design as well as object-oriented analysis and design methodologies, are presented.

Topics include software milestones, project planning, team management, requirements analysis, specification development, analysis and design, implementation, integration, testing, and maintenance. Software legal issues, including contractual ownership, copyrights, and intellectual property rights, are considered. Additional topics include ethical issues recommended by the IEEE and ACM Code of Ethics as well as ethical responsibility of accurate software. The Unified Modeling Language (UML) and tools will be utilized. This course requires the completion of a team project.

Number of Credits: 3

CIS 615 - Project Management

This course entails standard Project Management (PM) concepts, principles, and practices for information technology (IT) and systems. It considers the various corporate organizational structures, politics, and external influences impacting effective PM for IT projects. It also covers systems development, product and PM life cycles, including the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK). The course incorporates exploration of project phases and processes and how they relate to the disciplines of PM—integration, scope, time, cost, procurement, risk, human resources, quality, and communications. Students will analyze, evaluate, and select appropriate PM systems, tools, and methodologies from a project leader point of view and develop understanding of PM practices through selected project work.

Number of Credits: 3

CIS 617 - Software Project Development

This courses focuses on the implementation a software project. The students complete the implementation of a model that was constructed in a previous course or build a system that implements component services from an existing model. Students will use collaborative software development methods.

Number of Credits: 3

CIS 621 - Client Interface Development

This course addresses the design and development of standards-based client interfaces for Web applications. The course includes Web-based standards and tool sets that support these standards. Application development emphasizes client Web interface scripting to serve as a general introduction to computer programming. The specific tool set used will depend on the types of interfaces to be developed, considering technology trends. Examples of possible tools include XHTML, CSS, and JavaScript. This course may be waived if the student has prior experience in client interface development.

Number of Credits: 3

CIS 623 - Database Services Development Using Microsoft Tools

This course encompasses programming models that support database access, including ADO.NET. It covers client/server and multitiered architectures; use of components, including COM Class Libraries and .NET Framework; development of database applications using VB.NET and ASP.NET; Internet and intranet database design and implementation; database-driven Web sites; and use of XML syntax related to databases. It also considers privacy of data and data protection on servers.

Prerequisite: CIS 523, CIS 622

Number of Credits: 3

CIS 624 - Data Warehouses

This course covers the use of large-scale data stores to support decision making; critical success factors in designing and implementing a data warehouse and management of a data warehouse project; requirements analysis; design using the star schema; entire data warehouse integration; infrastructure needs; data staging process, including data cleansing and transformation; and data access, including On-line Analytic Processing (OLAP) tools. Also considered are introduction to data mining and analysis, evaluation, and selection of data warehousing tools, techniques, and methodologies.

Prerequisite: CIS 523

Number of Credits: 3

CIS 626 - Web Services Development

This course focuses on the development of Web services for use by many different types of Web applications. The course develops basic programming techniques to implement the server side function of the application. The course uses a non-Windows interface for the tools set.

Number of Credits: 3

CIS 627 - Web Database Services Development

This course is an extension to CIS 623. It encompasses programming models that support database access, including ADO.NET. It covers client/server and multitiered architectures; development of database applications; Internet and intranet database design and implementation; database-driven Web sites; and use of XML syntax related to databases. Examples of the possible tool sets for this tool set are PHP and MySQL on either a Linux or Windows server. The course also considers privacy of data and data protection on servers. *Prerequisite: CIS 523, CIS 622, or CIS 626*

Number of Credits: 3

CIS 629 - Mobile Development

This course covers development of mobile applications and integration with existing systems on the devices. Students will extend development of mobile solutions with enhancements to views, layouts, and intents including interaction with the location-based services, messaging services, multimedia interfaces, and sensors available on

the mobile device. The applications will manage data sources, both locally and from database providers. The applications will be tested in an emulation environment and prepared for deployment in a mobile marketplace.

Number of Credits: 3

CIS 658 - Data Mining

This course introduces the field of data mining, with specific emphasis on its use for Machine Learning algorithms. Techniques covered may include conceptual clustering, learning decision rules and decision trees, case-based reasoning, Bayesian analysis, genetic algorithms, and neural networks. The course covers data preparation and analysis of results. Skills in Microsoft Excel are useful. *Prerequisite: CIS 523*

Number of Credits: 3

CIS 670-679 - Special Topics in Computer Information Science

Specialized study in Computer Information Science. Topics vary according to interest of students and faculty.

Number of Credits: 3

CIS 685 - CIS Capstone (Every semester as needed)

Students will design and implement a project related to computer Information science for use by an external organization or department. The student is mentored by a faculty member, and his or her project proposal must be approved by the graduate director and the faculty member supervising the project. The project design will use a software engineering approach in place for its organization. The goal of the capstone is to use the analysis, design, management, and maintenance techniques to solve the organization's problem. To complete the capstone project, the student must prepare and submit a paper or report on the project and the solution, provide an oral presentation, and provide and submit the software components for the solution. *Prerequisite: all Core courses*

Number of Credits: 3

Counseling and Family Therapy

Program Description

The Counseling and Family Therapy Master's Programs offer three graduate degrees:

- Master of Arts in Marriage and Family Therapy
- Master of Arts in Professional Clinical Counseling
- Master of Arts in Industrial/Organizational Psychology

Marriage and Family Therapy (MFT) Master's Degree Program

Students earning a Master of Arts degree in in Marriage and Family Therapy will meet the education requirements for licensure as Marriage and Family Therapists. The MFT Master's Program is COAMFTE Accredited.

Professional Clinical Counseling (PCC) Master's Degree Program

Students earning a Master of Arts degree in Professional Clinical Counseling (PCC) will meet the education requirements for licensure as Professional Counselors. The PCC Master's Program is CACREP Accredited.

Industrial/Organizational Psychology (IOP) Master's Degree Program

Students earning a Master of Arts degree in Industrial/Organizational Psychology are trained to deal with many organizational issues requiring unique set of knowledge and skills such as selection, performance appraisal and training. Our program meets the guidelines of the Society for Industrial and Organizational Psychology (SIOP).

MFT, PCC and IOP Programs Diversity Statement

Diversity includes many areas, and addressing it involves understanding the importance of an appreciation for differing world views. Non-discrimination policy is stated in the opening section of this catalog.

The MFT, PCC and I/O programs at La Salle University are committed to introducing faculty and students to diverse people, thoughts, and ideas. This is accomplished through courses and coursework, internship and clinical experiences, professional activities, and developmental opportunities.

Issues of diversity are addressed and integrated throughout the MFT, PCC and IOP curricula.

Donna Tonrey, Psy.D., LMFT, LPC
Director, Assistant Professor
215.951.1767
tonrey@lasalle.edu
www.lasalle.edu/cft

If you have any questions regarding any of the Counseling and Family Therapy programs, please contact:
cftma@lasalle.edu

Mission Statements

Marriage and Family Therapy Program Mission

In keeping with this Lasallian tradition, the Marriage and Family Therapy Program strives to prepare professionals with the abilities and competencies requisite for the practice of marriage and family therapy. The curriculum emphasizes a conceptualization of the role of an individual in primary relationships, such as couple, marriage and the family. Students are provided with course work and clinical experiences, which encourages them to examine the complex interplay of all forces (scientific, interpersonal, emotional, mental, and spiritual) that coexist within and exert influence on an individual and on a family system. The goal is to prepare marriage and family therapists who will competently develop and implement comprehensive interventions, acquire a holistic perspective to health care, understand the complexity of addressing the overall, long-term well-being of individuals, their families and their relationships; evaluate and treat mental and emotional disorders, and address a wide array of relationship issues that will best meet the needs of clients within the context of a relationships and the family system.

MFT Program statement on Harassment, Sexual Misconduct, and Discrimination

The Marriage and Family Therapy Program harassment, sexual misconduct, and discrimination policy is in accord with the La Salle university policy on harassment, sexual misconduct, and discrimination, aligned with the La Salle mission and the Student Guide to Resources, Rights, and Responsibilities to establish an environment where students, faculty and staff can function, work and learn, safely and with respect.

The MFT Program publishes a Diversity statement in its Student Handbook and a diversity statement is listed on all MFT Course syllabi. La Salle's MFT Program is committed to understanding and appreciating diversity among all individuals, and to the principle that there shall be no discrimination in the treatment of any person.

Student's Guide to Resources Rights and Responsibilities contains the university's policy on Harassment, Sexual Misconduct, and Discrimination.

This can be found online:

<https://www.lasalle.edu/students/dean/divpub/manuals/studentguide/>

Professional Clinical Counseling Program Mission

In keeping with this Lasallian tradition, the Professional Clinical Counseling Program strives to prepare professionals with the abilities and competencies requisite for the practice of mental health counseling. The curriculum emphasizes a conceptualization of the role of the counselor and what is needed to acquire the knowledge and skills necessary to practice effectively and ethically. Students are provided with coursework and clinical experiences, which encourages them to examine the complex interplay of all forces (scientific, interpersonal, emotional, mental and spiritual) that coexist within and exert influence on the individual. The goal is to prepare mental health counselors who will competently develop and implement comprehensive interventions, acquire a holistic perspective to health care, understand the complexity of addressing the overall, long-term well-being of individuals, evaluate and treat mental and emotional disorders, address a wide array of mental health issues that will best meet the needs of clients, and value professional diligence and continued learning throughout their professional career.

The Professional Clinical Counseling statement on Harassment, Sexual Misconduct, and Discrimination

The Professional Clinical Counseling Program harassment, sexual misconduct, and discrimination policy is in accord with the La Salle university policy on harassment, sexual misconduct, and discrimination, aligned with the La Salle mission and the Student Guide to Resources, Rights, and Responsibilities to establish an environment where students, faculty and staff can function, work and learn, safely and with respect.

The PCC Program publishes a Diversity statement in its Student Handbook and a diversity statement is listed on all PCC Course syllabi. La Salle's PCC Program is committed to understanding and appreciating diversity among all individuals, and to the principle that there shall be no discrimination in the treatment of any person.

Student's Guide to Resources Rights and Responsibilities contains the university's policy on Harassment, Sexual Misconduct, and Discrimination.

This can be found online and in Appendix A:

<https://www.lasalle.edu/students/dean/divpub/manuals/studentguide/>

Industrial/Organizational (I/O) Psychology Program Mission

In keeping with this Lasallian tradition, the Industrial/Organizational Psychology Program strives to prepare professionals with the abilities and competencies requisite to deal with many organizational issues which require a unique set of knowledge and skills. Included in this are selection, performance appraisal and training. The curriculum emphasizes an understanding of the fundamentals of the structure and processes of business organizations. The program emphasizes an integration of counseling theory, statistics, research, and measurement into a business or organizational setting. The goal is to prepare students who will competently develop and implement comprehensive interventions and examine the complex interplay of scientific and interpersonal which coexist with and exert influence on an organizational system.

The Industrial/Organizational Psychology Program statement on Harassment, Sexual Misconduct, and Discrimination

The Industrial/Organizational Psychology Program harassment, sexual misconduct, and discrimination policy is in accord with the La Salle university policy on harassment, sexual misconduct, and discrimination, aligned with the La Salle mission and the Student Guide to Resources, Rights, and Responsibilities to establish an environment where students, faculty and staff can function, work and learn, safely and with respect.

The IOP Program publishes a Diversity statement in its Student Handbook and a diversity statement is listed on all IOP course syllabi. La Salle's IOP Program is committed to understanding and appreciating diversity among all individuals, and to the principle that there shall be no discrimination in the treatment of any person.

Student's Guide to Resources Rights and Responsibilities contains the university's policy on Harassment, Sexual Misconduct, and Discrimination.

This can be found online and in Appendix A:

<https://www.lasalle.edu/students/dean/divpub/manuals/studentguide/>

Program Goals

Marriage and Family Therapy

MFT Program Goals

1. Graduates will be prepared to pass the MFT national exam by demonstrating foundational knowledge in the field of couples and family therapy, including in ethics, cultural competency, systems theory, and research.
2. Graduates will demonstrate clinical competency in systems skills and delivering MFT interventions and services.
3. Graduates will be prepared for employment as a MFT professional by demonstrating a commitment to their own professional development.

Faculty Goals of the Program

Faculty will:

1. Demonstrate sensitivity for diversity within the coursework;
2. Incorporate clinical experience, marriage and family therapy literature and research in their teaching;
3. Incorporate COAMFTE Core Competencies and ethical practice in their teaching;
4. Participate in professional development in the Marriage and Family Therapy field or field related to mental health;

5. Participate in scholarly activities within the MFT program, department, university and community.

Professional Clinical Counseling

PCC Program Goals

1. Graduates will be prepared to pass an examination acceptable for licensing by demonstrating foundational knowledge in the field of counseling including in ethics, cultural competency, systems theory, and research.
2. Graduates will demonstrate clinical competency in counseling skills and delivering counseling interventions and services.
3. Graduates will be prepared for employment as a counseling professional by demonstrating a commitment to their own professional development.

Faculty Goals of the Program

Faculty will:

1. Demonstrate sensitivity for diversity within the coursework;
2. Incorporate clinical experience, Counseling literature and research in their teaching;
3. Incorporate CACREP Core Curricular Standards and ethical practice in their teaching;
4. Participate in professional development in the Counseling field or field related to Counseling;
5. Participate in scholarly activities within the PCC program, department, university and community.

Industrial/Organizational Psychology

Instructional Goals of the Program

The goals of the program are to:

1. Graduate students with 48 credit hours of appropriate coursework typically completed within 3 years;
2. Prepare students for employment in business organizations, consulting firms, or mental health settings as administrators;
3. Meet the educational guidelines of the Society for Industrial and Organizational Psychology (SIOP);
4. Work satisfactorily with diverse populations and business settings;
5. Develop as competent I/O professionals.

Faculty Goals of the Program:

Faculty will:

1. Demonstrate sensitivity for diversity within the coursework;
2. Incorporate business experience, IO literature and research in their teaching;
3. Train students to deal with a variety of organizational issues;
4. Participate in scholarly activities within the IOP program, department, university and community.

Student Learning Outcomes

MFT Program Student Learning Outcomes

At the completion of the Program, the student will be able to do the following:

1. Use an ethical approach with developmental and cultural sensitivity.
2. Use MFT/systems theories to guide case conceptualization, treatment planning, & clinical practice.
3. Utilize appropriate systemic techniques and interventions to maintain collaborative relationships with clients.
4. Demonstrate the ability to assess and diagnose in their clinical practice.
5. Demonstrate the ability to apply research relevant to their clinical practice.
6. Develop professional identities as marriage and family therapists.
7. Demonstrate an understanding of oneself and professional maturity in their approach to responsibilities.

PCC Program Student Learning Outcomes

At the completion of the Program, the student will be able to do the following:

1. Use an ethical approach with developmental and cultural sensitivity.
2. Use counseling theories to guide case conceptualization, treatment planning, & clinical practice.
3. Utilize appropriate counseling techniques and interventions to maintain collaborative relationships with clients.
4. Demonstrate the ability to assess and diagnose in their clinical practice.
5. Demonstrate the ability to apply research relevant to their clinical practice.
6. Develop professional identities as counselors.
7. Demonstrate an understanding of oneself and professional maturity in their approach to responsibilities.

IOP Program Student Learning Outcomes

At the completion of the Program, the student will be able to do the following:

1. Use an ethical approach with cultural sensitivity.
2. Demonstrate knowledge of current and traditional I/O approaches.
3. Utilize appropriate interventions in selection.
4. Demonstrate and ability to assess individuals.
5. Demonstrate an understanding of I/O literature, research, ethical and legal standards.
6. Develop professional identities as I/O professionals.
7. Demonstrate an understanding of oneself and professional maturity in their approach to responsibilities.

Admission Requirements

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at <http://www.lasalle.edu/grad/>
2. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education with a minimum of 9-12 hours in psychology, counseling, or marriage and family studies and a minimum GPA of 3.0.
 - For Marriage and Family Therapy Program: credit hours should be in psychology, marriage and family studies, or counseling.
 - For the Professional Clinical Counseling Program and the Industrial/Organizational Psychology Program: credit hours should be in psychology or counseling, including courses in general psychology, statistics, and research method.
3. Provide official transcripts from all academic institutions attended.
4. Obtain and submit acceptable scores in the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE scheduling is also available from the Counseling Center. (Note: This requirement is waived if the applicant already possesses a master's degree in any field. It may be waived if the applicant has a cumulative GPA of 3.5 or higher.)
5. Provide a Professional résumé.
 - Preference is given to applicants with two or more years of work experience, paid or as a volunteer.
 - A maximum of nine hours of transfer credits (for courses that are equivalent to our program courses) may be granted for graduate work taken at another institution. No skills courses credits can be transferred into our program.
6. Provide three letters of recommendation. These should include at least one from a college professor who can assess the applicant's academic qualifications and abilities as well as one from a supervisor (if the applicant is in or has worked in the field) who can assess the candidate's professional qualifications, abilities, and motivation for enrolling in this program. If it has been several years since the applicant graduated, three letters from supervisors or professionals is acceptable.
7. Provide a personal statement. Applicants should include what professionalism means to them with regard to their becoming a mental health clinician and/or a industrial/organizational professional. In addition, applicants should

include some information about themselves, their intentions concerning their academic and career paths, why they chose the La Salle master's program, expectations of the program, what they will contribute to the program, and what they believe they will eventually contribute to the mental health field or the industrial/organizational field.

The University's Nondiscrimination Policy is stated in the General Reference section of this catalog. Admission is based solely upon an applicant's qualifications.

All documents should be sent to the following:

Office of Graduate Enrollment
La Salle University- Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141
215.951.1100/ Fax 215.951.1462
grad@lasalle.edu

Progression through the Program

Depending on the program of choice, students take a total of 60 or 48 credits.

The Marriage and Family Therapy and the Professional Clinical Counseling degrees are both **60** credits, as specified in the curriculum section.

Industrial/ Organizational Psychology is **48** credits.

- 15-21 credits—Theories and processes in Marriage and Family Therapy, Professional Clinical Counseling, or Industrial Organizational Psychology
- 15-27 credits—Advanced training in specific approaches in each degree program
- 12 credits—Supervised practical training through practicum, internships, case seminar, and professional seminar for Marriage and Family Therapy or Professional Clinical Counseling
- 6 credits for IOP students in practical training through internship or completing a thesis.

Preparation for Licensure

The Marriage and Family Therapy degree (60 credit hours) prepares students to become licensed Marriage and Family Therapists (LMFTs). The Professional Clinical Counseling degree (60 credit hours) prepares students to become licensed Professional Counselors (LPCs).

The I/O Psychology degree (48 credits) does not prepare students for licensure being there is no IOP license.

Supervised Practical Training: (Field Placement) Includes Practicum, Internship, and Professional Seminar

All students are required to engage in supervised field training. The program has contracts with many mental health agencies and service providers; however it is up to the student to be accepted as an intern. The program prepares the student well to begin Practicum and Internship, and the student is responsible to demonstrate their preparedness when applying to sites in order to complete their Field Placement requirement. It is also up to the student to acquire a Practicum or Internship that is conducive to their academic and personal schedules.

Marriage and Family Therapy students preparing for licensing complete four semesters of Internship (PCMF 680/681/682/683) of at least 700 clock hours, 500 of which need to be direct client hours—the usual clinical internship placement involves 12 to 15 hours per week of on-site service. While engaged in the internship, students also attend Professional Seminar (PCMF 690/691/692/693).

Professional Clinical Counseling students preparing for licensing complete a one-semester practicum (PCC 660) of at least 100 clock hours, 40 of which are direct client hours—the usual practicum placement requires eight to nine hours per week. While engaged in the practicum, students also attend the Professional/Case Practicum Seminar (PCC 661). The internship (PCC 680/681/682) for Professional Clinical Counseling students preparing for licensure is a calendar year of at least 600 clock hours, 300 of which are direct client hours—the usual clinical internship placement involves 12 to 15 hours per week of on-site service. While engaged in the internship, students also attend Professional Seminar (PCC/PCMF 690/691/692).

The I/O Psychology students complete an internship or a thesis.

Internship is PCC 685/686, which is over two consecutive semesters and at least 400 clock hours—the usual non-clinical internship involves 12 to 15 hours per week in a business setting. While engaged in the internship, students also attend Professional Seminar (695/696).

Thesis is PCC 688/689, which is over two consecutive semesters. Students will conduct their own research project under the supervision of a faculty advisor.

Requirements

In addition to the curricular and field placement requirements, students are required to pass the Written Comprehensive Examination and Oral Comprehensive Examination for graduation.

Students must pass the Written Comprehensive Examination prior to applying for Practicum or Internship.

Both the Written Comprehensive Examination and the Oral Comprehensive Examination are specific to the student's degree.

Curriculum

Marriage and Family Therapy Degree Program

Master's Degree Program (60 Credit Hours)

Required Courses

PCMF 500 (3) Introduction to Counseling and Psychotherapy
PCMF 502 (3) Counseling Lab I
PCMF 503 (3) Psychopathology
PCMF 504 (3) Human Behavior: A Developmental Perspective
PCMF 505 (3) Systems, Systemic Thinking and Ethics (F/TR)
PCMF 506 (3) Basic Principles of Research and Design
PCMF 602 (3) Advanced Counseling Lab (F/TP)
PCMF 603 (3) Human Sexuality
PCMF 608 (3) Therapeutic Approaches for Children and Adolescents (F/TP)
PCMF 614 (3) Working with Families (F/TP)
PCMF 616 (3) Contextual Family Therapy (F/TP)
PCMF 619 (3) Multicultural Counseling and Therapy
PCMF 624 (3) Marital and Couples' Therapy (F/TP)
PCMF 628 (3) Understanding Relationships (F/TR)
PCMF 634 (3) Addictions & the Family (F/TR)
PCMF 680/81/82/83 (8) Internship
PCMF 690/91/92/93 (4) Professional Seminar

Total 57

F/TR = Family Theory

F/TP = Family Therapy

Additional 3 credit hours required to meet 60 credits

Choose one of the following:

PCMF 607 (3) Graduate Research
PCMF 601 (3) Grief, Loss and Trauma Counseling
PCMF 646 (3) Sex Therapy
PCMF 647 (3) Motivational Interviewing

Total 3 credits

Professional Clinical Counseling

Master's Degree Program (60 Credit Hours)

Required Courses

PCMF 500 (3) Counseling & Psychotherapy: Theories and Interventions
PCC 501 (3) Professional Orientation and Ethical Practice of Counseling*
PCC/PCMF 502 (3) Counseling Laboratory I*
PCMF 503 (3) Psychopathology
PCMF 504 (3) Human Behavior: A Developmental Perspective*
PCMF 505 (3) Systems, Systemic Thinking, and Ethics
PCMF 506 (3) Basic Principles of Research Design, Statistics, Program Development and Evaluation*
PCC 509 (3) Psychological Assessment I: Assessment in Clinical and Career Counseling*
PCC 511 (3) Practice and Concepts of Clinical Mental Health Counseling
PCC 512 (3) Addictions Counseling
PCC 601 (3) Grief, Loss, and Trauma Counseling
PCC/PCMF 602 (3) Advanced Counseling Laboratory
PCC 612 (3) Group Processes in Counseling and Psychotherapy*
PCMF 619 (3) Multicultural Counseling & Therapy*
PCC 644 (3) Career Counseling*
PCC 660 (2) Counseling Practicum*
PCC 661 (1) Professional/Case Practicum Seminar
PCC 680/81/82 (6) Internship*
PCC/PCMF 690/91/92 (3) Professional Seminar

Total 57

*Required for NBCC Licensure Examination

Additional 3 credit hours required to meet 60 credits

Choose one of the following:

PCC 607 (3) Graduate Research
PCC 608 (3) Therapeutic Approaches for Children and Adolescents
PCC 610 (3) Cognitive-Behavioral Approaches in Counseling
PCC 611 (3) Insight-Oriented Approaches in Counseling and Psychotherapy

Industrial/Organizational Psychology

Master's Degree Program (48 Credit Hours)

PCC 507 (3) Advanced Statistics
PCC 508 (3) Cognition and Learning
PCC 509 (3) Assessment in Clinical and Career Counseling
PCC 510 (3) Advanced Research Methods
PCC 513 (3) Advanced Social Psychology
PCC 533 (3) Advanced I/O Psychology
PCC 635 (3) Measurement of Individual Differences
PCC 659 (3) Selection/Performance Management
MGT 736 (3) Organizational Design –OR– MGT 765 Irrational Decision Making
MGT 769 (3) Human Resources Development (Training)
PCC 685/686* (4) Internship
PCC 695/696 (2) Professional Seminar

*The Professional Seminar is taken in conjunction with the Internship

OR

PCC 688/689 (6) Thesis

Total 39

Additional 9 credit hours required to meet 48 credits

Choose three of the following:

PCMF 500 (3) Introduction to Counseling and Psychotherapy
PCC 512 (3) Addictions Counseling
PCC 644 (3) Career Counseling

MBA 810 (3) Self-Assessment in Leadership
MGT 744 (3) Power and Influence
MGT 752 (3) Management Skills Lab
MGT 760 (3) Human Resource Management
MGT 780 (3) Managing Effective Teams

Counseling and Family Therapy Master's Programs in Montgomery County

Students are able to complete the Marriage and Family Therapy degree or the Professional Clinical Counseling degree at the La Salle University Main Campus in Philadelphia and at the Montgomery County Center, Victory Office Park, in Plymouth Meeting, PA.

For the I/O Psychology degree, courses are offered at the Main Campus. Students may have the opportunity to take electives at both campuses.

Tuition and Fees

- Tuition per credit \$835
- Technology Fee (per semester) \$150
- General University Fee (per semester) \$135
- Graduation Fee \$100

Tuition Assistance

A limited number of scholarship awards and graduate assistantships are available. Consult the Director of the Counseling and Family Therapy Master's Programs for details.

Information about financial aid and application forms for student loans may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141 (215.951.1070)

Faculty

Director of Counseling and Family Therapy Master's Programs: Donna Tonrey, Psy.D.

Associate Professors: Cardaciotto, McClure, Moon, Roth, Sude

Assistant Professors: Mendez, Parker, Tonrey

Associate Clinical Faculty: Cosby, Hannigan, Selm

Lecturers: Albert, Boyll, Cicippio, Cos, DiNardo, Evans-Weaver, James, Maida, May, Mountney, Rodriguez, Saraga

PCC 501 - Professional Orientation and Ethical Practice of Counseling

This course instructs the student on the history and philosophy of the counseling profession; in it the student will gain an understanding of the role, function, and interactions counselors engage in with other human service providers. Additionally, the counselors' role and responsibility with regard to emergency, crisis, and trauma-causing events is examined. Self-care of the counselor, supervision practices and models, overview of professional organizations, advocating for the profession, and advocating for the success of clients is also covered. Personal safety concerns for the counselor is discussed and covered. Throughout the course there is a focus on the ethical standards of the professional organizations, credentialing bodies, and licensing as well as legal issues as related to the professional counselor.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

PCC 507 - Advanced Statistics

This course provides students with statistical background that is useful in organizational research settings such as survey analysis and program evaluation. The topics include both parametric and non-parametric statistical methods, such as descriptive statistics, point and interval estimates, means comparisons, correlation, linear regression and multiple regression.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

PCC 508 - Cognition and Learning

This course details the empirical and theoretical foundations of the present understanding of cognitive psychology and learning psychology and their integration in contemporary social learning theory. Special attention is paid to the application of the theories and research in counseling and psychotherapy.

Number of Credits: 3

When Offered: Summer

How Offered: Online

PCC 509 - Psychological Assessment I: Assessment in Clinical and Career Counseling

This course addresses the basic concepts in the construction, selection, administration, scoring, and interpretation of assessment procedures commonly used in psychology. It uses major reference works for selecting and evaluating assessment procedures and includes supervised experience in selecting, administering, scoring, and interpreting assessment procedures and experience with computer-assisted testing.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: PCMF 506 (PCC students) PCC 507 (IOP students)

PCC 510 - Advanced Research Methods

This course provides students with background on higher level research methods topics and statistical techniques that are useful to students in their roles as consumers and producers of research. Specific topics include the use of statistical methods to establish relationships between variables, psychometric issues, formulation of research-based conclusions, factor analysis, meta-analysis and structural equation modeling.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: PCC 507

PCC 511 - Practice and Concepts of Clinical Mental Health Counseling

In this course, students learn the history, philosophy, trends, and practices within community mental health agencies. This course will review the roles and function of clinicians and help students in developing the knowledge and skills needed to work as professional counselors. This will include reviews of the profession, professional identity, management of programs, and ethics; as well as teaching students how to advocate for clients; develop and review programs; understand, assess, and manage emergencies and crises.

Number of Credits: 3

When Offered: Spring, Summer

How Offered: Face-to-Face

Restrictions: Offered Summer every other even year at Bucks Center; Offered Summer every other odd year at Montgomery Center

PCC 512 - Addictions Counseling

This course focuses mainly on chemical substance abuse but considers the etiology and manifestations of other addictions as well. Attention is given to the occurrence of addiction in the family with particular reference to the physical, behavioral, and attitudinal manifestations of addictive behavior and identification and diagnosis of addiction, as well as the selection of appropriate processes of intervention.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Restrictions: Offered Summer every other odd year at Bucks Center

PCC 513 - Advanced Social Psychology

This course provides students with background on topics related to social bases of human behavior which have direct implications to human behavior in organizational settings. The topics include attitude, social perception and cognition, persuasion, helping, attraction, self-concept, stereotype and prejudice, aggression and group processes.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

PCC 533 - Advanced I/O Psychology

This course provides a review of psychological principles applied to issues of organizations, including organizational assessment, selection, training, performance, organizational development, motivation, and work-life balance.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

PCC 610 - Cognitive-Behavioral Approaches in Counseling & Psychotherapy

This is a clinical skills course that focuses on the initial problems addressed in the process of therapeutic intervention, namely the self-regulation of thoughts, feelings, and actions. Training is in a broadly conceived cognitive behavior therapy that includes a variety of specific intervention strategies designed to address problems of self-regulation.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Offered Spring every other odd year at Bucks Center; Offered Spring every other even year at Montgomery Center

Prerequisites: PCMF 500 and PCC/PCMF 502

PCC 611 - Insight-Oriented Approaches in Counseling and Psychotherapy

A clinical skills course that focuses on the issues addressed in those counseling and psychotherapy approaches that see the gaining of insight as a significant goal in the change process. Key concepts identified with these specific approaches will be presented along with general process issues for working with individuals. Techniques specific to a number of insight-oriented approaches will be explored and students will be encouraged to gain both an understanding of these skills and the ability to utilize them.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Restrictions: Offered Fall every other odd year at Bucks Center; Offered Summer every other even year at Montgomery Center

Prerequisites: PCMF 500

PCC 612 - Group Processes in Counseling and Psychotherapy

This course combines experiential and didactic approaches. The student learns the major theoretical approaches to group counseling and psychotherapy and also participates in group counseling sessions on issues presented by the classroom group. This experience will show the dynamics of groups and lead to the acquisition of skills needed to assist in the resolution of behavioral problems.

Number of Credits: 3

When Offered: Fall, Summer

How Offered: Face-to-Face

Prerequisites: PCMF 500 and PCC/PCMF 502

PCC 635 - Measurement of Individual Differences

This course provides students with background on various measurement issues in organizations, such as employee selection, performance appraisal, employee attitude surveys, and training evaluation. The topics include classical measurement theory, generalizability theory, item response theory, various psychological tests in I/O settings and professional guidelines in organizational measurements.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: PCC 507 and PCC 533

PCC 636 - Work Motivation/Attitude

This course provides students with the basis for understanding research and theory in relevant domains of I/O psychology that represent general applications of one or more motivational perspectives. The topics include worker attitudes, opinions, beliefs, and general strategies for work motivation such as goal setting, job design, incentive systems, and participation in decision making.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Prerequisites: PCC 507 and PCC 533

PCC 644 - Career Counseling

This course offers an opportunity to help adapt a student's clinical skills to the critical area of career development. It also relates career success and satisfaction to mental health and life fulfillment, considers theories of career development and the process of career counseling, and utilizes career assessment, career resource information, and job placement requirements. Additionally, it includes career counseling with special populations.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: PCMF 500 and PCMF 506

PCC 653 - Organizational Interventions

This course is designed to assist individuals interested in a career in industrial/organizational psychology in learning about the issues involved in implementing organizational change and development programs. These issues include engaging employees in the change process, diagnosing organizational problems, effective methods for implementing change programs, and the techniques needed to evaluate the entire process.

Number of Credits: 3

How Offered: Face-to-Face

Restrictions: The IOHR program is being taught out, and this course is only offered as an Independent Study for those IOHR students that may need it to graduate.

PCC 659 - Selection/Performance Management

This course presents the theories and techniques involved in the employee selection and performance appraisal/management processes. The topics include job analysis, classical and decision-theory models of selection, alternative selection devices including interview and assessment centers, rating scale construction, rater training, criteria development, designing a performance management system, and legal and societal considerations that affect selection and performance management processes.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Prerequisites: PCC 507, PCC 533 and PCC 635

PCC 660 - Practicum

This is a practicum at an approved field placement site for a minimum of 100 clocked hours observing and/or practicing clinical skills with individuals, couples, families, and/or groups under the direction of an approved supervisor. The practicum must be taken in conjunction with the on-campus seminar in professional ethics (PCC 661).

Number of Credits: 2

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: Successful completion of written comprehensive examination and completion of 24 credit hours, including PCC/PCMF 502 and one additional skills course.

Corequisites: PCC 661

PCC 661 - Professional/Case Practicum Seminar

This course examines professional and ethical issues, with particular reference to the everyday issues of practice, in a peer consultative format. The student is encouraged to develop a "critically examined" personal style and stance with which to address these issues. The class focus will be on the development of an understanding and a working knowledge of the Codes of Ethical Conduct of the American Counseling Association, the American Association of Marriage and Family Therapy, the American Psychological Association, and relevant Commonwealth of Pennsylvania laws and statutes.

Number of Credits: 1

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: Successful completion of written comprehensive examination, completion of 24 credit hours including necessary skills courses.

Corequisites: PCC 660

PCC 680-681-682 PCMF 680-681-682-683 - Internship

An internship takes place in a supervised experience at an approved field placement site for approximately 200 hours per term. By the conclusion of the internship, PCC students are required to accrue a minimum of 600 clock hours, half of which are direct client contact. MFT students are required to accrue a minimum of 700 clock hours, 500 of which are direct client contact. Prior to beginning Internship, students must have completed PCC/PCMF 502, 602 and one additional skills course; PCC students must also have completed PCC 660; and practice in clinical skills with individuals, couples, families, and/or groups. Includes on-campus case seminar. (Continued with PCC 681, 682 or PCMF 681, 682, 683. Each semester is two credits.)

Number of Credits: 2

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: Completion of 24 credit hours, including successful completion of written comprehensive examination.; PCC Students: PCC 660

Corequisites: PCC/PCMF 680 taken with PCC/PCMF 690, PCC/PCMF 681 taken with PCC/PCMF 691, PCC/PCMF 682 taken with PCC/PCMF 692 and PCMF 683 taken with PCMF 693.

PCC 685-86 - IOP Program Internship

The supervised internship experience is in an approved business/organization for a minimum of 200 hours per term. (Continued with PCC 686.) Each semester is two credits.

Number of Credits: 2

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: Completion of 24 credit hours, including necessary IOP and MGT courses and successful completion of written comprehensive examination

Corequisites: PCC 685 taken with PCC 695; PCC 686 taken with PCC 696

PCC 688/PCC 689 - I/O Thesis

Thesis is a culmination of knowledge and skills learned in the program. Students will conduct their own research project under the supervision of a faculty advisor and prepare a research report of high quality that is suitable for publication or presentation at a national and/or professional conference. *The Thesis is a total of six credits: PCC 688 (3 credits) and PCC 689 (3 credits).*

Number of Credits: 6

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: Completion of 24 credit hours, including necessary IOP and MGT courses and successful completion of written comprehensive examination

PCC 695-696 - Iop Professional Seminar

The personal, practical, and ethical issues involved in the field of industrial/organizational psychology and human resource management. Examination of professional development, professional associations, continuing education, credentialing, legal responsibilities and liabilities, confidentiality, agency practice, independent practice, consulting, and inter-professional cooperation.

Number of Credits: 1

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: For PCC 685 - completion of 24 credit hours, including necessary IOP and MGT courses and successful completion of written comprehensive examination

Corequisites: PCC 695 taken with PCC 685; PCC 696 taken with PCC 686

PCC/PCMF 502 - Counseling Laboratory I

This laboratory course is designed to develop the basic counseling and therapy skills that enables students to understand the client/s, develop a trusting relationship with the client/s, and to facilitate the client/s' self-exploration. Case conceptualization, treatment planning, and progress notes will be covered. Personal safety concerns for the counselor/therapist is discussed and covered.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

PCC/PCMF 570 - Statistics and Research Methods

This is a foundation course that satisfies the undergraduate prerequisites but does not count toward the 48 or 60 credit hours needed for the master's degree.

Number of Credits: 3

PCC/PCMF 574 - Introduction to Graduate Research and Writing

This is a foundation course that satisfies the undergraduate prerequisites but does not count toward the 48 or 60 credit hours needed for the master's degree. The course introduces students to the latest research technology and databases for advanced work in their degree. Emphasis is placed on research and communication skills, including oral presentations and written reports.

Number of Credits: 3

PCC/PCMF 602 - Advanced Counseling Laboratory

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Restrictions: Offered Summer every other odd year at Bucks Center

Prerequisites: PCC/PCMF 502; MFT Students: PCMF 505; PCC Students: PCC 501

PCC/PCMF 607 – Graduate Research

This course is designed to provide an opportunity for students to engage in research. Students will be required to complete a literature review and design and complete a research project.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Restrictions: Offered as an Independent Study with approval of Director and sponsored by a faculty member

Prerequisites: PCMF 506

PCC/PCMF 690-91-92-93 – Professional/Case Seminar

Number of Credits: 1

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: For PCC/PCMF 690 – Completion of 24 credit hours, including successful completion of written comprehensive examination

Corequisites: PCC/PCMF 690 taken with PCC/PCMF 680, PCC/PCMF 691 taken with PCC/PCMF 681, PCC/PCMF 692 taken with PCC/PCMF 682 and PCMF 693 taken with PCMF 683.

PCMF 500 – Introduction to Counseling and Psychotherapy: Theories and Interventions

This course examines major theories of counseling and psychotherapy and the interventions based on those theories. It includes an emphasis on knowledge, skills, and ethical standards needed to provide direct counseling and psychotherapeutic interventions for individuals, families, and groups.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

PCMF 503 – Psychopathology

This course discusses the major categories of psychological disorders, as well as theory and research regarding etiology, diagnosis, prevention, and treatment. Introduction to the use of the DSM.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

PCMF 504 – Human Behavior: A Developmental Perspective

This course addresses principles of human development and family processes that form the context for the study of human behavior. Special emphasis will be given to grand theories that have made important contributions, both historically and currently, to the study of human development, as well as recent discoveries in developmental science. Issues of separation, individuation, and integration in life patterns will be studied within the context of these major theories.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

PCMF 505 - Systems, Systemic Thinking, and Ethics

This course provides the student with an overview and consideration of family functioning. It includes family structure, family development, family health, family dysfunction, and family treatment. Particular emphasis is placed on acquiring a systems perspective and applying that perspective to an understanding of family functioning. Ethics, boundaries, technology, licensure laws, and diversity are considered and included in the overall systemic view, thinking, AAMFT Code of Ethics, and identifying as a MFT. Personal safety concerns for the marriage and family therapist is discussed and covered.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

PCMF 506 - Basic Principles of Research Design, Statistics, Program Development, and Evaluation

This consumer-oriented course focuses on broad concerns common to all forms of social research. Criteria for evaluation and interpretation of various statistical techniques and research designs are covered.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

PCMF 601 - Grief, Loss and Trauma Counseling

This course will provide students with an advanced understanding of grief, loss, trauma, and related counseling interventions for children, adults, and families. The basics of grief and bereavement will be explicated, as will specific disorders related to trauma. This course is designed to help students identify needs, resources and assets available to clients coping with grief and/or trauma related disorders, and research supported methods in improving client functioning.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Restrictions: Offered Summer every other even year at Bucks Center

Prerequisites: PCMF 500 and PCC/PCMF 502.

PCMF 603 - Human Sexuality

This course examines the variety of ways that human sexuality is expressed in attitudes, beliefs, and behaviors in the context of the interplay between social, physiological, and psychological factors. Methods of studying sexual behavior, concepts of variation and difference, psychosexual development in life stages, and sexual dysfunctions and treatment are addressed.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Restrictions: Offered Spring every other odd year at Bucks Center; Offered Fall every other even year at Montgomery Center

PCMF 608 - Therapeutic Approaches for Children and Adolescents

This course is designed to provide an understanding of working with children, adolescents, and their families. It will focus on treating a variety of presenting issues, as well as provide several theoretical perspectives for working with families with children and/or adolescents. We will explore many clinical interventions for working with youth of varying ages, and the course will include play therapy. Students will have many experiential opportunities to learn about play therapy techniques and interventions. Careful attention will be paid to ethical issues, laws regarding mandated reporting, duty-to-warn, when treating children and adolescents, as well as cultural and diversity issues will be addressed.

Number of Credits: 3

When Offered: Spring, Summer

How Offered: Face-to-Face

Restrictions: Offered Summer every other even year at Bucks Center; Offered Summer every other odd year at Montgomery Center

Prerequisites: PCMF 500 and PCC/PCMF 502

PCMF 614 - Working with Families

This course covers the basic principles, techniques, applications, uses, and contra indicators of the major family therapy systems models. Specifically, the intersystems interface among intrapsychic, interpersonal, and family systems dynamics is addressed. Assessment techniques and intervention rationales are covered along with the role of the therapist and the therapist as person. The concepts of family-of-origin, family functioning, structure, strength, and narratives will be studied through an experiential and didactic approach. Application of theory and research to practice is discussed.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Restrictions: Offered Spring every other odd year at Bucks Center

Prerequisites: PCMF 505

PCMF 616 - Contextual Family Therapy

This course provides an exploration of the convictions, concepts, strategies, and techniques of contextual therapy, a resource-oriented, trust-based modality of healing interventions for individuals, couples, and families.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Offered Spring every other even year at Main; Offered Fall every other odd year at Bucks Center; Offered Spring every other odd year at Montgomery

Prerequisites: PCMF 505

PCMF 619 - Multicultural Counseling and Therapy

This course explores multicultural counseling theory as well as culture-specific counseling strategies for culturally diverse clients. It is designed to help students develop their multicultural counseling competence and increase their ability to work effectively and ethically in a complex and diverse social world.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

PCMF 624 - Marital and Couples Therapy

This course is designed to provide the student with an understanding of the issues typically addressed in couples' therapy and the ethical considerations when working with couples. Role playing is used to illustrate couples' treatment dynamics and intervention strategies from initial contacts through the treatment process. Special issues in couples therapy, such as the relationship history, communication patterns, sexual intimacy, and the "couple" relationship vs. the "parenting" relationship, are addressed.

Number of Credits: 3

When Offered: Spring, Summer

How Offered: Face-to-Face

Prerequisites: PCMF 505

PCMF 628 - Understanding Relationships

This course examines human relationships with particular reference to their various forms, functions, and patterns of development. The processes of attachment, separation, individuation, and differentiation are highlighted and are used in a contextual (systemic) framework to examine each relationship. Special emphasis is placed on the clinical applications of this knowledge to couples and families. The student is required to complete a study of one of his/her primary dyadic relationships.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: PCMF 505

PCMF 634 - Addictions and the Family

This course focuses on an understanding of how addictive processes interact with social and family contexts. This allows more effective treatment interventions to be designed. The current research on family dynamics and treatment of codependence, adolescent substance abuse, and children of addicts will also be reviewed.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: Offered Fall at Main; Offered Spring every other even year at Bucks Center; Offered Fall every other odd year at Montgomery Center

Prerequisites: PCMF 505

PCMF 645 - Emotional, Behavioral, and Neuro-Developmental Disorders of Childhood

This course explores a range of psychological disorders in children and adolescents, with a special focus on the role of developmental and social contextual factors, in addition to biological and psychological influences. Each class will focus on a specific disorder or class of disorders, specifically its characteristics, developmental course, diagnostic

criteria, protective and risk factors, and implications for prevention and treatment. Students will be encouraged to apply knowledge to current issues in the news and popular culture, as well as their own clinical experiences and lives. This is expected to lead to thoughtful discussions that can be generalized to their development as marriage and family therapists and professional counselors.

Number of Credits: 3

Prerequisites: PCMF 503

PCMF 646 - Sex Therapy

This course examines the variety of ways that human sexuality is expressed in attitudes, beliefs, and behaviors in the context of the interplay between social, physiological, and psychological factors. Methods of studying sexual behavior, concepts of variation and difference, psychosexual development in life stages, and sexual dysfunctions and treatment will be addressed. Models of sexual response, general theories of sex therapy, and modes of sex therapy will also be explored. Students will learn to take detailed sexual histories, sexual assessments, and applications of sexuality within a clinical framework with consideration of multicultural diversity.

Number of Credits: 3

When Offered: Fall, Summer

How Offered: Face-to-Face

Restrictions: Offered Summer every other even year at Main and every other odd year at Montgomery Center; Offered Fall every other even year at Bucks Center

Prerequisites: PCMF 502, PCMF 602, and PCMF 603

PCMF 647 - Motivational Interviewing

This course presents the students with a client-centered approach, using directive methods in order to enhance clients' intrinsic motivation to change by exploring and resolving ambivalence. Motivational Interviewing is appropriate in all stages of counseling and therapy; however, it is most appropriate for individuals who are in the engagement and persuasion stages of treatment. Motivational interviewing principles and the skills are used in different combinations to build a client-centered environment that incorporates rapport and trust.

When Offered: Fall

How Offered: Face-to-Face

Restrictions: Offered Fall every other even year at Main

Prerequisites: PCMF 500 and PCC 512 or PCMF 634

PCMF 648 - Professional/Skill Development

This course is individually designed by a faculty member for a student who has been recommended for enhanced professional or skill development. The intent of the course is to assist the student in improving their academic ability, clinical skills, and professionalism in order to be successful in the overall program. The student must agree to the professional or skill development plan once it has been established, and continue in the course until it has been determined by the faculty member that the student has passed with a B grade or higher. Students may have to take this course for more than one semester.

Number of Credits: 1

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Restrictions: This course is only available to students by recommendation from committee and approval of the Director.

Cybersecurity

Program Description

The M.S. in Cybersecurity program curriculum is aimed at professionals with a background in business management, information technology, computer science, or criminal justice. This multidisciplinary curriculum is designed for busy adult learners and draws courses from our information technology leadership, computer information science, and economic crime forensics programs. The curriculum is intended to create a better understanding of:

- Information security policies and procedures
- Computer crimes and related legislation
- Investigative practices and procedures
- Corporate ethics and compliance

The program is offered in a totally online format. It follows the traditional academic calendar of a fall and spring semester and a shorter summer semester. The fall and spring semesters are divided into two 8 week terms. A full-time graduate student carries a minimum of 6 semester credit hours. Some courses may require more hours per week in some areas of instruction. All courses are online and 3 credits in the length. The courses will meet both synchronously (optional) and asynchronously. Students are required to participate in chat sessions and/or discussion boards, which will take the place of classroom meetings. Synchronous sessions will be recorded for students who are not able to attend the actual session. Students who are not able to attend the synchronous sessions will be asked to complete a short assignment related to the recorded session. Depending on their personal schedules, students may elect to take courses every term or wait for the next term to continue studies. Courses in the summer are also 8 weeks in length. If a student decides to take two courses during the summer session, they will overlap in the time frame.

Margaret McCoey, M.S.

Director, M.S. Cybersecurity program

215.951.1136

mccoey@lasalle.edu

www.lasalle.edu/cybersecurity

If you have any questions regarding the Cybersecurity program, please contact:

cyber@lasalle.edu

Mission Statement

The graduate program in M.S. Cybersecurity educates students in theoretical and practical knowledge of cybersecurity. The program develops competencies in cybersecurity management as well as breach detection, mitigation and prevention. The faculty and students develop and maintain relationships with industry practitioners to encourage excellence and provide attention to ethical principles and changes related to cybersecurity.

Program Goals

- A. Prepare students to explain Internet infrastructure and enterprise network connections.
- B. Prepare student to assess organizational security policies, plans and procedures and implementations.
- C. Prepare students to identify and assess legislation related to cybersecurity.
- D. Prepare students to enter specialized careers in cybersecurity.
- E. Faculty maintains currency and breadth in cybersecurity threats and risk mitigation strategies.
- F. Utilize the alumni network to enhance curricular and co-curricular opportunities for students.

Student Learning Outcomes

- A. Explain Internet structures, enterprise network structures, and consulting services related to network infrastructures
- B. Develop, propose, and plan an organization's information security policy.
- C. Assess security gaps in organizational policies and plans.
- D. Identify and analyze federal global legislation related to security and data threats.
- E. Differentiate between cybercrime, cyber espionage, and cyberwar.
- F. Analyze plans to protect personal, corporate and national infrastructures.
- G. Formulate plans for securing and analyzing digital forensic data

Admission Requirements

To be accepted for admission into the program, a candidate must:

1. Complete the Application for Admission which may be obtained at <http://www.lasalle.edu/grad/> accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.
2. Provide evidence of successful academic achievement in the completion of a baccalaureate degree from an accredited institution of higher education with an appropriate major. Appropriate undergraduate majors include, but are not limited to, management science, business administration, electrical engineering, systems engineering, mathematics, or computer science. A minimum undergraduate GPA of 3.0 will normally be required.
3. Provide official transcripts from all undergraduate and graduate colleges and universities he/she has attended. For students whose undergraduate transcripts are from institutions outside the U.S.: Transcripts/marksheets must be sent to the World Education Service (www.wes.org) for a course-by-course evaluation. An appropriate background in management science, systems analysis and design, computer science, or a related discipline, or other equivalent training is required. On the basis of admissions credentials, students may be required to complete a few foundation courses.
4. Provide a professional resume addressing one's educational and professional background.
5. Provide two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in the program.
6. Attend an interview with member(s) of the admission committee. These are typically telephone interviews.

The application package is viewed as a whole, and the prevailing criterion is the applicant's capacity for completing the program successfully.

The University's Nondiscrimination Policy is stated in the General Reference section of this catalog. Because oral and written communication is an integral part of many courses, students must communicate clearly in English. Since this program is offered in an online format, it does not meet the requirement for a U.S. student visa.

A maximum of six hours of transfer credit may be granted for graduate work at another institution. The student must supply a course description and syllabus in order to facilitate the transfer of credit. After matriculation at La Salle, students must have a course pre-approved by the director (in conjunction with the appropriate faculty member(s)) for it to be considered for transfer purposes.

All documents should be sent to the following:

Office of Graduate Enrollment

La Salle University – Box 826

1900 W. Olney Avenue

Philadelphia, PA 19141

215.951.1100 / Fax 215.951.1462

grad@lasalle.edu

Curriculum

Students are required to complete 10 courses (30 credits) for this program. The final course is a capstone.

CYB 540 Network Theory
CYB 612 Ethics Issues and Government Regulations
CYB 604 The Computer and Internet Fraud
CYB 652 Leadership Assessment and Evaluation
CYB 628 Cybercrime, Cyber Warfare, Cyber Espionage
CYB 644 Information Security
CYB 648 Secure Software Development
CYB 665 Digital Computer Forensics
CYB 668 Computer and Network Security
CYB 880 Cybersecurity Capstone

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

Partial scholarship grants are offered on the basis of academic credentials and financial need.

Information about other financial aid, payment options, and application forms may be obtained from the Director of Financial Aid, La Salle University, 215.951.1070.

CYB 540 - Network Theory

Lecture/theory course considers the current methods, practices, and standards used to enable communication on computer and voice networks. This includes a study of the physical layers, architectural layers, design, operation, management, and ISO standards, with particular and telephony technologies. Both local and wide area networks are examined.

Number of Credits: 3

CYB 604 - The Computer and Internet Fraud

Computers have made organizations easier to run. All accounting information, inventory records, customer data, and intellectual property that an organization possesses is contained somewhere in an electronic file. As such, these electronic files are vulnerable to attacks from both employees and outsiders from around the world. This course will provide the student with an understanding of how computer fraud and manipulation is accomplished and what security measures should be instituted to prevent it.

Number of Credits: 3

CYB 612 - Ethics, Issues, and Government Regulations

This course considers privacy both on- and off-line; legal background of intellectual property and e-mail; ethics and codes of ethics; effects of computers on work and society; and responsibilities and risks of computing, including topics such as accuracy of information, e-waste, and multitasking. This course includes an examination of government policies and regulations related to data security and information assurance.

Number of Credits: 3

CYB 628 - Cybercrime, Cyber Warfare and Cyber Espionage

This course introduces students to the differences between cybercrime, cyber espionage, and cyber warfare by discussing the relationship of cyber intrusions and cybersecurity to nations, businesses, society, and people. Students will use case studies to analyze the threats, vulnerabilities and risks present in these environments, and develop strategies to reduce the breaches and mitigate the damages.

Number of Credits: 3

CYB 644 - Information Security

This course explores all aspects of computing and communications security, including policy, authentication, authorization, administration, and business resumption planning. It examines key security technologies, such as encryption, firewalls, public-key infrastructures, smart cards, and related technologies that support the development of an overall security architecture. Coursework includes plans for developing and implementing a technology security strategy focused on business needs. Prerequisite: CIS 540

Number of Credits: 3

CYB 648 - Secure Software Development

This course will provide an overview of current software development methodologies and examine strategies to integrate security into all phases of the lifecycle. By examining current software vulnerabilities, students will develop secure coding guidelines, and strategies for static code analysis; they will create secure testing plans to mitigate security failures. The course will examine language specific vulnerabilities, input validation and threat modeling.

Number of Credits: 3

CYB 652 - Leadership Assessment and Evaluation

This experiential course emphasizes the importance of feedback and self-assessment for leadership development. It includes extensive assessment of each participant's management style and skills based on self-evaluations (using structured questionnaires) and feedback from coworkers, faculty, and other participants. Leadership development experiences emphasize time and stress management, individual and group problem-solving, communication, power and influence, motivation, conflict management, empowerment, and team leadership. Each participant identifies skills he or she needs to develop and reports on efforts to develop those skills.

Number of Credits: 3

CYB 665 - Computer Digital Forensics

This course examines techniques used to conduct computer crime investigations and gather probative evidence to secure a conviction under state and federal laws. Students will simulate a computer forensic investigation: developing an investigation plan, securing the crime scene, analyzing evidence, preparing the case for court, and testifying in a moot court situation.

Number of Credits: 3

CYB 668 - Computer and Network Security

Students will study and implement basic computer and network security strategies on Window and Linux networks. Students examine and analyze network traffic, including investigating wireless transmission, install firewalls and define Internet Protocol Security Controls (IPSEC). Labs include system hardening, dissecting network packet structure and creating encryption formats; managing authentication and access controls. Students study implementing a public key infrastructure and best strategies for using intrusion detection systems.

Number of Credits: 3

CYB 880 - Integrative Capstone

The capstone project is an opportunity to pursue an independent learning experience focused on a specific aspect of economic crime forensics based on the student interest. The capstone is intended to extend students beyond the coursework and cases to apply knowledge in ways that are relevant to their professional goals. Students will work on a research project or in an experiential learning environment. Each student will be required to present his/her capstone both as an oral presentation and a summary written document.

Economic Crime Forensics

Program Description

The goal of this program is to prepare students to enter the field of economic crime and digital forensics in careers such as internal and external fraud auditors, digital forensics specialists, and data and network security managers. The program prepares individuals to detect, deter, and investigate instances of economic crime, misconduct, and abuse. This program is unique to the Eastern Pennsylvania geographic area.

The M.S. in ECF incorporates key components from La Salle's graduate programs in Computer Information Science, Information Technology Leadership, and Master of Business Administration. The program adds additional theory in areas of criminal justice, litigation preparation, and corporate ethics. The program also provides an additional path for technology managers interested in pursuing a leadership career by integrating financial compliance with corporate business goals. Students complete a capstone experience which integrates theory and practice through either an industry specific research project or a program-related experiential position.

The program is offered in an online format and follows the traditional academic calendar of a fall and spring semester and a shorter summer semester. The fall and spring semesters are divided into two 8 week terms. A full-time graduate student carries a minimum of 6 semester credit hours. Some courses may require more hours per week in some areas of instruction. All courses are online and 3 credits in the length. The courses will meet both synchronously (optional) and asynchronously. Students are required to participate in chat sessions and/or discussion boards, which will take the place of classroom meetings. Synchronous sessions will be recorded for students who are not able to attend the actual session. Students who are not able to attend the synchronous sessions will be asked to complete a short assignment related to the recorded session. Depending on their personal schedules, students may elect to take courses every term or wait for the next term to continue studies. Courses in the summer are also 8 weeks in length. If a student decides to take two courses during the summer session, they will overlap in the time frame.

The M.S. in ECF focuses on a set of theoretical core competencies which include the following:

1. Economic crime definition, analysis, and prevention;
2. Legal and corporate compliance and ethical issues;
3. Economic risk analysis and mitigation; and
4. Investigative practices, principles, and prosecution.

Margaret McCoey, M.S.

Director

215.951.1136

mccoey@lasalle.edu

www.lasalle.edu/ecf

If you have any questions regarding the Economic Crime Forensics program, please contact:

ecf@lasalle.edu

Mission Statement

The M.S. in Economic Crime Forensics augments students' background, to acquire both practical and theoretical knowledge in their chosen field, and to enhance their professional competence. Students who earn a M.S. in Economic Crime Forensics will be prepared to advance in their professional careers while completing a graduate degree.

Program Goals

- A. Prepare students to participate ethically and professionally in a global market.
- B. Prepare students to enter the field of economic crime prevention and detection and investigation.
- C. Prepare students to apply standards and best practices of forensics and litigation support.
- D. Prepare students to be corporate leaders in fraud prevention and deterrence.

Student Learning Outcomes

- A. Propose business law standards, standards of ethics, and professional codes of conduct related to corporate leadership.
- B. Assess corporate cultures related to global markets, including concepts and perceptions related to economic crime and fraudulent activity.
- C. Evaluate and support accounting and auditing concepts related to the causation of corporate economic crime.
- D. Devise plans and processes (i.e., internal controls) to prevent and deter economic crime.
- E. Identify the red flags of fraud within organizations and evaluate the adequacy of the internal controls in place to mitigate these fraud opportunities.
- F. Develop approaches to investigate and quantify suspected fraud schemes, including interview techniques.
- G. Design, plan and execute procedures to secure corporate information systems.
- H. Identify, secure, analyze, and summarize pertinent documentation and information related to litigation matters.
- I. Develop standards and procedures for handling and custody of digital evidence.
- J. Develop policies and procedures to foster anti-corruption behavior.
- K. Construct corporate risk mitigation strategies and procedures related to economic crime.

Admission Requirements

To be accepted for admission to the program, a candidate must:

1. Complete the application for Admission which may be obtained at <http://www.lasalle.edu/grad/> accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.
2. Provide evidence of successful academic achievement in the completion of a bachelor's degree from an accredited institution of higher education. Students with academic studies in business, technology, or criminal justice would be best positioned to complete this program. Candidates must have an undergraduate GPA of at least 3.0.
3. Request that official transcripts from the institutions of higher education showing all undergraduate and previous graduate study (if applicable). For work completed outside the US, the transcripts need to be evaluated by World Education Service (www.wes.org).
4. Provide a professional résumé.
5. Request two letters of recommendation from professors at the college level. If the applicant has been out of school for more than two years, the letters of recommendation may be provided by current or past supervisors at his/her place of professional employment.
6. Attend an interview with a faculty member to assess the candidate's requirements for foundation courses. This is usually a telephone interview.

The program is intended to serve working professionals who may have already had formal experience in corporate finance, management, or computer security. For these individuals, the letters of recommendation required should come from employers, past and present.

Please refer to the University's Nondiscrimination Policy in the General Reference section of this catalog. Admission is based solely upon applicant's qualifications.

All documents should be sent to the following:

Office of Graduate Enrollment
La Salle University- Box 826
1900 W. Olney Avenue

Philadelphia, PA 19141

Curriculum

Students must complete the ten core courses for the degree:

ECF 601 Fraud Examination Principles and Practices

ECF 604 The Computer and Internet Fraud

ECF 605 Corporate Ethics and Compliance

ECF 610 Criminal Justice and Legal Concepts

ECF 625 Litigation Support Practices and Procedures

ECF 632 Financial Statement Fraud

ECF 636 Occupational Fraud and Abuse

ECF 644 Information Security

ECF 652 Leadership Assessment and Evaluation

ECF 655 Fraud Detection and Prevention: Special Cases

Students choose one of the following:

ECF 628 Cybercrime, Cyber Warfare, Cyber Espionage

ECF 638 White Collar Crime

ECF 658 Data Mining

ECF 665 Computer Digital Forensics

All students complete a capstone project:

ECF880 Integrative Capstone

TOTAL CREDITS: 36

Faculty

Program Director: Margaret McCoe, M.S.

Associate Professors: Redmond, Wang

Assistant Professors: McCoe

Lecturers: Casey, Crossen, Henry, Hilkwitz, Monaghan, Smith, Walters, Welde, Zikmund

ECF 601 - Fraud Examination: Principles and Practices

This course will provide students the weapons to fight fraud by focusing on basic fraud schemes, information and evidence gathering, criminal and civil prosecution, and criminology and ethics. The objective of this course is to provide students with methodologies for resolving fraud allegations from inception to disposition. Students taking this course gain an understanding of the different types of fraud, the legal environment of fraud, and the ways to obtain evidence and assist in the detection and prevention of fraud.

Number of Credits: 3

ECF 604 - The Computer and Internet Fraud

Computers have made organizations easier to run. All accounting information, inventory records, customer data, and intellectual property that an organization possesses is contained somewhere in an electronic file. As such, these

electronic files are vulnerable to attacks from both employees and outsiders from around the world. This course will provide the student with an understanding of how computer fraud and manipulation is accomplished and what security measures should be instituted to prevent it.

Number of Credits: 3

ECF 605 - Corporate Ethics and Compliance

This course will examine corporate compliance as a response to the Sarbanes/Oxley legislation, which requires corporations to implement programs designed to impact business practices relative to honesty, integrity, compliance, and ethical behavior. Students will review the elements of the Act with particular emphasis on the areas of the Federal Sentencing Guidelines, Public Company Accounting Oversight Board (PCAOB); auditor independence; corporate responsibility; enhanced financial disclosure; corporate fraud; and accountability as they relate to the promotion of enhanced financial security and address corporate malfeasance. Students will evaluate case studies of practical applications of theories and practices on the implementation of ethics and professionalism.

Number of Credits: 3

ECF 610 - Criminal Justice and Legal Concepts

The course provides an overview of the legal systems and expertise required for fraud risk professionals. The course enables participants to deepen their knowledge of the U.S. legal system by acquiring a broader understanding of processes and procedures that focus on fraud investigation, prosecution, and civil remedies. The course covers knowledge of law enforcement agencies, federal rules and regulations and evidence management, and expert testimony.

Number of Credits: 3

ECF 625 - Litigation Support Practices and Procedures

Learners will explore white collar misconduct that constitutes civil and/or criminal fraud in a corporate setting, including but not limited to: (1) falsification of business records; (2) false billing; (3) forgery of documents or signatures; (4) embezzlement; (5) creation of false companies; (6) false insurance claims; (7) bankruptcy fraud; (8) investment frauds (such as Ponzi schemes); (9) tax fraud; and (10) securities fraud. Students will develop processes and procedures for proper evidence management as well as learn how to prepare to serve as an expert witness and write legally sound expert reports.

Prerequisite: ECF 610

Number of Credits: 3

ECF 628 - Cybercrime, Cyber Warfare, Cyber Espionage

This course introduces students to the differences between cybercrime, cyber warfare and cyber espionage by discussing the relationship of cyber intrusions and cybersecurity to nations, businesses, society, and people. Students will use case studies to analyze the threats, vulnerabilities and risks present in these environments, and develop strategies to reduce the breaches and mitigate the damages.

Number of Credits: 3

ECF 632/FACC 702 - Financial Statement Fraud

This course introduces students to the differences between cybercrime, cyber warfare and cyber espionage by discussing the relationship of cyber intrusions and cybersecurity to nations, businesses, society, and people. Students will use case studies to analyze the threats, vulnerabilities and risks present in these environments, and develop strategies to reduce the breaches and mitigate the damages.

Number of Credits: 3

ECF 636 - Occupational Fraud and Abuse

Occupational fraud and abuse is described as the use of one's occupation for personal enrichment through the deliberate misuse or misapplication of one's employing organization's resources or assets. Through the use of real-life case examples, this course will focus on the types of persons most likely to perpetrate occupational fraud, the conditions under which fraud might be committed, and the specific schemes used to defraud organizations of amounts ranging from hundreds to millions of dollars.

Number of Credits: 3

ECF 638 - White Collar Crime

This course focuses on the battle between personal gain and individual integrity and provides a comprehensive analysis of white-collar crime in American society. The course presents a picture of all types of white-collar crime, and includes discussion of high-profile cases, trends in criminal activity, consequences of criminal behavior, and the impact on victims. The course addresses the economic crisis, its causes, cases and participants, and the impact of white-collar crime.

Number of Credits: 3

ECF 644 - Information Security

This course explores all aspects of computing and communications security, including policy, authentication, authorization, administration, and business resumption planning. It examines key security technologies, such as encryption, firewalls, public-key infrastructures, smart cards, and related technologies that support the development of an overall security architecture. Coursework includes plans for developing and implementing a technology security strategy focused on business needs. Prerequisite: ECF 604

Number of Credits: 3

ECF 652 - Leadership Assessment and Evaluation

This experiential course emphasizes the importance of feedback and self-assessment for leadership development. It includes extensive assessment of each participant's management style and skills based on self-evaluations (using structured questionnaires) and feedback from coworkers, faculty, and other participants. Leadership development experiences emphasize time and stress management, individual and group problem-solving, communication, power and influence, motivation, conflict management, empowerment, and team leadership. Each participant identifies skills he or she needs to develop and reports on efforts to develop those skills.

Number of Credits: 3

ECF 655 - Fraud Detection and Prevention: Special Cases

The opportunity to commit and conceal fraud exists only when there are assets susceptible to misappropriation and a lack of internal controls to prevent or detect fraud. This course will focus on the high-risk fraud environments wherein assets are more vulnerable to misappropriation and fraud because of either a lack of, or non-functioning of, internal controls. The study of various fraud investigative methods and the process for communicating an expert report will be an essential part of this course.

ECF 658 - Data Mining

This course introduces the field of data mining, with specific emphasis on its use for Machine Learning algorithms. Techniques covered may include conceptual clustering, learning decision rules and decision trees, case-based reasoning, Bayesian analysis, genetic algorithms, and neural networks. The course covers data preparation and analysis of results. Skills in Microsoft Excel are useful.

Number of Credits: 3

ECF 665 - Computer Digital Forensics

This course examines techniques used to conduct computer crime investigations and gather probative evidence to secure a conviction under state and federal laws. Students will simulate a computer forensic investigation: developing an investigation plan, securing the crime scene, analyzing evidence, preparing the case for court, and testifying in a moot court situation.

Number of Credits: 3

ECF 880 - Integrative Capstone

The capstone project is an opportunity to pursue an independent learning experience focused on a specific aspect of economic crime forensics based on the student interest. The capstone is intended to extend students beyond the coursework and cases to apply knowledge in ways that are relevant to their professional goals. Students will work on a research project or in an experiential learning environment. Each student will be required to present his/her capstone both as an oral presentation and a summary written document.

Number of Credits: 3

Education – (M.A.)

Admission Requirements

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at <http://www.lasalle.edu/grad/>. The application fee is waived for applications submitted online.
2. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.
3. Provide official transcripts from the institutions of higher education showing all undergraduate and previous graduate study (if applicable).
4. Obtain acceptable scores on the Miller Analogies Test (MAT). Arrangements to take this examination may be made with La Salle's Counseling Center. This requirement may be waived for applicants with an overall GPA of 3.4 or above or hold an existing masters or advanced degree.
5. Provide two letters of recommendation from colleagues or supervisors who can address the candidate's ability and motivation for enrollment.
6. Provisionally meet the criteria, both academic and professional, detailed later in this section under the heading "Candidacy Procedures for Teaching Certification."

Additional information may be requested.

1. Provide a copy of teaching certificate.
2. Attend a personal interview with the Director of the program.
3. Provide a personal statement of your interest in the program.
4. Provide a professional résumé.

Admission is based solely upon applicant's qualifications. Please refer to the University's Nondiscrimination Policy in the General Reference section of this catalog.

All documents should be sent to the following:

Office of Graduate Enrollment

La Salle University- Box 826

1900 W. Olney Avenue

Philadelphia, PA 19141

215.951.1100/ Fax 215.951.1462

Progression through the Master's Degree Program

Individual plans for progression will be determined for each student in consultation with the program director and program adviser.

Required for Degree:

- 30 graduate credits consisting of the 6 Core and 4 other courses
- GPA of 3.0 and higher

Core Courses: Required for the Masters of Arts degree in Education and Elementary/Special Education certification, Middle Level/Special Education, and Secondary Education certification. (*Other programs may have different requirements for the M.A.)

- **EDC 503** Cognitive, Social, and Emotional Development
- **EDC 510** Human Exceptionalities
- **EDC 602** Educational Technology
- **EDC 604** Foundations of Schooling
- **EDC 613** The Developmentally Oriented Teacher
- **EDC 751** Transformative Pedagogy: A Capstone Experience

Electives: 12 credits are required to complete the M.A. (Certification courses can be used as electives for the M.A.)

M.A. candidates may choose to specialize in one of the concentrations listed below.

Autism Spectrum Disorders (12 credits):

- **EDC 655** Dimensions of Autism
- **EDC 657** Systems Approach with Families and Educators
- **EDC 665** Communication Strategies for Teachers of ASD Children and Youth
- **EDC 667** Implementing the IEP in the Inclusive Classroom

Instructional Coaching (12 credits):

- **EDC 505** Introduction to Instructional Leadership I
- **EDC 615** Advanced Instructional Design
- **EDC 652** Leadership and Educational Change I
- **EDC 653** Leadership and Educational Change II

M. A. degree with certification candidates will engage in field experience and integrated coursework:

Elementary and Special Education Certification Candidates

- Inclusion Practicum (Combines **EDC 643**, **EDC 645**, **EDC 661**)
- Professional Semester (Combines **EDC 662** and **EDC 679** or **EDC 669** and **EDC 679**)

Special Education (only) Certification Candidates

- Inclusion Practicum (Combines **EDC 643**, and **EDC 645** and **EDC 661**)

Middle Level and Special Education Certification Candidates

- Inclusion Practicum (Combines **EDC 643**, **EDC 645**, **EDC 661**)
- Professional Semester (Combines **EDC 662** and **EDC 679** or **EDC 669** and **EDC 679**)

Secondary Education Certification Candidates

- Secondary Education Practicum (Combines **EDC 647** and **EDC 648**)
- Professional Semester (Combines **EDC 680** and **EDC 689** or **EDC 680** and **EDC 668**)

***Visit the individual program pages for courses of study for each certification option offered.**

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

A modest amount of need-based, tuition-reduction funding is available. Scholarships are available for STEM education candidates. Consult the Director or Academic Advisor for more details.

Information about financial aid and application forms may be obtained from the Student Financial Services' Web site, <http://www.lasalle.edu/financialaid/>, or by calling 215.951.1070.

Graduate Faculty

Director: Greer Richardson, Ph.D.

Professors: Williams

Associate Professors: Byrne, Lewinski, Liang, Mosca, Richardson

Lecturers: Baker, Conway, Dougans, Finore, Foote, Hughes, Kersul-Wiener, Linso, Ricci, Vassallo, Rulli, Tarducci

Professors *Emeritus*: Clabaugh, Vogel, Yost

EDC 503 - Cognitive, Social, and Emotional Development

This course provides an overview of the physical, cognitive, psychosocial, emotional, and moral development for humans across the lifespan. Participants will explore theories of learning and development as they pertain to the individual in the home, in schools, the community, at work, individually, with families and with peers. Attention will be paid to both normative and nonnormative developmental trends.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid, Online

EDC 505 - Introduction to Instructional Leadership I

This course provides an overview of adult learning, understanding, and communication as a vehicle to teacher growth and instructional leadership skills as well as an introduction to models of assessment, technology standards, technology in assessment, data-driven decision making using Excel and other data-based programs, data analysis, supervision, and professional development. Opportunities to shadow and observe practicum supervisory staff will be provided. Students will also get valuable experiences practicing authentic data collection and analysis through the development of an assessment and professional development plan in the graduate practicum.

Controversies are dissected and the organizational complexities of school structures are analyzed. Numerous levels of assessment and accountability are researched. Theories and practices of curriculum development 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 attitudes that make teachers effective curriculum leaders and school problem solvers.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Hybrid

Prerequisites: EDC 613

EDC 510 - Human Exceptionalities

This course introduces human exceptionalities and surveys the psychological, medical, legal, and social forces influencing the provision of services for exceptional people. Clarifies perceptions of exceptionalities, defines and

describes key terms and concepts, and identifies major trends that affect the scope and nature of service to exceptional people.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid, Online

EDC 512 - Introduction to the Middle School

This course is designed to provide students with an overview of the historical, social, and cultural influences in the development of the middle school concept. It investigates organizational structure, alternative patterns of school and class organization, team planning, and collaboration techniques. 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 adolescent issues requiring specific educational approaches.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

EDC 520 - Writing Instruction for Literacy Educators

In this course, students will read and analyze books and articles written about the pedagogy of writing instruction to give the foundation necessary to create an authentic writing environment in their classrooms—where all of the students will view themselves as writers. The students will create teaching goals and will present what they learn through a variety of assignments culminating with the creation and implementation of a unit to reflect their growth.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

EDC 555 - Introduction of Early Childhood Methods

This course provides an overview of historical and current early childhood education models as well as curriculum, classroom management, and assessment considerations based on developmental theories of young children in Prek-4th grades. A special emphasis is placed on holistic curricula integrating literacy, mathematics, science, social studies, art, music, and movement into early childhood classrooms and including the family and community into the overall design. Understanding how to develop a classroom environment that embraces is emphasized.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face, Hybrid

Prerequisites: EDC 503

EDC 602 - The Teacher and Technology

This course helps teachers incorporate modern technologies of instruction into their classroom practices. Includes visual literacy and design principles, videography, the Internet, videodisc technology, cable in classroom, trends in educational computing, and multimedia. Emphasizes the impact of those technologies on human growth and development.

Number of Credits: 3

When Offered: Summer

How Offered: Online

Prerequisites: EDC 503

EDC 604 - Foundations of Schooling

This course examines schooling and its problems in historic, social, economic, legal, organizational, philosophical and global contexts. The intents and effects of educational institutions including, but not limited to schooling, both past and present are discussed. Schooling-related controversies are dissected and the organizational complexities of schools structures are analyzed. Numerous levels of assessment and accountability are researched. Theories and practices of curriculum development 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 attitudes that make teachers effective curriculum leaders and school problem solvers.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face, Hybrid

Prerequisites: EDC 503, EDC 510, EDC 613

EDC 612 - Geography for Teachers

This course provides educators with the knowledge necessary to institute, update, and enrich the teaching of geography. Examines using geography as an integrative discipline to teach physical and social sciences. Surveys the major research traditions of geography including the earth-science tradition, the culture-environment tradition, the location tradition, and the area analysis tradition. Required of all Elementary and Special Education Certification candidates.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face, Hybrid, Online

EDC 613 - The Role of the Developmentally Oriented Teacher

This course enables students to more expertly apply child and adolescent developmental concepts to the practice of teaching. Explores strategic instructional planning, teaching styles, presentation skills, cooperative learning, and classroom management systems. Emphasizes the role of the teacher as an educational leader and decision-maker. Uses video-assisted micro-teaches both in the laboratory and the classroom.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face, Hybrid

Prerequisites: EDC 503

EDC 615 - Advanced Instructional Design

This course advances understanding of managing the teaching and learning environment through instructional and management considerations using research-based approaches for practicing teachers and instructional leaders. The use of technology and other methods to enhance in-depth learning are emphasized. Course content includes strategic instructional planning, curriculum mapping, integrated unit development, differentiated instruction, technology integration, authentic assessments, culturally proficient teaching, and the role that classroom management plays in developing a positive climate for learning. *This course may be taken as an elective in the master's program*

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Hybrid

Prerequisites: EDC 505

EDC 616 - Play, Learning, and Education

This course examines various perspectives on the notion of play in culture, with a particular emphasis on children's play. The course will emphasize the link between theory and practice at the sites in society where children interact with each other and adults.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

EDC 617 - Reading in the Content Areas for Secondary Educators

This course provides students 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, instruction 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. Required of all certification candidates.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 503

EDC 618 - Reading and Writing in the Elementary-Special Education Classroom

Promotes understanding of reading as a strategic interactive process that affects learners' efforts in all academic areas. Explores currently held views of the reading process, instruction techniques, and assessment concerns related to elementary and secondary education. Employs 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. Required of all certification candidates.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 503

EDC 619 - Literacy Difficulties: Diagnosis and Instruction for Reading Specialists and Classroom Teachers

The major goal of this course is to help future and practicing teachers understand how reading and writing ability develop, why some students have difficulty learning to read/or write, how to diagnose and address reading and writing problems, why a variety of assessment and teaching techniques must be used to identify students' strengths and needs, and how to use the results to design appropriate instruction. The premise for this goal is that both understanding why and knowing how are necessary for a teacher to make informed decisions that impact reading and writing instruction.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 617 or EDC 618; or enrolled in Special Education certification program

EDC 624 - Images of Schooling and Childhood in Literature, Painting, and Film

The seminar will examine how concepts of schooling and childhood evolved in American and European culture from the 18th century to the present. The course will focus on how literature, painting, and film reflect these changing concepts as they relate to the following: progressive vs. traditional schooling; school as factory, temple, and town meeting; public vs. private schooling; corporal punishment; moral education; childhood, heredity, and environment; and childhood, creativity, and imagination. The course will also include a field trip to the Philadelphia Museum of Art.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

EDC 641 - Teaching Science as Integrated Inquiry

This course focuses on how to develop student understanding of scientific knowledge 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 also addresses science education standards, issues, research, and application. Throughout the semester, students are provided with many opportunities to engage in personal and collaborative inquiry about teaching and learning science.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 503

EDC 642 - Development of Mathematical Thought

Assists students in understanding how children develop quantitative reasoning and examines implications for teaching math concepts, skills, and problem-solving approaches across content areas. Provides a basis for understanding the changing mathematics curriculum and offers opportunities to plan and evaluate instructional techniques. Required of all Elementary and Special Education Certification candidates.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: EDC 503

EDC 643 - Developing and Adjusting Instruction

This course is designed to help elementary and special education teachers use a developmental perspective in order to design instruction that maximizes learning for a diverse groups of pupils. Further, this course will provide the knowledge necessary for teachers to adjust instruction to accommodate the wide variety of needs commonly found among children with and without disabilities and other needs in current elementary and special education classrooms. Education 643 provides the background necessary for understanding developmental levels, learning styles, and research-based instructional strategies that connect to unit development. Education 645 and 661 represents a summer practicum experience necessary to implement instruction in inclusive and non-inclusive educational settings.

Number of Credits: 3

When Offered: Summer

Prerequisites: EDC 503, EDC 510

EDC 644 - Assessing the Abilities of all Learners

This course provides an overview of norm-referenced, criterion-referenced, curriculum-based, and authentic assessments used in the evaluation of students with and without disabilities. Classroom-based practices using differentiated assessments are also emphasized in this course. Students will be engaged in evaluating a focus child and writing a report containing Individualized Educational Plan (IEP) goals to meet the needs of the student.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face, Hybrid

Prerequisites: EDC 510 or permission

EDC 645 - Planning and Instruction for Students with Special Needs

This course will extend graduate students' understanding of Individualized Education Plan (IEP) planning, including the Individual Transition Plan, and how to collaborate with parents and outside agencies. Included will be IEP interpretation and accommodations for students classified as low incidence students, including autism. In addition, students will learn how to adjust standards-based units of instruction to meet the needs of students with moderate to severe disabilities. Addressed will be the following: functional and basic academics, communication, daily living skills, socialization, community experiences and related services.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Prerequisites: EDC 643

EDC 647 - Developing and Adjusting Instruction for Secondary Learners

This course applies a developmental perspective to the design and implementation of secondary-level instruction.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Prerequisites: EDC 503 or permission

EDC 648 - Secondary Education Summer Practicum

An intensive summer immersion program for secondary certification candidates. Provides an early full-time classroom teaching experience in a closely supervised and highly supportive clinical setting.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Prerequisites: EDC 503, EDC 647 or permission

EDC 650 - Language Assessment and Special Education of ESL Learners

Provides an overview of federal, state, and local mandates regarding the assessment of ESL learners. Placement testing, standardized assessment, performance assessment, rubrics, and portfolios will be addressed specifically. Issues in authentic assessment and assessment in the content areas will also be addressed. Helps students to understand the legislation that promotes individual rights for children and adults with disabilities, the special education classification and labeling process, and current trends in the education of children with disabilities. Students will analyze the impact that a handicapping condition has on the individual in learning and social environments.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

Prerequisites: BLS 600, BLS 601, or permission

EDC 652 - Leadership and Educational Change I

This course focuses on developing education professionals' ability to critically reflect on problems arising in schools for the purpose of achieving positive school change. Using in-depth research related to instructional practices in a specific content area of interest or expertise (reading, mathematics, social studies, science, etc.) or behavior management, students will conduct needs assessments in their schools and design a professional development project that will result in positive classroom or school change. Approval of the project is required by the school leadership and course instructor prior to progressing to the next course (EDC 651), in which the action research project will be implemented.

In order to prepare graduate students for this project they will be exposed to the following 1) school staff development needs and resources based on analysis of data, interviews with teachers and the leadership team, and personal observations; 2) multiple assessments designed to measure program outcomes, and: 3) activities designed to address the needs of the educational program and needs assessment.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Hybrid

Prerequisites: EDC 505, EDC 615

EDC 653 - Leadership and Educational Change II

This course is a continuation of EDC 650: Leadership and Educational Change I. Thus, graduate students will be implementing professional development plans in a school environment and analyzing data collected to measure outcomes of the action research project. Students will be mentored and supervised by a La Salle University instructor as they engage in implementing their school-based projects and measuring outcomes.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Hybrid

Prerequisites: EDC 505, EDC 615, EDC 652

EDC 655 - Dimensions of Autism

This course provides an overview of the historical and legislative antecedents of autism spectrum disorder (ASD). Students will learn about the characteristics of students who fall within the Autistic Spectrum (Asperger's syndrome, pervasive developmental disorder, Rett's syndrome, childhood disintegrative disorder, and hyperlexia) in preparation for teaching students with autism in inclusive and self-contained settings. Students will be introduced to a continuum of interventions for students with ASD.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Hybrid

EDC 657 – Systems Approach With Families and Educators

This course is designed to provide the Marriage and Family Therapy (MFT) Graduate Student, and the Education Graduate Student with an understanding of how family systems, the education system and the community mental health system operate independently and collectively, and the influence each has on the other with regard to the special needs child and family. The goal of the course is to enhance the understanding of the delivery of service, and its impact on the well being of the child and the family. A comprehensive overview of systems approach to family therapy, the educator's role within the education system, and access and understanding of the community mental health system will be examined and explored. Additionally examined will be cultural issues and realities, the ethical considerations in treating a special needs child and family, and how all systems within the child's life can collaborate within the treatment model developed for that child.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Hybrid

Prerequisites: EDC 655

EDC 661 – Teaching All Students in Inclusive and Special Education Settings

An extension of EDC 645 in which participants design and deliver instruction to moderately and severely handicapped learners. Emphasizes the classroom application of research-based knowledge of child development and individual differences. *Prerequisites:* EDC 643, EDC 645

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Prerequisites: EDC 643 and EDC 645 or EDC 647

EDC 662 – Elementary and Special Education Student Teaching

Required of all Elementary and Special Education Certification candidates with no teaching experience.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: Must be taken as final course in certification sequence.

EDC 665 – Communication Strategies for Teachers of Students Spanning the Special Needs Spectrum

This course will provide educators with new insights into the communications-related needs of students, enable participants to work more effectively with related services in the delivery of special programming and, teach class members to apply new technologies and strategies to best meet the needs of special needs students including those with Autism Spectrum Disorders (ASD). In collaboration with speech- language pathologists, current practices in monitoring, data-gathering and assessment of students holding communications-related IEPs will be introduced, practiced and applied to the classroom setting in a practicum experience.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid

Prerequisites: EDC 655

EDC 667 - Implementing the IEP in the Inclusive Classroom

This hybrid course will enhance graduate students' understanding of how to interpret a Comprehensive Evaluation Report (CER) and Individualized Education Plan (IEP) in order to meet the academic, social, and/or behavioral goals of students with disabilities within the context of the general education curriculum. In addition, special consideration of the needs of English language learners and gifted and talented students will be addressed in the course. Application of universal design, differentiated instruction, and specific accommodations and strategies for students with disabilities will be stressed.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid

Prerequisites: For the special education certification program: EDC 510, EDC 644, EDC 643, EDC 645, EDC 661;
For the ASD program: EDC 655; EDC 665

EDC 668 - Secondary Education Supervised Teaching (S)

This course can, with permission of the Candidacy Committee, replace student teaching for candidates with two or more years teaching experience who are also currently employed as teachers. For one semester, the supervised teacher is observed and guided by University faculty while teaching in his or her own current private or public school position. The supervised teacher also conducts an action research project. (Must meet Commonwealth standards as appropriate for area of certification.) Required of all certification candidates who are not required to take student teaching.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Must be taken as final course in certification sequence.

EDC 669 - Elementary and Special Education Supervised Teaching/Transitional Teaching

This course can, with permission of the Candidacy Committee, replace student teaching for candidates with one or more years teaching experience who are also currently employed as teachers. For one semester, the supervised teacher is observed and guided by University faculty while teaching in his/her own current private or public school position. The supervised teacher also conducts an action research project. Required of all certification candidates who are not required to take student teaching.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: Must be taken as final course in certification sequence.

EDC 670 - Special Topics in Education

Permits individual examination of topics of special interest. Requires faculty sponsor and permission of the Director.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face, Hybrid, Online

EDC 673 - Seminar in School Law

This course surveys the complex legal environment in which schooling takes place. Explores the variety of laws and regulations that govern the work of educators. Outlines guiding legal principles and summarizes the legal processes whereby conflicts are resolved.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

EDC 679 - Elementary and Special Education Special Methods of Teaching

Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates.

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: Must be taken as final course in certification sequence.

EDC 680 - Secondary Education Special Methods of Teaching

Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Must be taken as final course in certification sequence.

EDC 689 - Secondary Education Student Teaching

Required of all certification candidates not eligible for Supervised Teaching. Prerequisite: Must be taken as final course in certification sequence

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Prerequisites: Must be taken as final course in certification sequence

EDC 751 - Transformative Pedagogy: A Capstone Experience

This capstone course, for students in any of the Education programs leading to a Master's degree, will focus on critical pedagogy and transformative pedagogies, while providing the structure and guidance for the completion of a capstone project. Students will be able to choose one of three capstone options: (1) publishable quality paper, (2) development of a curriculum, or (3) action research project. The course will be structured so that students will be guided through project proposal, design and completion while engaging in coursework and readings that emphasize transformative pedagogies.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

Prerequisites: EDC 501, EDC 502, EDC 504, EDC 604, EDC 613

Education – La Salle/RTC (M.Ed.)

Admission Requirements

To be accepted for admission to the program, a student must:

- Complete the Application for Admission which may be obtained at <http://www.lasalle.edu/grad/> accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.
- Provide evidence of successful academic achievement in completion of a baccalaureate degree from a regionally accredited institution of higher education. Candidates should have had a Grade Point Average of 3.0 in the bachelor's degree.
- Request that official transcripts from institutions of higher education showing all undergraduate and previous graduate study (if applicable).
- Provide a professional resume.
- Provide two professional recommendations enclosed in sealed and signed confidential envelopes.

Please refer to the University's Nondiscrimination Policy in the General Reference section of this catalog. Admission is based solely upon applicant's qualifications.

All documents should be sent to the following:

Office of Graduate Enrollment
La Salle University- Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141
215.951.1100/Fax 215.951.1462
grad@lasalle.edu

Description of the Program

The core program requirements and concentration areas for the La Salle/ RTC M.Ed. are assembled into three distinct tracks: 1) Teaching Strategies for 21st Century Learners; 2) Differentiated Instruction; and 3) Creating Positive Classroom environments. The Lasallian imprint goes even further in the program by requiring specific courses whose content closely aligns with each concentration area. These distinct concentration areas allow a candidate not only to associate their professional inquiry with their teaching practices; it gives them a level of pedagogical expertise consistent with a M.Ed. degree program.

The La Salle/RTC M.Ed. program has been designed to expand student understanding and application of research-based instructional strategies through highly engaging graduate courses that empower teachers with knowledge and skills to enhance effective practice. Moreover, courses are taught by highly-skilled, knowledgeable and experienced classroom practitioners. Instructors work to build a positive and collegial environment that models effective teaching practice. In addition, the interactive, research-based, project-focused courses engage participants as they discover signature pedagogies to further develop their teaching expertise. Finally, the activities, assignments, and LEP's enable candidates to apply inquiry-based models to what they have learned in their own educational settings. Students in the La Salle/RTC M.Ed. program will be required, across courses, to use their own practice and classroom settings as sites for enacting the methods and concepts that comprise each course.

Courses are offered in three different formats: face to face, hybrid and online. Face to face classes follow a weekend intensive format during the 10-month school year. Classes meet for five days spread over two or three nonconsecutive weekends, depending on course needs and structure. During summer sessions, courses run on five non-consecutive weekdays spread over two or three weeks. In addition to assignments and activities completed during the courses, all courses have a Learning Extension Project (LEP) due ten days to two weeks after conclusion of the course. Two of the courses; EDM 535 Brain-Based Teaching and Learning* and EDM 580 Differentiated Instruction* have one specific LEP required for all candidates that supports the EDM 635 Reflective Practice in Teaching course culminating in an action-research LEP.

January M. Baker, Ph.D.
Associate Director La Salle/RTC M.Ed. Program
215.951.1955
gradrtc@lasalle.edu
www.lasalle.edu/rtc

Faculty

Associate Director: January M. Baker, Ph.D.
Director of Instruction/RTC: Mike Kuczala, M.M.E
Assistant Director of College Programs/RTC: Dale Jonathan Miller, Ph.D.

Mission Statement

The mission of the Department of Education incorporates the de La Salle Christian Brothers tradition of teaching excellence and service. Our departmental focus on learning capitalizes on the need for all professional educators to understand and apply developmentally appropriate, content-rich, differentiated instructional, management, technological, and assessment practices that result in deep and meaningful learning.

A Lasallian educator is responsive to the needs of all students and the communities they serve through a rigorous curriculum. La Salle educators are knowledgeable, intellectually curious, reflective collaborative, confident, and proactive. They are service oriented – manifesting a measurable degree of devotion to assist students in need.

This mission statement, reflected in its courses and curricula, makes a strong statement about our sustained and focused commitment to selected graduate programs, particularly those that are located off site, throughout PA, MD or globally, that provide for the development of the area's most competent and qualified educational professionals. Given La Salle's history, teacher development is a clear focus of this public service mandate. Because they are typically employed and often have family or other responsibilities, part-time graduate students in education are often limited in how far they can travel to pursue their education. All too often, geography, not the nature of the educational program dictates a prospective student's choice.

Because our candidates are certified, practicing PreK-12 teachers, our instructors are mindful to explicate the links between the overall transformative social justice mission of the Education Department and the course experiences provided for candidates as they work to improve their teaching. Lastly, the dynamic integration of theory-practice-reflection domains assures that candidates have ample opportunity to discuss, explore and understand how and in what ways the coursework specifically relates to their work as teachers and their students as learners. The partnership with the RTC merges La Salle University's excellent reputation in higher education with The Regional Training Center's comprehensive relevant coursework.

Students who are interested in applying for matriculation into the Master of Education program should reference the section on admission requirements. Students who apply for matriculation into one of La Salle's other Master of Arts programs may apply a maximum of six credits of RTC coursework as elective credit, pending approval by the graduate program coordinator. Elective credit requirements vary by concentration and students must contact their graduate program coordinator prior to registration for course approval.

Overview

Beginning September 1, 2015 the Graduate Programs in Education will offer courses for professional development as well as courses leading to a new Master of Education in partnership with the Regional Training Center. Founded in 1993, The Regional Training Center's (RTC) purpose is to provide exciting and relevant graduate professional development opportunities in both executive format and online to teachers in New Jersey, Pennsylvania, and Maryland in partnership with colleges accredited by Middle States and Council for the Accreditation of Educator Preparation. This degree program has been designed for certified teachers who want to improve their own instructional practices. At this time, the La Salle/RTC M.Ed. is offered off-site in locations throughout PA and in MD*. (*pending Maryland Higher Education Commission's approval)

Program Goals

Graduate Programs in Education will:

1. Foster programming focused on leadership, social justice and equity.
2. Offer quality graduate program in various learning formats (online, hybrid, executive) to support student needs.
3. Provide students a cadre of faculty who are well-versed in adult education theory and practice; engaged in scholarly work; and highly productive and visible in their field of study.
4. Ensures program sustainability through human and capital acquisition and management.
5. Engage in ongoing program assessment to measure the short- and long-term impacts of Graduate Education programs on teacher practice.
6. Support student development in three distinct areas:
 - **Professional Learning Stance:** Students will address practice through the lenses of learning and inquiry stances. Students will develop critical habits of mind to address assumptions of practice by evaluating and interrogating significance, perspective, evidence, connection and supposition
 - **21st Century Communication Skills.** Students will use effective and articulate expression of thoughts and ideas effectively using multiple modalities and technologies in multiple and diverse settings. Students will use active and effective listening skills to surface underlying meaning, values, attitudes and intentions. Students will infer message effectiveness and impact before, during and after delivery.
 - **Social Justice and Leadership.** Students will engage in respectful collaboration to address professional and community issue. Students will display an awareness and sensitivity to ethnically, linguistically, cognitively, physically, socially diverse group. Students will demonstrate a belief in educational equity.

Progression through the Program

Courses indicated by course number and title.

Individual plans for progression will be determined for each student in consultation with the program director and program adviser.

The Master of Education (M. Ed.) program consists of a set of required courses taken by all students pursuing the degree in addition to concentration courses taken to allow students to focus on one particular area of emphasis. Course registration for this program will occur via the Regional Training Center.

Three (3) concentration options are offered to better meet specific, practice-based goals sought by the candidate for the M. Ed. degree.

Option 1: Teaching Strategies for 21st Century Learners

This area of concentration is designed for the practitioner interested in new insights and skills to effectively teach utilizing strategies and technology to increase academic achievement of P-12 21st century learners.

Required Core Courses (Six Courses: 18 Total Credits)

- EDM 535 Brain-Based Teaching and Learning*
- EDM 540 Cooperative Discipline
- EDM 545 Assessment Techniques: Assessing for Student Learning
- EDM 580 Differentiated Instruction*
- EDM 585 Styles of Teaching: Personality Type in the Classroom
- EDM 635 Reflective Practice in Teaching

Required Concentration Courses (Three courses: 9 Total Credits)

- EDM 520 Universal Design for Learning: Reaching All Learners in the Digital Age
- EDM 555 The Kinesthetic Classroom: Teaching and Learning Through Movement
- EDM 630 Skills for Building the Collaborative Classroom

Elective Course (Choose One 3-credit course or any other RTC course: 3 Total Credits)

- EDM 524 Technology with Ease: Enhancing the Modern Classroom
- EDM 530 Encouraging Skillful, Creative and Critical Thinking
- EDM 620 The Kinesthetic Classroom II: Movement Across the Standards

The LEP requirement for these courses supports the Reflective Practice in Teaching Course LEP project.

Option 2: The Differentiated Classroom

This area of concentration is designed for the practitioner interested in gaining new insights and skills to effectively raise academic achievement using strategies to reach a diverse classroom of P-12 learners.

Required Core Courses (Six Courses: 18 Total Credits)

- EDM 535 Brain-Based Teaching and Learning*
- EDM 540 Cooperative Discipline
- EDM 545 Assessment Techniques: Assessing for Student Learning
- EDM 580 Differentiated Instruction*
- EDM 585 Styles of Teaching: Personality Type in the Classroom
- EDM 635 Reflective Practice in Teaching

Required Concentration Courses (Three courses: 9 Total Credits)

- EDM 515 The Gendered Brain
- EDM 560 The Culturally Distinctive Classroom
- EDM 615 Strategies for ADHD, LD, and a Spectrum of Learners

Elective Course (Choose One 3-credit course or any other RTC course: 3 Total Credits)

- EDM 530 Encouraging Skillful, Creative and Critical Thinking
- EDM 555 The Kinesthetic Classroom: Teaching & Learning Through Movement
- EDM 575 Skills and Strategies for Inclusion and Disabilities Awareness

The LEP requirement for these courses supports the Reflective Practice in Teaching Course LEP project.

Option 3: Building Positive Classroom Communities

This area of concentration is designed for the practitioner interested in gaining new insights and skills to effectively create a positive and effective learning environment utilizing best practices in classroom management for P-12 learners.

Required Core Courses (Six Courses: 18 Total Credits)

- EDM 535 Brain-Based Teaching and Learning*
- EDM 540 Cooperative Discipline
- EDM 545 Assessment Techniques: Assessing for Student Learning
- EDM 580 Differentiated Instruction*
- EDM 585 Styles of Teaching: Personality Type in the Classroom
- EDM 635 Reflective Practice in Teaching

Required Concentration Courses (Three courses: 9 Total Credits)

- EDM 565 Increasing Student Responsibility and Self-Discipline in Learning Communities
- EDM 570 Motivation: The Art and Science of Inspiring Classroom Success
- EDM 605 The Bully Proof Classroom

Elective Course (Choose One 3-credit course or any other RTC course: 3 Total Credits)

- EDM 530 Encouraging Skillful, Creative and Critical Thinking
- EDM 555 The Kinesthetic Classroom: Teaching and Learning Through Movement
- EDM 630 Skills for Building the Collaborative Classroom

The LEP requirement for these courses supports the Reflective Practice in Teaching Course LEP project.

Student Learning Outcomes

All courses are involved in some form of the La Salle/RTC ongoing assessment system. To ensure appropriate content and rigor, La Salle has identified five Student Learning Objectives (SLO's) for each concentration area and the courses in which the SLO is taught and/or assessed. The Student Learning Outcomes for the M.Ed. program are:

Option 1: Teaching Strategies for 21st Century Learners

- A. Teachers will analyze diverse assessment tools and strategies.
- B. Teachers will identify principles of cooperative discipline in the context of 21st
- C. Century learners and apply knowledge to P-12 contexts.
- D. Teachers will apply research on learning to P-12 contexts.
- E. Teachers will conduct an action research project in their specific P-12 classroom context.

F. Teachers will be able to apply knowledge of 21st century learning to P-12 contexts.

Option 2: The Differentiated Classroom

- A. Teachers will analyze diverse assessment tools and strategies.
- B. Teachers will identify principles of cooperative discipline in the context of 21st Century learners and apply knowledge to P-12 contexts.
- C. Teachers will apply research on learning to P-12 contexts.
- D. Teachers will conduct an action research project in their specific P-12 classroom context.
- E. Teachers will be able to apply knowledge of diverse learners to P-12 contexts.

Option 3: Building Positive Classroom Communities

- A. Teachers will analyze diverse assessment tools and strategies.
- B. Teachers will identify principles of cooperative discipline in the context of 21st Century learners and apply knowledge to P-12 contexts.
- C. Teachers will apply research on learning to P-12 contexts.
- D. Teachers will conduct an action research project in their specific P-12 classroom context.
- E. Teachers will apply knowledge of positive classroom management theories and strategies to P-12 contexts.

Transfer Credit

For the FY 2016 year, it is anticipated that a majority of teachers in MD and PA who are currently matriculated into the current RTC/Gratz master's program will decide to continue with the RTC executive or online format courses and transfer to La Salle University. Both La Salle University and the Regional Training Center want to avoid any disruption in the program for Maryland and Pennsylvania teachers as there is both a legal and ethical imperative to continue. To best support those teachers who wish to complete their current program and receive a degree through the La Salle/RTC M.Ed. program beginning 9/1/15, La Salle University has agreed to accept all approved courses that are listed on an official transcript from Gratz College's MA Ed. Following the completion of a transfer form and transcript review, teachers will be able to continue with their graduate program in the Fall of 2015 and receive the La Salle/RTC M.Ed. degree upon successful completion of their coursework. Effective June 30, 2017, La Salle will no longer grandfather Gratz RTC credits. New applicants will be held to the same program standards as other applicants (see below).

For new matriculated students who do not have graduate credits from the RTC/ Gratz MA Ed. program, La Salle University may accept up to a maximum six graduate credits from other colleges or universities pending review and approval by the Associate Director.

Tuition and Fees

Students will register through the Regional Training Center (RTC)'s website and pay the tuition and fees as published. Please see <http://thertc.net> for more information.

Tuition Assistance

For students interested in financial aid for their M.Ed. degree, the information regarding required forms and FAFSA can be found at La Salle's Financial Aid Web site.

EDM 511 - Creating Health and Balance in Today's Classroom

This course examines, discusses and offers hands-on learning on research that shows students who are physically fit and well-nourished perform at a higher academic level. The impact of stress, poor nutrition, poor time management, and lack of physical activity on students and educators will be examined in order to better facilitate the learning process.

EDM 515 - The Gendered Brain

This course examines, discusses and offers hands-on learning in current research on gender differences, including how to provide educational equality enhancing each student's personal worth and meaning through a variety of gender specific activities.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid, Online

Restrictions: none

Prerequisites: none

Corequisites: none

EDM 520 - Universal Design for Learning: Reaching All Learners in the Digital Age

This course examines, discusses and offers hands-on learning for teachers to apply a blueprint for creating flexible goals, methods, materials and assessments to support classroom-based activities that will enable their students with diverse needs and learning styles to succeed in an inclusive, standards-based, digital classroom.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid, Online

Restrictions: none

Prerequisites: none

Corequisites: none

EDM 524 - Technology with Ease: Enhancing the Modern Classroom

Focus on keeping ahead of the technological curve, regardless of your initial comfort working with technology. This course is designed to increase confidence in integrating technology using emerging web applications. Explore the use of educational technology to facilitate student learning and have students become digitally prepared for the 21st century. Question previously conceived notions about content creation, delivery, storage, and assessment, while stretching existing teaching methods to adapt to changing student needs. NOTE: A laptop with WiFi capability is required.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online, Hybrid

Restrictions: none

Prerequisites: none

Corequisites: none

EDM 530 - Encouraging Skillful, Critical, and Creative Thinking

This course examines, discusses and offers hands-on learning in a practical, experiential course for all educators who want to explore and apply instructional strategies to teach students to be better thinkers. Embedded within the course are five research-based themes to promote student achievement: learning to think skillfully; thinking to learn (using models for thoughtful questioning); thinking together cooperatively; thinking about one's thinking (metacognition and reflection); and thinking big by applying thinking skills and processes to authentic problems.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid, Online

Restrictions: none

Prerequisites: none

Corequisites: none

EDM 535 - Brain-Based Teaching and Learning

This course examines, discusses and offers hands-on learning utilizing current research in neuroscience that indicate ways that brains naturally learn best. Teachers will then apply what they learn to the P-12 classroom.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid, Online

Restrictions: none

Prerequisites: none

Corequisites: none

EDM 540 - Cooperative Discipline

This course examines, discusses and offers hands-on learning to shift the discipline paradigm from controlling student behavior through rewards and punishment to helping all students make better choices. Structured around research-based school success factors, course content identifies the four goals of misbehavior, builds positive classroom climate, and presents multiple strategies to use at the moment misbehaviors occur.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid, Online

Restrictions: none

Prerequisites: none

Corequisites: none

EDM 545 - Assessment Techniques: Assessing for Student Learning

This course examines, discusses and offers experience and analyzing authentic assessments, as well as studies the progression of the standards-based movement and how the Common Core State Standards will better allow educators to prepare students for the future.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid, Online

Restrictions: none

Prerequisites: none

Corequisites: none

EDM 555 - The Kinesthetic Classroom: Teaching and Learning Through Movement

This course examines, discusses and offers hands-on learning through understanding how instructional content can be enlivened in the P-12 classroom through the use of dynamic movement and kinesthetic activity. By using movement, academic standards can be met, test scores can be improved and important life skills can be developed.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid, Online

Restrictions: none

Prerequisites: none

Corequisites: none

EDM 560 – The Culturally Distinctive Classroom

This course examines, discusses and offers hands-on learning in strategies for classroom management and lesson delivery in a culturally diverse classroom will be examined. The focus is on understanding our national culture in order to understand and appreciate other cultures. A study of multiculturalism, trends in multicultural education through the perspective of the English Language Learner, as well as trends in second language acquisition are key components of this course.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid, Online

Restrictions: none

Prerequisites: none

Corequisites: none

EDM 565 – Increasing Student Responsibility and Self-Discipline in Learning Communities

This course examines, discusses and offers hands-on learning through using a three-dimensional model for understanding why students may act irresponsibly in the classroom and what can be done about it. Develop an approach that focuses on students' internal dialogues to help them resolve inner conflicts as well as examine strategies for improving responsibility in the learning community.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid, Online

Restrictions: none

Prerequisites: none

Corequisites: none

EDM 570 – Motivation: The Art and Science of Inspiring Classroom Success

This course examines, discusses and offers hands-on learning on why the traditional reward-punishment model does little to promote achievement and offers concrete researched-based ways to motivate students. Motivation as it applies to the learning process will be surveyed: basic human needs, the driving force behind all human behavior, inspiration and peak performance, energizing classroom strategies, and frameworks that encourage change and achievement.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid, Online

Restrictions: none

Prerequisites: none

Corequisites: none

EDM 575 - Skills and Strategies for Inclusion and Disabilities Awareness

This course examines, discusses and offers hands-on learning to assist teachers to gain a deeper understanding of disabilities, and examine the social, academic and physical considerations in school, community and home as factors in the learning environment.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid, Online

Restrictions: none

Prerequisites: none

Corequisites: none

EDM 580 - Differentiated Instruction

This course examines, discusses and offers hands-on learning through a framework to design effective instruction for all students using students' learning styles, interests and level of readiness.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid, Online

Restrictions: none

Prerequisites: none

Corequisites: none

EDM 585 - Styles of Teaching: Personality Type in the Classroom

This course examines, discusses and offers hands-on learning on Jung's four temperaments to understand more thoroughly issues pertaining to teaching, learning, classroom management, communication, conflict resolution, esteem building, and problem solving. Teachers will apply what they learn to real classroom situations.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid, Online

Restrictions: none

Prerequisites: none

Corequisites: none

EDM 605 - The Bully Proof Classroom

This course examines, discusses and offers hands-on learning on the important issue of bullying that today's families, schools, communities, and society face. This course provides research-based information to better understand the issues and develop strategies to address the problem.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid, Online

Restrictions: none

Prerequisites: none

Corequisites: none

EDM 615 - Strategies for ADHD, LD, and a Spectrum of Learners

This course examines, discusses and offers hands-on learning in today's classrooms that include a spectrum of learners who have different levels of attention, learning, communication, and behaviors. Learn how to tap into your students' strengths with appropriate interventions and curriculum practices.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online, Hybrid

Restrictions: none

Prerequisites: none

Corequisites: none

EDM 620 - The Kinesthetic Classroom II: Moving Across the Standards

This course examines, discusses and offers hands-on learning to design kinesthetic activities for the P-12 classroom focusing on teaching Common Core and national standards based content. It also supports the refinement of strategies and techniques regarding "The Six-Part Framework" to ensure maximum student participation that enhances academic achievement, builds class cohesion, and develops life skills. Teachers create new activities and tactics to enhance the learning process for the students and design effective action plans to increase movement in the school environment.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid, Online

Restrictions: none

Prerequisites: none

Corequisites: none

EDM 630 - Skills for Building the Collaborative Classroom

This course examines, discusses and offers hands-on learning to bolster collaboration, cooperation, innovation, creativity and critical thinking (all 21st Century Skills) using interactive hands-on structures and activities. The goal: to engage students living in a global community and ultimately working in a global marketplace. Participants can expect to learn how to successfully encourage students to work cooperatively and collaboratively to THINK, CREATE, SHARE and GROW interdependently.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Hybrid, Online

Restrictions: none

Prerequisites: none

Corequisites: none

EDM 635 - Reflective Practice in Teaching

This course examines, discusses and offers hands-on learning for teachers to apply concepts and principles of reflective teaching practice in the context of critical and transformative pedagogies. Emphasis is placed on linking reflection on practice to make informed instructional decisions. This course is structured so that graduate students are guided through a reflective process leading to deeper insights into the nature of teaching and learning.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Online

Restrictions: none

Prerequisites: This course may be taken only after the completion of at least 5 courses in the program.

Corequisites: none

History

Program Description

La Salle's M.A. in History program is different from all others in the Mid-Atlantic region in several distinct ways: for example, its two-track program and its unique Concentration in Public History.

A Two-Track Program

- M.A. in History (30 credits)
- M.A. in History for Educators (30 credits)

Unique features of the **M.A. in History for Educators and the M.A. in History:**

1. A common core of seven courses:

HIS 510: Historiography

HIS 610: Readings in American History

HIS 620: Readings in European History

HIS 630: Readings in World History

HIS 640: Visualizing History

HIS 650: Oral History

HIS 663: Readings in Special Topics in American, European, and Global

2. The option of either a comprehensive exam or writing a thesis.

These unique features of this program provide distinct opportunities to advance the careers of both practicing social studies teachers and aspiring graduate students in history. The appeal for all teachers with teaching certificates is that this program will broaden and deepen their knowledge of history in maintaining active certification status (in conformity with Act 48) and reaching the "highly qualified teacher" category by mastery of content knowledge.

Those students in pursuit of a traditional M.A. in History will also find La Salle's program attractive:

- The M.A. in History curriculum is professional in nature and is designed as preparation for the doctorate and numerous professional careers.
- The common core of seven courses, along with upper-level electives and seminars provides excellent preparation for archival analysis, visual history, material culture, oral history, and interdisciplinary research that, collectively, has become the hallmark of doctoral-level courses in history, as well as most doctoral dissertations.

Unique features of the **M.A. in History with a Concentration in Public History**:

La Salle's M.A. in History with a concentration in Public History provides graduates with both historical content knowledge and professional skills needed for successful careers in Public History by offering the following:

- A general introduction to Public History
- The acquisition of both content knowledge and pedagogical skills in visual representations associated with American social and cultural history
- An introduction to the analysis of material culture and archival analysis
- Familiarization with the workings of history museums and the development of exhibits
- Familiarization with various digital media skills for the development of Web sites and documentaries
- An internship with a public history venue in order to develop skills required for a successful career in public history

George B. Stow, Ph.D.

Director

215.951.1097

stow@lasalle.edu

www.lasalle.edu/gradhistory

If you have any questions regarding the History program, please contact:

gradhis@lasalle.edu

Mission Statement

In accordance with our belief that History is, as G.R. Elton once put it, “the only living laboratory we have of the human experience,” the History Department of La Salle University seeks to immerse its students as broadly as possible in that experience. In the best tradition of the Christian Brothers, we aspire to teach our students, “where we find them,” regardless of means or status. Toward that end we take to heart the words of the University’s mission statement, seeking to “assist students in liberating themselves from narrow interests, prejudices, and perspectives,” and to show them the full reach of the human past. We believe that such training develops our students as both active citizens and, more important, as fully-realized human beings.

Program Goals

Instructional Goals

1. The application of varying historiography
2. The demonstration of a firm understanding of historical content knowledge combined with pedagogy
3. The production of original historical scholarship
4. The ability to form convincing historical arguments
5. The incorporation of substantive primary source material to prove a preconceived thesis

Student Learning Outcomes

At the conclusion of this program, the student will be able to do the following:

1. Understand historiographical approaches
2. Comprehend and retain pedagogical content knowledge
3. Apply critical thinking and analytical skills relative to the contextual historical scholarship
4. Use substantive prose style in order to present meaningful explanations of historical events

5. Appreciate the importance of factual evidence and chronology

Admission Requirements

M.A. in History and M.A. in History with a Concentration in Public History

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at <http://www.lasalle.edu/grad/> accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.
2. Provide evidence of completing a bachelor's degree with 18 hours of undergraduate course work in history or a related discipline with a GPA of at least 3.0
3. Provide official transcripts of all undergraduate and graduate course work
4. Obtain and submit an acceptable score on the Graduate Record Exam General Test (Native speakers of a language other than English must submit TOEFL scores.)
5. Provide a Professional Résumé.
6. Request two letters of recommendation from colleagues or supervisors who can address the candidate's ability and motivation for enrollment.
7. Provide a writing sample (preferably from an undergraduate research paper)
8. Provide a brief personal statement (250 to 500 words)

Admission is based solely upon the applicant's qualifications. Please refer to the University's Nondiscrimination Policy in the General Reference section of this catalog

* The stated admission requirements are construed as guidelines; the graduate admissions committee fully recognizes that some candidates may present either credentials or prior experiences that lie beyond the parameters described above.

All documents should be sent to the following:

Office of Graduate Enrollment
La Salle University- Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141
215.951.1100/ Fax 215.951.1462

grad@lasalle.edu

M.A. in History for Educators

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at <http://www.lasalle.edu/grad/> accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.
2. In most cases, candidates for admission to the M.A. program in History for Educators should have taken 18 hours of undergraduate course work in history or a related discipline, with a GPA of at least 3.0.
3. Request that official transcripts from the institutions of higher education showing all undergraduate and previous graduate study (if applicable).
4. Present evidence of one of the following:
 - a. A currently valid teaching certificate, OR
 - b. An acceptable score on the Professional Knowledge section of the Praxis Test (Native speakers of a language other than English must submit TOEFL scores.) OR
 - c. An acceptable score on the Miller Analogies Test (MAT)
5. Provide a Professional Résumé.

6. Request two letters of recommendation from colleagues or supervisors who can address the candidate's ability and motivation for enrollment.

7. Provide a personal statement of your interest in the program, if requested (optional).

Please refer to the University's Nondiscrimination Policy in the General Reference section of this catalog. Admission is based solely upon applicant's qualifications.

Office of Graduate Enrollment
La Salle University- Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141
215.951.1100/ Fax 215.951.1462
grad@lasalle.edu

Certificate Option (12 credits)

Candidates for admission to the certificate option should submit an application, résumé, and transcripts of all undergraduate coursework.

* NOTE: The stated admission requirements are construed as guidelines; the graduate admissions committee fully recognizes that some candidates may present either credentials or prior experiences that lie beyond the parameters described above.

Progression Through the Program

Required for M.A. in History (30 Credits)

1. **HIS 510** Historiography
2. **HIS 610** Readings in American History
3. **HIS 620** Readings in European History
4. **HIS 630** Readings in World History
5. **HIS 640** Visualizing History
6. **HIS 650** Oral History
7. **HIS 663** Readings in Special Topics
8. **HIS 700*** History Elective
9. **HIS 770** Thesis Direction I
10. **HIS 771** Thesis Direction II

Comprehensive Exam Option

1. **HIS 710** History Elective
2. **HIS 760** Seminar: Integration and Application of Research Strategies Presented in Core Courses

*As Additional His 700 can serve as a substitute for one of the following courses: HIS 640 or 650

Required for M.A. in History for Educators (30 Credits)

1. **HIS 510** Historiography
2. **HIS 610** Readings in American History
3. **HIS 620** Readings in European History
4. **HIS 630** Readings in World History
5. **HIS 640** Visualizing History
6. **HIS 650** Oral History
7. **HIS 663** Readings in Special Topics
8. History/Education/English Elective
9. **HIS 775** Thesis Direction for Educators I
10. **HIS 776** Thesis Direction for Educators II

Comprehensive Exam Option

1. ***HIS 700** History Elective
2. **HIS 761** Seminar in the History of Education

*As Additional His 700 can serve as a substitute for one of the following courses: HIS 640 or 650

Required for M.A. History with a Concentration in Public History (30 Credits)

1. **HIS 505** Introduction to Public History
2. **HIS 510** Historiography
3. **HIS 610** Readings in American History
4. **HIS 615** History of Philadelphia
5. **HIS 640** Visualizing History
6. **HIS 650** Oral History
7. **HIS 665** Museum Studies
8. **HIS 668** Issues and Practices Management
9. **HIS 680** Techniques in Public History
10. **HIS 705** Internship in Public History

Five-Year Bachelor's to Master's In History

Students may earn both a B.A. and M.A. in history by participating in the University's Five-Year Program. To be eligible for this option, undergraduate students must complete 90 credit hours, be a history major, and have a minimum GPA of 3.0. Students satisfy the undergraduate history major requirements during their first four years at the University, earning a minimum of 120 credits, of which a maximum of six may be graduate credits, while maintaining a GPA of 3.0 or better. Upon completion of a B.A., students may then enter the M.A. in History program by completing the remainder of the full degree requirements.

Certificate Option

Non-matriculating degree students have the option of enrolling in a series of courses leading to a certificate in one of three areas:

- European History
- American History
- World History

Students who earn a certificate in one of the above areas may, with the approval of the Director, apply these four courses toward either the M.A. in History or the M.A. in History for Educators. The certificate option will appeal especially—but not exclusively—to those educators already well along in their teaching careers and interested in qualifying for either Act 48 or “highly qualified” status.

Curriculum for the Certificate Program

Students will complete four courses (12 credits):

- **HIS 510** Historiography

A readings course appropriate to the area

- **HIS 610** Readings in American History OR
- **HIS 620** Readings in European History OR
- **HIS 630** Readings in World History

Two appropriate graduate History electives

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Faculty

Director: George B. Stow, Ph.D.
Professors: Desnoyers, Leibiger, Stow
Associate Professors: Allen, Jarvinen, Stebbins
Lecturer: Frassetto, R. Ryan
Professor *Emeritus*: Rossi, Rossi

HIS 505 - Introduction to Public History

An introduction to the theoretical and methodological practices of public history. It serves as a foundation for considering the implications of shared practices of history in which professionals consider and collaborate on the meaning of the past for the present.

Number of Credits: 3

HIS 510 - Historiography: Introduction to Research and Historiography

This course serves as an introduction to the craft of history. In addition to research methodologies, the course explores different "schools" and approaches to the study of the past.

Number of Credits: 3

HIS 610 - Readings in American History

This seminar, which covers central themes and developments from 1607 to the present, focuses on the growth of national identity, the founding and preservation of the American republic, the crucible of slavery and its aftermath, the rise of the United States as a military and industrial power, and the struggle to create an inclusive society.

Number of Credits: 3

HIS 615 - History of Philadelphia

A survey of the history of Philadelphia from its founding to the present through an examination of the peoples who imagined it, built it, and struggled for and over it.

Number of Credits: 3

HIS 620 - Readings in European History

This seminar follows the contours of an advanced course in the development of Western Civilization. The seminar is divided into two segments: from antiquity to the Renaissance and from the Renaissance to the modern era. Readings focus on principal themes and developments in the following areas or disciplines: political and social; economic; religious; scientific; diplomatic and military; intellectual and cultural.

Number of Credits: 3

HIS 630 - Readings in World History

Number of Credits: 3

HIS 640 - Visualizing History

Analysis of historical themes and topics (e.g., American immigration; 20th century American social and intellectual history; the Greco-Roman World; World Wars I and II) through readings, photography, painting, and film documentaries.

Number of Credits: 3

HIS 650 - Oral History: Theory and Practice

Theme-based readings and practice in oral history (e.g., family history, labor and class history; gender history; African-American history; military history).

Number of Credits: 3

HIS 663 - Readings in Special Topics in American, European, and Global History

This course examines aspects of a selected topic in American, European, or Global History. Sample titles might include the following: Readings in the History of Education; Readings in the History of Ideas, Readings in Roman History; Readings in English History; Readings in Asian History.

Number of Credits: 3

HIS 665 - Museum Studies

An introduction to basic object theory and practice as central to every history museum and historical society. Students gain practical hands-on knowledge through various assignments such as developing exhibitions and creating clear and proper documentation for researchers and future generations.

Number of Credits: 3

HIS 667 - Historic Site Management

This graduate level course will introduce the basic principles in the administration of historic houses and historic sites. The course poses two larger questions: What challenges are facing history museums today? What kinds of skills are needed to deal with these challenges? We will discuss ethical and legal issues, strategic planning, museum organization, personnel management, collections management, marketing and public relations and governance. The course will focus specifically on developing student knowledge of current issues in the field and building skills needed to work in various areas of museum management.

Number of Credits: 3

HIS 668 - Issues and Practices in Archival Management

This course is designed to meet two objectives to provide an overview of the field of archival management, and introduce the students to the work of archivists, while at the same time preparing them to fulfill the duties of archivists as a component in a career in public history. The course will also include guest speakers and at least one site visit.

Number of Credits: 3

HIS 680 - Techniques in Public History

An introduction to the basic concepts of various digital media processes (e.g., the design and publishing of public history projects by using Web sites, audio, and video content). Students also review and evaluate public history Web sites and other media based on criteria used by professional public history organizations.

Number of Credits: 3

HIS 700 - History Elective

Samples include "The Ordeal of Total War: World War II"; "England in the Late Middle Ages"; "China and Japan"; "American Intellectual History"; "U.S Constitution in Crises"; "Colonial Latin America"; "The American Revolution"; "The Modern Middle East"; "Progressive Era to New Deal"; "Lincoln and the Civil War"; "America and World War I"; Explorers and Travelers of the 19th Century"; and "Soviet Russia: Lenin to Stalin."

*Can serve as a substitute for HIS 640, HIS 650, or HIS 663

Number of Credits: 3

HIS 705 - Internship in Public History

An internship experience that allows students to combine theory and course content knowledge with practice through hands-on experience in one of several public history venues in the Philadelphia area. Working approximately 15 hours a week under professional supervision, students learn how to apply their education. The student will meet with the faculty supervisor, reflection papers, and interaction and evaluation by the site supervisors.

Prerequisites: Be an M.A. student in History; have at least a 3.0 GPA; have completed all required courses; have permission of the graduate director. Students may not take internship credit with an organization for whom the student works full-time.

Number of Credits: 3

HIS 760 - Seminar: Integration and Application of Research Strategies Presented in Core Courses

This seminar is designed to allow students to pursue an advanced research project in either American, European, or global history. It also serves to prepare students for a comprehensive exam in their chosen area of concentration.

Number of Credits: 3

HIS 761 - Seminar in the History of Education

This seminar is designed to allow students to pursue an advanced research project in the history of education, either American, European, or global history. Students may choose to investigate issues within the areas of curriculum and instruction that relate to middle school, secondary school, or higher education and/or that focus on a variety of topics within education including gender, race, class, ethnicity, politics, or religion. Alternatively, students may choose to investigate other institutions whose form and function are essentially educational, e.g., museums, settlement houses, and historical sites.

Number of Credits: 3

HIS 770 - Thesis Direction I

Supervised research for students writing the M.A. thesis in order to compose a detailed outline, to write a draft version of the thesis. Research and completion of thesis continues in HIS 771.

Number of Credits: 3

HIS 771 - Thesis Direction II

Continued supervised research for students writing the M.A. thesis in order to compose a detailed outline, to write a draft version of the thesis, followed by the submission of a final version.

Prerequisite: HIS 770.

Number of Credits: 3

HIS 775 - Thesis Direction for History Educators I

Supervised research for students writing the M.A. thesis in order to develop a suitable thesis topic, to prepare a working bibliography and to begin research. Research continues and is completed in HIS 776.

Number of Credits: 3

HIS 776 - Thesis Direction for History Educators II

Supervised research for students writing the M.A. thesis in order to compose a detailed outline, to write a draft version of the thesis, followed by the submission of a final version.

Prerequisite: HIS 775

Number of Credits: 3

Human Capital Development

Program Description

“Aligning People Strategies to Organizational Objectives” is the focus of the innovative Online Master of Science in Human Capital Development (HCD) program. The HCD curriculum is designed for human resources practitioners and managers with workforce development responsibilities. It is a cutting-edge alternative to traditional human resources and business administration MBA degrees. This program combines project-based learning theory, hands-on design experience, and management skills to provide learners with a theoretical and intellectual foundation of Human Capital Development principles, methods, and techniques.

The HCD program is offered completely online, because we understand the demands placed on busy working adults. The curriculum was developed primarily for managers and human resources professionals working with managers who demand and expect peak productivity from their workforce, despite a tumultuous economic environment. Accomplishing this objective without diminishing the quality of work for an organization’s employees requires a different type of strategic thinking, which is problem-solving from an organizationally holistic point of view.

The Master of Science in Human Capital Development program will teach learners how to serve as internal or external advisers to management at all levels, especially senior management, working to transform the current workplace into the workforce needed in the future. Students will learn to develop, implement, and measure strategic human capital plans for their organization.

Whether learners are a project manager or regional manager, they will learn how to improve their workforce over time to meet their organization’s future needs. The program will teach participants how to develop organizational solutions that will strategically integrate their organization’s people, mission, goals, and objectives.

This multidisciplinary curriculum is designed for busy adult learners and integrates courses from psychology, management, negotiation theory, and instructional technology to offer learners a blend of theory and practice. Students are able to focus on a specific aspect of human capital development in fields such as education, healthcare, finance, global corporations, not-for-profit, and government. Students also have the option of surveying many different human capital development initiatives throughout the world.

Lynnette Clement, Ed.M.

Program Director

215.991.3682

clementl@lasalle.edu

<http://www.lasalle.edu/human-capital-development/>

Mission

La Salle University’s Online Master of Science in Human Capital Development program offers students a practical, innovative curriculum designed to align people strategies with organizational objectives. Through theory, meaningful research, and practical application, students are exposed to integrated business education and gain necessary skills for developing, implementing, and leading organizational strategic human capital strategies and performance. Faculty and students engage in scholarly discussion, applied research, and project-based learning methods. La Salle is a Roman Catholic institution of higher education and ensures teaching and learning enriched by the traditions of the De La Salle Christian Brothers.

Program Goals

- To provide students with a theoretical and intellectual understanding of how HCD is strategically integrated with an organization's people, mission, goals, and objectives.
- To provide students with a comprehensive understanding of how a HCD framework links the organization's workforce with its bottom line.
- To provide students with functioning insight into the legal environment under which HCD professionals operate.
- To teach how organizations invest in their human capital, ethically manage knowledge, and measure the development process against their bottom line.
- To create a realistic understanding of how to either tactically direct organizational conflict toward meeting organizational goals, or to mitigate the destructive impact of such conflict.
- To enable program participants to both diagnose complex strategic challenges facing HCD professionals and develop innovative solutions to those challenges.
- To develop a strategic leadership aptitude in HCD decision-making that is ethical and results-oriented.
- To develop superior communication skills with philosophically and culturally diverse internal and external individuals in the performance of HCD functions.

Student Learning Outcomes

At the completion of the program, students will be able to do the following:

- Explain contemporary human capital development (HCD) theory and how it is strategically integrated with the organization's people, mission, goals, and objectives;
- Identify the link between human capital development and the organization's bottom line;
- Analyze the human capital development process within organizations;
- Demonstrate strategic HCD decision making that is both legal and ethical;
- Formulate message strategies that demonstrate effective communication with diverse situations and audiences;
- Diagnose complex challenges facing human capital development professionals and generate innovative solutions.

Admission Requirements

The Human Capital Development program admissions committee is concerned with each applicant's interests, aptitude, and potential for achievement in graduate studies. Program applications are reviewed on a rolling basis. Students may enter the program in the fall, spring, or summer. All candidates must have completed a four-year undergraduate degree or its equivalent from an accredited institution of higher learning to qualify for admission. Because oral and written communication are an integral part of many courses, students must have the ability to communicate clearly in English.

To be considered for admission, a candidate must:

1. Complete the Application for Admission which may be obtained at <https://www.lasalle.edu/grad/apply/> accompanied by the application fee payable to La Salle University. The application fee is waived for applications submitted online.
2. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.
3. Request an official transcript with the degree conferral date from the accredited institutions of higher education showing all undergraduate and previous graduate study (if applicable).
4. Provide a professional résumé.
5. Provide two letters of recommendation from professionals who can address the candidate's ability and motivation for enrollment.
6. Provide a 500-word essay stating why he/she is interested in the program and what his/her goals are related to this program.

*The GRE or GMAT are not requirements for this program.

Please refer to the University's Nondiscrimination Policy in the General Reference section of this catalog. Admission is based solely upon applicant's qualifications.

Most application information can be uploaded during the online application process.

All other documents should be submitted to the following:

Office of Graduate Enrollment
 La Salle University
 1900 W. Olney Avenue, Box 826

Application Deadlines

Although, there are no formal application deadlines, we recommend that all information is received in the Graduate Admission Office by July 15 for fall admission, November 15 for spring admission, and April 15 for summer admission. International applicants should consider having their applications filed two months prior to the dates listed above.

Selection Criteria

Because each applicant's background and profile is unique, the Admission Committee does not establish specific quantitative minimum requirements for admission. The University's Nondiscrimination policy is stated in the Introduction section of this catalog. Admission is based solely upon an applicant's qualifications.

Progression through the Program

La Salle's Online M.S. in Human Capital Development program will follow the academic calendar at La Salle. A full-time graduate student is one who is matriculated and registered for six or more credit hours per semester. Completion of this program will generally take two years (for students who successfully complete two courses each semester). The courses will be completely online; they could meet both synchronously (live online) and asynchronously (based on the individuals schedule) and will not follow traditional classroom hours. All courses earn three credits. Students will be required to participate in discussion forums, which will take the place of classroom meetings. Currently, the fall, and spring terms are 8 weeks, and the summer term is 12 weeks, with the exception of the Senior Capstone course, which runs for 15 weeks.

La Salle also offers the Human Capital Development program as a Certificate program. Students in the HCD Certificate program must apply to the Certificate program and successfully complete the following six (6) HCD courses for a total of 18 credits in the program:

- HCD 670** Human Resource Development
- HCD 675** Theories of Conflict Analysis and Resolution
- HCD 680** Advanced Negotiation Theory and Practice
- HCD 710** Investing in Human Capital
- HCD 720** Legal Environment of HCD
- HCD 730** Strategic Approaches to Human Capital

(The HCD Certificate courses are transferrable into the M.S. in HCD program)

To earn the M.S. in HCD degree, students must successfully complete the following twelve (12) courses for a total of 36 credits in the program:

- HCD 630** Client Communications and Consulting
- HCD 645** Training a Global Workforce
- HCD 652** Leadership Assessment and Evaluation
- HCD 665** Organizational Development and Consulting Process
- HCD 670** Human Resource Development
- HCD 675** Theories of Conflict Analysis and Resolution
- HCD 710** Investing in Human Capital
- HCD 720** Legal Environment of HCD
- HCD 730** Strategic Approaches to Human Capital
- HCD 680** Advanced Negotiation Theory and Practice
- HCD 685** Organizational Interventions
- HCD 900** Capstone Project

When an applicant is accepted into the program and enrolls in his or her first course, a maximum of seven years will be allowed for the successful completion of the program. Only in extreme circumstances will a leave of absence be granted. When a leave of absence is granted, it will not exceed a maximum of one year; and the period of leave granted will not count toward the maximum seven years permitted to complete the program. To graduate from the program all students must complete the required courses and have at least a 3.0 GPA.

Method of Graduate Instruction/Nature of Research Requirements

Courses are scheduled online to allow students to fulfill their employment or other obligations. Some instructors incorporate synchronous components (live, real-time) lectures and video that are also recorded and archived for later viewing. Course syllabi specify program expectations and instructional methods for each course in the program. Course offerings can change each semester and will run based upon sufficient student enrollment.

Tuition and Fees

Tuition: \$760 (per credit hour)
General University Fee: \$135 (per semester)
Technology Fee: \$150 (per semester)
Graduation Fee: \$100 (one-time payment)

Tuition Assistance

For information about financial aid (FAFSA and Web Institutional Data Form), please contact the Director of Student Financial Services at 215.951.1070 or finserv@lasalle.edu. You can also visit the website at <http://www.lasalle.edu/financialaid/>.

For information about tuition payment options and the graduate deferred payment plan, please contact the Student and Accounts Receivable Office at 215.951.1055 or bursacct@lasalle.edu. You can also visit their website at <http://www.lasalle.edu/studentaccounts/>.

Faculty

Program Director: Lynnette Clement
Lecturers: Burton, Falcone, Smith, Ugras

HCD 630 - Client Communication and Consulting

This course provides students with the skills needed to effectively communicate with clients, including those of large and small corporations, working with global partners, coaching, and widespread teams. Drawing on real-world case studies, students will learn how to do comprehensive needs analysis for any potential client, the art of persuasion, as well as how to satisfy a client despite budget and methodology restrictions.

Number of Credits: 3

When Offered: Fall

How Offered: Online

HCD 645 - Training a Global Workforce

This course will explore the current globalization and market forces that will affect training and development in future multinational corporations. Students will learn how to use communication tools to meet with a global team and gain knowledge about cultural differences that may affect how training is designed and implemented. Students will gain a richer understanding of the barriers that still impact training global employees and customers.

Number of Credits: 3

When Offered: Summer

How Offered: Online

HCD 652 - Leadership Assessment And Evaluation

This experiential course is focused on helping students expand their leadership/management capability through systematic assessment of their existing competencies, targeted skill development, and by providing practice in applying the newly acquired skills. A five-step learning framework is used to “drive” this skill acquisition process. During the skill development process, the student receives feedback from self-assessment results, faculty, other participants and co-workers. Topics will include: self-awareness, time and stress management, individual and group problem solving, communication, power and influence, motivation, conflict management, empowerment, team leadership, and leading positive change.

Number of Credits: 3

When Offered: Summer

How Offered: Online

HCD 665 - Organizational Development and the Consulting Process

This course provides practicing and potential managers and consultants with an exposure to organizational change programs. It focuses on the change process by addressing organizational diagnosis, implementation of change, and the evaluation process.

Number of Credits: 3

When Offered: Spring

How Offered: Online

HCD 670 - Human Resources Development

This course reviews a variety of approaches to developing human resources in organizations. There is special emphasis on needs analysis as well as the design, delivery, and evaluation of training programs or development initiatives. The role of performance and behavioral feedback in development is also discussed. The course includes hands-on experience in the design of training programs or development initiatives. Students may also examine special topics (for example, Web-based training, coaching, expatriate training, or executive development).

Number of Credits: 3

When Offered: Spring

How Offered: Online

HCD 675 - Theories of Conflict Analysis and Resolution

This course begins with a study of the fundamental reasons for constructive and destructive conflict in workplaces, neighborhoods, classrooms, homes, and religious institutions. The course covers conflict resolution through the use of different dispute resolution models, including arbitration, mediation, peer review, assisted negotiation, ombuds, mini-trial, , and other dispute resolution approaches collectively called Alternative Dispute Resolution, or ADR. The class places an emphasis on resolving conflict through mediation and mediation techniques.

Number of Credits: 3

When Offered: Fall

How Offered: Online

HCD 680 - Advanced Negotiation Theories and Practice

This course explores the theory and practice of negotiation. Successful negotiators adapt their negotiation strategies to match ever-changing circumstances. They must know when to apply a competitive, winner-take-all negotiation

strategy as well as when to use a cooperative, win-win approach. The former, distributive bargaining focuses on goals exclusively, while the latter, integrative bargaining, strongly considers relationships in developing interest-based solutions. Negotiation practitioners must correctly apply the proper distributive or integrative approach to a negotiation. This in-depth study of negotiation methodologies with practical application will equip learners with superior negotiation skills for dispute resolution and deal-making.

Number of Credits: 3

When Offered: Spring

How Offered: Online

HCD 685 - Organizational Interventions

This course is designed to assist individuals interested in a career in industrial/organizational psychology in learning about the issues involved in implementing organizational change and development programs. These issues include engaging employees in the change process, diagnosing organizational problems, effective methods for implementing change programs, and the techniques needed to evaluate the entire process.

Number of Credits: 3

When Offered: Summer

How Offered: Online

HCD 710 - Investing in Human Capital

This course will evaluate the tangible and intangible costs associated with developing people within an organization from a 360-degree perspective. Students will focus on continuous improvement of the talent management within an organization through long-term investment in leadership. Participants will learn to distinguish between management and mismanagement of human assets and then develop measurable criteria to accentuate positive practices within an organization. Calculating profit per employee (PPE) will be considered along with other measurement tools. This course will also link human capital knowledge with the strategic business activities of the organization from both theoretical and pragmatic perspectives, using case studies. Students will develop a workable theory of knowledge management concepts and tools unique to the individual's field of interest. Recognizing opportunities where knowledge management can best be enhanced within a business community and learn how to effectively share knowledge across the organization.

Number of Credits: 3

When Offered: Fall

How Offered: Online

HCD 720 - Legal Environment of Human Capital Development

Drawing on real-world case studies and current events, this course will provide students with a working knowledge of the HCD legal environment. This course covers employment law for managers and human capital strategists, including employment discrimination, agency, independent contractors, employment-at-will, privacy expectations, and related trends. Understanding the distinctions between legal and ethical HCD decision making is only the beginning of the decision-making process. Fashioning a sound legal and ethical strategy from competing priorities will be addressed. Appreciating both the global diversity and conflicting nature of legal environments under which HCD decisions are made will be emphasized.

Number of Credits: 3

When Offered: Fall

How Offered: Online

HCD 730 - Strategic Approaches to Human Capital

Accurately assessing and adjusting HCD policies, processes, and practices will be the focus of this course. Connecting individual and organizational learning to improve not just the organizations "bottom line," but also the sustainability of highly competent talent. This includes reshaping human capital goals to meet continuously changing global political, social, and economic environments. Advancing alternative solutions that are both tactical and ethical to long-established talent management practices will be emphasized. Creating strategic environments that will turn organizational talent into a long-term competitive advantage will be addressed from pragmatic and theoretical perspectives.

Number of Credits: 3

When Offered: Spring

How Offered: Online

HCD 900 - Senior Capstone Project

The capstone project demonstrates the learner's acquisition of knowledge from this program and ability to apply this knowledge strategically in real world situations. It is an independent exploration of a career-related aspect of human capital development that is of strong interest to the individual learner. The project is intended to stretch participants beyond what they have previously learned and to build on their skills and knowledge in ways that are relevant to their professional career goals. Participants will complete a major project such as a scholarly research paper, training manual, program design or evaluation, and final presentation. Each student presents his or her findings in an oral presentation as well as written format. In addition to working one-on-one with the capstone instructor, who provides learners with guidance and constructive feedback on their capstone project, learners will also work with each other during the stages of development of the capstone project, offering ongoing peer feedback throughout the course.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Online

Restrictions: At least 27 total HCD credits completed

Information Technology Leadership

Program Description

In the Master of Science in Information Technology Leadership (M.S. in ITL) program, students examine the foundation of information technology and the leadership skills needed for mid- to high-level information technology or systems managers. There is ample evidence that companies have a significant need for such leaders with the widespread use of information technology. Industry studies report that it is important for both the technical and the business sides to better understand each other's jobs and functions, especially as technical people assume project management roles.

Recommended by industry leaders, the program's curriculum in information technologies and management of human and technology resources is meant for professionals who wish to become leaders in information technology. The program builds upon the strengths of the University's M.S. in Computer Information Science and MBA programs, enabling students to acquire the foundation of leadership skills and technology concepts.

The M.S. in Information Technology Leadership program focuses on three main competency areas:

- **Managerial Competencies:** leadership, human resource management, and process management
- **Technical Competencies:** architecture, data communication, application development, data management, and security
- **Technology Management Competencies:** Policy and Organizational Competencies—mapping IT to mission, budget process, and organizational processes; capital planning competencies, investment assessment, and acquisition; and implementation, legacy, migration, and integration issues and performance measures.

Additionally, these areas are extended through electives in emerging technologies or management. Finally, the program is completed with an integrative capstone experience.

The program emphasizes teamwork, interpersonal communication, and presentations. To address the dynamic nature of the field and the realization that there will always be a need for some self-training, this program encourages active student involvement and collaborative learning. Students are expected to participate in class discussions, to evaluate new software packages, to make formal presentations, and to do independent projects. The program prepares individuals for end-user computing services by addressing both technical challenges and management skills. The program promotes the professional development of the student in the field of Information Technology Leadership.

A strength of the program is its practical focus, built upon a strong conceptual foundation.

The program is offered mainly in an online format and follows the traditional academic calendar of a fall and spring semester and a shorter summer semester. The fall and spring semesters are divided into two 8 week terms. A full-time graduate student carries a minimum of 6 semester credit hours. Some courses may require more hours per week in some areas of instruction. All courses are online and 3 credits in the length. The courses will meet both synchronously (optional) and asynchronously. Students are required to participate in chat sessions and/or discussion boards, which will take the place of classroom meetings. Synchronous sessions will be recorded for students who are not able to attend the actual session. Students who are not able to attend the synchronous sessions will be asked to complete a short assignment related to the recorded session. Depending on their personal schedules, students may elect to take courses every term or wait for the next term to continue studies. Courses in the summer are also 8 weeks in length. If a student decides to take two courses during the summer session, they will overlap in the time frame.

Mission Statement

Graduate education in Computer Information Science will provide a forum for the study, investigation, discussion, and presentation of how technical solutions may be used to improve an individual's productivity and to enhance departmental and corporate systems. In order to prepare computing professionals who will be able to keep pace with the dynamic nature of the discipline and contribute to its growth, this program will emphasize individual and group effort, as well as lecture and hands-on training. The approach will be consistent with the philosophy of graduate education at La Salle.

Program Goals

- a. Prepare students to create, implement, manage and review a technical solution to a real world problem through all phases of the problem resolution
- b. Prepare students to use problem solving techniques and skills to analyze, design, and develop technical solutions using software engineering methodologies.
- c. Manage the problem solution through the gathering of requirements, problem refinement, design modeling, implementation, and user testing
- d. Prepare students to collaborate on problem solutions
- e. Prepare students for professional workforce.

Student Learning Outcomes

- A. Explain and differentiate between software engineering methodologies.
- B. Create a plan to implement a proposed solution.
- C. Analyze and design a technical problem solution.
- D. Implement and test a software solution.
- E. Facilitate groups on problem definitions and solution designs.
- F. Present problem requirements and solution proposals.
- G. Prepare professional written reports.
- H. Create solutions specific to current technologies (such as mobile development, database services, and web services).

Admission Requirements

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at <http://www.lasalle.edu/grad/> accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.
2. Provide evidence of successful academic achievement in the completion of a baccalaureate degree from an accredited institution of higher education with an appropriate major. Appropriate undergraduate majors include, but are not limited to, management science, business administration, electrical engineering, systems engineering, mathematics, or computer science. A minimum undergraduate GPA of 3.0 will normally be required.
3. Provide official transcripts from all undergraduate and graduate colleges and universities he/she has attended. For students whose undergraduate transcripts are from institutions outside the U.S.: Transcripts/marksheets must be sent to the World Education Service (www.wes.org) for a course-by-course evaluation. An appropriate background in management science, systems analysis and design, computer science, or a related discipline, or other equivalent training is required. On the basis of admissions credentials, students may be required to complete a few foundation courses.
4. Provide a professional resume addressing one's educational and professional background.
5. Provide two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in the program.
6. Attend an interview with member(s) of the admission committee. These are typically telephone interviews.

The application package is viewed as a whole, and the prevailing criterion is the applicant's capacity for completing the program successfully.

The University's Nondiscrimination Policy is stated in the General Reference section of this catalog. Because oral and written communication is an integral part of many courses, students must communicate clearly in English. Since this program is offered in an online format, it does not meet the requirement for a U.S. student visa.

A maximum of six hours of transfer credit may be granted for graduate work at another institution. The student must supply a course description and syllabus in order to facilitate the transfer of credit. After matriculation at La Salle, students must have a course pre-approved by the director (in conjunction with the appropriate faculty member(s)) for it to be considered for transfer purposes.

All documents should be sent to the following:

Office of Graduate Enrollment

La Salle University- Box 826

1900 W. Olney Avenue

Philadelphia, PA 19141

215.951.1100/ Fax 215.951.1462

grad@lasalle.edu

Progression Through the Program

Students must complete between 36 and 42 graduate credits in the program to complete the M.S. I.T. Leadership degree. Each student is required to complete up to two foundation courses, nine core competencies courses, two elective courses, and the capstone experience. The total number of credits to fulfill the requirements depends upon the student's academic and professional background.

The design of this program assumes that the student has a background in information science, information systems, or business administration. Some students may be required to take one or two foundation courses to supplement their experience.

Master's Degree Requirements

Twelve to 14 courses (at least 36 graduate credits) are required for the degree. The following outline specifies the program requirements regarding the foundation, core, electives, and capstone courses. Individual plans for progression will be determined for each student in consultation with the Program Director.

Foundation Courses

The purpose of the foundation courses is to provide students with a broad-based background in research and writing, networks, databases, and statistics. The following four courses (three credits each) are required but may be waived based on a student's academic and professional training.

Databases

CIS 523 Data Processing and Database Management

Networks

CIS 540 Network Theory

Core Competencies Courses

The core curriculum focuses on managerial, technical, and technology management competencies. Students are required to take a total of nine courses in these core competencies: three courses from the Managerial Competencies area, three courses selected by the student from the Technical Competencies area, and three courses from the Technology Management area.

Managerial Competencies (all three required)

CIS 612 Ethics, Issues, and Government Regulations

CIS 615 Project Management

INL 652 Leadership Assessment and Evaluation

Technical Competencies (three courses; one required and two selected)

INL 631 Technology Architecture or

INL 653 Web Services

CIS 624 Data Warehouses

INL 644 Information Security

INL 650 User-Interface Technologies

Technology Management (all three required)

INL 632 Technology Development Management

INL 660 Effective Strategic IS/IT Planning or

NPL 625 Strategic Planning

INL 736 Organizational Effectiveness: Beyond the Fads or

HCD 730 Strategic Approaches to Human Capital (for online students)

Electives (two selected)

Electives provide the framework for keeping pace with the rapid advancements in technology. Students are required to take two elective courses in new technologies.

CIS 658 Data Mining

INL 635 Digital Media Content Development

INL 665 Computer Digital Forensics

INL 668 Computer and Network Security

INL 743 Entrepreneurship

INL 760 IS/IT Human Resource Management

Capstone Experience (one course)

Students culminate their study with an integrative three-credit capstone experience, taken in the final semester of the program. This course is completed with a team of students and provides the opportunity to integrate what has been learned in the core and elective courses.

INL 880 IT/IS Capstone Experience

Five-Year Bachelor's in Computer Science or Information Technology to Master's in Information Technology Leadership

Students may earn both a B.A. in Computer Science and a M.S. in Information Technology Leadership, or a B.S. in Computer Science and a M.S. in Information Technology Leadership, or a B.A. in Information Technology and a M.S. in Information Technology Leadership, or a B.S. in Information Technology and a M.S. in Information Technology Leadership by participating in the University's Five-Year Program. Students would satisfy the undergraduate computer science or information technology major requirements during their first four years at the University, earning a minimum of 120 credits, while maintaining a GPA of 3.0 or better. Upon completion of a bachelor's degree, students may then enter the M.S. in Information Technology Leadership by completing the remainder of the full degree requirements.

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference Section of this catalog.

Tuition Assistance

Partial scholarship grants are offered on the basis of academic credentials and financial need.

Information about other financial aid, payment options, and application forms may be obtained from the Director of Financial Aid, La Salle University, 215.951.1070.

Faculty

Program Director: Margaret M. McCoey, M.S.

Associate Professors: Blum, Highley, Redmond, Wang

Assistant Professors: McCoey

Lecturers: Casey, Cerenzio, Crossen, Henry, McGinley, McManus, Monaghan, Wacey

INL 631 - Technology Architecture

This course examines the relationships among business models and processes, communications architectures and infrastructures, applications architectures, security architectures, and the data/information/knowledge/content that supports all aspects of transaction processing. It examines alternative computing and communications platforms, major support technologies, and the issues connected with aligning technology with business goals, as well as issues associated with legacy systems, migration, and integration. Student work includes class presentations and plans to implement, modify, or supplement technology infrastructures.

Number of Credits: 3

INL 632 - Technology Development Management

This course examines technology development and maintenance methodologies, including testing, configuration management, and quality assurance strategies used to manage IT projects. Discussion topics include the business value of the project, as well as the development, collection, and analysis of metrics for technology management. Students investigate development methodologies, such as Waterfall and Rapid Application Development (RAD), technology maintenance, and evolution planning. Case studies are used to evaluate technology management strategy in specific business areas.

Number of Credits: 3

INL 644 - Information Security

This course explores all aspects of computing and communications security, including policy, authentication, authorization, administration, and business resumption planning. It examines key security technologies, such as encryption, firewalls, public-key infrastructures, smart cards, and related technologies that support the

development of an overall security architecture. Coursework includes plans for developing and implementing a technology security strategy focused on business needs.

Number of Credits: 3

INL 650 - User-Interface Technologies

This course will examine the issues associated with human-computer interaction, including interface-design principles, human-computer task allocation, and interface technologies, such as GUIs, speech, virtual reality, body interfaces, and mimetics. It will also address how to design interfaces likely to enhance performance. Discussion of interface technologies support for good interface design, so technology managers can understand interface issues in technology choice. Evaluation methods will also be examined, so UI designers can determine if their interfaces are enhancing or degrading human performance. Course work will include a significant team project in which end-user needs are understood, a prototype is developed using a chosen user-interface technology, and persuasive presentation is delivered.

Number of Credits: 3

INL 652 - Leadership Assessment and Evaluation

This experiential course emphasizes the importance of feedback and self-assessment for leadership development. It includes extensive assessment of each participant's management style and skills based on self-evaluations (using structured questionnaires) and feedback from coworkers, faculty, and other participants. Leadership development experiences emphasize time and stress management, individual and group problem-solving, communication, power and influence, motivation, conflict management, empowerment, and team leadership. Each participant identifies skills he or she needs to develop and reports on efforts to develop those skills.

Number of Credits: 3

INL 653 - Web Services

This course explores current Web services and solutions used in technology projects. Case studies are used to identify technology options and explore solution alternatives, including the use of open source technologies, and packages. Students investigate case studies to propose interface solutions and alternatives with standard frameworks (i.e., Windows and Linux). Students work in groups to analyze case solutions for controlling the application development, deployment, and maintenance for a real-world problem.

Number of Credits: 3

INL 660 - Effective Strategic IS/IT Planning

This course discusses the management of the development, planning, and utilization of IT business systems within an organization. This course addresses business models, organizational impact, IT infrastructure, secure IT services, and delivery. Students complete online reading, discussions and participation, and assignments, as well as written and oral presentations.

Number of Credits: 3

INL 665 - Computer Digital Forensics

This course examines techniques used to conduct computer crime investigations and gather probative evidence to secure a conviction under state and federal laws. Students will simulate a computer forensic investigation: developing an investigation plan, securing the crime scene, analyzing evidence, preparing the case for court, and testifying in a moot court situation.

Number of Credits: 3

INL 668 - Computer and Network Security

Students will study and implement basic computer and network security strategies on Window and Linux networks. Students examine and analyze network traffic, including investigating wireless transmission, install firewalls and define Internet Protocol Security Controls (IPSEC). Labs include system hardening, dissecting network packet structure and creating encryption formats; managing authentication and access controls. Students study implementing a public key infrastructure and best strategies for using intrusion detection systems.

Number of Credits: 3

INL 736 - Organizational Design: Beyond the Fads

This course examines various factors that managers should consider when structuring (or restructuring) their organizations, including employees' skill levels and engagement, as well as the organization's size, external environment, competitive strategy, international expansion, technologies, and alliances with other organizations. It also explores the impact that managers' own values and preferences have on the creation of control systems and structures, and on employees' reactions to them. Case assignments require students to apply what they have learned to improve organizational functioning.

Number of Credits: 3

INL 760 - IS/IT Human Resource Administration

This survey course provides an overview of the major areas of human resource management, including HR strategy and planning, EEO laws, job analysis and competency models, recruiting, selection, training, performance appraisal and management, job design, compensation, benefits, and labor relations. The focus is on both the line manager's and the human resource professional's role in creating a culture that attracts, rewards, and retains the talent necessary to ensure a business' success.

Number of Credits: 3

INL 880 - Integrative Capstone

The capstone experience provides an opportunity for students to work in a team to apply the leadership skills and tools learned in other required courses to analyze, design, and evaluate a solution for an information technology management environment. Students work in a team, in partnership with an external company. This course requires a paper or report and a presentation. Further guidelines can be found on the program Web page.

Number of Credits: 3

Instructional Technology Management

Program Description

The future of learning is online or on a screen or device. Learning and training organizations require managerial leadership that can devise and implement enterprise solutions. Learning executives, instructional architects, and designers occupy many roles within a company. They assess performance goals; develop learning objectives; design instructional materials; deliver curriculum in classrooms, online, and in blended environments; and use new and ever-evolving technologies to reduce costs. These are the people who are responsible for the ongoing training and development required to develop human talent and increase profitability.

La Salle's M.S. in Instructional Technology Management (ITM) program combines theory, hands-on design experience, and management skills to provide learners with a theoretical and intellectual foundation of instructional design principles, methods, and techniques. ITM is focused on adult learning theories and methods in the context of the corporate, organizational and institutional training environment. This program provides opportunities to design, build, and implement multimedia and online projects for e-learning, mobile learning, blended, ubiquitous learning in corporate, government, or educational settings. It also equips the learner with the leadership skills necessary to provide the vision, strategies, and solutions needed to create and sustain a learning culture. The outcomes of this program are designed to support learning leaders in the context of a virtual global workforce.

Graduate education at La Salle emphasizes students' ability to apply universals and specifics to actual situations, to distinguish relationships, to analyze critically, to rearrange component ideas into new wholes, and to make judgments based on external criteria. The M.S. in ITM is offered through the College of Professional and Continuing Studies because it is a field that attracts people of many backgrounds and experiences, as well as those who are looking to enter into a new field. The field of instructional technology supports La Salle's mission that education should be useful and of service by placing individuals in positions in corporations where they will have the means to develop an educated, able, as well as productive national and international workforce.

The ITM program uses an online experiential learning model integrating technologies and replicating the types of learning that graduates of the program in their respective fields will use in the workplace. Learners will take courses incorporating the latest learning technologies. This approach strengthens teamwork, communication, and professional bonding. The entire curriculum "walks the walk" and uses the ADDIE model as a base for each course and evaluation.

La Salle's ITM is unique and highly regarded internationally for its focus on the 21st century workplace learning and leadership, providing learners with access to state-of-the-art multimedia video and audio integration opportunities in the Communication Department's production studios and media arts laboratories as well as offering expertise regarding management and leadership development. In addition, highly successful professionals experienced in working in multi-national corporations teach courses that provide learners with real insight into the field.

The strength of the program is its emphasis on practical and authentic learning assessment and application, built on a strong foundation in which students learn by hands-on experience.

If you have any questions regarding the Instructional Technology Management program, please contact:

itm@lasalle.edu

Mission

Mission of the M.S. in ITM

Consistent with Lasallian values, the Mission of the Instructional Technology Management M.S. program is to provide an excellent scholar practitioner education in instruction, design, and technologies to serve corporations, organizations, institutions and government.

Program Goals

Theory

Goal 1:

To provide learners with a theoretical and intellectual foundation of instructional design principles, methods, and techniques.

Goal 2:

To provide learners with a practical and applicable understanding of adult learning theories as they relate to corporate and global workforces.

Hands-on Design Experience

Goal 3:

To enable learners with opportunities to evaluate instruction, conduct assessment and evaluations of products, programs, and methods in the context of the corporate training environment.

Goal 4:

To provide learners opportunities to design, build, and implement multimedia and online projects for e-learning in corporate, government, or educational settings.

Goal 5:

To provide learners with an understanding of assessment and evaluation techniques commonly used in the field by instructional designers.

Goal 6:

To prepare learners with the ability to design and recognize the design of quality instruction geared toward continuous learning and leadership development for a global workforce.

Management

Goal 7:

To enable learners to understand the challenges that face instructional designers working in a corporate environment and to be able to work successfully to meet the training needs of any business.

Goal 8:

To develop the leadership capacities of learners.

Goal 9:

To develop learner communication skills necessary for a position as an instructional designer consultant or manager working with large teams within multinational companies.

Student Learning Outcomes

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

1. Design and select curriculum for the adult learner
2. Examine theory to practice situations and identify e-learning techniques
3. Design and select appropriate delivery methods for the adult learner
4. Evaluate the needs of a particular group of adult learners
5. Assess and implement collaborative online and social networking applications
6. Demonstrate knowledge of current project management practices as they apply to the development of e-learning
7. Produce, edit and manage the process of professional media production
8. Create an e-portfolio demonstrating a variety of instructional e-learning approaches

Admission Requirements

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at <http://www.lasalle.edu/grad/> accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.
2. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.
3. Provide official transcripts from the accredited institutions of higher education showing all undergraduate and previous graduate study (if applicable).
4. Provide a professional résumé.
5. Provide two letters of recommendation from professional references (optional).

For international student applicants, an acceptable TOEFL test score with a statement of financial responsibility and official documentation from the student's sponsor's financial institution. La Salle University also requires that the student applicant sends his or her transcripts/ marksheets to the World Education Services (www.wes.org) or a similar credential evaluation service for a transcript evaluation report.

The GRE or GMAT are not requirements for this program.

The University's Nondiscrimination Policy is stated in the General Reference section of this catalog. Because oral communication is an integral part of many courses, students must communicate clearly in English.

This program is designed to be a terminal program and is not designed solely to prepare learners for doctoral programs. This program leads to a professional degree intended to position graduates in corporations, organizations, institutions, or business enterprises in the area of instructional technology management.

All documents should be sent to the following:

Office of Graduate Enrollment
La Salle University- Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141
215.951.1100/ Fax 215.951.1462
grad@lasalle.edu

Progression through the Program

La Salle's M.S. in Instructional Technology Management (ITM) program follows the traditional academic calendar at La Salle. The typical length of the semester is 15 weeks. A full-time graduate student carries a minimum of 6 semester credit hours. Some courses may require more hours per week in some areas of instruction. All courses are three credits, online courses that will meet both synchronously (optional) and asynchronously. Students will be required to participate in chat sessions and/or discussion boards, which will take the place of classroom meetings and may be frequented by students depending on their personal schedules. The fall and spring terms are 15 weeks, and the summer sessions are 12 weeks.

In order to earn the degree, students must successfully complete all 12 ITM courses for a total of 36 credits in the program. Once an applicant is accepted into the program and registers for his or her first course, a maximum of seven years will be allowed for the successful completion of the program. Only in extreme circumstances will a leave of absence be granted. When a leave of absence is granted, it will not exceed a maximum of one year, and the period of leave granted will not count toward the maximum seven years permitted to complete the program. All students must complete the program with a minimum GPA of 3.0 or above.

Course Sequence:

ITM 600 Principles of Instructional Design
ITM 605 The Adult as Learner
ITM 615 Web Design, Usability, and Visual Literacy
ITM 620/COM 675 Professional Media Production
ITM 625 E-Learning in the Corporate Environment
ITM 635 Evaluation and Assessment of Learning Programs
ITM 630 Client Communications and Consulting
ITM 645 Training a Global Workforce
ITM 610/CIS 615 Project Management
ITM 640 E-Collaboration for Instructional Technology
ITM 650/MBA 810 Self-Assessment for Leadership
ITM 700 Capstone Project

Method of Graduate Instruction/Nature of Research Requirements

Courses are scheduled online to allow learners the flexibility of fulfilling their employment or other obligations. Course syllabi specify methods for each course in the program.

Certificate Program in Instructional Technology Management

Research shows that the field of e-learning is growing and many new professionals will be needed in the future. The certificate in ITM provides the opportunity for graduates to prepare for many roles within an organization; assessing performance goals, developing learning objectives, designing instructional materials, delivering curriculum in

classrooms, online or in blended environments, and using new and ever-evolving technologies to improve human performance and reduce costs.

The certificate requires half number of credits and courses required for the M.S. in ITM (therefore, 18 credit hours/6 courses). Just like the M.S. in ITM, the ITM Certificate program combines theory, hands-on design experience, and management skills to provide learners with a theoretical and intellectual foundation of instructional design principles, methods and techniques. It provides an understanding of adult learning theories and the training to evaluate software, applications, programs, and methods in the context of the corporate training environment. This program provides opportunities to design, build, and implement multimedia and online projects for e-learning in corporate, government, or educational settings with an understanding of assessment and evaluation techniques. This program will also equip the learner with the leadership skills necessary to provide the vision, strategies, and solutions needed to create and sustain a learning culture. This certificate program is designed in the same context as the M.S. in ITM degree and is essential in the global corporate, organizational, or government training environments.

The ITM graduate certificate program provides an entry vehicle for those who want to further their education in ITM, but may not be ready to pursue the M.S. degree.

The certificate includes six courses:

ITM 600 Principles of Instructional Design
OR
ITM 605 The Adult as Learner
AND
ITM 610 Project Management
ITM 615 Web Design, Usability, and Visual Literacy

The other three ITM courses are elective requirements and can include any ITM course, except ITM 700, which is the M.S. Capstone project.

The tuition and fees for the ITM Certificate program are the same tuition and fees for the M.S. in ITM program.

Certificate Mission

Consistent with Lasallian values, the Mission of the Instructional Technology Management certificate program is to provide an introduction to training and learning using instruction, design and technologies to serve corporations, organizations, institutions and government.

Certificate Program Goals

Goal 1:

To provide learners with a theoretical and intellectual foundation of adult learning or instructional design principles, methods, and techniques.

Goal 2:

To provide learners with an understanding of good visual design and interface techniques commonly used in the field by instructional designers.

Goal 3:

To provide learners with an understanding of project management commonly used in the development of corporate e-learning.

Goal 4:

To provide learners with an introduction to the instructional technology management field.

Certificate Program Student Learning Outcomes

Upon completion of the program, the student will be able to do the following:

1. Discuss the challenges of working in a corporate environment and be able to work successfully to meet the training needs of any business.
2. Evaluate the foundation of adult learning and instructional design principles, methods, and techniques.
3. Evaluate software, applications, programs, and methods in the context of the corporate training environment.
4. Understand the application of project management techniques for the training and learning environment.

Certificate Admission Requirements

Certificate in Instructional Technology Management

To be accepted for admission into the program, a student must:

1. Complete the Application for Admission which may be obtained at <http://www.lasalle.edu/grad/> accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.
2. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.
3. Provide official transcripts from the accredited institutions of higher education showing all undergraduate and previous graduate study (if applicable).
4. Provide a professional résumé.
5. Provide two letters of recommendation from professional references (optional).

For international student applicants, an acceptable TOEFL test score with a statement of financial responsibility and official documentation from the student's sponsor's financial institution. La Salle University also requires that the student applicant sends his or her transcripts/ mark sheets to the World Education Services (www.wes.org) or a similar credential evaluation service for a transcript evaluation report.

The GRE or GMAT are not requirements for this program.

The University's Nondiscrimination Policy is stated in the General Reference section of this catalog. Because oral communication is an integral part of many courses, students must communicate clearly in English.

This program is designed to be a terminal program and is not designed solely to prepare learners for doctoral programs. This program leads to a professional degree intended to position graduates in corporations, organizations, institutions, or business enterprises in the area of instructional technology management.

All documents should be sent to the following:

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215.951.1100/ Fax 215.951.1462
grad@lasalle.edu

Capstone Project

ITM 700, the capstone course, provides learners with a chance to integrate the principles of instructional design that they have learned over the course of two years with real life, industry specific instructional design problems. Using guest lecturers from various regional industries, learners analyze a problem and work together to come up with a plausible training solution. Either through interning or through collaborative discussions with those in the field, learners select a training problem of interest to them and complete an instructional design process, whereby they assess the situation, develop a strategic plan, design the type of training, and begin implementation of the training. Additionally, the capstone is taught entirely online so that learners may have flexibility in their schedules to intern at a corporate office. As an online course, the capstone itself is a basis for learners to consider new ideas in online learning and discover for themselves what works and what does not work. The online guest speakers, as well as the readings and discussions, offer learners a chance to explore critical topics in the field that may impact the design of their projects.

Tuition

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

Questions and information about financial aid (FAFSA form and Web Institutional Data Form) should be directed to the Director of Student Financial Services at 215.951.1070 or finserv@lasalle.edu.

Payment plans and deferred payment option questions, should be directed to Student and Accounts Receivable at 215.951.1055 or bursar@lasalle.edu.

Faculty

Program Director, Margaret McCoe

Associate Professor: Ugras

Lecturers: Caputo, Defelice, Ellis, Georgo, Lombardozzi, Longstreth, McManus, Place, Smith

ITM 600 - Principles of Instructional Design

Overwhelmingly, corporations are interested in managers of learning and training with strong backgrounds in principles of instructional design, and they want their employees to be able to tie learning outcomes to productivity rates and product growth. This course will begin with instructional design's background in developmental psychology and will cover several working instructional theories, such as the Dick and Carey, ISD,RPD, and the ADDIE models, as well as cognitive, social, behavioral, and constructivist learning theories as they apply.

ITM 605 - The Adult as Learner

This course focuses on adult learners as they exist in the workforce. Using a scholar practitioner approach, learners will design curriculum for adults and practice teaching techniques to engage adult learners. Tracing the history of adult developmental psychology, this course addresses the wide range of adult-learner audiences that an organization might have to provide training for, including top management, support personnel, and potential customers.

ITM 615 - Web Design, Usability, and Visual Literacy

This course is a survey course intended to provide learners with generalized knowledge of Web design, aspects of visual literacy, and usability as well as accessibility concerns. With more online learning opportunities, and customized learning built into Learning Management Systems, this course will provide learners with an understanding of usability principles to be able to communicate with Web designers and build their own pages. Knowledge of file structure and types, images, tables, and use of industry-standard software, such as Dreamweaver, will be covered. Learners will gain basic knowledge of HTML in order to develop learning programs online. This course will discuss how visual media is used to convey messages, both in print and online, and the differences inherent in them. Learners will finish the course with ample practice in production, selection, and use of visual imagery, associated software, and file types.

ITM 620 - Professional Media Production

This course presents current audio and video practices and technologies used in corporate and institutional communications. Learners will implement these pre-production, production, and post-production practices in developing messages for corporate and institutional audiences. Learners will gain a general understanding of script-writing, lighting, audio, and editing tools used in media production to enable them to best communicate with professional videographers and audio technicians.

ITM 625 - Developing and Teaching in Online Distance Education

ITM 630 - Client Communications and Consulting

This course provides learners with the skills needed to effectively communicate with clients, including those of large and small corporations, working with global partners and widespread teams. Drawing on real-world case studies, students will learn how to do a comprehensive needs analysis for any potential client, the art of persuasion, and how to satisfy a client despite budget and methodology restrictions.

ITM 635 - Evaluation and Assessment of Learning Programs

Assessment and evaluation of curriculum, multimedia, and programs developed for learning are constantly tied to corporate performance outcomes and, ultimately, pay and profits. This course covers criterion-based formative and summative evaluations of learning products and curriculum. Learners will use real-life examples to create a job analysis or program by conducting focus groups, developing criterion-based instruments, analyzing the findings, and presenting suggestions for improvements. Learners compare and contrast many of the evaluation theories currently used in the workplace and develop a functional training and performance evaluation model of their own.

ITM 640 - E-Collaboration for Instructional Technology

This course provides an overview of electronic collaboration processes, design, issues, and applications. This course will consider the usage of electronic collaboration tools both for instructional design and as courseware. Students critique these different types of tools, which include electronic mail, intranets, portals, online communities, Web blogs, dashboards, conferencing, forums, meeting rooms, learning management, calendars, social media, workflow, and knowledge management.

ITM 700 - Capstone

Students use the capstone to select a real-life, industry-specific instructional challenge. Then they execute the instructional design process, conduct a needs assessment, develop a strategic plan, design a prototype of the training, implement the training, and evaluate the results. They may work in collaboration with or intern at a specific company or organization to gain experience in the field.

Number of Credits: 3

Nonprofit Leadership

Admission Requirements

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at <http://www.lasalle.edu/grad/> accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.
2. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education. An undergraduate GPA of 3.0 is recommended.
3. Provide official transcripts of all university-level work attempted or completed.
4. Provide a current professional résumé.
5. Provide two letters of recommendation from professional or academic references.
6. Provide a personal statement explaining the applicant's interest in and goals for pursuit of this degree.
7. Attend a face-to-face or virtual interview with the Director of the program, if requested.

Please refer to the University's Nondiscrimination Policy in the General Reference section of this catalog. Admission is based solely upon applicant's qualifications.

All documents should be sent to the following:

Office of Graduate Enrollment

La Salle University- Box 826

1900 W. Olney Avenue

Philadelphia, PA 19141

215.951.1100/ Fax 215.951.1462

grad@lasalle.edu

Description of the Program

The Master's in Nonprofit Leadership is an interdisciplinary program intended for both those already working in the nonprofit sector as either a paid employee or a volunteer, as well as those who wish to move into the nonprofit sector. Preparing leaders for the nonprofit world of the 21st century requires competency in many different disciplines. Thus, the program draws from the disciplines of finance, marketing, planning, evaluation, and more, in order for students to develop the understanding needed to be a successful nonprofit leader and run a successful nonprofit business (understanding that nonprofits are businesses). Graduates of this program, however, will not only have gained that interdisciplinary framework and knowledge needed to lead, they will also have had an opportunity to apply that knowledge and learn the challenges of aligning theory and practice.

The program adheres to the crucial goals of Lasallian graduate education.

1. Scholarly inquiry in the pursuit of truth, evidenced by its faculty and students alike.

Whether relying on real life case studies, the revelations of current research and/or the assessment of real life events, students and faculty in the program will dissect the data to understand better the past and prepare for the future.

2. Through their research and professional components graduate programs prepare students for academic and professional careers as well as service to the community.

Through an integrated approach used in all classes, the program will equip students with the ability to balance theory and reality, a constant need in the real work world. It aims to prepare students to be successful paid leaders in the nonprofit sector, as well as very knowledgeable volunteers, should they choose to serve on a nonprofit board or board committee.

3. Graduate programs promote lifelong learning in response to the changing and diverse needs of the 21st century workplace and the global community.

The current workforce will need more nonprofit employees in general, and leaders in particular. In the past twelve years, the nonprofit sector has grown between 17%-24%, while the for-profit sector declined by 5%. We are now seeing the exodus of Baby Boomer executive directors who delayed their retirement because of the Great Recession. This rate of growth and retirement of executive directors combine to create a need for new leaders that will exceed 500,000. Directly and indirectly, the program curriculum will teach students the importance of bringing research and theory into their daily practice to ensure that they are driving their program or organization on the good-better-best practices continuum, aiming always for best practices.

Laura Otten, Ph.D.

Director

215. 951.1118

otten@lasalle.edu

www.lasalle.edu/nonprofitleadership

If you have any questions regarding the Nonprofit Leadership program, please contact:

npl@lasalle.edu

Mission

The mission of the Master's in Nonprofit Leadership is to educate those who seek a leadership position anywhere in the nonprofit sector and provide them with the knowledge, theory, skills, and approaches necessary to guide an organization successfully through the ever changing and complex environment in which we all operate in order to

best fulfill the promises of all nonprofits: to improve the quality of lives of all and enrich the communities in which we live.

Program Goals

The program has the following three broad goals:

1. to give students a theoretically based, practice-oriented, best practices framework for leading in the nonprofit sector of the 21st century, which translates into competencies in finance, fund development, governance, human resources, marketing, and planning;
2. to emphasize the practical and real time application of knowledge gained, to ensure that students don't just learn ideas about leading a nonprofit but also have experienced how to organize and assess them in the real world under the tutelage of an experienced professional; and
3. to ensure that both the knowledge and experience gained are solidly rooted in ethical practice. Thus, while there is a course focused on the law and ethics of nonprofits, ethical practice will run continuously through each class in the curriculum.

The nonprofit sector is extremely diverse, from social service organizations to arts and culture to environment to social justice and more. The National Taxonomy of Exempt Organizations, used by the IRS and others, identifies 26 major categories of nonprofits, and 655 detailed categories. Variety aside, the majority of the task of leading a nonprofit varies little from category to category. Thus, the program will prepare students to work anywhere in the sector.

Student Learning Outcomes

At the completion of this program, the student will be able to do the following:

- Have the skills to assume a leadership position or strengthen their performance in a current leadership position in a nonprofit;
- Analyze, critique, and solve problems in a nonprofit environment;
- Apply newly attained ideas and strategies;
- Explore topics and issues relevant to their daily, nonprofit lives through case studies, research, and data collection of various types;
- Understand what it means to be an ethical leader and steward of a nonprofit that operates both legally and ethically;
- Determine through self-assessment and conversation with others, their most appropriate role in the nonprofit sector.

Faculty

Program Director, Laura Otten, Ph.D.

Lecturers: Otten, Piff, M. Reilly, Scurto-Davis, Simmons, Smith, Trimarco

Graduation Requirements

Successful completion of all required courses within a 7-year period is required for graduation. Additionally and importantly, all students must have a cumulative minimum grade point average of 3.0 to graduate.

Progression through the Program

The Masters in Nonprofit Leadership requires a minimum of 33 credit hours for graduation. Students will be allowed to take up to six credits a semester. A sample roster for a student taking six credits during fall and spring semesters and three credits over the summer could, as suggested below in the model roster, complete the degree in as few as seven semesters. A student will, however, have a maximum of seven years to complete the degree, should s/he desire.

First Year

Fall

Session I: NPL 605/MGT 730 Nonprofit Management

Session II: NPL 615 Nonprofit Finance

Spring

Session I: NPL 620 Fund Development for Nonprofits

Session II: NPL 625 Strategic Planning for Nonprofits

Summer (there is only one eight-week session over the summer)

NPL 652/MBA 810 Leadership Assessment and Evaluation/Self-Assessment for Leadership

Second Year

Fall

Session I: NPL 630 Law and Ethics in the Nonprofit Sector

Session II: NPL 645 Marketing for Nonprofits

Spring

Session I: NPL 635 Program Evaluation for Nonprofit Leaders

Session II: NPL 610 Governance and Leadership

Summer

NPL 650 Issues and Trends in the Nonprofit Sector

Third Year

Fall

NPL 700 Capstone (this is the only class in the program that is a full semester)

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

NPL 605/MGT 730 - Nonprofit Management

This introductory course provides an examination of the management, operations and governance principles and practices of nonprofits in the United States. Directly and indirectly, students will learn the answers to the following questions—and more: How should and do nonprofits operate? What makes them tick? How are nonprofits similar to and different from for-profit organizations? What are the myths versus the truths about nonprofits? What are the challenges facing nonprofits now and in the near future? And so much more.

Number of Credits: 3

NPL 610 - Governance and Leadership

This course is designed to provide students with a full understanding of the roles and responsibilities of American nonprofit boards, individual board members and executive leadership, as well as the interplay of all, and alternative model(s). Through class, readings and assignments, students will learn the theory and the ideal and compare it with the reality. As a result, they will be able to formulate a strong board, devise a strong governance-leadership relationship, evaluate ongoing performance, and support ongoing positive outcomes.

Number of Credits: 3

NPL 615 - Nonprofit Finance

This course is designed to provide the skills and knowledge to plan an organizational budget, to implement best practices in financial policies and procedures, to evaluate financial statements, to make financial decisions, and to comply with the legal reporting requirements.

Number of Credits: 3

NPL 620 - Fund Development for Nonprofits

This class offers an overview of fundraising trends, concepts, and strategies. Students will gain an understanding of how fundraising works, and learn how to design contributed revenue programs for charitable nonprofit organizations. Major topics include donor motivation, communicating your organization's worth to donors, and selecting effective fundraising strategies based on an organization's individual circumstances. Students will learn how to raise funds from individuals, foundations, and corporations. Issues of ethics in fundraising will also be explored.

Number of Credits: 3

NPL 625 - Strategic Planning for Nonprofits

This class focuses upon strategic planning/strategic management, essential skill areas for the 21st century leader. The course highlights planning models as well as key planning functions. The course is "Grounded in theory; anchored in application." Students will learn and apply a set of well-established planning tools and techniques. This course is collaborative, placing shared responsibility for learning upon all participants, students and instructor alike. This course is interactive, featuring a variety of learning tools and approaches. Real work samples are introduced and multiple learning techniques employed.

Number of Credits: 3

NPL 630 - Law and Ethics in the Nonprofit Sector

This class is about both law and ethics, underscoring that they are not synonymous. Students will gain an understanding of the legal requirements and ethical considerations surrounding everything from starting and dissolving a nonprofit to the laws of fundraising and lobbying. As a class for nonprofit leaders, not lawyers, the course is designed to allow students to appraise and interpret the legal and ethical frameworks necessary to ensure compliance and the ability to construct the right questions to ask of an attorney, the right ethical challenges to propose to staff and board and the tools and knowledge needed to design an organization that is not only legally compliant but ethically run.

Number of Credits: 3

NPL 635 - Program Evaluation for Nonprofit Leaders

Program Evaluation for Nonprofit Leaders recognizes that the nonprofit sector has entered the "Age of Assessment." This course covers both quantitative and qualitative theories and approaches to evaluation with special accent upon measuring program outcomes. The course utilizes a well respected, time tested evaluation model for evaluation and a hands-on approach to apply concrete, practical tools and techniques. Applications range from preparing an evaluation design to demonstrating specific skills such as developing logic models, survey design, and focus group facilitation. The course does not emphasize statistical or technological applications.

Number of Credits: 3

NPL 645 - Marketing for Nonprofits

The course will enable participants to understand the advanced principles of marketing and public relations with the purpose of applying them as part of the strategic planning knowledge base required of any high-level nonprofit

executive. By the end of the course, participants will be proficient in preparing a marketing plan and putting these principles into practice.

Number of Credits: 3

NPL 650 - Issues and Trends in the Nonprofit Sector

This course is designed to do two things: to explore some of the current trends and issues operating in the nonprofit sector at this time *and* to help students gain a comfort with understanding the research of others so that they may become better consumers of research, if not also better researchers. This class explores together three specific, current issues/trends of which nonprofit leaders should be aware because of their potential impact, be it positive, negative or even neutral. The trends explored change with each offering of the class, but two are selected by the profession and the third by the class. In addition, each student will investigate, and share with the rest of the class, an issue/trend of interest to him/her.

Number of Credits: 3

NPL 652 - Leadership Assessment and Evaluation

This experiential course is focused on helping students expand their leadership/management capability through systematic assessment of their existing competencies, targeted skill development, and by providing practice in applying the newly acquired skills. A five-step learning framework is used to “drive” this skill acquisition process. During this skill development process, the student receives feedback from self-assessment results, faculty, other participants and co-workers. Topics will include: self-awareness, time and stress management, individual and group problem solving, communication, power and influence, motivation, conflict management, empowerment, and team leadership, and leading positive change.

Number of Credits: 3

NPL 700 - Capstone

The Capstone Project is a semester-long, independent learning experience focused on a specific aspect of nonprofit leadership based on a student’s interests. The capstone is intended as an opportunity both to integrate all that has been learned throughout the course of the degree program and to explore more deeply a particular subject matter tied to a student’s professional development. A student works closely with a faculty advisor, and is required to present her/his capstone project both orally and in written form.

Number of Credits: 3

Nursing

Program Description

The program of study may be completed in any of ten tracks:

Adult-Gerontology Clinical Nurse Specialist,

Clinical Nurse Leader,

Nursing Administration/MBA (dual degree),

Nursing Service Administration (for those with a prior MBA),

Nursing Administration,

Nurse Anesthetist,

Adult-Gerontology Primary Care Nurse Practitioner,

Family Primary Care Primary Care Nurse Practitioner,

Public Health Nursing,

Public Health Nursing/MPH (dual degree).

The curriculum reflects a balance between liberal and professional education and is designed to foster intellectual inquisitiveness, analytical thinking, critical judgment, creativity, and self-direction under the guidance of quality faculty. Students are adult learners from diverse backgrounds who participate in the development of their own agendas for learning within a planned program of studies.

Patricia A. Dillon, Ph.D., R.N.

Chair

215.951.1322

dillonp@lasalle.edu

www.lasalle.edu/gradnursing

If you have any questions regarding the Nursing program, please contact:

msnapn@lasalle.edu

Mission

Mission

Consistent with Lasallian values, the Mission of the Nursing Programs is to provide excellent nursing education programs, with theoretical and clinical learning opportunities designed to promote the development of clinically competent, caring nursing professionals, who are prepared for a life of service, continued learning, leadership, and scholarship.

Vision

The academic, service, and research activities of the Nursing Programs' faculty mobilize resources to educate students to deliver care to all populations, emphasizing vulnerable, underserved, and diverse communities.

Philosophy for Nursing Programs

Nursing is an art, science, and practice profession that provides nursing services to diverse individuals and groups. Nurses value collaborative relationships with professionals who deliver health care services and with people who are the recipients of such services. Nursing services aim at facilitating the health of people in many settings, thus fulfilling a contract between society and the profession. Nurses' primary interests are human responses to health, illness, and healing. Nurses carry out many roles when providing safe and quality nursing interventions based on evidence.

The nursing community at La Salle 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 learning environment while actively engaging in a transformative process of continuing development as ethical, caring practitioners. The teaching-learning environment fosters scholarship, collegiality, respect, and collaboration among learners and teachers, resulting in informed service to others and the profession.

rev. Spring 1998; approved 5/98; rev. 2/01; approved 3/01; rev. 5/01; rev. 2/02; rev. 5/03; rev.& approved 5/15/08; distributed to NUR faculty 3/27/09; 6/11/09; reviewed Fall 2011; awaiting approval 2/12; approved: 4/21/12; rev. 5/1/12; 5/4/12; 5/7/12; 5/9/12.

Program Goals

Educate baccalaureate prepared nurses for leadership roles in clinical nursing, advanced practice, nursing education, or administration.

Meet the health needs of diverse individuals, families, groups, communities, and populations across various environments.

Support faculty and student scholarly activity that informs quality and safety in healthcare systems.

Student Learning Outcomes

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

1. Integrate advanced theoretical, research-based, scientific, and clinical knowledge into clinical practice to provide nursing care to diverse clients. (Essential 1)
2. Practice independently and collaboratively with an inter-professional team while delivering direct and indirect care services in various types of health care systems. (Essential 2, 7, 9, 10)
3. Use research findings from nursing and other disciplines as a basis for clinical decision-making to improve practice and to formulate health policy. (Essential 4, 6)
4. Use ethical decision-making to promote the well-being of individuals, families, health care professionals in local, national, and international communities. (Essential 6)
5. Utilize evidence-based practice recommendations and professional standards of care to promote health, prevent disease and improve the health status of individuals, families, groups, communities, and populations. (Essential 4, 8)
6. Demonstrate communication skills, including health information management to enhance the quality of care provided at individual and aggregate levels. (Essential 5)
7. Demonstrate safe, effective assessment, planning, implementation, and evaluation skills in caring for individuals and groups while working in inter-professional collaborative relationships. (Essential 3, 4, 7, 9)
8. Provide culturally competent care to all persons regardless of race, sex, sexual orientation, age, socioeconomic status, culture, health care beliefs, and religion. (Essential 7, 8)
9. Function as a leader and change agent in nursing and in health care delivery systems particularly to insure quality care for vulnerable and underserved populations. (Essential 7, 8)
10. Demonstrate responsibility and accountability for on-going professional development (Essential 9).

Accreditation

The Master of Science in Nursing degree program is accredited by the Commission on Collegiate Nursing Education.

Admission Requirements

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at <http://lasalle.edu/grad/> accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.
2. Provide Evidence of successful academic achievement in completing a baccalaureate degree in nursing from an NLNAC- or CCNE-accredited program or the MSN Bridge program for those R.N.s with a non-nursing baccalaureate degree. Undergraduate coursework must include an introductory statistics course (including inferential and descriptive) and an undergraduate nursing research course. Students who have earned a GPA of 3.2 or higher in their undergraduate program may be formally accepted into the Master of Science program upon receipt of all required documents for admission and a review by the Graduate Nursing Admissions and Progressions committee.
3. Students with an undergraduate BSN GPA of less than 3.2 are required to present test scores from the GRE (Graduate Record Exam), MAT (Miller Analogies Test) or GMAT (Graduate Management Aptitude Test), to be considered for admission into the program. Students should aim for a score above the 50th percentile for the verbal and quantitative sections. Please submit the GREs or MATs scores with your application.
4. Provide a professional résumé.
5. Provide two letters of reference from professors or supervisors. At least one reference must be an academic reference.
6. Provide evidence of current R.N. licensure in the United States.

7. Provide evidence of one year of relevant clinical experience as a registered nurse.
8. Part of the application process includes an interview. Interviews with selected candidates are scheduled following committee review of the completed application. During the interview, you will be asked to write a one page philosophy statement articulating your professional values, future educational goals, and the reason for your track selection.

Please note that the completed application needs to be submitted for consideration.

The application deadline dates are:

Summer Semester start – April 1st

Fall Semester start – July 15th

Spring Semester start – December 1st

Please refer to the University's Nondiscrimination Policy in the General Reference section of this catalog. Admission is based solely upon applicant's qualifications.

All documents should be sent to the following:

Office of Graduate Enrollment

La Salle University- Box 826

1900 W. Olney Avenue

Philadelphia, PA 19141

215.951.1100/ Fax 215.951.1462

grad@lasalle.edu

Progression through the Program

The following is presented as a model for progression through the Master of Science in Nursing program. Individual plans for progression will be determined for each student in consultation with the Program Chair. Please see the Nursing Student Handbook, the University Student Handbook, and Student Guide to Rights and Responsibilities for additional information. These handbooks are both available on the University Web site and in print.

Required for all MSN Degrees: 34 to 59 graduate credits (depending on track)

Core: Required of students in all tracks (12 credits)

NUR 604 Research for Evidence-based Practice I

NUR 605 Research for Evidence-based Practice II

NUR 607 Advanced Nursing Roles in Healthcare

NUR 608 Advanced Education Nursing: Population-Based Care

Track: Requirements vary with specialization chosen.

Clinical Nurse Leader

NUR 512

NUR 616

NUR 617

NUR 618

NUR 631

NUR 633

NUR 634

Total Credits: 34

Adult Gerontology Clinical Nurse Specialist

NUR 512

NUR 616

NUR 617

NUR 618

NUR 620

NUR 621

NUR 625

NUR 626

one elective

Total Credits: 41

Nurse Anesthetist

NUR 616
NUR 617
NUR 618
NUR 681
NUR 682
NUR 683
NUR 684
NUR 685
NUR 686
NUR 687
NUR 688
NUR 689
NUR 690 (elective)
NUR 691

Total Credits: 54-57

Adult Gerontology Primary Care Nurse Practitioner

NUR 615
NUR 616
NUR 617
NUR 618
NUR 660
NUR 661
NUR 665
NUR 666
One elective

Total credits: 41

Family Primary Care Nurse Practitioner

NUR 615
NUR 616
NUR 617
NUR 618
NUR 660
NUR 661
NUR 663
NUR 664
NUR 665
NUR 667
NUR 668
NUR 669

Total Credits: 45

Public Health Nursing

NUR 610 or NUR 611
NUR 635
NUR 637
NUR 650
NUR 651
NUR 655
NUR 656
Two electives

Total Credits: 41

Nursing Service Administration (with prior MBA)

MBA (transfer 9 credits)
NUR 512

NUR 565
NUR 635
NUR 640

NUR 645
NUR 646

Total Credits: 41

Nursing Administration

NUR 512
NUR 565
NUR 640
NUR 641
NUR 645
NUR 646
MBA 615
MBA 691
MBA 810
no electives

Total Credits: 41

Master of Science in Nursing/Master of Business Administration (MSN/MBA)

This dual-degree program prepares nurses for leadership positions in a reformed health-care system in all types of nursing and health-care practice settings. The curriculum focuses on the disciplines of nursing, management, and business and emphasizes the delivery of quality health-care services. Graduates participate fully in the strategic and operational activities of health-care agencies.

MSN/MBA Courses

NUR 604
NUR 605
NUR 607
NUR 608
NUR 640
NUR 645
NUR 646
MBA 610
MBA 615
MBA 625
MBA 630
MBA 690
MBA 691
MBA 692
MBA 810
MBA 820
MBA 830
MBA 901

MBA 902

Total Credits: 59

Master of Science in Public Health Nursing/Master of Public Health (MSN/MPH) Track

This dual degree track prepares public health nurses to meet health needs of diverse populations through community assessment, program planning, and policy development and provides opportunities for knowledge and skill development to solve public health problems, with particular emphasis on health disparities in urban communities. The strategies of consumer advocacy and resource utilization are important components of the track. Graduates are prepared to integrate the fields of nursing, community development, politics, administration, education, public policy, epidemiology, sociology, and research in urban as well as rural settings.

MSN/MPH Courses

PHLT 520
NUR 604
NUR 605
NUR 607
NUR 608
PHLT 704
PHLT 705
PHLT 500
PHLT 530
PHLT 540
NUR 610 or PHLT 512
NUR/PHLT 635
NUR/PHLT 637
PHLT 696
NUR 650
NUR 655
NUR 651
NUR 656
PHLT 752
PHLT 753
Total Credits: 62

Transfer Credit

With approval of the program director, students may transfer up to 6 hours of graduate work into graduate programs that are 36 credit or less. Students may transfer up to 9 hours of graduate level work in programs that are greater than 36 credits in length. Course credit may only be transferred from graduate programs at accredited institutions, and only courses with a grade of "B" or better can be transferred.

Dual Degree Information

Dual degree programs are offered for:

MSN/MPH and MSN/MBA

MSN/MPH

This dual degree track prepares public health nurses to meet health needs of diverse populations through community assessment, program planning, and policy development and with opportunities for knowledge and skill development to solve public health problems, with particular emphasis on **health disparities in urban communities**. The strategies of consumer advocacy and resource utilization are important components of the track. Graduates are prepared to integrate the fields of nursing, community development, politics, administration, education, public policy, epidemiology, sociology, and research in urban as well as rural settings.

This track requires a total of 500 clinical hours. The clinical experiences are in NUR 655 and NUR 656.

MSN/MBA

This dual degree program prepares nurses for leadership positions in a reformed health care system in all types of nursing and health care practice settings. The curriculum focuses on the disciplines of nursing, management, and business and emphasizes the delivery of quality health care services. Graduates participate fully in the strategic and operational activities of health care agencies. Students in the MSN/MBA track must take the GMAT standardized test to be accepted. Students must also be accepted by the MBA program mba@lasalle.edu.

This track requires a total of 250 clinical hours in two of the nursing courses. The clinical experiences are in NUR 645 and NUR 646. There are additional field work requirements in selected MBA courses.

Pre-program Basic Skills 3 Courses (1 credit each)**

MBA 501 The Executive Communicator: Presentation Module

MBA 502 Computer Literacy for the Contemporary Business Environment

MBA 503 Mathematical Methods Module*

*not required

**not required for most students

Nursing Certificates

Post-Graduate Certificate Programs are available for the following tracks:

Adult-Gerontology Clinical Nurse Specialist

This post-master's certificate option is available for nurses who hold a Master of Science in Nursing degree.

The track for a clinical nurse specialist prepares a professional for overseeing nursing care for a group of well or ill clients in hospitals, homes, and primary care settings, acting as a program director in some positions. Two major areas of responsibility include direct and indirect patient care. This nurse moves in and out of direct care situations when expert skill and knowledge are required. The clinical nurse specialist is accountable to patients, advocates for them, and evaluates the quality of nursing services. In indirect care, this nurse's responsibility is primarily to a nursing staff, serving as a consultant, bringing expert clinical knowledge to health care providers on a system-wide basis, and applying current research findings to patient care. This nurse's expertise contributes greatly to the plan of care for patients.

This track requires a total of 512 clinical hours. The clinical experiences are in NUR 625 and NUR 626.

Adult-Gerontology Primary Care Nurse Practitioner

This post-master's certificate option is available for nurses who hold a Master of Science in Nursing degree.

This track prepares students to provide direct care and to take leadership in the primary care of young adults, adults and older adults. Primary care sites include outpatient clinics, work sites, college health services, emergency rooms, home health and other community-based settings. Upon completion of this track, students are eligible for licensure in the Commonwealth of Pennsylvania and for national certification as an Adult Practitioner.

This track requires a total of 512 clinical hours. The clinical experiences are in NUR 665 and NUR 666.

Family Primary Care Nurse Practitioner

This post-master's certificate option is available for nurses who hold a Master of Science in Nursing degree.

This track builds upon the Adult Gerontology Primary Care Nurse Practitioner Track and prepares students to provide direct care and to take leadership in the primary care of families. Primary care sites include outpatient clinics, work sites, college health services, emergency rooms, home health and other community-based settings. Upon completion of this track, students are eligible for certification in the Commonwealth of Pennsylvania and for national certification as a Family Primary Care Nurse Practitioner.

This track requires a total of 692 clinical hours. The clinical experiences are in NUR 665, NUR 667, NUR 668, NUR 669.

For post master's certificate students who are already adult nurse practitioners, the clinical requirements are 306 hours.

Master of Science in Nursing/Master of Business Administration (MSN/MBA)

This dual-degree program prepares nurses for leadership positions in a reformed health-care system in all types of nursing and health-care practice settings. The curriculum focuses on the disciplines of nursing, management, and business and emphasizes the delivery of quality health-care services. Graduates participate fully in the strategic and operational activities of health-care agencies.

Nursing Courses MBA Courses

NUR 604	MBA 610
NUR 605	MBA 615
NUR 607	MBA 625
NUR 608	MBA 630
NUR 640	MBA 690
NUR 645	MBA 691
NUR 646	MBA 692
MBA 810	
MBA 820	
MBA 830	
MBA 901	
MBA 902	
Total Credits: 59	

Master of Science in Public Health Nursing/Master of Public Health (MSN/MPH) Track

This dual degree track prepares public health nurses to meet health needs of diverse populations through community assessment, program planning, and policy development and provides opportunities for knowledge and skill development to solve public health problems, with particular emphasis on health disparities in urban communities. The strategies of consumer advocacy and resource utilization are important components of the track. Graduates are prepared to integrate the fields of nursing, community development, politics, administration, education, public policy, epidemiology, sociology, and research in urban as well as rural settings.

MSN Core–PHLT Core Knowledge (21 credits)

PHLT 520 Environmental Health and Program Design
NUR 604 Research for Evidence-Based Practice I
NUR 605 Research for Evidence-Based Practice II
NUR 607 Advanced Nursing Roles in Health Care
NUR 608 Advanced Nursing Practice in Population-Based Care
PHLT 704 Statistics and Biostatistics
PHLT 705 Social and Behavioral Sciences in Public Health

MSN Advanced Core–PHLT Cross-Cutting Knowledge (21 credits)

PHLT 500 The Ethical Basis of the Practice of Public Health
PHLT 530 Health Care Administration
PHLT 540 Intro to Public Health
NUR/PHLT 635 Health and Policy and Program Planning and Evaluation
NUR/PHLT 637 Epidemiology
NUR 610 Nursing and Health Education or
PHLT 512 Informatics
PHLT 696 Grant Writing Seminar

Specialized Track (20 Credits)

NUR 650 Public Health Nursing I
NUR 651 Public Health Nursing II
NUR 655 Field Study I (256 clinical practicum hours) (4 credits)
NUR 656 Field Study II (256 clinical practicum hours) (4 credits)

PHLT 752 Capstone I
PHLT 753 Capstone II

Total Credits: **62**

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

Grant funding and Graduate Assistantships might be available. Consult with the Director of the Graduate Nursing Program regarding eligibility.

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215.951.1070.

Faculty

Chair: Patricia A. Dillon, Ph.D, R.N.

Professors: Wolf, Kurz

Associate Professors: Czekanski, Dillon, Donohue-Smith, Frizzell

Assistant Professors: Hoerst, Kinder, Piper, Townsend, Uribe, Wilby

NUR 512 - Informatics

This course provides an overview of informatics and other technologies used to enhance and improve patient care. The application of communication technology to integrate and coordinate care is examined. Data management and electronic health records are explored. Access to current literature through search processes using technology is linked to evidence-based health education and other patient care interventions.

Number of Credits: 3

NUR 565 - Safety Strategies for Health Care Delivery Systems

This course explores medication errors 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 other 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.

Number of Credits: 3

NUR 581 - The School Nurse and the Exceptional Child

This course examines the principles of school nursing applied to children with special education and health-related needs. Students explore the practical applications of laws, rules, and regulations that form the basis for accommodating the needs of exceptional children. Emphasis is placed on identifying common health problems and disabilities, nursing care management, and interdisciplinary decision-making. This course addresses Knowledge of Content (IA-ID), Performances, and Professionalism (IIIA-IIID) specified in the School Nurse Guidelines of the Pennsylvania Department of Education Standards.

Prerequisite: None

Number of Credits: 3

NUR 582 - School Nurse Practicum

This course provides the student with a practicum in school nursing to meet the entry criteria for school nurse certification in the Commonwealth of Pennsylvania and meets Standards IV, V, VI, and VII of the Pennsylvania Department of Education General Standards and School Nurse Guidelines I.A., I.B., I.C., I.D., II, III.B., III.C., and III.D. Practicum students will demonstrate the school nurse role under the supervision of a certified school nurse mentor. Students applying to take course will present a dossier detailing previous work experience and professional academic experience for evaluation by the School of Nursing.

Prerequisite: NUR 581

Number of Credits: 4

NUR 605 - Research for Evidence-Based Practice II

This course is a continuation of Research for Evidence-Based Practice I (NUR 604). Students develop research proposals, generated by research questions and the literature review, completed in NUR 604. They also examine research design, treatment of variables, sampling, measurement theory, probability theory, qualitative and quantitative analysis, and the use of the computer in data analysis. Ethical and legal principles related to the conduct of nursing research will be discussed. Students employ evidence-based practice strategies to inform clinical practice decisions. *Prerequisite: NUR 604*

Number of Credits: 3

NUR 607 - Advanced Nursing Roles in Healthcare

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 networking and coalition-building skills in leadership roles extending beyond the traditional health-care environment.

Number of Credits: 3

NUR 608 - Advanced Nursing Practice for Population-Based Care

In this course, students develop cultural competence regarding the role of the advanced practice 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.

Number of Credits: 3

NUR 615 - Family System Concepts for Primary Care

This course explores theoretical perspectives on individuals' health within the family system, emphasizing vulnerable and underserved populations. Societal-level patterns of aging are investigated, including issues affecting family systems at the national and global levels. Family assessment, human development, and life transitions theory are introduced to prepare students to provide anticipatory guidance and advance care planning. Family responses to and coping mechanisms associated with acute, chronic, and terminal illness are scrutinized. Principles of cultural competence and leadership/change agency are explored.

Number of Credits: 3

NUR 616 - Advanced Health Assessment

This course addresses the health assessment of individuals across their lifespan using a framework of physiologic, psychological, socio-cultural, and physical examination data. Students explore history-taking methods, principles

of physical assessment, and concepts of clinical diagnosis to determine patients' potential and actual health problems. The course enables students to develop skills necessary to evaluate the comprehensive health status of individuals through assessment of normal and abnormal physical findings. Students combine principles of nursing and other related sciences to analyze clinical problems and provide safe, competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis, and decision-making skills. *Prerequisites: Core, NUR 617, NUR 618*

Number of Credits: 3

NUR 617 - Advanced Pharmacology

This course expands the study of the actions and effects of drugs in the human system across an individual's lifespan. Students synthesize legal and professional nursing responsibilities related to pharmacotherapy for health promotion, pathological syndromes, and clinical disorders in advanced practice nursing roles. Students appraise principles of drug therapy, mechanisms of action, and selection of appropriate pharmacological agents in clinical prescribing. *Prerequisite/Corequisite: NUR 618*

Number of Credits: 3

NUR 618 - Advanced Pathophysiology

This course integrates physiological principles, clinical manifestations, and advanced nursing practice implications with the clinical decision-making process. Common pathological syndromes and disorders are explored across an individual's lifespan. Students interpret physiologic, pathophysiologic, psychological, and sociocultural data utilizing information to formulate culturally appropriate advanced nursing practice. Students focus on differentiating normal, variations of normal and abnormal changes of syndromes, and constellations of symptoms with a selection of pertinent diagnostic testing. *Prerequisite: Core*

Number of Credits: 3

NUR 620 - Biopsychosocial Processes: Nursing Care of Adults in Health and Illness

This course explores biopsychosocial and cultural processes in relation to health, illness, and healing in diverse human systems, especially those from vulnerable and under-served populations. Students evaluate significant health problems that represent leading causes of mortality and morbidity for adults from early adulthood through senescence. Evidence-based nursing interventions for adult and geriatric patients with varied health problems ranging from primary to acute concerns are evaluated from the Clinical Nurse Specialist's caring perspective. The National Association for Clinical Nurse Specialists' (NACNS) Statement on Clinical Nurse Specialist Practice and Education, the Clinical Nurse Specialist Core Competencies, and Adult-Gerontology Clinical Nurse Specialist Competencies provide the role context for the course with adult-gerontology population content provided using relevant resources to achieve nationally validated competencies with an emphasis on quality improvement, outcomes management, research, and evidence-based practice.

Number of Credits: 3

NUR 621 - Biopsychosocial Processes II: Nursing Care of Adults in Health and Illness

This course is a continuation of NUR 620 which explores biopsychosocial and cultural processes in relation to health and healing in human systems especially those from vulnerable and under-served populations. Students evaluate significant health problems which represent the leading causes of mortality and morbidity for adults in the United States. Nursing interventions for adults with these problems are evaluated from the Clinical Nurse Specialist's caring perspective and from the service orientations of culturally competent health promotion, disease prevention, health maintenance, and health restoration. The National Association for Clinical Nurse Specialists (NACNS) practice and education standards are emphasized. (Under revision)

Number of Credits: 3

NUR 625 - Field Study in Adult Health and Illness I

This seminar and preceptored practicum course is designed to integrate theory, practice, and research as the basis for advanced clinical practice for clinical nurse specialists (CNS). Nursing care needs of adults and their responses to health and illness are explored within the context of health promotion, maintenance, and restoration health-care services. Clinical practica are structured according to the needs of the graduate student. The seminars provide a forum for discussion of the roles of the advanced practitioner. Practica and seminars enhance knowledge, skills, and attitudes relevant to advanced nursing practice in a variety of settings. This course requires 250 hours of clinical practicum.

Pre-requisites: NUR 616, Core

Co-requisite: NUR 621

Number of Credits: 4

NUR 626 - Field Study in Adult Gerontology Health and Illness II

A continuation of NUR 625 in which graduate students explore the needs and responses of diverse healthy and ill adults during preceptored clinical practica and seminars. The course views theory and research as foundations of nursing practice. Advanced nursing practice is examined within the context of health promotion, maintenance, and restoration services. Students investigate the characteristics and functions of the clinical nurse specialist role in relation to clinical problems. Practica are structured according to the needs of graduate students. The seminars provide a forum for discussion of various roles and clinical issues of advanced nursing practice in clinical nurse specialist roles in diverse settings. The practica and seminars enable students to expand knowledge, skills, and attitudes relevant to culturally competent advanced nursing practice for diverse clients. The practice and education standards of the National Association of Clinical Nurse Specialists (NACNS) are integrated. This course requires 250 hours of clinical practicum.

Prerequisite: NUR 625

Co-requisite: NUR 621

Number of Credits: 4

NUR 631 - Clinical Outcomes Management

This course addresses clinical decision-making, management of patient care, evidence-based practice, and outcomes management. Students participate in the process of developing best practice guidelines for promoting, maintaining, and restoring health. Quality assurance, safety and risk reduction will be examined. Students begin to develop a leadership portfolio.

Number of Credits: 3

NUR 633 - Care Environment Management

This course investigates knowledge of complex health care systems including health care delivery models, financing, organization of health care systems, legislation affecting health care, and the role of professional nursing organizations in the health care environment. Students analyze the role of the CNL in health care systems.

Number of Credits: 3

NUR 634 - Field Study in Clinical Nurse Leadership

This course provides students the opportunity to participate in a leadership practicum with a mentor from a practice setting. Students complete their leadership portfolio that includes a capstone project demonstrating implementation of the leadership skills they have developed during their course of study.

NUR 635 - Health Policy and Program Planning and Evaluation

This seminar course introduces students to health policy, program planning, and evaluation in the public health context, especially as they relate to vulnerable and under-served populations. Special emphasis is placed on students' strengthening and developing their skills in policy formulation and implementation. The social, economic, legal, ethical, cultural, and political environments that influence public policy, planning, and evaluation are explored. Students acquire familiarity with strategies for health planning and evaluation through selected applied

learning activities.

Prerequisites: Core

Number of Credits: 3

NUR 640 - Nursing Management/Administration I: The Content and Context of Nursing Administration

This course focuses on the practice of nursing administration and provides students with the opportunity to critically examine the role of the nurse administrator. Students examine theories and principles regarding management of organizational systems within diverse health-care settings. Delivery of nursing care and services in relation to structure, process, and outcomes within small and large organizational systems is emphasized. Organizational design, administrative processes, and measurement of organizational effectiveness within nursing systems are emphasized. The professional, research, managerial, leadership, and change agency aspects of the nurse administrator role are explored in relation to the practice of nursing administration.

Prerequisites: Core, MBA Foundation, MBA Executive Perspectives, and acceptance into the MBA program.

Co-requisite: NUR 645

Number of Credits: 3

NUR 641 - Nursing Management/Administration II

The emphasis of this course is on the role of the nurse administrator in developing and managing human resources within the health care delivery system. Theories and principles related to the development of an organizational climate that fosters staff satisfaction and productivity are explored. The Magnet Program is discussed and reviewed. Principles of personnel administration, employee relations, legal guidelines and collective bargaining are examined throughout the course.

Number of Credits: 3

NUR 645 - Field Study in Nursing Management/Administration I

This is the first of two preceptored field experiences designed to provide the student with the opportunity to integrate administration theory, operations, and research in a variety of health-care settings in order to positively influence the quality of patient care. With faculty guidance, students select and participate in a variety of experiences that focus on nursing management within diverse health-care settings. Seminars provide students with experiences in developing the skills necessary for the nurse administrator to influence change, to work with teams, and to manage resources. Trends, ethics, standards, and research in the area of nursing management are also examined. Emphasis is placed on the student's articulation of the philosophical and theoretical basis of the practicum issues and on the development, refinement, and evaluation of effective management strategies. Clinical practica are structured according to the individual student's knowledge and skill needs. This course requires 125 hours of clinical practicum.

Prerequisite: MBA Core, MBA Foundation, MBA Executive Perspectives

Co-requisite: NUR 640

Number of Credits: 4

NUR 646 - Field Study in Nursing Management/Administration II

In this preceptored field experience, students select opportunities to participate in strategic and financial management operations in a variety of settings. Seminars examine the impact of prospective payment, managed care, and uncompensated care on health-care organizations and nursing systems, especially those serving vulnerable and under-served populations. Students explore intrapreneurial and entrepreneurial roles of nursing administrators. Seminars provide students with the opportunity to share and process weekly practicum experiences and to receive feedback from students and faculty colleagues. Students articulate the philosophical and theoretical basis of practicum issues and the development, refinement, and evaluation of effective management strategies to effect positive changes in patient-care delivery systems. Students are encouraged to seek practica in alternative care delivery sites such as, but not limited to, Health Maintenance Organizations (HMOs), primary-care health centers, assisted living centers, nursing homes, and hospitals and with diverse client populations, especially the vulnerable

and underserved. This course requires 125 hours of clinical practicum.

Prerequisite: NUR 645

Required MBA courses are previously listed and described elsewhere in this catalog.

Number of Credits: 4

NUR 650 - Public Health Nursing I

This is the first of two courses designed to provide the theoretical foundations necessary for advanced public health nursing practice. Health behaviors and change strategies will be discussed as the bases for effective public health interventions. A variety of community assessment models from nursing, public health, public policy, and the social sciences will be examined. Current writings from the humanities provide an opportunity to apply and critique assessment models. Content includes the scope and standards of practice for public health nursing and exploration of significant public health problems.

Prerequisites: Core, NUR 635, NUR 637

Co-requisite: NUR 655

Number of Credits: 3

NUR 651 - Public Health Nursing II

This is the second of two courses designed to provide the theoretical foundations necessary for advanced public health nursing practice. Emphasis is placed on intervention and evaluation strategies. Content includes public health services models that support primary, secondary, and tertiary health-care initiatives both in traditional and non-traditional settings. Financial, ethical, cultural, and political factors in aggregate interventions are explored. Models for intervention and evaluation from nursing and other disciplines are analyzed for their utility in advanced practice nursing. Popular works of non-fiction are used to highlight the benefits and limitations of theoretical models in public health nursing. The synthesis of ideas, models, and research from a variety of sources are emphasized as a critical component of public health nursing.

Prerequisites: NUR 650, NUR 655

Co-requisite: NUR 656

Number of Credits: 3

NUR 655 - Field Study in Public Health Nursing I

This seminar and preceptored practicum course integrates theory, practice, and applied research. Through seminars and clinical applications, students develop the initial phases of a community health project with targeted populations. Emphasis is placed on leadership roles that optimize the health of families, groups, and communities through an assessment of the health status of an aggregate or community and a proposed plan of action based on priority needs and resources of the target population. The final phases of this project (implementation, evaluation, and recommendations) will be completed in the Spring Semester (NUR 656). The course builds on public health principles and culturally competent interventions engaging at-risk urban populations. Healthy People 2010 guides the student's advanced practice opportunities through collaborative, multidisciplinary, client-oriented work in community settings. This course requires 256 hours of clinical practicum.

Prerequisites: NUR 635, NUR 637, HCA 731, or MBA 610

Co-requisite: NUR 650

Number of Credits: 4

NUR 656 - Field Study in Public Health Nursing II

This seminar and preceptored practice course further integrates theory, practice, and program evaluation perspectives into advanced practice public health nursing. The course supports the implementation and evaluation phases of the student's ongoing public health project/practicum. Emphasis is placed on expanding professional and community roles, responsibilities and requisite skills to sustain and promote population-focused health within the framework of Healthy People 2010. The course focuses on culturally competent public health nursing interventions and leadership opportunities in diverse urban settings. Innovative health communication, education, and outreach

strategies addressing public health needs in the 21st century are essential components of the course. This course requires 256 hours of clinical practicum.

Prerequisites: NUR 650, NUR 655

Co-requisite: NUR 651

Number of Credits: 4

NUR 660 - Adult-Gerontology Primary Care I

This course focuses on the primary care health concerns of diverse young adults, adults, and older adults and facilitates student development in the nurse practitioner role. Using national health-care guidelines and professional standards, students assess health behaviors, plan and implement culturally appropriate and evidence-based practice strategies for health promotion and disease prevention, and evaluate health outcomes. Health maintenance and health restoration are explored in light of contemporary health-care environments, especially for underserved and vulnerable populations. Patient education and counseling techniques relevant to advanced nursing practice are emphasized. *Prerequisites:* Core, NUR 616, NUR 617, NUR 618; *co-requisite:* NUR 665

Number of Credits: 3

NUR 661 - Adult-Gerontology Primary Care II

This course focuses on theories, principles, and processes necessary to diagnose and manage primary care health problems of young adults, adults, and older adults. Evidence-based practice standards and professional ethics are emphasized as students acquire knowledge necessary to evaluate and manage diverse patient populations with complex primary care health needs ranging from acuity to chronicity, including palliative and end-of-life care. Students explore health risks and behaviors, health promotion strategies, disease prevention, and health restoration in the context of contemporary health-care environments. Legal, ethical, financial, and cultural concepts related to advanced-practice nursing and professional credentialing are integrated. Patient education and counseling techniques relevant to the advanced-practice nursing role are addressed. *Prerequisite:* NUR 660; *co-requisite:* NUR 666 or NUR 667

Number of Credits: 3

NUR 663 - Primary Care of Women

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for both the pregnant and non-pregnant woman. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of adult women will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the female patient in the ambulatory care setting.

Prerequisites: NUR 616, 617, 618, 660, 665

Co-requisite: NUR 668

Number of Credits: 2

NUR 664 - Primary Care of Children

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for the child from birth to adolescence. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of children will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the pediatric patient in the ambulatory care setting.

Number of Credits: 2

NUR 665 - Field Study: Adult-Gerontology Primary Care I

This seminar course focuses on the knowledge and skills necessary to provide safe and effective primary care to young adults, adults, and older adults. Seminars focus on the application of physiologic, pharmacologic, and

psychosocial principles in the professional role of the nurse practitioner within the health-care delivery system. Students integrate research-based knowledge of health assessment, health promotion, and disease prevention, pathophysiology, pharmacology, and family theory into preceptored clinical experiences in primary care settings. Course assignments focus on the process of clinical reasoning for accurate diagnosis and management of illness. (256 preceptored clinical hours) *Co-requisite: NUR 660*

Number of Credits: 4

NUR 666 - Field Study in Primary Care of Adults I

This course allows students to further develop and refine necessary skills for the adult-gerontology nurse practitioner. Students build on competencies achieved in NUR 665 and continue to integrate evidence from advanced practice nursing and related disciplines in classroom and clinical activities to prepare for the role of the nurse practitioner. Students apply knowledge of diagnostic and therapeutic interventions to provide safe and effective health care in the delivery of primary care. (256 preceptored clinical hours) *Prerequisite: NUR 665; co-requisite: NUR 661; prerequisites: Core, NUR 616, NUR 617, NUR 618*

Number of Credits: 4

NUR 667 - Field Study: Adult Gerontology Primary Care II for the FNP Student

This course allows students to further develop and refine necessary skills for the family nurse practitioner. Students build on competencies achieved in NUR 665 and continue to integrate evidence from advanced-practice nursing and related disciplines in classroom and clinical activities to prepare for the role of the nurse practitioner. Students apply knowledge of diagnostic and therapeutic interventions to provide safe and effective health care in the delivery of primary care. (128 preceptored clinical hours) *Prerequisite: NUR 665; co-requisite: NUR 661; prerequisites: Core, NUR 616, NUR 617, NUR 618*

Number of Credits: 2

NUR 668 - Field Study in Primary Care of Women

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pregnant and non pregnant woman through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pregnant and non pregnant women.

Number of Credits: 2

NUR 669 - Fnp Field Study II

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pediatric client through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pediatric client.

Number of Credits: 3

NUR 681 - Orientation to Study and Practice of Anesthesia

This orientation course is required for all students enrolled in the nurse anesthesia track. It is designed to familiarize students with department management, policies, and procedures, the history of nurse anesthesia, the role of the anesthesiologist as an anesthesia care team member, the history of anesthesia, and issues related to anesthesia administration. In addition, this course acquaints students with the physical plant, surgical suite, and critical care area. Program requirements and accreditation requirements of the Council on Accreditation of Nurse Anesthesia Educational Programs are presented. A broad field orientation to clinical practice includes legal implications of anesthesia care, preoperative patient assessment, airway management, and patient positioning. This course provides the basis for meeting the anesthesia-related needs of culturally diverse patients in acute-care settings. Topics included are: (1) Orientation to Anesthesia Department, Care Plans, and Records, (2) Orientation to the Operating Room, (3) Preoperative Patient Assessment, (4) Substance Abuse, Application to Nurse Anesthesia Practice, (5) Airway Management, (6) Patient Positioning, and (7) Basic Principles of Anesthesia Practice. *Prerequisite: Graduate Core, Advanced Core, special permission*

Number of Credits: 4

NUR 682 - Anatomy, Physiology, and Pathophysiology I

Nurse Anesthesia students are presented with specific anatomic and physiologic considerations of the cardiovascular, respiratory, and fluid/ electrolyte systems. Cellular physiology as it applies to Nurse Anesthesia practice is presented. Cardiovascular segments provide monitoring modalities, cardiovascular pharmacology, and the effects of the anesthetic agents on the cardiovascular system. The respiratory segment provides an in-depth examination of anatomy, physiology, respiratory reflexes, lung volumes, respiratory sounds, rates, and types as they apply to anesthesia. Pathophysiologic disease processes associated with culturally diverse patient populations are presented and clinically applied. Topics included are (1) Cell Physiology, (2) Respiratory I, and (3) Cardiovascular I.

Number of Credits: 4

NUR 683 - Pharmacology I

The purpose of this course is to help students understand the actions and effects of specific anesthetic medications on the human system. Students analyze the nursing responsibilities related to anesthetic pharmacokinetics and pharmacodynamics for the advanced practice nurse. Students study principles of drug therapy, mechanisms of action, and selection of pharmacologic agents specific to anesthesia practice. Regional anesthetics, intravenous and inhalational anesthetic agents, and their clinical applications are incorporated. In addition, students examine pharmacologic considerations associated with diverse patient populations, especially those in urban medically under-served areas. Topics included are (1) Introduction to Pharmacology, (2) Regional Anesthesia, and (3) Inhalational Anesthesia.

Number of Credits: 2

NUR 684 - Physics and Chemistry I

This course introduces the student to the principles of inorganic chemistry that are applicable to anesthesia practice. The core portion of this course encompasses the critical elements of design, purpose, operation, and safety principles associated with anesthesia machine use. The FDA checklist is incorporated into the didactic portion of the curriculum. Topics included are (1) Anesthesia Machine and (2) Patient Monitoring.

Number of Credits: 2

NUR 685 - Pharmacology II

The purpose of the course is to expand students' pharmacologic knowledge base related specifically to nurse anesthesia practice while continuing to build on the principles of NUR 683. Students continue to build on the pharmacokinetics and pharmacodynamics related to local anesthetics, muscle relaxants, and intravenous anesthetic agents. The course continues to focus on the pharmacologic considerations and pathophysiologic disease processes of persons in medically under-served areas and with high-risk urban populations. Topics included are (1) Local Anesthesia, (2) Muscle Relaxants, and (3) Intravenous Anesthesia Agents.

Number of Credits: 3

NUR 686 - Anatomy Physiology and Pathophysiology II

The anatomy, physiology, and pathophysiology of the cardiovascular and respiratory systems are expanded upon from NUR 682. In addition, the physiology, anatomy, and pathophysiology of the hepatic, endocrine, excretory, and autonomic nervous systems are presented. The effects of the inhalational and intravenous anesthetic agents on the hepatic, renal, and endocrine systems are featured with a focus on biotransformation and excretory processes. Pathophysiologic disease processes specific to culturally and racially diverse patient populations are applied. Topics included are (1) Cardiovascular II, (2) Respiratory II, (3) Hepatic System, (4) Endocrine System, (5) Excretory System, and (6) Autonomic Nervous System.

Number of Credits: 4

NUR 687 - Chemistry and Physics II

The physical laws of physics as they apply to anesthesia practice are presented. Organic and inorganic chemistry principles as they apply to nurse anesthesia practice are examined. Electrical safety and electrical principles related to the physical environment and surgical suite are integrated into this dynamic course.

Number of Credits: 2

NUR 688 - Advanced Principles of Practice

An in-depth presentation of the respective anesthesia subspecialties is presented. Surgical subspecialties explored include obstetrics, pediatrics, CT surgery, geriatrics, neuroanesthesia, trauma, burns, orthopedics, ENT, plastic surgery, GI surgery, pain management, laser surgery, and hematology. Specific techniques, monitoring devices, complications, physiologic alterations, and anesthesia provider considerations associated with each subspecialty are extensively reviewed and applied clinically. Subspecialty practice applicable to the medically under-served is included in conjunction with cultural issues that affect health care in the urban setting. Topics included are (1) Obstetrics, (2) Pediatrics, (3) Cardiothoracic, (4) Geriatrics, (5) Neuroanesthesia, (6) Trauma/ Burns, (7) Orthopedics, (8) ENT/Plastics, (9) GI Surgery, (10) Pain Management, (11) Laser Surgery, and (12) Hematology.

Number of Credits: 4

NUR 689 - Professional Aspects

This culminating course is designed to prepare students for the professional responsibilities they will assume as nurse anesthetists following graduation. Medical-legal considerations associated with nurse anesthesia are incorporated and selected medical malpractice cases are analyzed. This course provides students with the ability to evaluate journal clubs and prepare professional reports for presentation. Topics included are (1) Medical-Legal Considerations in Anesthesia Practice, (2) Seminar Workshop, Educational Meetings, Morbidity, and Mortality Conferences, and (3) Journal Club.

Number of Credits: 2

NUR 690 - Clinical Practicum I

This clinical practicum is developed to allow the student to gain exposure to the induction, maintenance, and emergence phases of anesthesia. Students focus on pre-anesthesia assessment, anesthesia induction techniques, emergence, and proper postprocedure care. This is a Pass/Fail course. Objectives included are (1) Room Preparation, (2) Pre-Anesthetic Assessment, (3) Anesthesia Record, (4) Induction, (5) Maintenance, Emergence, and Post-operative Periods, and (6) Interpersonal Behavior.

Number of Credits: 3

NUR 691 - Clinical Practicum II

This clinical capstone course is the final culmination of the student's clinical experience. Senior nurse anesthesia students utilize their didactic preparation and clinical anesthesia foundation from the preceding six semesters.

Topics included are (1) Room Preparation, (2) Preanesthetic induction, (3) Anesthesia Record, (4) Induction, (5) Maintenance, Emergence, and Post-operative rounds, and (6) Interpersonal Behavior.

Number of Credits: 6

NUR 709 - Nursing Research for Evidence Based Practice

Students examine nursing research as applied to the profession's clinical nursing problems by examining the major parts, processes, and principles of quality investigations. They critique studies on a clinical problem and compare research designs, purposes, and methods. The fit of data analysis approaches with research questions and methods is also evaluated.

Restrictions: For MSN and CRNA students only

Number of Credits: 3

When Offered: Fall

How Offered: Online

Public Health

Program Description

The Master of Public Health (MPH) Program at La Salle University provides students with opportunities for knowledge and skill development to solve public health problems, with particular emphasis on health disparities in urban communities. Students collaborate with community members and other professionals to create and evaluate health promotion and disease prevention programs. The curriculum includes a practice immersion and a capstone project that emphasize case findings, health education, and disease prevention. The MPH curriculum is designed to ensure that upon graduation students have attained knowledge in the broad field of public health as well as knowledge related to health disparities in urban communities. MPH students complete their public health practice hours in communities identified as medically underserved or vulnerable. Students bring the knowledge, skills, and attitudes gained in core and cross-cutting competency, elective, practice, and capstone courses to the practice site that meet the public health needs of urban communities.

Candace Robertson-James, DrPH, MPH
Program Director
215-951-5032
robertsonjames@lasalle.edu

www.lasalle.edu/mph

If you have any questions regarding the Public Health program, please contact:

mph@lasalle.edu

Mission

The mission of the La Salle University Master of Public Health (MPH) Program, which is rooted in the larger University mission, is to educate individuals 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.

Values

The La Salle Master of Public Health (MPH) Program's 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 values include:

1. Excellence in teaching that fosters idealism, creativity, and innovation.
2. Service to marginalized and underserved populations which helps to 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 orientation, socioeconomic status, or ability.
7. Commitment to lifelong professional and personal development.

Program Goals

INSTRUCTIONAL GOALS

Goal 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.

Goal 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 GOAL

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

SERVICE GOAL

Goal 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

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

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.

Student Learning Outcomes

Upon completion of the MPH program, graduates will be able to:

- Analyze determinants of health and disease using an ecological framework.
- Apply epidemiologic methods to address scientific, ethical, economic, and political discussions related to public health issues.
- Apply descriptive and inferential statistical methods to inform public health research, practice, and policy.
- Identify genetic, physiologic, and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
- Describe the legal and ethical bases for public health and health services.
- Apply the principles of program planning, development, budgeting, management, and evaluation in organizational and community initiatives.
- Compare basic theories, concepts, and models from a range of social and behavioral disciplines used in public health research and practice.
- Apply informatics and communication methods and resources as strategic tools to promote public health.
- Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, and other moral theories) to issues of public health practice and policy.

Council on Education for Public Health Competencies

Evidence Based Approaches to Public Health

- Apply epidemiological methods to the breadth of settings and situations in public health practice
- Select quantitative and qualitative data collection methods appropriate for a given public health context

- Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
- Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

- Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
- Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

- Assess population needs, assets and capacities that affect communities' health
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- Design a population-based policy, program, project or intervention
- Explain basic principles and tools of budget and resource management
- Select methods to evaluate public health programs

Policy in Public Health

- Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- Advocate for political, social or economic policies and programs that will improve health in diverse populations
- Evaluate policies for their impact on public health and health equity

Leadership

- Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
- Apply negotiation and mediation skills to address organizational or community challenges

Communication

- Select communication strategies for different audiences and sectors
- Communicate audience-appropriate public health content, both in writing and through oral presentation
- Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

- Perform effectively on interprofessional teams

Systems Thinking

- Apply systems thinking tools to a public health issue

Health Disparities in Urban Communities Competencies

- Investigate the socioeconomic and cultural factors that impact human health and result in common health disparities affecting urban communities
- Analyze ethical issues surrounding research, risk, and public health interventions involving vulnerable and marginalized populations living and working in urban communities
- Evaluate the extent to which principles of community based participatory research (CBPR) have been used in planning, development, and evaluation of public health programs and research with diverse populations.
- Demonstrate collaboration with community partners to prioritize individual, organizational, and community concerns related to reducing health disparities in urban communities
- Evaluate how moral and ethical values shape and influence decision making, policy development, and health outcomes in urban communities
- Assess the degree to which community based public health programs and strategies address health disparities in diverse urban communities.

Public Health Practice Experience

Placement in the public health practice experience is established by an affiliation agreement with a non-profit agency or organization invested in health-related programs. Students identify public health practice sites based on academic and prior work experience, individual interest, and professional goals. Students must complete 200 practice hours to successfully complete the practice requirement.

Admission Requirements

Applicants may apply to the MPH program with the following earned degrees from a regionally accredited college or university: Bachelor of Science, Bachelor of Arts, Bachelor of Science in Public Health, Bachelor of Social Work, Bachelor of Science in Nutrition. They may also apply with a Master of Science in Nursing, other master degrees, professional doctoral degree, or research doctoral degree.

To be accepted for admission to the MPH Program, a candidate must:

- Complete the Application for Admission which may be obtained at <http://www.lasalle.edu/grad/> accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.
- Provide evidence of successful academic achievement in completing baccalaureate, master's, and/or doctoral degrees, with a minimum scholastic GPA of 3.0 on a 4.0 scale. Students with an undergraduate or graduate GPA of less than 3.0 might be provisionally accepted and may take up to two courses. Students who are provisionally accepted must achieve a B or better in each of their first two MPH courses in order to be considered for formal acceptance.
- Provide official transcripts from the institutions of higher education showing all undergraduate and previous graduate study (if applicable).
- Provide a current résumé or curriculum vitae.
- Provide two letters of reference, one from a professor (academic reference).
- Attend an interview with the Director of the program or designee (at the discretion of the Program Director).
- Provide a personal statement (600 words or less) addressing the applicant's reasons for wanting to enroll in the MPH program and his or her career plans upon completion of the program at La Salle School of Nursing and Health Sciences. An applicant should note any relevant strengths or weaknesses in his or her background or ability to carry out professional responsibilities.
- Complete an introductory statistics course (including inferential and descriptive), earning a B or better.

Important: Without exception, students may not begin practicum courses without submitting:

- Criminal and child abuse clearances; FBI background check.
- Health and physical examination documents (including current immunization/titers)

Please refer to the University's Nondiscrimination Policy in the General Reference section of this catalog. Admission is based solely upon applicant's qualifications.

All documents should be sent to the following:

Office of Graduate Enrollment
La Salle University- Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141
215.951.1100/ Fax 215.951.1462
grad@lasalle.edu

Transfer of Credit

Students may transfer up to nine hours of graduate-level work at the discretion of the Program Director.

Application Deadlines

The Master of Public Health Program admits students for the Fall term only. All documents should be submitted by August 1st for consideration. International student applications should be completed at least two months prior to the date listed above.

Students desiring to audit courses or take a course as a non-degree student must apply for admission in the same manner as MPH candidates. Students who are accepted provisionally will be evaluated by the Master of Public Health Program Admissions Committee after two courses.

Candace Robertson-James, DrPH, MPH
Director, MPH Program
La Salle University
Philadelphia, PA 19141
215-951-5032
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All documents should be sent to the following:

Office of Graduate Enrollment
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Progression in the MPH Program

Students complete 48 semester hours of degree requirements. This coursework includes successful completion of all core and cross-cutting competency, elective, practice, and Capstone courses. The cumulative GPA in the MPH Program must be a 3.0 or better in order to graduate.

Scope and Sequence of Master of Public Health Program

The MPH curriculum incorporates several elements: core and cross-cutting competencies, electives, practice, and two capstone courses. The curriculum addresses all of the criteria and competencies outlined by the Council on Education for Public Health (CEPH). Courses generally run over 15 weeks in the fall and spring semesters and 11 weeks in the summer session. The following section details the length of the academic units in courses and credit hours organized in the curricular structures of core and cross-cutting competency, elective, practice, and capstone courses.

All courses listed below are 3 credits, unless otherwise noted.

Core Competencies (21 credits)

PHLT 520 Environmental Health
PHLT 530 Public Health Ethics, Leadership and Management

PHLT 600 Research Methods for Public Health
PHLT 635 Health Policy
PHLT 637 Epidemiology
PHLT 704 Statistics and Biostatistics
PHLT 705 Frameworks in Public Health Practice

Cross-Cutting Competencies (9 credits)

PHLT 513 GIS Applications for Public Health
PHLT 540 Introduction to Public Health: Concepts of Health and Disease
PHLT 696 Grant Writing Seminar

Electives (Choose 2 electives — 6 credits)*

PHLT 551 Urban Men's Health
PHLT 554 Public Health, AIDS, and Society
PHLT 556 Reproductive Health for the Public Health Practitioner
PHLT 557 Women, Gender, and Public Health
PHLT 558 Adolescent Health: Public Health Issues, Programs, and Policies

PHLT 615 Violence Prevention and Control

PHLT 630 Race, Ethnicity, and Public Health

*Additional public health-related courses may be used as electives with permission of the MPH Program Director.

Public Health Practice (6 credits)

PHLT 750 Public Health Practice Experience I

PHLT 751 Public Health Practice Experience II

Capstone (6 credits)

PHLT 752 Public Health Capstone/Culminating Experience I

PHLT 753 Public Health Capstone/Culminating Experience II

Plan of Study

Plan of Study

MPH students can complete the degree requirements over two (2) or three (3) years, as noted below. MPH students have seven (7) years to complete the MPH degree requirements.

3 YEAR OPTION

Year 1

Fall (6 credits)

PHLT 540: Intro to Public Health: Concepts of Health & Disease

PHLT 704: Statistics and Biostatistics

Spring (6 credits)

PHLT 513: GIS Applications for Public Health

PHLT 637: Epidemiology

Summer (6 credits)

PHLT 600: Research Methods for Public Health

Elective 1

Year 2

Fall (6 credits)

PHLT 530: Public Health Ethics, Leadership and Management

PHLT 705: Frameworks in Public Health Practice

Spring (6 credits)

PHLT 635: Health Policy

Elective 2

Summer (6 credits)

PHLT 696: Grant Writing Seminar

PHLT 520: Environmental Health

Year 3

Fall (6 credits)

PHLT 750: Public Health Practice Experience I (100 hours)

PHLT 752: Public Health Capstone/Culminating Experience I

– Comprehensive Exam

Spring (6 credits)

PHLT 751: Public Health Practice Experience II (100 hours)

PHLT 753: Public Health Capstone/Culminating Experience II

*2 elective courses required

2 YEAR OPTION

Year 1

Fall (9 credits)

PHLT 540: Intro to Public Health: Concepts of Health & Disease

PHLT 704: Statistics and Biostatistics

PHLT 705: Frameworks in Public Health Practice

Spring (9 credits)

PHLT 513: GIS Applications for Public Health

PHLT 637: Epidemiology

PHLT 635: Health Policy

Summer (9 credits)

PHLT 520: Environmental Health

PHLT 600: Research Methods for Public Health

PHLT 696: Grant Writing Seminar

Year 2

Fall (12 credits)

Elective 1

PHLT 530: Public Health Ethics Leadership and Management

PHLT 750: Public Health Practice Experience I (100 hours)

PHLT 752: Public Health Capstone/Culminating Experience I
– Comprehensive Exam

Spring (9 credits)

Elective 2

PHLT 751: Public Health Practice Experience II (100 hours)

PHLT 753: Public Health Capstone/Culminating Experience II

*2 elective courses required

Capstone

The purpose of the capstone (also referred to as a culminating experience) is to have MPH students demonstrate the application and mastery of the MPH program competencies. This culminating experience is required by the Council on Education for Public Health (CEPH), the accrediting agency for programs of public health. The capstone thesis allows students to demonstrate proficiency in the public health competencies by conducting a comprehensive review of the scientific evidence related to a public health issue, concern, or intervention over two semesters. Students work closely with Public Health faculty members to identify a meaningful and scholarly capstone thesis that will contribute to the discipline of public health. Students develop their capstone thesis based on their academic interests and their future career goals. The successful completion and presentation of the capstone thesis as well as the successful completion of a comprehensive written examination signifies that the MPH student is prepared to be a public health practitioner.

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215.951.1070.

Faculty

Director: Candace Robertson-James, DrPH, MPH

Professor: Daniel Rodriguez, PhD, Meredith Kneavel, PhD

Associate Professor: Holly Harner, PhD, MBA, MPH, RN, WHCNP-BC, FAAN,

Assistant Professors: Sara Shuman, PhD, Christen Rexing, PhD, MPH

PHLT 513 - GIS Applications for Public Health

This introductory course provides an overview of the basic concepts and uses of Geographic Information System (GIS) technology in public health. As part of a toolkit for public health professionals, ArcGIS provides a means to explore data on a spatial level and communicate this information to a broader audience. Students explore GIS tools and learn to manipulate, analyze, visualize, and illustrate geographic data. Students examine relationships, trends and patterns using GIS technology. Finally, students reflect on community and individual ethical considerations, including use of sensitive electronic information, a public health professional must weigh when using information discovered about a community or individual through GIS-based manipulations. This course is structured to be a hands-on laboratory that covers both conceptual and technical topics.

Number of Credits: 3

PHLT 520 - Environmental Health

This course addresses environmental factors that impact human health. Local and regional conditions such as air, water, and soil contamination are scrutinized as are global threats, increasing population pressures, poverty, and emerging threats to populations. Students integrate tools of ecological analysis, epidemiology, and toxicology and use risk assessment to define and weigh human exposures to a range of toxicants. Students also examine the impact of environmental conditions including disaster preparedness, occupational health, community health, and health conditions in the home. Furthermore, students consider biological, physical, and chemical factors affecting the health of communities and analyze direct and indirect effects of environmental and occupational agents and outcomes associated with exposure to hazards. The responsibility of public health professionals for the human safety and health of communities through federal, state, and community regulations and agencies is also explored.

Number of Credits: 3

PHLT 530 - Public Health Ethics, Leadership and Management

Students explore the role of leaders and managers working in organizations focused on the delivery of public health programs, interventions, and outreach. Principles of effective leadership, including fostering collaboration, guiding decision making, effective communication, workforce development, consensus building, negotiation, collaborative problem solving, and conflict management are reviewed. Students address principles of team development and roles and practices of effective teams. This course also explores the ethical and philosophical basis of public health research, practice, and policy. Ethical theories are explored and critically examined, with a focus on their application to public health. Emphasis is placed on health disparities, health equity, and social justice, particularly as these concepts relate to urban communities. The course draws on students' experiences to promote moral reflection of personal values with regard to contemporary public health challenges and examines current and emerging issues as influenced by emerging technological, clinical, political, legal, socio-economic, and fiscal factors. (edited from catalog description)

Number of Credits: 3

PHLT 540 - Introduction to Public Health: Concepts of Health and Disease

This introductory course exposes students to foundational public health content including Epidemiology, Social and Behavioral Science, Environmental Health, Health Policy and Management, and Biostatistics. Topics addressed in this course include: the structure, function, and history of public health, the biomedical basis of public health, the

public health core functions and essential services, the role of public health ethics and values, and future challenges to public health. Socio-economic and cultural factors that impact human health are examined through exposure to current research and analysis of current events. Databases are surveyed to reveal vital statistics and public health records that inform evidence based decision-making and support public health programs, especially programs that address health disparities and inequities in urban communities. Health priorities, major diseases, and disease burden are examined.

Number of Credits: 3

PHLT 550 - Global Health

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 elevated.

Number of Credits: 3

PHLT 551 - Urban Men's Health

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 trait masculinity, 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 health care.

Number of Credits: 3

PHLT 554 - Public Health, Aids, and Society

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.

Number of Credits: 3

PHLT 556 - Reproductive Health for the Public Health Practitioner

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 are explored. Theoretical foundations of the medical, psychological, socio-cultural, political, and biological determinants of human sexual behavior and reproductive health will be explored. Issues of biology related to sex, gender identity, social sex role, and sexual orientation will be discussed. Contemporary issues of sexual risk behaviors, sexually transmitted infections, and safer sex practices will be examined, in addition to those issues of chronic illness, disability, and sexual coercion.

Number of Credits: 3

PHLT 557 - Women, Gender, and Public Health

This course will focus 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 about, and 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 will be 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.

Number of Credits: 3

PHLT 558 - Adolescent Health: Public Health Issues, Programs, and Policies

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.

Number of Credits: 3

PHLT 600 - Research Methods for Public Health

This course provides an overview to research methods for public health practice, research and evaluation. A variety of theoretical and methodological approaches will be investigated. Quantitative and qualitative approaches to research as well as mixed methods and community participatory approaches to research and evaluation are explored. A variety of data collection processes will be investigated. Students will critique various methodologies, evaluate published public health research studies and assess best practices. Students will also explore the role of cultural competence, collaboration and ethics in public health research

Number of Credits: 3

How Offered: Face-to-Face

PHLT 615 - Violence Prevention and Control

Students review theories of violence causation and epidemiologic patterns of violence in urban settings. An ecological framework will be 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.

Number of Credits: 3

PHLT 635 - Health Policy

This course provides an introduction to health policy, program planning, and evaluation in the public health context and allows students to strengthen and develop their skills in policy formulation and implementation. The social, economic, legal, regulatory, ethical, and political environments that influence healthcare and public health policy are explored. Specific policy areas explored in this course include: The Affordable Care Act; Health Insurance, HMOs, and Managed Care; Medicare; Medicaid; Children's Health Insurance Program; Development, Implementation, and Evaluation of Health Policy; and Health Policy and Leadership. Students also acquire familiarity with strategies for health planning, evaluation, and healthcare funding.

Number of Credits: 3

PHLT 639 - Race, Ethnicity, and Public Health

This course provides students with an understanding of racial and ethnic influences on health status and the societal factors that shape them. Students examine the concepts of race and ethnicity and distinguish between categories of biological and social constructionist perspectives. They define and describe racial and ethnic health inequities, discuss mechanisms underlying inequities, and think critically about existing health research on health inequities. Students explore theoretical frameworks for interpreting inequities in health and examine approaches for elimination of racial and ethnic health disparities.

Number of Credits: 3

PHLT 696 - Grant Writing Seminar

In this course, students develop and critique a public health related grant proposal for a public health project, program, or intervention, including developing a budget. Students investigate private and governmental requests for proposals, grants databases, and grant elements with an emphasis on the introduction, proposal summary, problem statement, program goals and objectives, evaluation, personnel, equipment, consultants, budget, and timeline. Students also build a solid foundation in grants management, including required reporting. Requests for proposals from funding entities are also compared.

Number of Credits: 3

PHLT 705 - Frameworks in Public Health Practice

Students analyze the contribution of social and behavioral factors to health and illness, 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 for a vulnerable and diverse community.

Number of Credits: 3

PHLT 706 - Multivariate Statistics

This course introduces multivariate data analysis methods. The course begins with an introduction to multivariate statistics, including matrix algebra. The course next focuses on multiple regression analysis, and Multivariate Analysis of Variance (MANOVA), along with Analysis of Covariance (ANCOVA), and repeated measures designs. It will also cover exploratory factor analysis, and introduce structural equation modeling. Students will receive extensive experience with data entry and analysis using SPSS and Mplus statistical computer packages.

How Offered: Face-to-Face

Prerequisites: PHLT 704

PHLT 750 - Public Health Practice Experience I

The goals of the practicum course are to broaden students' exposure to public health practice, facilitate valuable work experience, and increase students' knowledge of specific career opportunities. Practice placements are two semesters long (approximately 100 hours/semester) and provide students with the opportunity to observe a public health professional in practice, complete a public health project that is mutually beneficial to the student and the organization, and synthesize knowledge and skills into public health practice. Students attend mandatory seminars where the principles and practices of public health are examined and students' awareness of the needs, challenges, and career opportunities in the field are further broadened.

Number of Credits: 3

PHLT 751 - Public Health Practice Experience II

This second 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. Students learn public health program evaluation as well as focus on public health workforce development, leadership, professional development, and preparation for entry into the public health workforce. Students continue their practice experiences and complete approximately 100 hours in an underserved community setting. Seminar meetings are conducted in which students discuss both their practicum projects and the continuing challenges of program development, evaluation, and implementation.

Number of Credits: 3

PHLT 752 - Public Health Capstone I: Seminar

The Capstone two-part course sequence provides a culminating experience for students completing the Master of Public Health (MPH) degree. Students enter the Capstone with a solid foundation of theory, concepts, constructs, models, processes, and systems studied throughout the MPH Program. Additionally, students have sharpened their analytic and critical thinking skills through discussions, activities, and assignments in prior MPH courses. Part one of this two-part course sequence facilitates initial development and planning for the MPH student's Capstone thesis (also known as the culminating project). The culminating project is required for MPH programs by the Council on Education for Public Health (CEPH). Students conduct a comprehensive review of the scientific evidence related to a public health issue, concern, or intervention over two semesters. Students begin their Capstone thesis during the first Capstone course (PHLT 752) and complete their thesis and present their corresponding scientific poster during the second course (PHLT 753). Students also complete a comprehensive examination during PHLT 752 that addresses their knowledge of the public health competencies.

Number of Credits: 3

PHLT 753 - Capstone II: Seminar

The Capstone two-part course sequence provides a culminating experience for students completing the Master of Public Health (MPH) Program. Students enter the Capstone with a solid foundation of theory, concepts, constructs, models, processes, and systems studied throughout the MPH Program. Additionally, students have sharpened their analytic and critical thinking skills through discussions, activities, and assignments in prior MPH courses. Part two of this two-part course sequence continues the development and brings to completion the MPH Capstone thesis (also known as the culminating project). A culminating project is a required component in MPH programs by the Council on Education for Public Health (CEPH). Students complete their Capstone thesis and present their corresponding scientific poster in this final course.

Number of Credits: 3

RN to MSN Bridge

Program Description

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 the following:

- 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 3.2 or above, the applicant would be eligible 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

RN-BSN to MSN

Program Description

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.

NUR 301 - Professional Nursing Practice and Health Information Systems

This course examines professional nursing practice and clinical practice competencies using standards of professional nursing organizations. Students self-assess cultural competence and analyze the influence of informatics on patient and health care provider safety and patient-centered care systems and nursing theories. Professional writing, electronic portfolio development, and informatics skills are emphasized.

Number of Credits: 3

When Offered: Fall

How Offered: Online

NUR 314 - Health Assessment

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.

Number of Credits: 3

NUR 318 - Developments and Controversies in Pathophysiology and Pharmacology

~ ~ This course is designed for the RN student to build upon and expand pathophysiological and pharmacological knowledge. The course integrates pathophysiology, clinical manifestations of illness, diagnostic studies, and typical pharmacotherapeutics. The underlying principles of pharmacodynamics, pharmacokinetics, drug actions and interactions will also be included. Factors influencing health and illness such as genetics, ethnicity and environment will also be discussed in relation to disease occurrence and treatment. Medical, surgical and alternative therapies to specific and difficult developmental pathologies are highlighted. Economic and ethical issues in pharmacology are integrated into the course lectures and assignments. Emphasis is placed on updating pharmacological knowledge. Nursing implications for care of patients across the life span will also be integrated into the course.

Number of Credits: 3

When Offered: Fall

How Offered: Online

Prerequisites: NUR 301

NUR 408 - Nursing Research

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 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

Number of Credits: 3

When Offered: Fall

How Offered: Online

Prerequisites: HSC 217 all NUR 300 -level nursing courses

NUR 410 - Evidence-Based Practice

This course focuses on theory and method in the problem-solving approach of care delivery integrating personal clinical judgment, patient or client preference and values, and the best clinical evidence. Models of EBP are described. Students develop a researchable question, search and appraise the literature, and integrate the findings into a plan of care based on patient/client preferences and values. Evaluation of the process and dissemination of conclusions is presented.

Number of Credits: 3

When Offered: Spring

How Offered: Online

Prerequisites: NUR 408

NUR 413 - International Public Health Nursing

This course expands the theoretical and experiential base gained in prior nursing and non-nursing courses by introducing students to populationbased 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 healthcare 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.

Number of Credits: 3

When Offered: Fall

How Offered: Online

Prerequisites: NUR 301

NUR 418 - Nursing Leadership, Management, and Organizational Dynamics

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.

Number of Credits: 3

When Offered: Spring

How Offered: Online

NUR 465 - Safety Strategies for Healthcare Delivery Systems

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

Number of Credits: 3

When Offered: Fall

How Offered: Online

Prerequisites: NUR 301

NUR 607 - Advanced Practice Nursing Administration in Health Care Delivery Systems

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Online

NUR 608 - Population-Based Care and Advanced Practic Nursing

Nursing major courses at the BSN level consist of 52 credits. The R.N. student can articulate 25 of the 52 credits. For the student in the R.N.-MSN Program, nine credits of graduate-level coursework will be applied to the remaining 27 undergraduate nursing credits. The BSN is awarded after the R.N. student has earned 121 credits.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Online

NUR ELECTIVE - General Elective

Graduate Courses may be taken with the permission of the academic adviser.

Speech-Language Pathology

Program Description

La Salle University's Department of Communication Sciences and Disorders offers a Master of Science in Speech-Language Pathology for students who have an undergraduate degree in communication sciences and disorders, speech-language pathology, or speech-language-hearing science. In addition, those students with an undergraduate degree in a related field can pursue the master's degree after completing prerequisite courses. See www.lasalle.edu/schools/cpcs/content.php?section=post_bac_certificates&group=preslp&page=index for information about La Salle University's PreSLP Program.

Speech-language pathologists care for clients and patients of all ages and cultural backgrounds with communication and swallowing disorders. Speech-language pathologists assess, treat, and help to prevent speech, language, cognitive communication, voice, swallowing, fluency, and related disorders.

The program provides personal and professional growth opportunities. The graduate program is a full-time cohort program. It offers classes in the late afternoon and early evening. The clinical practicum experiences at affiliate sites are offered during business hours. Students have the opportunity to gain from diverse, excellent clinical practicum experiences in a variety of professional settings. The faculty share their vast array of clinical experiences with students and care about each student's success.

Barbara J. Amster, Ph.D., CCC-SLP, ASHA Fellow
Professor, Chair, and Graduate Director
215.951.1986
amster@lasalle.edu
www.lasalle.edu/speech

If you have any questions regarding the Speech-Language Pathology program, please contact: amster@lasalle.edu

Mission Statement

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.

Program Goals

The Master of Science in Speech-Language Pathology 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 of this program will earn a Master of Science degree.

Student Learning Outcomes

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 current ASHA Certification Standards

- Demonstrate proficiency in oral and written communication sufficient for entry into professional practice. (V-A)
- Apply basic biological/physical science, statistics, and behavioral/social science to the study of communication and swallowing disorders. (IV-A)
- Analyze, synthesize, and evaluate information in the areas of basic human communication and swallowing processes. (IV-B)
- Contrast basic human communication and swallowing processes with communication and swallowing disorders and differences. (IV-B, IV-C)

- 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)
- Integrate and demonstrate ethical, legal, and professional standards in the provision of speech-language pathology services. (IV-F; IV-G; V-B)
- 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)
- Critique professional issues in speech-language pathology and advocate for individuals with communication and swallowing disorders. (IV-D; IV-E; IV-F; IV-G)
- Pursue education and credentials necessary for obtaining/maintaining certification and licensure for ongoing professional development. (IV-G; IV-H; V-C; V-D; V-E; V-F)
- Implement appropriate assessment and intervention for diverse client populations with communication and swallowing disorders. (IV-B; IV-C; IV-D, V-B; V-C; V-D; V-F)
- Evaluate individuals with communication and swallowing disorders utilizing appropriate diagnostic tools. (IV-C; IV-D; V-B; V-C; V-D; V-F)
- Provide intervention for individuals with communication and swallowing disorders utilizing appropriate clinical methods and strategies. (IV-C, IV-D; V-B; V-C; V-D; V-F)
- Practice independently and collaboratively in various health-care and educational systems with appropriate professional manner. (IV-A through IV-H; V-A through V-F; V-I)

Accreditation

The Department of Communication Sciences and Disorders' 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 (ASHA), 2200 Research Boulevard, Rockville, MD 20850-3289, 301.296.5700. 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, a supervised Clinical Fellowship (CF), and passing of a national examination. All 50 states require speech-language pathologists to be licensed to practice. Licensure requirements in all 50 states (including Pennsylvania, New Jersey, and Delaware) mirror ASHA-CCC standards. .

For more information about certification, please contact the American Speech-Language-Hearing Association at 1.800.498.2071 or http://www.asha.org/certification/2005_SLP_FAQ.htm.

La Salle University's MS in SLP graduate students 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 has received approval 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 Instructional I certificates must be recommended by the Department of Communication Sciences and Disorders Faculty. Recommendations are predicated upon successful completion of all course requirements with the required Grade Point Average (minimum cumulative GPA of 3.0 and a minimum GPA of 3.0 in CSD courses).

Clinical Experiences

In accord with ASHA certification requirements, the Master of Science in Speech-Language Pathology 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 Speech Language and Hearing Association

The National Student Speech Language and Hearing Association (NSSLHA) is a pre-professional membership association for students interested in the study of communication sciences and disorders. La Salle University formed

an ASHA recognized NSSLHA chapter in 2002. Membership in the La Salle NSSLHA chapter is available to undergraduate and graduate students enrolled in the Speech Language-Hearing Science Program.

Student NSSLHA members can increase their involvement in the field by visiting professional work sites, engaging in group outreach programs, attending panel discussions, fundraising, and more. NSSLHA membership allows students to engage in leadership activities locally and nationally by promoting dialogue between students, professionals, and community members.

Adviser: Maureen Costello, costellom3@lasalle.edu

Visit the NSSLHA Web site: www.nsslha.org

Admission Requirements

In order for students to meet current ASHA certification standards, applicants to La Salle University's Speech-Language Pathology Master of Science Program must have a background in communication sciences and disorders or speech-language-hearing science. Applicants must have transcript grades for at least six communication sciences and disorders prerequisite courses before February 1st, 2019.

Applications from students who do not have a background in communication sciences and disorders will not be reviewed. For students who do not have a background in communication sciences and disorders, we offer prerequisite courses through our [PreSLP program](#).

Students must fulfill all prerequisite requirements prior to obtaining the master's degree. Outstanding coursework must be completed through La Salle University's PreSLP Program concurrently with graduate coursework.

In addition, all applicants must have a minimum total GPA of 3.0 to apply to the graduate program and to be reviewed by the Admissions Committee. We rely on CSDCAS computation of total GPA.

Official scores from the Graduate Record Examination (GRE) taken within the past five years must be sent directly to CSDCAS, using the designated institution code assigned to La Salle University. This code is 0717. If you did not indicate this code on your GRE form, please see the CSDCAS portal for directions on sending official La Salle designated GRE scores through CSDCAS. We will not accept GRE scores any other way. Please monitor your application to ensure that the official La Salle designated GRE scores have been posted.

How to Apply

All application materials must be submitted through the CSDCAS Portal. Please do not send any materials directly to La Salle University; they will not be considered as part of your application. Required materials include the following:

- Online application through CSDCAS including the CSDCAS processing fee. La Salle University does not require any supplemental or additional application fees.
- A personal essay in response to the following prompt: "Being an effective speech-language pathologist is both an art and a science. As a graduate student you will be expected to do well academically and clinically. In no more than 400 words, please describe an experience highlighting the personal qualities you possess illustrating that you will be a successful clinician."
- Three letters of recommendation, at least two of which must be provided by someone who taught you during your college career and can speak about the quality of your academic work and your ability to succeed in a graduate program.
- Official transcript(s) of all undergraduate studies and graduate studies.
- Official scores from the Graduate Record Examination (GRE) taken within the past five years. GRE scores must be sent directly to CSDCAS, using the designated institution code assigned to La Salle University. This code is 0717.

ALL APPLICATIONS must be verified by CSDCAS by Feb. 1, 2019. Verification means that CSDCAS has authenticated your application and GPA calculation. Applications should be submitted to CSDCAS with payment, official transcripts, and official GRE scores at least four weeks in advance of the deadline date to ensure that it is verified on time. You can view the status of your application by logging on to the CSDCAS site. It is your responsibility to ensure that your application is complete and verified by the deadline.

In fairness to all applicants, La Salle does not review applications before the deadline. You are responsible for monitoring the completeness of your application through the CSDCAS portal.

CSDCAS customer service is available Monday-Friday from 9 a.m. to 5 p.m. EST to answer any questions.

Phone – 617.612.2030

Email – csdcassinfo@csdcas.org

For more information about our program and data on accepted students in previous years, please [visit ASHA's HES Web site](#).

[Apply online here](#).

No unverified applications will be considered after the Feb. 1 deadline.

Please refer to the University's Nondiscrimination Policy in the General Reference section of this catalog. Admission is based solely upon applicant's qualifications.

Model Curriculum

The following is presented as a model for progression through the Master of Science program. Individual plans for progression will be determined for each student in consultation with the student's adviser and the Program Director.

The Communication Sciences and Disorders Student Handbook contains program-specific guidelines and procedures for progression and is available through the mylasalle Portal.

The model curriculum contains a minimum of 60 credits, which includes clinical practicum requirements and successful completion of the Master's Comprehensive Examination.

Students must meet with their advisers each semester to discuss registration and to review their progress in meeting the KASA summary forms. The KASA summary forms must be completed, approved, and signed by the Director of the Program to complete graduation requirements. When a graduate student enters his/her final semester of study, the student's academic and clinical record is examined by the student's adviser for compliance with La Salle University, SLP Program requirements and ASHA requirements. Typically, the capstone course (COSD 635) is completed during the student's final semester in the program. Part of the SLP requirements for graduation includes taking the National Examination in Speech-Language Pathology (NESPA) examination while enrolled in the capstone course (COSD 635). Any deviation from this sequence must be approved by the Program Director.

Students are responsible for making sure that they follow ASHA guidelines for course selection. Selection of courses is made with an adviser and includes undergraduate transcript review. If students have deficiencies in undergraduate prerequisites, in accordance with ASHA guidelines, these courses must be completed during the graduate course of study. Please note: Students must meet the current ASHA Standards for Certification. Please contact the American Speech-Language-Hearing Association at 800.498.2071 or <http://www.asha.org/certification/> for more information about certification standards. Graduate students who take longer than three years to finish the M.S. degree will be subject to meeting the curriculum requirements in place at the time of graduation.

Graduate Program Progression to Graduation

Every student in a La Salle University Graduate Program is required to maintain a minimum cumulative scholastic average of "B" (3.0). In addition, a student whose academic performance falls below this standard is subject to academic review by his/her advisor and the Graduate Director. Depending upon the degree of the academic deficiency, a student may be given a warning with regard to academic standing. At the discretion of the faculty, students in academic jeopardy may be dismissed from the Program.

A student with a cumulative grade point average below 3.0 is automatically in academic jeopardy whether or not he or she receives written notification of this status. A student must have a cumulative average of 3.0 or better to graduate from La Salle University. (See La Salle University Graduate Catalog for more information)

Graduate Program Grading Standards & Guidelines

- CSD graduate students must maintain a minimum cumulative 3.0 GPA. Refer to La Salle University Graduate Catalog.
- SLP graduate students may not earn more than two grades below a "B" in CSD courses. **Note that a "B-" does not satisfy this requirement.**
- Students who exhibit a lack of improvement on the clinical evaluation tool or receive a grade of a "B-" or below in a practicum course must participate in a Response to Intervention (RTI) which will include individualized supervision at LSUSLHCC. The student will enroll in COSD 501X, 516X, 521X or 616X for clinical independent study.

- Students receiving a “B-” or lower in any repeated clinical practicum course are subject to dismissal from the Program.
- COSD 501 is the introductory clinical practicum course and is prerequisite to COSD 516. A student who receives a grade lower than a “B” may repeat COSD 501 once. Students who receive a grade below a “B” after retaking the course will be in academic/clinical jeopardy. At the discretion of the faculty, students in academic jeopardy may be dismissed from the Program.
- A grade of “F” in any clinical practicum course (COSD 501, COSD 516, COSD 521, and COSD 616) is grounds for immediate dismissal from the program.
- SLP graduate students are expected to abide by the ASHA Code of Ethics <http://www.asha.org/Code-of-Ethics/> The CSD Faculty will determine the degree to which a student fulfills these criteria. If a student is found to be in violation of the ASHA Code of Ethics, dismissal from the Program results.
- While an SLP graduate student is enrolled at La Salle University, required graduate courses and electives must be taken at La Salle University only. However, up to nine graduate credits completed prior to enrollment at La Salle University may be accepted for transfer into the program at the discretion of the Director of the SLP Graduate Program.
- Decisions of the CSD Faculty are final but subject to appeal. Refer to La Salle University Graduate Catalog and Student Guide to Resources, Rights, and Responsibilities.

Core: Required for all students

COSD **501** Introduction to Clinical Practicum

COSD **502** Introduction to Aural Habilitation/Rehabilitation

COSD **503** Disorders of Articulation and Phonology

COSD **511** Fluency and Stuttering

COSD **512** Language Disorders in Young Children

COSD **513** Acquired Language Disorders

COSD **514** Language Learning Disabilities in School-Age Children and Adolescents

COSD **515** Voice Disorders

COSD **516** Clinical Practicum and Procedures

COSD **517** Clinical Practicum in Audiology (may be waived if student achieves a minimum of 10 aural habilitation/rehabilitation clinical practicum hours while engaged in COSD 516, COSD 616, or COSD 521)

COSD **518** Research Design in Communication Disorders

COSD **520** Dysphagia

COSD **521**: Advanced School Practicum in Speech-Language Pathology

COSD **527** Motor Speech Disorders

COSD **528**: Counseling Seminar in Communication Disorders

COSD **614**: Clinical Diagnostics in Speech-Language Pathology

COSD **616** Advanced Clinical Practicum and Case Study

COSD **619**: Medical Speech-Language Pathology

COSD **635** Integrative Capstone in Communication Disorders

Two electives:

COSD **519** COSD **537**

COSD **526** COSD **538** COSD **620**

COSD **611** COSD **622**

COSD **530** COSD **613** COSD **630**

COSD **531** COSD **617** COSD **640**

COSD **618**

Tuition and Fees

Application Fee – Please see CSDCAS Web site at portal.csdcas.org. La Salle University does not require an additional Application Fee.

Students accepted into the SLP Master's program are required to submit a non-refundable \$500 deposit to reserve their place in the class. These funds will be credited to the student's first invoice upon enrollment.

The University tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215.951.1070.

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

James M. Mancinelli, Ph.D., CCC-SLP, Assistant Professor and Director of Clinical Education

Dana Bitetti, Ph.D., CCC-SLP, Assistant Professor

Ryan Husak, Ph.D., CCC-SLP, Assistant Professor

Maureen Costello-Yacono, PhD CCC-SLP, Director of the La Salle University Speech-Language-Hearing Community Clinics

COSD 501 - Introduction to Clinical Practicum

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD graduate students and CSD five-year seniors

COSD 502 - Introduction to Aural Habilitation/Rehabilitation

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 503 - Disorders of Articulation and Phonology

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD graduate students and CSD five-year seniors

COSD 511 - Fluency and Stuttering

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD Graduate Students

COSD 512 - Language Disorders in Young Children

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD graduate students and five-year seniors

COSD 513 - Acquired Language Disorders

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.

Number of Credits: 3

Restrictions: CSD graduate students and CSD five-year seniors

COSD 514 - Language Learning Disabilities in School-Age Children and Adolescents

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: COSD 512 or permission of instructor.

COSD 515 - Voice Disorders

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 516 - Clinical Practicum and Procedures

~This clinical practicum course provides observation and supervised clinical experience focusing on the evaluation and treatment of communication 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 disorders. COSD 516 takes place in an affiliated, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA certified speech-language pathologist. Students meet with the University Clinical Instructor to reflect on and discuss procedures within the clinical experience. Prerequisite: COSD 503 and COSD 512 and permission of Program Director.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD graduate students and CSD five-year seniors

Prerequisites: COSD 503 and COSD 512 and permission of Program Director.

COSD 517 - Clinical Practicum in Audiology

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.

Number of Credits: 1

Restrictions: CSD Graduate Students

COSD 518 - Research Design in Communication Disorders

~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: a statistics course such as HSC 217 or equivalent or permission of instructor.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD graduate students and CSD five-year seniors

Prerequisites: a statistics course such as HSC 217 or equivalent or permission of instructor.

COSD 519 - Cleft Palate and Other Maxillofacial Disorders

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.

Number of Credits: 3

How Offered: Face-to-Face

Restrictions: CSD Graduate Students

COSD 520 - Dysphagia: Diagnosis and Treatment of Swallowing Disorders

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.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD graduate students and CSD five-year seniors

COSD 521 - Student Teaching in Speech and Language Disabilities

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 and permission of the Graduate Program Director.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: COSD 516

COSD 526 - Alternative and Augmentative Communication

~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. COSD 516

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD Graduate Students

Prerequisites: COSD 516

COSD 527 - Motor Speech Disorders

~This course provides an overview of the neurological disorders that affect speech production. Procedures for assessing speech disorders associated with neuromotor impairments are investigated. Neuropathology, symptomatology, and speech-language habilitation/rehabilitation of individuals with apraxia and/or dysarthria are emphasized.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD Graduate Students

COSD 528 - Counseling Seminar in Communication Disorders

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.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

Restrictions: CSD Graduate Students

COSD 530 - Special Topics in Communication Disorders

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.

Number of Credits: 3

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 537 - Geriatric Communication Disorders

Speech, hearing, language, and cognitive problems associated with normal aging and/or various pathological conditions are explored. The course emphasizes evaluation and intervention strategies.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 538 - Atypical Language Development and Disorders

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.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

COSD 611 - Fluency and Stuttering II

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

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD Graduate Students

COSD 613 - Acquired Language Disorders II

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

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD graduate students

Prerequisites: COSD 513

COSD 614 - Clinical Diagnostics in Speech-Language Pathology

This course provides advanced knowledge and skills in assessment principles, process, and applied practice. Through a case-based approach, students apply content knowledge to clinical cases in order to improve decision-making across assessments of speech sounds, language, voice, fluency, swallowing, and neurologically-based disorders. Students interact with actual and virtual clients and professionals to measure, analyze, and integrate information for diagnosis and clinical reporting. Clinical decision-making skills and rationale for test selection, administration, diagnosis, interpretation, and recommendations are considered.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD Graduate Students

COSD 616 - Advanced Clinical Practicum and Case Study

(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. Students enrolled in this course will complete requirements in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting treating patients/clients 18 years or older. Students are supervised by 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. Students meet with the University Clinical Instructor to present and discuss case studies. Feedback and reflection regarding clinical decision-making are emphasized. Prerequisite: COSD 516.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Restrictions: CSD Graduate Students

Prerequisites: COSD 5126

COSD 617 - Advanced Pediatric Aural Habilitation for Speech-Language Pathologists

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 education 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.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD Graduate Students

Prerequisites: COSD 502

COSD 619 - Medical Speech-Language Pathology

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 513 and COSD 520 or permission of instructor.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD Graduate Students

Prerequisites: COSD 513 and COSD 520

COSD 620 - Pediatric Dysphagia

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

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD Graduate Student

Prerequisites: COSD 520

COSD 622 - Applied Instrumentation in Speech-Language Pathology

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 comprehend 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 520 or permission of the instructor.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD Graduate Students

Prerequisites: COSD 520

COSD 630 - Seminar in Communication Disorders

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.

Number of Credits: 3

When Offered: Summer

How Offered: Face-to-Face

Restrictions: CSD Graduate Students

COSD 635 - Integrative Capstone in Communication Disorders

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 514, COSD 515, COSD 518, COSD 527, and COSD 616 or COSD 521 and permission of Program Director.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

Restrictions: CSD Graduate Students

Prerequisites: COSD 514, COSD 515, COSD 518, COSD 527, and COSD 616 or COSD 521

COSD 640 - Thesis Research in Communication Disorders

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.

Number of Credits: 3

How Offered: Face-to-Face

Restrictions: CSD Graduate Students

Prerequisites: COSD 518

Strategic Communication

Program Description

The Master of Arts in Strategic Communication is a 36-credit program for people who wish to improve their communication skills and understanding of communication issues and practices within business and professional organizations. It is designed to be broad in scope but provides sufficient depth for students to explore issues that meet their interests or needs.

Students may elect to complete the M.A. program in one of two ways. First, students in the One-Year M.A. program complete their degree within 12 months. Students in the One-Year program may take courses during the day and evening. Second, the part-time program allows working adults to take classes during the evenings and weekends, progressing through the program at a pace of their own choosing.

Katie Dunleavy, Ph.D.

Director

www.lasalle.edu/gradcomm

If you have any questions regarding the Strategic Communication program, please contact:

gradcomm@lasalle.edu

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 graduate students who engage in informed civic

participation and progressive leadership in professional and community settings. Beyond assisting students with finding and advancing in meaningful careers, we seek to provide students with the communication knowledge and skills needed/necessary for meaningful personal, professional, and social relationships.

Program Goals

La Salle's Graduate Program in Strategic Communication embraces five (5) broad educational goals.

1. Recognize and articulate the communication principles and processes involved in creating and sustaining meaning
2. Recognize, articulate, and demonstrate the influence and power of messages
3. Demonstrate effective communication, in both written and spoken form.
4. Apply theoretical, conceptual, and skills-based course knowledge to experiential learning environment(s) and/or professional situations
5. Communicate strategically

Student Learning Outcomes

1. SLO 1: Students will compare/contrast approaches to organizational communication (e.g., classical, human relations, human resources, systems, cultural, and critical approaches).
2. SLO 2: Students will provide systematic understanding of a professional situation by applying communication theory to a case study.
3. SLO 3: Through case study analysis, students will identify productive and unproductive communication patterns.
4. SLO 4: Students will complete a project in which they assess a professional and business communication challenge and justify an appropriate research method design to gather data related to the challenge.
5. SLO 5: Students will individually prepare and deliver an 8 – 10 minute presentation that identifies an organizational challenge and argues for a specific course of action.
6. SLO 6: Given the details of a communication challenge, students will be able to formulate recommendations for (re)solution based on communication best practices.

Admission Requirements

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at <http://www.lasalle.edu/grad/> accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.
2. Provide evidence of successful academic achievement in the completion of a bachelor's degree from an accredited institution of higher education. The student's record must show a completion of at least 24 credit hours in any combination of communication, humanities, and social science courses, and an overall "B" average (3.0/4.0). International students must possess the equivalent of a four-year bachelor's degree.
3. Request that official transcripts from the institutions of higher education showing all undergraduate and previous graduate study (if applicable).
4. Provide a professional résumé.
5. Provide two letters of recommendation from professors and/or supervisors who can address the candidate's ability and motivation for enrolling in the program. (for students with an undergraduate GPA below 3.25 only)
6. Provide a brief personal statement (about 500 words) describing a student's reasons for pursuing a graduate degree in Strategic Communication at La Salle University. The Committee is interested in reading about career experiences and goals in the statement. A student may also include any information about himself or herself that will further demonstrate his or her qualifications for the program.
7. Attend an interview with the program director, which will focus on professional goals.

The University's Nondiscrimination Policy is stated in the General Reference section of this catalog. Because oral communication is an integral part of most courses in the program, students must be able to communicate clearly in English. International students must achieve a minimum TOEFL score: CBT 230/PBT 575/IBT 88. A maximum of six credit hours are eligible for transfer from another institution or from another La Salle graduate program.

All documents should be sent to the following:

Office of Graduate Enrollment
La Salle University- Box 826
1900 W. Olney Avenue

Philadelphia, PA 19141

215.951.1100/ Fax 215.951.1462

grad@lasalle.edu

Progression Through the One-Year Program

The One-Year Master of Arts in Strategic Communication is a 36-credit program intended to be completed within 12 months, requiring all degree recipients to complete the following:

1. One 3-credit course during the first summer
2. Four 3-credit courses during the fall semester
3. One 3-credit course during the winter intersession
4. Four 3-credit courses during the spring semester
5. Two 3-credit courses during the summer session(s) in the second summer

Students must complete the program with a minimum 3.0 GPA. Students may be required to continue their studies beyond one year if they withdraw from a course or if their grades require courses to be repeated. Students complete the program in a cohort, and there will be limited choices in electives.

Core (5.5 courses, 16.5 credits)

COM 600 Applied Communication Theory

COM 601 Professional Communication Ethics (1.5 credits)

COM 602 Effective Presentations

COM 604 Applied Communication Research Methods **COM 612** Approaches to Organizational Communication

COM 620 Strategic Communication Capstone (may only be taken after the completion of 27 or more graduate credits and successful completion of COM 600, COM 604, and COM 612)

Some Possible Electives (6.5 five courses, 19.5 credits)

COM 608 Intercultural Communication and Organizational Life

COM 610 Leadership and Interpersonal Communication

COM 613 Approaches to Public Relations

COM 614 Communication and Conflict

COM 615 Persuasion

COM 616 Group and Team Communication

COM 619 Public Relations Campaigns

COM 641 Social Media

COM 670-677 Topics in Professional Communication

Progression Through the Part-Time Program

The part-time Master of Arts in Strategic Communication is a 36-credit program requiring all degree recipients to complete the following course:

1. The core
2. The completion of 19.5 credits toward electives

Students must complete the program with a minimum 3.0 GPA. They have seven years from their first matriculation to complete all requirements for the degree.

Core and Degree Completion (5.5 courses for 16.5 credits)

COM 600 Applied Communication Theory

COM 601 Professional Communication Ethics (1.5 credits)

COM 602 Effective Presentations

COM 604 Applied Communication Research Methods

COM 612 Approaches to Organizational Communication

COM 620 Strategic Communication Capstone (must be taken after completing 27 credits and COM 600, COM 604, and COM 612)

Certificate in Strategic Communication

This program is designed for students with bachelor's degrees who wish to upgrade their communication skills and understanding of how communication works and can be utilized in the professional and business world.

The certificate is attained by the successful completion of six La Salle University graduate courses in Communication, with a 3.00 GPA or higher, including COM 601, Professional Communication Ethics; COM 602, Effective Presentations; COM 612 Approaches to Organizational Communication.

Mission

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 graduate students who engage in informed civic participation and progressive leadership in professional and community settings. Beyond assisting students with finding and advancing in meaningful careers, we seek to provide students with the communication knowledge and skills needed/necessary for meaningful personal, professional, and social relationships.

Program Goals

- Recognize, articulate, and demonstrate the influence and power of messages and the ethics of communication
- Demonstrate effective communication, in both written and spoken form
- Apply theoretical, conceptual, and skills-based course knowledge to experiential learning environment(s) and/or professional situations
- Serve as a feeder for the MA in Strategic Communication

Student learning outcomes:

- Discern ethical dilemmas within communication contexts and evaluate using ethical reasoning
- Prepare and present oral and written presentations with attention to specific audiences and situations
- Articulate connections between relevant communication theory, skills, and coursework with authentic learning experiences
- Apply for and be admitted to the MA program upon graduation from the certificate program

Certificate Requirements:

18 credits (six courses) and a 3.00 GPA

Required (Three courses, 7.5 credits)

COM 601 Professional Communication Ethics (1.5 credits)

COM 602 Effective Presentations

COM 612 Approaches to Organizational Communication

Electives: (10.5 credits)

COM 608 Intercultural Communication and Organizational Life

COM 610 Leadership and Interpersonal Communication

COM 613 Approaches to PR

COM 614 Communication and Conflict

COM 615 Persuasion

COM 616 Group and Team Communication

COM 619 PR Campaigns (prerequisite: COM 613)

COM 621 Communication Training and Development

COM 623 Public Relations Writing and Media Relations

COM 630-635 Professional Communication Special Topic Modules

COM 640 Professional Media Development

Admission Requirements for the Certificate in Strategic Communication

To be accepted into the Certificate Program, the applicant must:

1. Complete the Application for Admission which may be obtained at <http://www.lasalle.edu/grad/> accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.
2. Provide transcripts showing evidence of successful academic achievement in completion of a bachelor's degree from an accredited institution of higher education. Typically students must have at minimum a 3.00 GPA (B average) in undergraduate studies.
3. Provide a professional résumé.
4. Attend an interview with the program director, preferably in person
5. Submit a personal statement (up to 500 words) describing the reasons for pursuing a graduate certificate in Strategic Communication at La Salle University. The committee is interested in reading about the applicant's career experiences and goals in the statement. He or she may also include any information about himself or herself which will further demonstrate his or her qualifications for the program.

The University's Nondiscrimination Policy is stated in the Introduction section of this catalog. Because oral communication is an integral part of most courses in the Program, students must be able to communicate well in English.

All documents should be sent to the following:

Office of Graduate Enrollment

La Salle University- Box 826

1900 W. Olney Avenue

Philadelphia, PA 19141

215.951.1100/ Fax 215.951.1462

grad@lasalle.edu

Tuition and Fees

Application Fee: \$35

Online Application: free

Tuition (per credit hour, part-time program): \$815

Tuition (One-year program, full year): \$29,340

Tuition Assistance

The program offers three kinds of financial assistance. First, the Strategic Communication program provides scholarship grants for part-time students. These awards are available through the program office on a competitive basis, and pay up to 1/3 of the cost of a course for a student.

Second, graduate assistantship awards are also available for superior full-time M.A. students who are available during the week for a work assignment within the Department. Graduate assistants do not teach, but are used in program administration and promotion.

Finally, full-time students who are also eligible for federal work study are employed in the Department to do professional tasks. Consult the Director of the Strategic Communication program for more details about the scholarships, assistantships, or work study opportunities.

The University also participates in a variety of loan programs. Information about financial aid and application forms may be obtained from the Director of Student Financial Services, La Salle University, Philadelphia, PA 19141, 215.951.1070.

Faculty

Director: Katie Dunleavy, Ph.D.

Professors: Dainton, Lannutti

Associate Professors: Dunleavy, M. Smith, Texter, Zelle

Assistant Professors: Daily, Lashley

COM 600 - Applied Communication Theory

This course focuses on the nature and function of communication theory. It examines the role of theory in understanding communication events and explores various advanced communication theories as they apply to professional communication.

Number of Credits: 3

COM 601 - Professional Communication Ethics

This course is designed to examine and critique a range of ethical theories regarding human behavior in interpersonal, group, professional, and mediated contexts.

Number of Credits: 1.5

COM 602 - Effective Presentations

This course focuses on the development and enhancement of public presentation skills. It presents theoretical background for speaking in different types of public situations, but concentrates primarily on speech preparation and skill development. Use of presentation graphics will be included.

Number of Credits: 3

COM 603 - Strategies for Professional Writing

This is an advanced writing course designed to show participants how to write the documents commonly used in business and in the professions. The course is designed to develop writing and editing skills that participants can use in their professional lives. In addition, the course provides practical instruction in how to effectively manage the writing of others.

Number of Credits: 3

COM 604 - Applied Communication Research Methods

This course introduces graduate students to qualitative and quantitative research methods, particularly the practical aspects of designing and implementing surveys, focus groups, and content analysis. The course will examine how research can be applied in professional settings.

Prerequisite: COM 600

Number of Credits: 3

COM 608 - Intercultural Communication and Organizational Life

This course explores the issues that surround the notion of cultural diversity and form the basis for the study of intercultural communication. Special emphasis will be given to how culture is communicated and interpreted by

persons of diverse backgrounds. Within this matrix, the course will explore a variety of communication issues pertinent to professional and organizational life.

Number of Credits: 3

COM 610 - Leadership and Interpersonal Communication

This course focuses on the nature and function of interpersonal communication. Content incorporates advanced theories and research on interpersonal communication and their application to the practice of effective interpersonal communication in everyday and professional life.

Number of Credits: 3

COM 612 - Approaches to Organizational Communication

This course provides advanced study of the theoretical and conceptual aspects of organizations and organizational communication and of their application to practice. The course explores methods for the analysis and evaluation of organizational communication networks and for the planning and development of communication intervention strategies.

Number of Credits: 3

COM 613 - Approaches to Public Relations

This course explores public relations as the management of communication between an organization and its various internal and external stakeholders. It examines theoretical and conceptual frameworks with an eye toward the practical application of appropriate ethics, decision-making, research analysis, design, implementation, and evaluation strategies.

Number of Credits: 3

COM 614 - Communication Conflict Management

This course focuses on the nature and function of healthy and unhealthy communication conflict. Content incorporates theories of conflict and the application of effective conflict management techniques.

Number of Credits: 3

COM 615 - Persuasion

The ability to win support for ideas and motivate others to action is an essential skill for communication professionals and managers. This course will explore the persuasion process in public, organizational, and interpersonal settings. Students will develop practical skills in message design and other techniques to become ethical persuaders.

Number of Credits: 3

COM 616 - Group and Team Communication

This course weaves theory of small group interaction with a focus on the practice of participating in groups. Emphasis is placed on factors affecting and affected by symbolic exchanges in task groups. Specific topics include group climate, group decision-making, and leading groups.

Number of Credits: 3

COM 619 - Public Relations Campaigns

The course will introduce students to the process of planning and implementing public relations campaigns. Students will examine techniques for developing and managing public relations campaigns for internal and external

audiences. Students will also review historic and contemporary public relations campaigns for both their effectiveness and their social implications.

Number of Credits: 3

COM 620 – Strategic Communication Capstone

This course prepares students for the role of communication expert for strategic communication management. Students will learn to diagnose communication challenges and propose solutions to address those challenges, synthesizing the knowledge and skills developed throughout the graduate program.

Number of Credits: 3

COM 621 – Communication Training and Development

This course provides students with a theoretical and practical overview of training and development. As a complement to the study of organizational communication, students will learn how professionals identify communication needs, and then design, deliver, and assess employee learning, training, and development initiatives.

Prerequisite: COM 612

Number of Credits: 3

COM 623 – Public Relations Writing and Media Relations

Number of Credits: 3

COM 630-635 – Topics in Professional Development

The field of communication is rapidly changing, with new issues and technologies emerging constantly. Moreover, there are some professional communication topics that require more depth than in a traditional course but do not warrant a full-semester course by themselves (such as crisis communication). It is assumed that the topics covered will relate to each of the tracks or be of general interest to all professional communication students. Students may repeat a module for credit as long as the topic is sufficiently different.

Number of Credits: 1.5

COM 640 – Professional Media Development

This course presents current audio and video practices and technologies used in corporate and institutional communications. Students will implement this pre-production, production, and post-production practices in developing messages for corporate and institutional audiences. Students will gain a general understanding of script-writing, lighting, audio, and editing tools used in media production to enable them to best communicate with professional videographers and audio technicians.

COM 641 – Social Media

The course will explore the new media landscape in terms of online expression, social networking, identity management, and community building. Central questions include: How is social media changing the way people work and live? What are the implications for individuals and for the organizations they work with? What opportunities and challenges do individuals, news organizations, and businesses face regarding communication, identity/brand management, and community building? This course is grounded in practice, and students will be required to participate in social networks, forums, blogs, wikis, micro-blogs, and other emerging forms of social media.

COM 645 – Special Topics in Social and New Media

Given the rapid change in communication technologies, this course provides an opportunity to examine 'state-of-the-art' topics in social and new media. Sample topics are Content Development for Mobile Applications, Digital Evangelism, and Social Media Metrics.

COM 661 – Graduate Internship I

This graduate-level course allows students to work in a professional communication position, requiring them to link their graduate coursework with professional communication activities. Students are expected to work at least 75 hours over the course of the semester. To be permitted to enroll in the internship, students must:

1. Be an M.A. student in Strategic Communication;
2. Have at least a 3.0 G.P.A.;
3. Have completed at least 12 credits of coursework, including Com 602 (Presentation Skills) and Com 603 (Professional Writing);
4. Have permission of the graduate director.
5. Students may NOT take internship credit with an organization for whom the student works full-time.

Number of Credits: 1.5

COM 662 – Graduate Internship II

This graduate-level course allows students to work in a professional communication position, requiring them to link their graduate coursework with professional communication activities. Students are expected to work at least 75 hours over the course of the semester. This course may be combined with Com 661 to create 3 credits during a single semester, or it may be taken as a second internship during a subsequent semester. To be permitted to enroll in the internship, students must:

1. Be an M.A. student in Strategic Communication;
2. Have at least a 3.0 G.P.A.;
3. Have completed at least 12 credits of coursework, including Com 602 (Presentation Skills) and Com 603 (Professional Writing);
4. Have permission of the graduate director.
5. Students may NOT take internship credit with an organization for whom the student works full-time.

Number of Credits: 1.5

Teaching English to Speakers of Other Languages (TESOL)

Program Description

Changing national systems and global concerns in an increasingly interdependent world have resulted in a growing demand for Teachers of English to Speakers of Other Languages (TESOL). The Master of Arts program offered by La Salle University is unique in its practical approach to learning, interaction with other cultures, and the integration of community involvement.

The program offers advanced and up-to-date knowledge in ESL/EFL (English as a Second Language and English as a Foreign Language) methodologies, techniques, strategies, critical thinking, and teaching across the curriculum. It also includes the use of multimedia technology in the second language acquisition process as well as the application of multiple forms of assessment.

The program consists of 12 courses of three (3) credits per course, to be taken in a predetermined fashion. Therefore, a total of 36 credits are required to complete the M.A. in TESOL program. There are nine (9) required courses (27 credits) including a Practicum and Masters Project/Thesis, supplemented by three (3) elective courses (9 credits) to be selected from the menu of such courses offered at various times. With most courses being offered at convenient times in the evenings, attendance can be on a full-time or part-time basis.

The program has been designed to complement and expand upon the ESL certification requirements in Pennsylvania and other states.

Note: Students earning the M.A. in TESOL will also receive ESL certification in Pennsylvania—provided that the student meets state requirements.

Mission

The mission of this program is to meet the growing demand for Teachers of English to Speakers of Other Languages (TESOL) caused by changing national systems and global concerns in an increasingly interdependent world.

Program Goals

The M.A. in TESOL program at La Salle University has been designed to provide students with the theoretical foundation and contemporary research in linguistics, sociolinguistics, psycholinguistics (second-language acquisition), and related fields to fulfill the following goals:

- Offer advanced and up-to-date knowledge in ESL/EFL (English as a Second Language and English as a Foreign Language) methodologies, techniques, strategies, critical thinking, and teaching across the curriculum.
- Incorporate the use of multimedia technology in the second language acquisition process as well as the application of multiple forms of assessment.
- Explore research design methods and writing conventions in the field of TESOL.
- Delve deep into the social, cultural, historical, and very personal arenas within sociolinguistics, educational leadership, and community involvement.
- Explore the practical foundation in linguistics, and its sub-branches, for teachers who want to apply basic linguistic knowledge and research findings to their practice in the classroom or in course and curricula design.

Student Learning Outcomes

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

- Demonstrate knowledge of the nature of second-language learning, interpret current research as it applies to language teaching, and develop the capacity to apply principles of language-teaching in a variety of contexts.
- Critically examine and evaluate his own teaching as well as current language-teaching materials and practices.
- Demonstrate his/her ability to think creatively about teaching English as a second language in order to provide leadership in the field of language teaching.
- Critically assess issues around educational changes and cultural identity, as well as second language acquisition and use in multilingual societies and communities.
- Identify and explain the components of various levels of communication in cross cultural situations.

Curriculum

A total of thirty-six (36) credits are required to complete the M.A. in TESOL program. The student must maintain a 3.0 GPA throughout the program (see Retention and Completion Requirements for details).

There are a number of core (required/specified) courses and a number of electives where the student may choose from the menu of courses offered in any one semester. The capstone courses (practicum and master's project/thesis) are required at the end of the program. Students are required to complete the following courses first: BLS 600, BLS 601, BLS 605, BLS 606, and EDC 650 (see below for course descriptions). Completion of these courses as well as TSOL 701, a practicum/internship, leads to the "ESL Program Specialist Certification" for certified teachers in Pennsylvania.

All courses are three (3) credits each.

CORE COURSES

All students must take these courses and meet any prerequisite indicated.

- BLS 600 Dynamics of Cross-Cultural Communications
- BLS 601 Techniques of Teaching English to Speakers of Other Languages
- BLS 605 Curriculum and Development of Bilingual Programs
- BLS 606 Making Language Connections Through Content in ESOL and Bilingual Classroom
- TSOL 608 Research Methods in TESOL
- TSOL 609 Language Study for Educators
- EDC 650 Language Assessment and Special Education of ESL Learners

Total required core courses: 21 credits

ELECTIVE COURSES

- BLS 604 Cultural Pluralism and Problems of Minority Groups in the U.S.A.
- TSOL 610 Teaching Second Language Writing in TESOL
- TSOL 611 Multimedia Approaches to TESOL
- TSOL 612 Sociolinguistics for Educators
- TSOL 613 Special Projects in English Education

Three (3) elective courses required: Nine (9) credits

PRACTICUM (REQUIRED):

- TSOL 701 M.A. in TESOL Practicum/Field Experience

All students are required to take this course: 3 credits

MASTER'S THESIS/PROJECT (REQUIRED)

- TSOL 751 M.A. in TESOL Master's Project/Thesis

All students are required to take this course: 3 credits

Total required credits for program: 36 credits

Faculty

Director: Guadalupe Da Costa Montesinos, M.A.

Associate Professors: Biehl, Ossa

Lecturers: , Fischetti, Kopec, Zucker, Li

Translation and Interpretation

Program Description

The curriculum for this program is designed to address three (3) of the principal environments where translation and interpretation (English-Spanish and Spanish-English) are currently needed and will be more intensely needed in the future; that is, legal, health-care and business environments. In addition, governing translation/interpretation principles are also studied for application to language environments covered and not covered by the program.

The program consists of 15 courses (three credits each) to be taken in a predetermined fashion. Therefore, a total of 45 credits are required to complete the M.A. in Translation and Interpretation.

As part of the program requirements, the student will complete the following:

- A 100-hour internship with the state courts, a health-care institution, or a translation or interpretation company
- A final master's project, which may take the form of a thesis, under the supervision of an assigned faculty adviser

Mission Statement

The Masters in Translation and Interpretation will establish a new standard for translators and interpreters in this geographic area and the nation by training individuals for multi-competency employment so as to aid/keep pace with the need for multilingual capabilities in the marketplace. The program seeks to educate the public on the importance of training and employing professional translators and interpreters.

Program Goals

- Acquaint participants with the relatively new concept of translation and interpretation studies by reading informed criticism in the theoretical field, thereby contextualizing the disciplines in general terms.
- Educate individuals for multi-competency employment.

- Participants will develop awareness of current issues in translation and interpretation studies and practice, and of the importance of professionalizing these occupations.
- Provide a foundation in the standards of ethics and practice in the profession of translation and interpretation.
- Offer credits representing academic achievement in a field that is currently seeking professionalization.
- Keep pace with the need for linguistic specialists in the Philadelphia region and the nation.

Student Learning Outcomes

At the conclusion of this program, the students will be able to:

- Develop and demonstrate the same level of proficiency as educated native speakers of Spanish and English and transfer messages from one language to another accurately and fluently.
- Recognize and apply the standards of court, health-care, or conference interpreters, as established by nationally recognized associations in those fields. This includes a foundation in the standards of ethics and practice in the respective areas.
- Demonstrate expertise in consecutive and simultaneous interpreting and sight translation, in the legal, healthcare, and business fields.
- Provide training in order to allow students to perform to the standards of court, healthcare, or conference interpreters as established by nationally recognized associations in those fields.
- Apply what has been learned in the classroom to real-life working environments through guest speakers, on-site visits, in-class simulations, and the internship experience.
- Identify ways to continue learning on their own by the use of self-assessment techniques and reflective practice skills.
- Develop and enhance their linguistic competence and cultural awareness.

Curriculum

A minimum of forty – five (45) credits is required for the degree. All courses are three (3) credits each.

Translation segment

BLS 617: Technology: Applications in Translation and Interpretation

BLS 639: Advanced Grammar and Syntax

BLS 640: Translation Studies: Theory and Practice

BLS 641: Professional Uses of Spanish: Health Care

BLS 642: Professional Uses of Spanish: Business

BLS 643: Professional Uses of Spanish: Legal

Interpretation segment

BLS 610: Comparative Analysis English/Spanish

BLS 611: Fundamentals of Interpretation

BLS 612: Consecutive Interpretation and Sight Translation

BLS 613: Simultaneous Interpretation

BLS 614: Legal Interpretation

BLS 615: Health-care Interpretation

BLS 616: Business Interpretation

Capstone Project/Experience

BLS 701: Internship

BLS 702: Master Thesis/Project

For the translation segment, BLS 639, 640, and 617 should be successfully completed before the “specialties” (BLS 641, 642, and 643) may be taken. BLS 639, 640, and 617 may be taken simultaneously. The specialties may be taken in any order, but no more than two specialties should be taken in a semester.

For the interpretation segment, the successful completion of BLS 610 and BLS 611 is a requirement to continue with the segment. The first four courses (BLS 610, 611, 612, and 613) should be taken in the order listed (except as noted later); the remaining three “specialties” (BLS 614, 615, and 616) may be taken in any order. A student may take the first two courses (BLS 610 and 611) simultaneously. Equally, the following two courses (BLS 612 and 613) may also be taken simultaneously. No more than two specialty courses should be taken during the same semester.

Faculty

Director: Guadalupe Da Costa Montesinos, M.A.

Associate Professors: Biehl, Ossa

Lecturers: Ezquerra-Hasbun, Fischetti, Hain-Poorman, Natalini, Tellez

Certificates, Endorsements, and Preparatory Programs

Autism Spectrum Disorders (Endorsement)

This is a unique, 12-credit program leading to an Endorsement issued by the PA Dept. of Education. This program is for certified teachers who are interested in learning and gaining additional experience in autism spectrum disorders. Master's degree candidates interested in specializing in autism can apply these courses as electives to the program.

Course Sequence:

EDC 655 Dimensions of Autism

EDC 657 Systems Approach with Families and Educators

EDC 665 Communication Strategies for Teachers of ASD Children and Youth

EDC 667 Implementing the IEP in the Inclusive Classroom

Cybersecurity (Certificate)

Admission Requirements

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at <http://www.lasalle.edu/grad/>. The application fee is waived for applications submitted online.
2. Provide official transcripts showing evidence of all previous college work. For work completed outside the US, the transcripts need to be evaluated by World Testing Organization (WES).
3. Provide a professional résumé addressing one's educational and professional background.
4. Submit a personal statement (up to 300 words) describing their intent for this certificate.

Please refer to the University's Nondiscrimination Policy in the General Reference section of this catalog. Admission is based solely upon applicant's qualifications.

This program is offered in an online format. Students in this program are not eligible for a US Student Visa because of the program format.

All documents should be sent to the following:

Office of Graduate Enrollment

La Salle University - Box 826

1900 W. Olney Avenue

Philadelphia, PA 19141

215.951.1100/ Fax 215.951.1462

grad@lasalle.edu

Description of the Program

The certificate prepares individuals to assess the security and risk needs of computer and network systems, recommend safeguard solutions, and manage the implementation and maintenance of security devices, systems, and procedures.

Mission Statement

The graduate program in M.S. Cybersecurity educates students in practical knowledge of cybersecurity. The program develops competencies in cybersecurity management as well as breach detection, mitigation and prevention.

Program Goals

The goals of the program are:

1. Prepare students to explain Internet infrastructure and enterprise network connections.
2. Prepare students to enter specialized careers in cybersecurity.

Student Learning Outcomes

1. Explain Internet structures, enterprise network structures, and consulting services related to network infrastructures
2. Assess security gaps in organizational policies and plans.
3. Differentiate between cybercrime, cyber espionage, and cyberwar.

Faculty

Director: Margaret M. McCoey, M.S.

Associate Professors: Blum, Redmond, Wang

Assistant Professors: McCoey

Lecturers: Casey, Henry, Hilkowitz, Monahan, Walters

Progression through the Program

Proposed Course Rotation Schedule

Fall	Spring	Summer
CYB 644 (Information Security)	CYB 612 (Corporate Ethics and Compliance)	CYB 604 (The Computer and Internet Crime)
CYB 628 (Cybercrime, Cyber espionage, and Cyberwar)	CYB 665 (Computer Digital Forensics)	

Tuition and Fees

These are published on the University website.

Fraud and Forensic Accounting (Certificate)

Program Description

The certificate prepares students for a career in the field of forensic accounting by providing them with skills and tools to both prevent fraud from occurring and discovering fraud after it has occurred.

Mission

The certificate in Fraud and Forensic Accounting, consistent with the mission of Graduate Studies, prepares students to enter the field of forensic accounting.

Program Goals

The program has the following goals:

- Prepare students to participate ethically and professionally in a global market.
- Prepare students to enter the field of forensic accounting.

Student Learning Outcomes

The student learning outcomes for the certificate are

- Evaluate and support accounting and auditing concepts related to the causation of corporate economic crime.
- Devise plans and processes to prevent and deter economic crime.

Admission Requirements

Certificate in Fraud and Forensic Accounting

To be accepted for admission into the program, the applicant must:

- Complete the Application for Admission which may be obtained at <http://www.lasalle.edu/grad/> accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.
- Provide evidence of successful academic achievement in the completion of a bachelor's degree from an accredited institution of higher education.
- Provide official transcripts of all undergraduate and graduate work, if any.
- Provide a professional résumé.
- Provide a 200-word essay describing the student's reasons for seeking this certificate.

Please refer to the University's Nondiscrimination Policy in the General Reference section of this catalog. Admission is based solely upon applicant's qualifications.

All documents should be sent to the following:

Office of Graduate Enrollment
La Salle University- Box 826
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215.951.1100/ Fax 215.951.1462
grad@lasalle.edu

Curriculum

A foundation course may be required based on the student's background.

MBA 615 Managerial and Financial Accounting

FACC 701 Fraud Examination: Principles and Practice

FACC 702 Financial Statement Fraud

FACC 703 Occupational Fraud and Abuse

FACC 704 The Computer and Internet Fraud

FACC 705 Fraud Detection and Prevention: Special Cases or FACC 708 White Collar Crime

FACC 701 - Fraud Examination: Principles and Practices

This course will provide students the weapons to fight fraud by focusing on basic fraud schemes, information and evidence gathering, criminal and civil prosecution, and criminology and ethics. The objective of this course is to provide students with methodologies for resolving fraud allegations from inception to disposition. Students taking

this course gain an understanding of the different types of fraud, the legal environment of fraud, and the ways to obtain evidence and assist in the detection and prevention of fraud.

Number of Credits: 3

FACC 702 - Financial Statement Fraud

Financial statement fraud involves intentional misstatements or omissions of financial statement amounts or disclosures to deceive users of the statements. This topic, commonly known as “cooking the books,” will introduce students to management's motives and pressures to achieve desired financial results as opposed to true economic financial results. This course will enable students to both understand and detect the creative accounting methods management employs to “cook the books,” along with related fraud prevention strategies..

Number of Credits: 3

FACC 703 - Occupational Fraud and Abuse

Occupational fraud and abuse is described as the use of one’s occupation for personal enrichment through the deliberate misuse or misapplication of one’s employing organization’s resources or assets. Through the use of real-life case examples, this course will focus on the types of persons most likely to perpetrate occupational fraud, the conditions under which fraud might be committed, and the specific schemes used to defraud organizations of amounts ranging from hundreds to millions of dollars.

Number of Credits: 3

FACC 704 - The Computer and Internet Fraud

Computers have made organizations easier to run. All accounting information, inventory records, customer data, and intellectual property that an organization possesses is contained somewhere in an electronic file. As such, these electronic files are vulnerable to attacks from both employees and outsiders from around the world. This course will provide the student with an understanding of how computer fraud and manipulation is accomplished and what security measures should be instituted to prevent it.

Number of Credits: 3

FACC 705 - Fraud Detection and Prevention: Special Cases

The opportunity to commit and conceal fraud exists only when there are assets susceptible to misappropriation and a lack of internal controls to prevent or detect fraud. This course will focus on the high-risk fraud environments wherein assets are more vulnerable to misappropriation and fraud because of either a lack of, or non-functioning of, internal controls. The study of various fraud investigative methods and the process for communicating an expert report will be an essential part of this course.

Number of Credits: 3

FACC 708 - White Collar Crime

This course focuses on the battle between personal gain and individual integrity and provides a comprehensive analysis of white-collar crime in American society. The course presents a picture of all types of white-collar crime, and includes discussion of high-profile cases, trends in criminal activity, consequences of criminal behavior, and the impact on victims. The course addresses the economic crisis, its causes, cases and participants, and the impact of white-collar crime.

Number of Credits: 3

History (Certificate)

Program Description

Non-matriculating degree students will have the option of enrolling in a series of courses leading to a certificate in one of three areas:

- European History
- American History
- World History

The Certificate option will appeal especially— but not exclusively—to those educators already well along in their teaching careers and interested in qualifying for either Act 48 or “Highly Qualified” status.

For more information, contact the Program Director, Dr. George Stow, at 215.951.1097.

Mission

Consistent with the mission statement for the graduate program in History per se, the Certification Option aims to “help students to correlate and synthesize information from various fields, to relate the theoretical to the practical, and to develop values in the liberal arts tradition.” They are thus in a position to pursue advanced studies in history, or to advance in their current positions.

Program Goals

The goals of each certificate are the following:

- To provide an overview of a particular area with the objective of comprehending an understanding of the area of concentration
- To enable students to apply the certificate toward further studies

Student Learning Outcomes

At the conclusion of this program, the students will be able to:

- Be able to read primary source historical documents in their area of specialty
- Contextualize historical events using different analytical methods
- Apply information to current job placements

Admission Requirements

History Certificate Option (12 credits)

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at <http://www.lasalle.edu/grad/> accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.
2. Provide official transcripts of all undergraduate and graduate course work
3. Provide a Professional Résumé.

Please refer to the University’s Nondiscrimination Policy in the General Reference section of this catalog. Admission is based solely upon applicant’s qualifications.

* NOTE: The stated admission requirements are construed as guidelines; the graduate admissions committee fully recognizes that some candidates may present either credentials or prior experiences that lie beyond the parameters described above.

All documents should be sent to the following:

Office of Graduate Enrollment

La Salle University- Box 826

1900 W. Olney Avenue

Philadelphia, PA 19141

215.951.1100/ Fax 215.951.1462

grad@lasalle.edu

Curriculum

Students will complete four courses (12 credits):

- HIS 510 Historiography
- A readings course appropriate to the area
 - HIS 610 Readings in American History OR
 - HIS 620 Readings in European History OR
 - HIS 630 Readings in World History
- Two appropriate graduate History electives

Human Capital Development (Certificate)

Description of the Program

The Online Human Capital Development Certificate Program is a graduate certificate program that prepares participants for careers in the exciting field of human capital development by providing them with the skills and tools to better leverage their organizations' human capital and improve their workforce over time to meet future needs.

Online learning at La Salle offers the same rigorous curriculum as face-to-face learning with increased flexibility for those juggling busy schedules. Courses will meet both asynchronously, using discussion forums and course assignments, , and synchronously, using programs that allow real-time chat and video or audio web conferencing to help you stay connected with your instructors and classmates.

Learning Goals

Theory: Students will gain a theoretical and intellectual understanding of how HCD is strategically integrated with an organization's ever-changing people, mission, goals, and objectives. This will include a comprehensive understanding of how a HCD framework links the organizations workforce to its bottom line.

Practical Experience: Through faculty-practitioners, the focus will be on strategic initiatives, and gaining a realistic understanding of how organizations invest in their human capital, ethically manage knowledge, measure the development process against their bottom line, and apply those strategies in real world situations.

Workforce Development: Program participants will learn how to diagnose complex strategic challenges facing HCD professionals and then develop innovative solutions to those challenges.

Curriculum

All accepted students are required to successfully complete the following six courses:

HCD 670 Human Resource Development

HCD 675 Theories of Conflict Analysis and Resolution

HCD 680 Advanced Negotiation Theory and Practice

HCD 710 Investing in Human Capital

HCD 720 Legal Environment of HCD

HCD 730 Strategic Approaches to Human Capital

Instructional Leadership (Endorsement)

This is a 12-credit program for certified teachers who desire to learn more about how to be instructional leaders or teacher leaders in their schools. The program starts with a summer practicum experience and culminates with action research and professional development projects. Regardless of whether the teacher pursues roles as leaders in schools, this program will enhance a teacher's understanding of advanced instructional strategies through coursework and action research. Master's candidates may apply these courses to their programs as electives.

Course Sequence:

EDC 505 Introduction to Instructional Leadership

EDC 615 Advanced Instructional Design

EDC 652 Leadership and Educational Change I

EDC 653 Leadership and Educational Change II

Interpretation: English/Spanish-Spanish/English (Certificate)

Program Description

The Certificate in Interpretation address the legal, healthcare, and business environments.

The program consists of seven (3 credits each) courses to be taken in a predetermined fashion. Therefore, a total of 21 credits is required to complete the certificate.

All courses are offered in the evenings. All courses (fall and spring) require a minimum of three hours of class time per week. The fall and spring semesters have a 14-week duration. Summer sessions have a 5.5-week duration and require a minimum of six hours of class time per week.

Mission

The mission of the Certificate in Interpretation program is to serve the interpretation needs of Hispanics in the Philadelphia region and beyond in legal, healthcare, and business environments.

Program Goals

- Offer credits representing academic achievement.
- Educate individuals for multi-competency employment.
- Keep pace with the need for linguistic specialists.
- Enhance students' linguistic competence in Spanish and English and cultural awareness of contrasting elements between the dominant culture and those cultures of various Hispanic groups.
- Add La Salle University and its students to the national educational community of Translation and Interpretation Studies.

Student Learning Outcomes

At the conclusion of this certificate, students should be able to:

- Demonstrate knowledge of the relatively new concept of Interpretation Studies by reading informed criticism in the theoretical field, thereby contextualizing the discipline in general terms.
- Develop and demonstrate the same level of proficiency as educated native speakers of Spanish and English and transfer messages from one language to another accurately and fluently.
- Demonstrate expertise in consecutive and simultaneous interpreting and sight translation, in the legal, healthcare, and business fields.
- Recognize and apply the standards of court, healthcare, or conference interpreters, as established by nationally-recognized associations in those fields, including a foundation in the standards of ethics and practice in respective areas.
- Develop awareness of current issues in interpreting studies and practice, and of the importance of professionalizing this occupation as well as educating the public on the importance of and methods for using professional interpreters.
- Apply what they have learned in the classroom to real-life working environments through guest speakers, on-site visits, and in-class simulations.
- Identify ways to continue learning on their own by the use of self-assessment techniques and reflective practice skills.
- Develop and enhance their linguistic competence and cultural awareness.

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Curriculum

There are seven (7) courses, three (3) credits each, and all are required, for a total of 21 credits. The minimum grade point average required for certification is 3.0, and the time limit for completion of all courses is four years. The recommended pace is one to two courses per semester/summer session so as to finish in four to six semesters/summer sessions, but the actual pace may be individually driven within the limits set.

The required courses are as follows:

- BLS 610: Comparative Analysis English/Spanish
- BLS 611: Fundamentals of Interpretation
- BLS 612: Consecutive Interpretation and Sight Translation
- BLS 613: Simultaneous Interpretation
- BLS 614: Legal Interpretation
- BLS 615: Health-care Interpretation
- BLS 616: Business Interpretation

The successful completion of BLS 610 and BLS 611 is a requirement to continue with the program. The first four courses (BLS 610, 611, 612, and 613) must be taken sequentially or simultaneously in pairs: BLS 610-611 and BLS 612-613; the remaining three courses (BLS 614, 615, and 616) can be taken in any order.

The rationale for the sequence is that basic interpreting skills and a theoretical base in interpreting should be acquired in order to further develop skills in the specific areas of legal, health-care, and business interpreting. All courses focus on the language combination English-Spanish.

Faculty

Director: Guadalupe Da Costa Montesinos

Associate Professors: Biehl, Ossa

Lecturers: Ezquerro-Hasbun, Fischetti, Hain-Poorman, Natalini, Tellez

Pre Speech-Language Pathology

Program Description

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 10 to 11 recommended and 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:

- COSD 100P W
- COSD 102P W
- COSD 200P W

- COSD 202P W
- COSD 203P W
- COSD 211P W
- COSD 304P W
- COSD 306P W
- COSD 308P W
- COSD 314P W

General ASHA Certification Requirements

The current 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 (chemistry or physics), and statistics. In addition, students need to have courses in the social and behavioral sciences. Currently, La Salle does not offer most of these courses online. Students who have not completed these requirements on the undergraduate level may have to take these courses on either La Salle's campus or another institution to gain the credits needed to be accepted into a master's program.

To fulfill these requirements, La Salle University suggests the following:

- **BIO 164 WB** Essentials of Anatomy and Physiology (Biological Sciences)
- **PHY 270** Essentials of Physics for Health Sciences or CHM 161 Chemistry of the Life Sciences and CHL 161 Laboratory (Physical Sciences)
- **HSC 217** Statistics for the Health Sciences (Statistics)
- **PSY 155** Introduction to Psychology (Social and Behavioral sciences)

COSD 100P W - Introduction to Language and Communication

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.

Number of Credits: 3

How Offered: Online

Restrictions: For PreSLP Students only. Not available to CSD day students. Students must have a minimum of a bachelor's degree

COSD 102P W - Introduction to Communication Disorders

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.

Number of Credits: 3

How Offered: Online

Restrictions: For PreSLP Students only. Not available to CSD day students. Students must have a minimum of a bachelor's degree

COSD 200P W - Phonetics

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.

Number of Credits: 3

How Offered: Online

Restrictions: For PreSLP Students only. Not available to CSD day students. Students must have a minimum of a bachelor's degree

COSD 202P W - Anatomy And Physiology of the Speech and Hearing Mechanisms

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 158 or BIO 210 or BIO 161 and BIO 162, or BIO 164P WB, or permission of instructor.

Number of Credits: 3

How Offered: Online

Restrictions: For PreSLP Students only. Not available to CSD day students. Students must have a minimum of a bachelor's degree

COSD 203P W - Language Development

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 W, or permission of instructor.

Number of Credits: 3

How Offered: Online

Restrictions: For PreSLP Students only. Not available to CSD day students. Students must have a minimum of a bachelor's degree

Prerequisites: COSD 100, COSD 100P W, or permission of instructor.

COSD 211P W - Acoustic Bases of Speech and Hearing

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.

Number of Credits: 3

How Offered: Online

Restrictions: For PreSLP Students only. Not available to CSD day students. Students must have a minimum of a bachelor's degree

COSD 304P W - Introduction to Audiology

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.

Number of Credits: 3

How Offered: Online

Restrictions: For PreSLP Students only. Not available to CSD day students. Students must have a minimum of a bachelor's degree

COSD 306P W - Neurological Bases of Communication and Behavior

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 COSD 202P W or equivalent, or permission of instructor.

Number of Credits: 3

How Offered: Online

Restrictions: For PreSLP Students only. Not available to CSD day students. Students must have a minimum of a bachelor's degree

Prerequisites: COSD 202 or COSD 202P W or equivalent, or permission of instructor.

COSD 308P W - Clinical Procedures in Speech and Language Pathology

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 speakerlistener 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.

Number of Credits: 3

How Offered: Online

Restrictions: For PreSLP Students only. Not available to CSD day students. Students must have a minimum of a bachelor's degree

Prerequisites: COSD 102, COSD 200, COSD 203, COSD 102P W, COSD 200 P W, COSD 203 P W, or equivalents, or permission of instructor.

COSD 314P W - Diagnostic Procedures in Speech and Language Pathology

This course provides the student majoring in speech-language-hearing science with a framework for understanding the diagnostic process in speechlanguage 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, COSD 102P W COSD 200P W, COSD 203 P W,or equivalents, or permission of instructor.

Number of Credits: 3

How Offered: Online

Restrictions: For PreSLP Students only. Not available to CSD day students. Students must have a minimum of a bachelor's degree

Prerequisites: COSD 102, COSD 200, COSD 203, COSD 102P W COSD 200P W, COSD 203 P W,or equivalents, or permission of instructor.

Special Education (Certificate)

Special Education PreK-8 or 7-12 Certification (24 credits)

Candidates for the special education certification will take eight courses. This program is accredited by the Pennsylvania Department of Education for Special Education Certification (PreK-8 or 7-12). The following courses and relevant practicum experiences are required:

Certification courses (15 credits)

- EDC 510** Human Exceptionalities
- EDC 619** Literacy Difficulties: Diagnosis and Instruction
- EDC 644** Assessing the Abilities of All Learners
- EDC 667** Implementing the IEP in the Inclusive Classroom
- BLS 601** Techniques of Teaching English to Speakers of Other Languages

Inclusion Practicum (nine credits)

- EDC 643** Developing and Adjusting Instruction
- EDC 645** Planning and Instruction for Students with Special Needs
- EDC 661** Teaching Across the Continuum of Student Needs

Master of Arts in Education with Special Education Certification (33 credits)

CORE COURSES

- EDC 503** Cognitive, Social and Emotional Development
- EDC 655** Dimensions of Autism
- EDC 751** Transformative Pedagogy: A Capstone Experience

CERTIFICATION COURSES FOR SPECIAL EDUCATION

- EDC 510** Human Exceptionalities
- EDC 619** Literacy Difficulties: Diagnosis and Instruction
- EDC 644** Assessing the Abilities of All Learners
- EDC 667** Implementing the IEP in the Inclusive Classroom
- BLS 601** Techniques of Teaching English to Speakers of Other Languages
- EDC 643** Developing and Adjusting Instruction
- EDC 645** Planning and Instruction for Students with Special Needs
- EDC 661** Teaching Across the Continuum of Student Needs

Teaching English as a Second Language (Certificate)

Program Description

Using a schedule that accommodates those already employed as teachers, as well as aspiring new teachers, this program is designed to be responsive to requirements promulgated by the Pennsylvania Department of Education (Division of Teacher Education—Bureau of Teacher Certification and Preparation) requiring that teachers of English as a Second Language (ESL) be certified according to specific competencies set forth in the regulations.

Candidates for ESL certification will undergo a predetermined curriculum consisting of six (6) Core courses. These courses will address in depth the areas of expertise that are required by the regulations:

- English Usage and the Development of Linguistic Awareness, including instruction on the process of first and second language acquisition, the process of literacy development for second language learners, and the required strategies that will assist English Language Learners (ELLs) in the different stages of second language acquisition.
- English as a Second Language (Instructional Materials and Development), which includes the design and implementation of ESL programs to assist ELLs in the acquisition of English and cognitive academic language skills. The student will be required to learn and be aware of various methods, strategies, research findings, and resources that address the educational needs of ELL in their learning process, including the use of computer technology. The student will also be required to gain very specific knowledge concerning currently accepted/research-based ESL instructional methods and strategies designed to meet the instructional needs of ELLs.
- Support Services for English Language Learners (ELLs), which provides extensive exposure to knowledge concerning effective assessment, including appropriate tools and practices, for identifying levels of language proficiency, acquisition, and content learning, as well as the means to monitor student progress. The student will be required to obtain extensive knowledge concerning the availability of school support services and the promotion of parental/family involvement in the accomplishment and educational needs of ELLs, as well as a

complete familiarity with educational programs and instructional activity adaptation for ELLs that require specially designed instruction pursuant to the Individuals with Disabilities Education Act.

- Development of Cultural Awareness and Sensitivity, where students will be required to become thoroughly informed of behaviors, beliefs, and attitudes of multicultural learners and families. Classroom and research activities will include the incorporation of knowledge of current methods and techniques for teaching English as a Second Language within a culturally/linguistically diverse student/family environment. Further, the student will become aware of techniques that may be employed to promote school staff's understanding and sensitivity toward cultures and languages other than the dominant culture/language in the United States.

Mission

The mission of this program is to be responsive to the growing demand for ESL Certification of K-12 teachers caused by changing national systems and global concerns in an increasingly interdependent world.

Program Goals

The goals of the ESL Certification are the following:

- Offer advanced and up-to-date knowledge in ESL/EFL (English as a Second Language and English as a Foreign Language) methodologies, techniques, strategies, critical thinking, and teaching across the curriculum.
- Incorporate the use of multimedia technology in the second language acquisition process as well as the application of multiple forms of assessment.
- Explore research design methods and writing conventions in the field of TESOL.
- Delve deep into the social, cultural, historical, and very personal arenas within sociolinguistics, educational leadership, and community involvement.
- Explore the practical foundation in linguistics, and its sub-branches, for teachers who want to apply basic linguistic knowledge and research findings to their practice in the classroom or in course and curricula design.

Student Learning Outcomes

At the conclusion of this program, the students will be able to do the following:

- Demonstrate knowledge of the nature of second-language learning, interpret current research as it applies to language teaching, and develop the capacity to apply principles of language-teaching in a variety of contexts.
- Design and implement ESL programs to assist English Language Learners (ELLs) in the acquisition of English and cognitive academic language skills.
- Develop cultural awareness and sensitivity to different cultures.
- Apply current methods, techniques, strategies for teaching English as a Second Language within a culturally/linguistically diverse student/family environment.
- Understand and critically assess issues related to educational changes, cultural identity, and second language acquisition and its use in multilingual societies and communities.

Admission Requirements

To be accepted for admission into the program, a student must meet the following requirements:

1. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.
2. Possess a current and valid teaching certificate in some other area.
OR
Have completed an approved teacher preparation program and successfully passed the requisite PRAXIS or PECT exams.
3. Complete the Application for Admission online (free of cost).

Note: Students are responsible for ensuring they meet all State requirements for ESL certification.

All documents should be sent to the following:

Office of Graduate Enrollment
La Salle University- Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141
215.951.1100/ Fax 215.951.1462
grad@lasalle.edu

Curriculum

The Certification for ESL Program Specialist requires a total of six (6) courses (18 credits). All six (6) courses are three-credit core courses.

- **BLS 600** Dynamics of Cross-Cultural Communications
- **BLS 601** Techniques of Teaching English to Speakers of Other Languages
- **BLS 605** Curriculum and Development of Bilingual Programs
- **BLS 606** Making Language Connections Through Content in ESOL and Bilingual Classrooms
- **EDC 650** Language Assessment and Special Education of ESL Learners
- **TSOL 701** Practicum/Field Experience

Retention, Completion and Certification Requirements

Every student in La Salle University's graduate programs is required to maintain a cumulative average of "B." Therefore, a minimum cumulative GPA of 3.0 is required to earn the certificate. A student who at any time falls under this standard is automatically in academic jeopardy and is subject to academic review by the Director of the program. A student falling below the GPA requirements will be allowed the two following semesters to bring his/her GPA to a 3.0 or better. Failure to accomplish this will result in dismissal from the program. In order to earn the certificate, students must successfully complete all required courses: 18 credits for the Certificate in Translation; 21 credits for the Certificate in Interpretation.

A student accepted into the certificate program will have a total of four (4) academic years to complete the program. Only in extreme circumstances is a leave of absence granted. No leave of absence will be granted for more than one year. When a leave of absence is granted, the time period encompassing the leave of absence will not count toward the maximum completion time of four years.

Faculty

Director: Guadalupe Da Costa Montesinos, M.A.

Associate Professors: Biehl, Ossa

Lecturers: Fischetti, Kopec, Zucker, Li

Transfer Credit

The Hispanic Institute at La Salle University will accept up to six (6) graduate credits (generally, two courses) from other accredited institutions' graduate programs. For a transferred-in course/credits, the suggested course(s) must be sufficiently similar to a required or available to the applicant's elective course within the program that will receive the transfer. That evaluation as to similarity, and therefore acceptability, with a particular course within the Hispanic Institute's graduate program will be made at the exclusive discretion of the Hispanic Institute's Director.

When an applicant or graduate student desires to have a course considered for transfer into one of the Institute's programs, the applicant/graduate student must provide the Director of the Hispanic Institute the following materials/documents:

- an official transcript from the graduate program where the suggested transferred-in course was taken and successfully completed;
- a copy of the graduate catalog from the institution showing the description of the course suggested for transfer-in. If possible, it is very helpful for evaluation purposes to also have the course(s) syllabi, if available.

No course may be transferred-in with a grade of less than B.

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

Questions and information about financial aid (FAFSA form and Web Institutional Data Form) should be directed to the Director of Student Financial Services at 215.951.1070 or finserv@lasalle.edu.

Payment plans and deferred payment option questions, should be directed to Student and Accounts Receivable at 215.951.1055 or bursar@lasalle.edu.

Partial Scholarships

The Hispanic Institute at La Salle University has a very modest scholarship fund. Students wishing to be considered should write a letter stating why they should be awarded a scholarship. The letter must be addressed to the Director of the Hispanic Institute at La Salle University. The letter may be sent as an e-mail or through regular mail.

Translation: English/Spanish-Spanish/English (Certificate)

Program Description

The curriculum for the CIT (*Certificate in Translation*) is designed to address three of the principal environments in which translation (English/Spanish-Spanish/English) is currently needed. These are, legal, health care, and business environments. In addition, governing translation principles are also studied for application to language environments not covered by the program.

The program is flexible. A total of 18 credits—six (6) graduate courses—are required to earn the Certificate. The order of the courses is only prescribed at the beginning and the end of the program. Intervening courses may be taken in the order desired by the student.

Mission Statement

The mission of the Certificate in Translation program is to serve the translation needs of Hispanics in the Philadelphia region and beyond in legal, healthcare, and business environments.

Program Goals

The goals of the program are as follows:

- To familiarize students with the concept of translation studies by reading informed criticism in the theoretical field, thereby contextualizing the discipline in general terms.
- To enhance the student's knowledge of Spanish.
- To provide limited training in consecutive and simultaneous interpreting, as these skills are required in most fields using translators in the United States.
- To develop the specialized vocabulary and concepts needed to work bilingually in law, business, and medicine.
- To gain an inside and outside perspective of the Hispanic and Anglo cultures, so as to grasp the translator's place in a professional setting.
- To assist in the training of students in multi-competencies for employment purposes.
- To keep pace with the need for linguistic specialists.
- To offer graduate credits, representing academic achievement, to our students for the marketing of their translating skills.

Student Learning Outcomes

At the conclusion of this program, students will be able to:

- Understand the concept of translation studies by reading informed criticism in the theoretical field, thereby contextualizing the discipline in general terms.
- Demonstrate and apply enhanced knowledge of Spanish as related to translation practices.
- Employ limited training in consecutive and simultaneous interpreting, as these skills are required in most fields using translators in the United States.
- Use specialized vocabulary and concepts in order to work bilingually in law, business, and medicine.
- Demonstrate knowledge of the translator's place in a professional setting.
- Develop and enhance their linguistic competence and cultural awareness.

Curriculum

All accepted students are required to take BLS 639 as their first course. If a student is deemed to be extremely skillful, he/she may also take BLS 640 at the same time. BLS 641, 642, and 643 may be taken in any order but only after successfully completing BLS 639 and BLS 640. BLS 700 will be taken last as the “capstone” course for the program. All courses are three (3) credits.

- BLS 639 Advanced Spanish and English Grammar and Syntax
- BLS 640 Translation Studies: Theory and Practice
- BLS 641 Professional Uses of Spanish: Medical
- BLS 642 Professional Uses of Spanish: Business
- BLS 643 Professional Uses of Spanish: Legal
- BLS 700 Consecutive and Simultaneous Interpreting

Faculty

Director: Guadalupe Da Costa Montesinos, M.A.

Associate Professors: Biehl, Ossa

Lecturers: Ezquerro-Hasbun, Fischetti, Hain-Poorman, Natalini, Tellez

Doctorates

Doctor of Nursing Practice (DNP) – Nurse Anesthesia – Post-BSN

Admission Requirements

- Baccalaureate degree in nursing (BSN) from an Accreditation Commission for Education in Nursing (ACEN) or the Commission on Collegiate Nursing Education (CCNE) accredited program
- Minimum cumulative nursing degree GPA of 3.2 on a 4.0 scale
 - The Graduate Record Exam (GRE) is waived for students with a GPA ≥ 3.2
 - Students with an undergraduate BSN GPA of less than 3.2 may take the GRE (Graduate Record Exam) and submit the exam results to the Admission Committee as part of their application materials
 - Current unencumbered United States RN License
 - Completed Frank J. Tornetta School of Anesthesia application form
 - Four letters of recommendation
 - Nurse manager
 - Physician (M.D. or D.O.) familiar with your critical care nursing skills
 - 2 additional healthcare professional (unit charge RN, medical unit director, physician, CRNA etc.) familiar with your professional nursing skills. **Please do NOT submit a letter of reference form from a peer nursing colleague.**
- Minimum of one year of critical care nursing experience. Please note that students currently enrolled in the nurse anesthesia track critical care experience is 3 – 5 years.
- The Council on Accreditation of Nurse Anesthesia Programs defines a critical care setting:
 - Critical care experience must be obtained in a critical care area within the United States, its territories or a US military hospital outside of the United States. During this experience, the registered professional nurse has developed critical decision making and psychomotor skills, competency in patient assessment, and the ability to use and interpret advanced monitoring techniques. A critical care area is defined as one where, on a routine basis, the registered professional nurse manages one or more of the following: invasive hemodynamic monitors (e.g., pulmonary artery, central venous pressure, and arterial catheters), cardiac assist devices, mechanical ventilation, and vasoactive infusions. Examples of critical care units may include but are not limited to: surgical intensive care, cardiothoracic intensive care, coronary intensive care, medical intensive care, pediatric intensive care, and neonatal intensive care. Those who have experiences in other areas may be considered provided they can demonstrate competence with managing unstable patients, invasive monitoring, ventilators, and critical care pharmacology.
- ‘Statement of Interest’ detailing the candidates desire to pursue a career in nurse anesthesia practice. Please include why you would like to pursue nurse anesthesia as a career goal along with your long term career goals. (Please limit your statement of interest to 2 pages, double spaced, Times New Roman, 12 font.)
- A current curriculum vitae detailing professional growth and opportunities experienced since high school graduation.
- Official transcripts of **all** previous college work forwarded to:

**Frank J. Tornetta School of Anesthesia at EMCM
Karabots Professional Building**

1330 Powell Street, Suite 608
Norristown, PA 19403

- Completion of the FJ TSA Shadowing Form, which is available on www.fjtsa.com demonstrating completion of 15 hours of shadowing experience with an anesthesia provider. A qualified anesthesia provider that may submit the '[Shadowing Form](#)' must be a:
 - CRNA
 - Anesthesiologist
- Application Fee = \$75.00

Program Goals

1. Educate professional nurses for Interprofessional practice in advanced nursing roles across community and health care settings.
2. Meet the health needs of diverse individuals, families, groups, communities and populations.

The Frank J. Tornetta School of Anesthesia program terminal objectives can be found here:

<http://fjtsa.com/program-terminal-objectives/>

Philosophy

The philosophy of the DNP program is connected to the belief that the practice doctorate enriches advanced nursing practice by strengthening and expanding students' knowledge and skills. The program prepares students for careers as expert nurse clinicians and leaders who develop, implement, and evaluate programs of care and transform health care systems by using evidence-based innovations and technologies and facilitating interdisciplinary processes. The program develops graduates that have met established competencies of specialty organizations and are responsive to the changing health care needs of national and international populations and diverse patients and groups.

The Frank J. Tornetta School of Anesthesia mission can be found here:

<http://fjtsa.com/mission/>

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

NUR 609 - Health Care Economics

This course examines general economic themes and applies them to health and health care systems. The notion of health care as a public good is discussed. Students analyze the impact of consumer demand for services, the aging population, and chronic illness on health care economics. The United States health care system and the reimbursement of health care services are investigated and compared with systems in other countries.

Number of Credits: 3

When Offered: Spring

How Offered: Online

NUR 616 - Advanced Health Assessment

This course addresses the health assessment of individuals across their lifespan using a framework of physiologic, psychological, socio-cultural, and physical examination data. Students explore history-taking methods, principles of physical assessment, and concepts of clinical diagnosis to determine patients' potential and actual health problems. The course enables students to develop skills necessary to evaluate the comprehensive health status of individuals through assessment of normal and abnormal physical findings. Students combine principles of nursing and other related sciences to analyze clinical problems and provide safe, competent patient care. Students advance in

theoretical knowledge, clinical judgment, differential diagnosis, and decision-making skills. *Prerequisites: Core, NUR 617, NUR 618*

Number of Credits: 3

NUR 617 - Advanced Pharmacology

This course expands the study of the actions and effects of drugs in the human system across an individual's lifespan. Students synthesize legal and professional nursing responsibilities related to pharmacotherapy for health promotion, pathological syndromes, and clinical disorders in advanced practice nursing roles. Students appraise principles of drug therapy, mechanisms of action, and selection of appropriate pharmacological agents in clinical prescribing. *Prerequisite/Corequisite: NUR 618*

Number of Credits: 3

NUR 618 - Advanced Pathophysiology

This course integrates physiological principles, clinical manifestations, and advanced nursing practice implications with the clinical decision-making process. Common pathological syndromes and disorders are explored across an individual's lifespan. Students interpret physiologic, pathophysiologic, psychological, and sociocultural data utilizing information to formulate culturally appropriate advanced nursing practice. Students focus on differentiating normal, variations of normal and abnormal changes of syndromes, and constellations of symptoms with a selection of pertinent diagnostic testing. *Prerequisite: Core*

Number of Credits: 3

NUR 637 - Epidemiology

This course focuses on the study of the distribution and determinants of health and disease in human populations. A historical perspective of epidemiology provides a background for current practices. Basic concepts, study design, data sources, and statistical measures are examined and applied. Emphasis is placed on the practical applications of epidemiology in the work setting and the global environment. Infection, social, behavioral, psychological, genetic, and environmental components of disease are presented from a public health standpoint. Students analyze the efficacy, cost effectiveness, and ethical concerns of screening programs.

Number of Credits: 3

How Offered: Online

NUR 695 - Public Policy Initiatives: Local to Global

This course examines social policy, power, and political behaviors directed at changing health care and community systems to benefit populations. The contributions of researchers, policy-makers, analysts, health care providers, and federal, state, and local governments to local, regional, national and global policies are explored. Social, human development and environmental problems are examined in relation to local and broader public policies.

Number of Credits: 3

When Offered: Summer

How Offered: Online

NUR 702 - Theoretical Foundations of Doctoral Nursing Practice

This course introduces methods of inquiry and analysis as a guide to examining the development of a topic of interest. Concept analysis, theory-guided research, role development, information and clinical practice technologies and historical context are topics to be explored. Nursing interventions and nursing research are systematically critiqued to inform advanced nursing practice. Students initiate a portfolio using self-evaluation with exemplars to demonstrate progress toward meeting doctoral level competencies.

Number of Credits: 3

When Offered: Fall

How Offered: Online

NUR 703 - Professional Ethics

This course is designed to provide a foundation in ethics as it applies to the health professions. Moral development theories, ethical approaches, principles, and professional codes of ethics are critically examined with a focus on their application to practice and ethical decision-making processes used in health care. The course will draw on students' clinical experiences and use a case study approach to promote moral reflection and personal values clarification. The demand for moral agency and ethical leadership, given a profession's responsibilities to society, is studied. The course highlights the ethical competence needed by health care professionals, individually and collectively, to respond to contemporary and emerging ethical challenges in our pluralistic society.

Number of Credits: 3

When Offered: Fall

How Offered: Online

NUR 704 - Statistics and Biostatistics

This course reviews correlation, prediction and regression, hypotheses testing, t-tests, ANOVA, and ANCOVA. Statistical support of decisions to treat are emphasized including point and interval estimators, risk evaluation, odds ratio, and analysis of dichotomous and continuous variables representing health outcomes. Concepts are applied to the critique of nursing and other disciplines' research studies.

Number of Credits: 3

When Offered: Spring

How Offered: Online

NUR 705 - Patient Safety and Health Care Outcomes

60 clinical hours; 30 hours didactic

Students analyze patient safety strategies and programs associated with improved patient care outcomes in various community and health care agency settings. Students explore health care errors and the impact of errors on patient, family, and health care delivery systems. Techniques of process improvement are applied to outcomes management.

Number of Credits: 3

How Offered: Online

NUR 709 - Nursing Research for Evidence Based Practice

Students examine nursing research as applied to the profession's clinical nursing problems by examining the major parts, processes, and principles of quality investigations. They critique studies on a clinical problem and compare research designs, purposes, and methods. The fit of data analysis approaches with research questions and methods is also evaluated.

Restrictions: For MSN and CRNA students only

Number of Credits: 3

When Offered: Fall

How Offered: Online

NUR 711 - Principles of Anesthesia Practice

This course prepares the student for entry into clinical practice by presenting fundamental concepts of the scientific foundation and standards of nurse anesthesia practice. Various techniques of administration of anesthesia are introduced and discussed. The provision of individualized, culturally competent, safe and effective anesthesia care to patients throughout the life span is emphasized. The knowledge and technical skills required for success in the clinical phase of the curriculum are presented in the classroom setting and in the simulation laboratory. Professionalism, collegiality, patient advocacy, and dedication to life-long learning are fostered. Detailed discussions of stress management and promotion of student wellness are included.

Number of Credits: 4

When Offered: Summer

How Offered: Face-to-Face

NUR 712 - Physics, Chemistry and Equipment in Anesthesia

This course offers a comprehensive study of the principles of physics and chemistry that underpin evidence based anesthesia practice. Hands on experiences in the simulation laboratory enhance instruction concerning the technology and equipment commonly used in anesthesia practice. Patient safety and provider wellness are addressed with emphasis on promoting a safe operating room environment.

Number of Credits: 2

When Offered: Summer

How Offered: Face-to-Face

NUR 713 - Pharmacology of Anesthetic Agents

This course offers a comprehensive study of the principles of physics and chemistry that underpin evidence based anesthesia practice. Hands on experiences in the simulation laboratory enhance instruction concerning the technology and equipment commonly used in anesthesia practice. Patient safety and provider wellness are addressed with emphasis on promoting a safe operating room environment.

Number of Credits: 3

When Offered: Fall

How Offered: Face-to-Face

NUR 714 - Advanced Physiology and Pathophysiology for Anesthesia Practice

This course offers a comprehensive study of the principles of physics and chemistry that underpin evidence based anesthesia practice. Hands on experiences in the simulation laboratory enhance instruction concerning the technology and equipment commonly used in anesthesia practice. Patient safety and provider wellness are addressed with emphasis on promoting a safe operating room environment.

Number of Credits: 4

When Offered: Fall

How Offered: Face-to-Face

NUR 715 - Nurse Anesthesia Clinical Practicum I

This course offers a comprehensive study of the principles of physics and chemistry that underpin evidence based anesthesia practice. Hands on experiences in the simulation laboratory enhance instruction concerning the technology and equipment commonly used in anesthesia practice. Patient safety and provider wellness are addressed with emphasis on promoting a safe operating room environment.

Number of Credits: 1

When Offered: Spring

How Offered: Face-to-Face

NUR 716 - Advanced Principles of Anesthesia Practice

This course applies the scientific underpinnings of prior courses to the anesthetic management of patients undergoing neurosurgical, cardiovascular, and thoracic procedures. Common and uncommon procedures are discussed, and students develop evidence supported, patient centered anesthesia management plans for patients.

Number of Credits: 3

When Offered: Spring

How Offered: Face-to-Face

NUR 717 - Regional Anesthetic Management

This course includes a detailed study of the anatomy, physiology and pharmacology relevant to regional anesthesia. The role of regional anesthesia in the management of acute and chronic pain is explored. Techniques of administration and standards of safe anesthetic practice are emphasized. Hands-on workshops, low, medium and high fidelity simulation labs and case discussions will complement traditional teaching methods.

Number of Credits: 4

When Offered: Spring

How Offered: Face-to-Face

NUR 718 - Obstetric and Pediatric Anesthesia

This course applies previously gained scientific knowledge to a comprehensive study of the anesthetic management of obstetrical and pediatric patients. The anatomic, physiologic, pathologic and psychosocial characteristics of obstetrics and pediatric patients are applied to anesthetic management. Research evidence and best practice recommendations are utilized to plan safe and effective anesthetic care for pregnant women, pediatric patients, from premature neonates to adolescents undergoing elective and/or emergent surgery.

Number of Credits: 1

When Offered: Spring

How Offered: Face-to-Face

NUR 719 - Nurse Anesthesia Clinical Practicum II

This second clinical practicum course challenges students to perform at an advanced beginner level to integrate evidence based and patient specific anesthetic management plans for a diverse patient population across the lifespan, implementing anesthetic care, analyzing patient response, evaluating outcomes and revising management plans as indicated. Technical, cognitive and organizational skills, and the ability to translate knowledge into practice, are advanced by increased expectations for collaborative decision-making. Simulation training will continue to be used to enhance and verify the learning experience. Students' clinical performance will be continually evaluated and students appraised of their progress. Formative evaluations by the clinical preceptor, summative evaluations by CRNA faculty, and self-reflective evaluation by the student will direct and document the development of advanced beginnerskills in this course.

Number of Credits: 2

When Offered: Summer

How Offered: Face-to-Face

NUR 720 - Advanced Anesthetic Management for Special Procedures I

This course is the first of three upper level anesthesia courses that build upon the scientific underpinnings of prior anesthetic management courses. This didactic course is designed to facilitate the translation of science, research data and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients undergoing gynecologic, urologic, general and orthopedic surgery. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced.

Number of Credits: 1

When Offered: Summer

How Offered: Face-to-Face

NUR 721 - Nurse Anesthesia Clinical Practicum III

The third clinical practicum course furthers the clinical learning process by introducing rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular or neurosurgery as well as expanding on more complex general cases. Expectations for more independent decision-making and refined cognitive and technical skills increase. Simulation training will continue to be used to enhance and verify the clinical learning experience. Students' clinical performance will be continually evaluated and students appraised of their progress. Formative evaluations by the clinical preceptor, summative evaluations by CRNA faculty, and self-reflective evaluation by the student will direct and document the achievement of more competent skills in this course.

Number of Credits: 2

When Offered: Fall

How Offered: Face-to-Face

NUR 722 - Advanced Anesthetic Management for Special Procedures II

This course builds upon the scientific underpinnings of NUR 720 Advanced Anesthetic Management for Special Procedures I. This didactic course is designed to facilitate the translation of science, research data and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients undergoing head and neck procedures, plastic/reconstructive, trauma, burn, organ transplant surgical procedures and off-site anesthesia services. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced.

Number of Credits: 2

When Offered: Fall

How Offered: Face-to-Face

NUR 723 - Nurse Anesthesia Clinical Practicum IV

Clinical Practicum IV furthers the clinical learning process by continuing to challenge students as rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular and neurosurgery continue. Expectations for independent decision-making and refined cognitive and technical skills continue to increase. Simulation training will continue to be used to enhance and verify the clinical learning experience. Student clinical performance will be continually evaluated and students appraised of their progress. Formative evaluations by the clinical preceptor, summative evaluations by CRNA faculty, and self-reflective evaluation by the student will direct and document the maintenance of competent skills in this course.

Number of Credits: 2

When Offered: Spring

How Offered: Face-to-Face

NUR 724 - Professional Aspects of Anesthesia Practice

This course prepares nurse anesthesia students for the professional role they will assume as Certified Registered Nurse Anesthetists (CRNAs). The importance of a commitment to life-long learning and maintenance of health and well-being are emphasized. Legal issues, regulatory controls, scope of practice, standards of care, advanced practice status; certification, credentialing and privileging are explored. Students develop a clear understanding of the potential impact of multiple organizations upon nurse anesthesia practice, and an appreciation for the role of the American Association of Nurse Anesthetists (AANA) in preserving practice rights and promoting safe and cost effective anesthesia care.

Number of Credits: 1

When Offered: Spring

How Offered: Face-to-Face

NUR 725 - Nurse Anesthesia Clinical Practicum V

Clinical Practicum V continues to challenge students to perform at a competent level as rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, and neurosurgery, as well as complex general surgical procedures continues. Expectations for independent decision-making and refined cognitive and technical skills continue to increase. Simulation training will continue to be used to supplement the clinical learning experience. Student clinical performance will be continually evaluated and students appraised of their progress. Formative evaluations by the clinical preceptor, summative evaluations by CRNA faculty, and self-reflective evaluation by the student will direct and document the maintenance of competent skills in this course.

Number of Credits: 2

When Offered: Summer

How Offered: Face-to-Face

NUR 726 - Crisis Management in Anesthesia

This advanced course prepares the student to respond to critical events during peri-anesthesia care. Rare occurrence/high consequence events are presented in high fidelity simulated experiences in anesthesia and operating room settings. Utilization of crew resource management, positive deviance, and effective, accurate and concise communication techniques will be stressed. The effect of critical situations on the psychological and physical wellbeing of healthcare providers is explored. Students will be prepared to assume a leadership role in promoting quality and safety in nurse anesthesia practice and inter-professional collaboration.

Number of Credits: 1

When Offered: Summer

How Offered: Face-to-Face

NUR 727 - Nurse Anesthesia Clinical Practicum VI

This clinical practicum course completes the learning process by continuing to challenge students to perform at autonomous levels as rotations are completed in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular and neurosurgery. Expectations for independent decision-making and refined cognitive and technical skills are maximized. Simulation training will focus on providing experience managing rare occurrence/ high consequence critical events in anesthesia. Students' clinical performance will be continually evaluated and students appraised of their progress. Formative evaluations by the clinical preceptor, and terminal summative evaluations by CRNA faculty, and terminal self-reflective evaluation by the student will document the maintenance of competent skills and readiness to successfully enter advanced practice as a nurse anesthetist.

Number of Credits: 2

When Offered: Fall

How Offered: Face-to-Face

NUR 750 - Translating Evidence Into Practice

60 clinical hours; 30 didactic hours

In this course, students build on their knowledge of nursing theory, research design, and approaches to data analysis. They evaluate nursing and other disciplines' research based on a critical evaluation of the literature. Students identify an issue from a declared practice focus for a scholarly project that is outcomes-focused. Meta-synthesis, meta-analysis, systematic and integrative reviews, and synopses are compared as sources of evidence for clinical decision making. Patient-centered care is emphasized from the perspectives of patient preference and best practices. Guidelines from federal, professional, and voluntary health organizations are investigated. Students increase their skills in database searching.

Number of Credits: 3

How Offered: Online

NUR 751 - Clinical Leadership and Interprofessional Collaboration

60 clinical hours; 30 didactic hours

In this course, students analyze the interplay of organizational culture and structures in complex health-care systems from various theoretical perspectives. Management, organization, team-building, and conflict resolution topics are investigated; and leadership theories are compared. Case studies demonstrating effective and ineffective clinical leadership are scrutinized related to their impact on the care-delivery process. Historical and emerging relationships among health-care professionals are examined along with quality improvement strategies aimed at changing organizational cultures and processes.

Number of Credits: 3

How Offered: Online

NUR 880 - Clinical DNP Scholarly Project

135 clinical hours; 15 didactic hours

Students develop a scholarly project and explore practice issues that influence project success. They investigate associated literature and confer with clinical practice leaders to refine the outcomes-focused project. The scholarly project proposal is shaped by needs assessment data, literature review, and program evaluation strategies. Students critique and disseminate their approved scholarly project. The role of the DNP graduate as a clinical leader in health care and community systems is addressed as it relates to the evaluation and dissemination of the scholarly project.

Clinical activity: Students design a clinical capstone project informed by the work completed in the previous courses. Students synthesize previous assignments and develop a capstone project proposal that is shaped by needs assessment data, literature review, and program evaluation strategies. Students consult with experts from the clinical field and work closely with a faculty adviser/project chair.

Number of Credits: 3

NUR 882 - Clinical DNP Residency

185 clinical hours; 19 hours didactic/meeting hours

Students participate in an individually designed clinical practice immersion experience designed to build knowledge and skill for advanced specialty practice at a high level of complexity. The immersion experience provides the practice context in which the clinical scholarly project is completed. Students complete required scholarly project coursework and obtain approval from their project committee. They implement an evidence-based scholarly project in a health-care or community agency. The required scholarly project end-product is a publishable manuscript.

Number of Credits: 4

How Offered: Online

Doctor of Nursing Practice (DNP) – Post-Master’s

Program Description

The La Salle Doctor of Nursing Practice (DNP) program is in response to the call for health care improvement and innovation. This post-Master’s program is designed in accord with the American Association of Colleges of Nursing (AACN) Position Statement on Doctoral Education and The DNP Essentials.

The program is a practice-focused doctorate with a strong clinical component designed for all health care environments providing opportunities for expert knowledge and skill development through completion of clinical hours and a clinical capstone project. The program delivered online includes three separate immersion experiences.

Students may enroll in the program on a part-time (three credits/semester) or full-time (six credits/semester) basis. Required clinical hours vary depending on the student’s entry level attainments; 1,000 hours of supervised post-baccalaureate clinical practice in an academic program is required. The La Salle curricular plans are individualized and include 500 clinical hours in the program of study. Advanced Practice Nurses (CNS, CRNA, NP, and Nurse Midwives), as well as other Master’s prepared nurses with a BSN may apply.

Patricia Dillon, PhD, RN
Chair Graduate Nursing and RN to BSN Programs
215.951.1322
dillonp@lasalle.edu
lasalle.edu/dnp

If you have any questions regarding the Doctor of Nursing program, please contact dnp@lasalle.edu.

Philosophy

The philosophy of the DNP program is connected to the belief that the practice doctorate enriches advanced nursing practice by strengthening and expanding students’ knowledge and skills. The program prepares students for careers as expert nurse clinicians and leaders who develop, implement, and evaluate programs of care and transform health care systems by using evidence-based innovations and technologies and facilitating interdisciplinary processes. The program develops graduates that have met established competencies of specialty organizations and are responsive to the changing health care needs of national and international populations and diverse patients and groups.

Program Goals

- Educate professional nurses to translate evidence for interprofessional practice in advanced nursing roles across community and health care settings.
- Meet the health needs of diverse individuals, families, groups, communities and populations through curricular and service activity.
- Support faculty and student scholarly activity that informs quality and safety in healthcare systems.

Student Learning Outcomes

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

- Apply theoretical and research-based knowledge from nursing and other disciplines to plan and implement safe, quality health care for vulnerable individuals and groups in an APRN or advanced nursing practice (APN) role.
- Facilitate inter-professional collaboration to provide patient-centered, quality, ethical and safe healthcare.
- Analyze the impact of evidence based healthcare interventions on patient outcomes.
- Evaluate health promotion and disease prevention efforts and outcomes to achieve quality healthcare
- Analyze the influence of public policy decisions on the health promotion, disease prevention, and health restoration services provided to diverse populations.
- Enhance clinical judgment and decision-making abilities to address health promotion/disease prevention efforts for individuals, aggregates, or populations.
- Utilize advanced communication and leadership skills to lead quality improvement and patient safety initiatives.
- Promote culturally congruent and comprehensive healthcare services to all.
- Analyze healthcare information systems/technologies to improve healthcare outcomes.
- Demonstrate responsibility and accountability for ongoing professional development.

Admission Requirements

Each applicant is considered on an individual basis and must meet the following requirements:

1. Master's degree in nursing (MSN) from a nationally accredited program OR Master's degree, MBA, or MHA from a nationally accredited program (these applicants should also hold a Bachelor of Science in Nursing (BSN). Additional course work and clinical hours may apply.
2. Current unencumbered United States RN License and Advanced Practice License where appropriate
3. Board certification in the nursing specialty when appropriate (students may enroll in Core Courses while preparing for board certification examination)
4. Resume or curriculum vitae
5. Cumulative Master's level GPA of a minimum 3.4 on a 4.0 scale
6. Graduate Record Exam (GRE) for GPAs between 3.4 and 3.7 recommended on an individual basis
7. Evidence of satisfactory completion of Research Methods in the graduate nursing curriculum, and a statistics course (these courses are available prior to the start of the DNP if necessary)
8. Two letters of recommendation: one recent academic reference and one reference directly related to professional practice
9. Verification of Precepted Clinical Hours to be completed by a university official in the applicant's Master's or post-Master's program
10. One page (Times New Roman, 12 pt font, double spaced) personal statement describing an opportunity for quality improvement or evidence-based change in the applicant's practice setting. The essay should link the improvement ideas with the achievement of the applicant's personal career goals.
11. Interview by DNP Program Director or designee
12. Completed electronic application form
13. Official transcripts of all previous college work

Additional requirements for candidates for admission:

- New students may earn credits as conditionally accepted students pending approval by the DNP Program Director. No more than six (6) credits earned with conditionally accepted student status may be applied to the DNP degree.
- Students desiring to audit courses or take a course as a non-degree student must apply for admission in the same manner as DNP candidates.

Students may not begin courses without required clinical compliances.

Please refer to the University's Nondiscrimination Policy in the General Reference section of this catalog. Admission is based solely upon applicant's qualifications.

Submit applications on an ongoing basis to

La Salle University
Office of Graduate Admission – Box 826
1900 West Olney Aveue
Philadelphia, PA 19141

215.951.1100/Fax 215.951.1462

grad@lasalle.edu

Progression through the Program

The DNP Program consists of 34 credit hours beyond the master's degree.

The program may be completed on a part-time or full-time basis, depending on course availability. Students consult with the DNP Program Director for individualized curriculum planning.

Students may be required to enroll in NUR 881 (Capstone Project Seminar), NUR 883 (Clinical Capstone Residency Seminar), or NUR 887 (Clinical Practicum). These courses are optional for degree completion if needed and earn one to two credits each.

The following table depicts the structure of the Doctor of Nursing Practice curriculum for post-MSN students:

Core (3 credits per course)

NUR 702 Advanced Therapeutics

NUR 703 Professional Ethics

NUR 609 Health-Care Economics

Advanced Core (3 credits per course)

NUR 695 Public Policy Initiatives: Local to Global

NUR 637 Epidemiology

NUR 704 Statistics and Biostatistics

Residency (3 credits per course unless otherwise noted)

NUR 705 Patient Safety and Health-Care Outcomes

NUR 750 Translating Evidence into Practice

NUR 751 Clinical Leadership and Interprofessional Collaboration

NUR 880 Clinical Capstone Project

NUR 882 Clinical Capstone Residency (4 credits)

Optional (1-2 credits per course)

NUR 881 Capstone Project Seminar (Pass/Fail)

NUR 883 Clinical Capstone Residency Seminar (Pass/Fail)

NUR 887 Clinical Practicum (Pass/Fail)

Note:

The DNP program requires:

The overall clinical practice hours for the DNP degree are a minimum of 1,000 hours post-BSN. Students admitted to the Post-Master's DNP will have 500 practice hours satisfied by the La Salle Post-Master's Curriculum.

Clinical practice hours for DNP students with less than 500 master's-level clinical hours will be individually evaluated based on their own transcripts. Additional clinical hours can be completed in the Program and may occur in the student's place of employment, or at health care organization sites in the state which the nurse is licensed. The practice component is conducted with the assistance of professional mentors or supervisors who practice in the community where the clinical is conducted. Goals and objectives of the practice experience are negotiated with the student's faculty.

Scholarly Project Requirement

The DNP Scholarly Project (DNP-SP) is a scholarly experience using principles of evidence-based practice and research translation that is designed to provide students with a guided opportunity to address a meaningful practice concern relevant to nursing and meaningful to healthcare systems, processes, and/or outcomes.

Working closely with faculty members, students identify an issue or question within nursing practice that is of clinical interest and conduct a scholarly review and synthesis of the related literature. Students develop a project around this issue or question, implement and evaluate this project and disseminate findings and recommendations.

The DNP-SP end-product will be a tangible practice-related deliverable. This scholarly project will be reviewed and evaluated by an academic committee. The SP should be a synthesis of the student's work and lay the groundwork for future scholarly endeavors, including a published manuscript.

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

NUR 609 - Health Care Economics

This course examines general economic themes and applies them to health and health care systems. The notion of health care as a public good is discussed. Students analyze the impact of consumer demand for services, the aging population, and chronic illness on health care economics. The United States health care system and the reimbursement of health care services are investigated and compared with systems in other countries.

Number of Credits: 3

When Offered: Spring

How Offered: Online

NUR 637 - Epidemiology

This course focuses on the study of the distribution and determinants of health and disease in human populations. A historical perspective of epidemiology provides a background for current practices. Basic concepts, study design, data sources, and statistical measures are examined and applied. Emphasis is placed on the practical applications of epidemiology in the work setting and the global environment. Infection, social, behavioral, psychological, genetic, and environmental components of disease are presented from a public health standpoint. Students analyze the efficacy, cost effectiveness, and ethical concerns of screening programs.

Number of Credits: 3

How Offered: Online

NUR 695 - Public Policy Initiatives: Local to Global

This course examines social policy, power, and political behaviors directed at changing health care and community systems to benefit populations. The contributions of researchers, policy-makers, analysts, health care providers, and federal, state, and local governments to local, regional, national and global policies are explored. Social, human development and environmental problems are examined in relation to local and broader public policies.

Number of Credits: 3

When Offered: Summer

How Offered: Online

NUR 702 - Theoretical Foundations of Doctoral Nursing Practice

This course introduces methods of inquiry and analysis as a guide to examining the development of a topic of interest. Concept analysis, theory-guided research, role development, information and clinical practice technologies and historical context are topics to be explored. Nursing interventions and nursing research are systematically critiqued to inform advanced nursing practice. Students initiate a portfolio using self-evaluation with exemplars to demonstrate progress toward meeting doctoral level competencies.

Number of Credits: 3

When Offered: Fall

How Offered: Online

NUR 703 - Professional Ethics

This course is designed to provide a foundation in ethics as it applies to the health professions. Moral development theories, ethical approaches, principles, and professional codes of ethics are critically examined with a focus on their application to practice and ethical decision-making processes used in health care. The course will draw on students' clinical experiences and use a case study approach to promote moral reflection and personal values clarification. The demand for moral agency and ethical leadership, given a profession's responsibilities to society, is studied. The course highlights the ethical competence needed by health care professionals, individually and collectively, to respond to contemporary and emerging ethical challenges in our pluralistic society.

Number of Credits: 3

When Offered: Fall

How Offered: Online

NUR 704 - Statistics and Biostatistics

This course reviews correlation, prediction and regression, hypotheses testing, t-tests, ANOVA, and ANCOVA. Statistical support of decisions to treat are emphasized including point and interval estimators, risk evaluation, odds ratio, and analysis of dichotomous and continuous variables representing health outcomes. Concepts are applied to the critique of nursing and other disciplines' research studies.

Number of Credits: 3

When Offered: Spring

How Offered: Online

NUR 705 - Patient Safety and Health Care Outcomes

60 clinical hours; 30 hours didactic

Students analyze patient safety strategies and programs associated with improved patient care outcomes in various community and health care agency settings. Students explore health care errors and the impact of errors on patient, family, and health care delivery systems. Techniques of process improvement are applied to outcomes management.

Number of Credits: 3

How Offered: Online

NUR 750 - Translating Evidence Into Practice

60 clinical hours; 30 didactic hours

In this course, students build on their knowledge of nursing theory, research design, and approaches to data analysis. They evaluate nursing and other disciplines' research based on a critical evaluation of the literature. Students identify an issue from a declared practice focus for a scholarly project that is outcomes-focused. Meta-synthesis, meta-analysis, systematic and integrative reviews, and synopses are compared as sources of evidence for clinical decision making. Patient-centered care is emphasized from the perspectives of patient preference and best practices. Guidelines from federal, professional, and voluntary health organizations are investigated. Students increase their skills in database searching.

Number of Credits: 3

How Offered: Online

NUR 751 - Clinical Leadership and Interprofessional Collaboration

60 clinical hours; 30 didactic hours

In this course, students analyze the interplay of organizational culture and structures in complex health-care systems from various theoretical perspectives. Management, organization, team-building, and conflict resolution topics are investigated; and leadership theories are compared. Case studies demonstrating effective and ineffective clinical leadership are scrutinized related to their impact on the care-delivery process. Historical and emerging relationships among health-care professionals are examined along with quality improvement strategies aimed at changing organizational cultures and processes.

Number of Credits: 3

How Offered: Online

NUR 880 - Clinical DNP Scholarly Project

135 clinical hours; 15 didactic hours

Students develop a scholarly project and explore practice issues that influence project success. They investigate associated literature and confer with clinical practice leaders to refine the outcomes-focused project. The scholarly project proposal is shaped by needs assessment data, literature review, and program evaluation strategies. Students

critique and disseminate their approved scholarly project. The role of the DNP graduate as a clinical leader in health care and community systems is addressed as it relates to the evaluation and dissemination of the scholarly project.

Clinical activity: Students design a clinical capstone project informed by the work completed in the previous courses. Students synthesize previous assignments and develop a capstone project proposal that is shaped by needs assessment data, literature review, and program evaluation strategies. Students consult with experts from the clinical field and work closely with a faculty adviser/project chair.

Number of Credits: 3

NUR 881 - DNP Scholarly Project Seminar

*(Pass/Fail) (Additional course) ***

This course is a continuation course to NUR 880. It is designed to provide opportunities for students requiring additional supports necessary for completing the written scholarly project proposal. Students enroll in this seminar course on a continual basis until the conclusion of the written scholarly project proposal and advisor affirmation of proposal completion. Students utilize available university supports including the Sheeky Writing Center and proposal committee members' expertise. Students must be actively enrolled in order to avail themselves of university resources. The course is available during fall and spring semesters. Summer availability is contingent upon DNP Program Director approval. (**optional)

Number of Credits: 1

How Offered: Online

NUR 882 - Clinical DNP Residency

185 clinical hours; 19 hours didactic/meeting hours

Students participate in an individually designed clinical practice immersion experience designed to build knowledge and skill for advanced specialty practice at a high level of complexity. The immersion experience provides the practice context in which the clinical scholarly project is completed. Students complete required scholarly project coursework and obtain approval from their project committee. They implement an evidence-based scholarly project in a health-care or community agency. The required scholarly project end-product is a publishable manuscript.

Number of Credits: 4

How Offered: Online

NUR 883 - Clinical DNP Residency Seminar

*(Pass/Fail) (Additional course) ***

This course is a continuation course to NUR 881. This seminar offers students the opportunity to complete the clinical scholarly project and develop this project into a finalized form that is consistent with a journal manuscript and ready for defense. NUR 882 will be noted as "Incomplete" until the clinical scholarly project is finished. The course is available during fall and spring semesters. Summer availability is contingent upon DNP Program Director approval. Students will utilize university resources including library and writing center supports. (**optional)

Number of Credits: 1

How Offered: Online

NUR 887 - Clinical Practicum

The Nursing Clinical Practicum provides an opportunity for students to gain additional clinical experience related to the required clinical hours in the DNP program of study. Clinical goals are developed in conjunction with faculty advisors and advanced nursing interventions are developed, implemented, and evaluated in accord with the AACN DNP Essentials. Students explore topical areas relative to the development of their DNP Project.

Number of Credits: 1–2 (Pass/Fail)

How Offered: Online

Doctor of Psychology in Clinical Psychology (Psy.D.)

Program Description

The APA-accredited program leading to the Doctor of Psychology (Psy.D.) is a professional program intended for those students who have completed a bachelor's degree in either psychology or a related field, or for those students who hold a master's degree in a mental health discipline. It is a five-year, full-time program that has a partial part-time option, which allows two levels of the program to be completed over four calendar years for a maximum timeframe of seven years from entry to degree completion. The program follows the practitioner-scholar model of training clinical psychologists, and, as such, an intensive integration of theory, research, and practice is stressed throughout the entire course of study. The program requires the completion of a practicum progression and a full-year clinical internship. It also requires the completion of the Clinical Dissertation, a qualitative or quantitative research project that addresses an important original question of relevance to the practice of clinical psychology. The program emphasizes the integration of science and practice, actively promotes an evidence-based approach to the practice of clinical psychology, and acknowledges and incorporates issues of human diversity throughout the curriculum. The program offers three areas of concentrated study for students with particular career interests: 1) General Clinical Practice, 2) Child Clinical Psychology, and 3) Clinical Health Psychology.

Randy Fingerhut, Ph.D.

Director

215.951.1284

fingerhut@lasalle.edu

www.lasalle.edu/psyd

If you have any questions regarding the Doctor of Psychology in Clinical Psychology program, please contact:

psyd@lasalle.edu

Mission

La Salle University's Psy.D. Program in Clinical Psychology strives to educate and train students in the science and practice of clinical psychology so that they may function effectively in a variety of professional psychology roles including, but not limited to, psychotherapy, psychological assessment, and clinical research. The program is based on the practitioner-scholar model of professional training and emphasizes a cognitive-behavioral theoretical orientation. Evidence-based practice, psychological science, psychological theory, ethics and professional standards, and sensitivity to and awareness of diversity and individual differences are embedded throughout the curriculum.

Program Goals

- The preparation of practitioners of clinical psychology who understand the scientific body of knowledge that serves as the foundation of clinical practice.
- The preparation of practitioners of clinical psychology who demonstrate understanding of, and competency in, core clinical skills essential for effective professional practice.
- The preparation of practitioners of clinical psychology who demonstrate an understanding of, and competency in, professional standards and ethics as well as the impact and importance of issues of cultural and individual diversity on clinical practice.
- The preparation of practitioners of clinical psychology who demonstrate understanding of, and competency in, emerging and expanding roles for the professional psychologist.
- The preparation of practitioners of clinical psychology able to contribute to and utilize the existing body of knowledge and empirical findings in the science of psychology, to inform and enhance the applications of clinical psychology and to view the profession of clinical psychology as requiring life-long learning.

Student Learning Outcomes

At the completion of this program, the student should be able to do the following:

- demonstrate foundational knowledge of the theories as well as the empirical evidence supporting the theories of personality, social psychology, cognitive aspects of behavior, human development, biological aspects of behavior, and psychopathology;
- understand the history of psychology as it pertains to the development of these theories and their scientific foundations;
- develop effective professional relationships with the persons they serve as well as with professional colleagues and supervisors;
- conduct a diagnostic assessment;
- implement psychological interventions supported by the empirical literature;
- identify how individual differences and diversity impact psychological diagnosis and treatment;
- understand the APA code of ethics and how it is applied to clinical situations, and be able to critically evaluate ethical dilemmas in professional psychology;
- employ theories of clinical supervision in practice scenarios;
- identify how they use supervision when conducting diagnostic assessments and interventions as student clinicians;
- describe the value of professional consultation in general and as it is applied to specific clinical cases;
- understand the logic of statistical analysis, be able to conduct a variety of univariate and multivariate statistical techniques, understand research methods, be able to develop and implement a research study, know how to select appropriate statistical analyses for a particular research question, be aware of ethical considerations for conducting research, and know the basic elements of manuscript preparation for professional publication;
- evaluate scientific research in the selection and implementation of clinical interventions and utilize clinical data to inform diagnostic formulations and treatment plans.

Accreditation

The Psy.D. Program in Clinical Psychology is accredited by the American Psychological Association. For general information about APA accreditation or specific information about the accreditation status of the Psy.D. Program at La Salle University, please contact:

Jaqueline Remondet Wall, Ph.D.
Director, Office of Program Consultation and Accreditation
Associate Executive Director, Education Directorate
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
(202) 572-3037
Visit the Web site at: <http://www.apa.org/ed/accreditation/>

Admission Requirements

The program is seeking applicants who have the academic, personal and professional qualifications that would make them outstanding prospects toward becoming ethically sensitive, well-informed, and highly competent practitioners. They should possess high academic aptitude and a demonstrable pattern of interest and personal qualifications that would enable them to function effectively in working with problems of individuals, families, and social systems. Applicants with a bachelor's degree and excellent undergraduate credentials or a master's degree in psychology or a related mental-health discipline will be given full consideration. The deadline for the completed Psy.D. application, and all required supporting documents, is December 10, 11:59 EST. Any application materials received after December 10 will not be considered.

To be accepted for admission to the program, a candidate must:

- Complete the Application for Admission which may be accessed at <https://www.lasalle.edu/grad/apply/>. It is recommended that the application is submitted before arranging to have transcripts and test scores mailed to La Salle University.
- Provide evidence of an earned baccalaureate degree from an accredited institution with a major in psychology or a related discipline. Those entering with a B.A. must have a grade-point-average of 3.0 on a 4.0 scale; those with an M.A., a 3.2. The record should show the completion of 15 hours in psychology with particular reference to General Psychology, Developmental Psychology, Personality, Statistics, Methodology and Tests and Measurements (Students lacking these required courses will be required to complete them prior to matriculation).

- Provide official transcripts from the institutions of higher education showing all undergraduate and previous graduate study.
- Provide acceptable scores on the Verbal Reasoning, Quantitative Reasoning, and Analytical Writing sections of the Graduate Record Examination (GRE). These are used in combination with grades and professional experience to inform admission decisions. Minimum scores of 148 on both the Verbal Reasoning and Quantitative Reasoning sections of the GRE are strongly recommended. Our Institution Code is R2363. For more information please go to www.gre.org.
- Foreign students must present an acceptable TOEFL score and all international academic credentials must be reviewed by World Education Services (wes.org).
- Provide three letters of recommendation from professors or supervisors familiar with the academic/professional and personal qualifications of the applicant. Letters of recommendation from on-line services are not acceptable. When you are completing the online application, you will be sending an email request to your recommenders that will ask them to complete and upload their letter of recommendation. You should arrange for your recommenders in advance of beginning your application.
- Provide a current Curriculum Vitae (this will be uploaded with the application).
- Provide a personal statement (double-spaced, not to exceed two pages) that describes all of the following: why you want to pursue a Psy.D.; why La Salle's program is a good fit with your career goals (mention specific faculty expertise if applicable); your experience working with clinical populations; your experience conducting research; and your interest in and experience working with the community and disadvantaged populations (can include but is not limited to low SES, rural populations, ethnic/racial minorities, LGBT populations, immigrant families, individuals with disabilities or chronic illness, service learning). (this will be uploaded with the application).
- All finalists are required to attend a personal interview.

Please refer to the University's Nondiscrimination Policy in the General Reference section of this catalog. Admission is based solely upon applicant's qualifications.

The Application for Admission may be completed online. Personal statements and CV's must be uploaded when completing the application. It is best to have these documents and the e-mail contact information for your three recommenders ready when you begin your application. It is recommended that the application be submitted before arranging to have transcripts and test scores mailed to La Salle University.

Documents that are not uploaded, such as transcripts and test scores should be sent directly from the institution or testing service to the following address:

Office of Graduate Enrollment
 La Salle University- Box 826
 1900 W. Olney Avenue
 Philadelphia, PA 19141
 215.951.1100/ Fax 215.951.1462
grad@lasalle.edu

Degree Requirements

Students earn a Master of Arts degree in Clinical Psychology after successfully completing Level I and Level II courses and passing Part I and II of the Comprehensive Examination.

Upon satisfactory evaluation by the faculty (SPEC*), the doctorate is awarded to candidates who have successfully completed the following requirements of the program:

- 114 graduate credits of course work as designated.
- The Comprehensive Examination, Parts I, II, and III (See Student Handbook for details)
- The Practicum Progression
- The Clinical Internship
- The Clinical Dissertation

* SPEC is an acronym for Student Progress Evaluation Conference, a meeting of all program faculty that meets periodically to review student progress.

Progression through the Program

In its entirety, the program is 114 graduate credits—75 credits of required courses shared by all students, 12 credits specific to the chosen area of concentration, 12 practicum credits (minimum), six dissertation credits (minimum), and nine clinical internship credits.

Students choose a concentrated area of study as they progress through the program. From a solid foundation in the basic competencies in clinical psychology, the program offers three concentrations: General Practice, Child Clinical Psychology, and Clinical Health Psychology. In each concentration area, the student is first provided with the essential foundation material upon which clinical practice is based, and then moves to sequential instruction and training in a range of assessment and intervention modes specific to the particular concentration. Students choosing to follow one of these concentrated areas of study will complete their Doctoral Practicum II in a site appropriate for their concentration and will complete their Clinical Dissertation in their chosen concentration. The program requires the completion of a practicum progression and full-year clinical internship (see Psy.D. Student Handbook for details).

The practicum progression is designed to provide the student with both depth and breadth of experience. Each student will be expected to gain experience with a range of roles, settings, populations, clients, clinical problems, and techniques. This is accomplished in clinics, hospitals, and other community agencies of the richly diverse greater Philadelphia metropolitan area, as well as in our own community clinic (i.e. La Salle University Community Psychological Services). Prior to external practica, students have a “pre-practicum” experience during their first level in the program. This experience is through direct client assessments (as part of the required assessment courses) at the assessment lab and at the La Salle University Community Psychological Services. The practicum progression is ordinarily a two-tiered experience with slight variations built in for students in each concentration area. The two externships share the same structure and requirements, except that the second level requires progressively more sophisticated skills and may encompass a wider variety of clinical activities. All students will complete at least two years of externship training within the program and may choose an optional third externship year. During the entire practicum training experience, in addition to external placements, students will see clinical cases at the psychology training clinic and will participate in weekly clinic team meetings in which they will receive supervision, support, and guidance from clinical faculty and peers.

The clinical internship is a one-year, full-time (or two-calendar-year, part-time) experience that may be undertaken after the student has successfully completed the first four levels of the program, including all practica and Comprehensive Examination Parts I, II, and III, has successfully defended the Clinical Dissertation proposal, and has been approved by the clinical training committee. The clinical internship is an intensive training experience requiring 36 to 40 hours of service a week over one year or 18 to 20 hours a week over two years in a clinical setting. Detailed procedures and requirements for the clinical internship are provided in the Clinical Training Manual.

The program requires the completion of a Clinical Dissertation that addresses an important original question of relevance to the practice of psychology. It is a training experience designed to provide the student with a guided opportunity for integrating and interpreting findings from existing empirical research as well as designing and carrying out a project demonstrating scholarship in addressing a clinically relevant psychological issue.

Course Sequence

Effective Jan. 1, 2007, all APA-accredited programs must disclose education/training outcomes and information allowing for informed decision making to prospective doctoral students. This information can be found at <https://www.lasalle.edu/doctor-of-psychology/wp-content/uploads/sites/124/2018/08/psyd-stats-2018.pdf>.

Curriculum

Courses Required of All Students (75 hours)

- PSY 700 (3)** Psychotherapy I: Individual Approaches
- PSY 701 (3)** Biological Bases of Behavior
- PSY 702 (3)** Foundations of Psychotherapy: Mechanisms of Change and the Therapeutic Process
- PSY 703 (3)** Human Behavior IV: Social Bases
- PSY 704 (3)** Psychopathology I: Adult Psychopathology
- PSY 705 (3)** Psychotherapy II: Group and Systemic Approaches
- PSY 706 (3)** Interviewing and Psychotherapy Lab
- PSY 707 (3)** Psychopathology II: Child and Adolescent Psychopathology
- PSY 708 (3)** Human Behavior I: Developmental Bases
- PSY 709 (3)** Psychological Assessment I: Cognitive Assessment
- PSY 710 (3)** Psychological Assessment III: Integrative Battery
- PSY 711 (3)** Human Diversity
- PSY 713 (3)** Human Behavior II: Cognitive Psychology
- PSY 714 (3)** Human Behavior III: Personality and Individual Differences
- PSY 724 (3)** History and Systems of Psychology
- PSY 730 (3)** Psychological Assessment II: Personality and Behavioral Assessment—Objective Approaches

- PSY 740 (3)** Advanced Cognitive Behavior Therapy: Theory and Application
- PSY 750 (3)** Psychopharmacology
- PSY 766 (3)** Working with Families in Clinical Psychology
- PSY 770 (3)** Psychological Measurement and Statistical Analysis
- PSY 771 (3)** Research Methodology
- PSY 784 (3)** Consultation and Education
- PSY 785 (3)** Introduction to Professional Practice, Ethics, and Conduct
- PSY 787 (3)** Supervision and Management
- PSY 792 (3)** Professional Ethics

General Clinical Practice (12 hours)

- PSY 741 (3) Advanced Seminar in Psychotherapy and Clinical Practice
- Clinical Elective (3)
- Clinical Elective (3)
- Clinical Elective (3)

Child Clinical Psychology (12 hours)

- PSY 719 (3) Psychological Assessment of Children and Adolescents I
- PSY 753 (3) Pediatric Psychology
- PSY 762 (3) Advanced Seminar in Clinical Child and Family Psychology
- PSY 765 (3) Child and Adolescent Psychotherapy

Clinical Health Psychology (12 hours)

- PSY 751 (3) Clinical Health Psychology I
- PSY 752 (3) Clinical Health Psychology II
- PSY 757 (3) Neuropsychological Assessment I or
- PSY 753 (3) Pediatric Psychology
- Clinical Elective (3)

Doctoral Practicum (12 hours)

- PSY 782 (3) Doctoral Practicum I / Practicum Seminar I
- PSY 783 (3) Doctoral Practicum I / Practicum Seminar I
- PSY 788 (3) Doctoral Practicum II / Practicum Seminar II
- PSY 789 (3) Doctoral Practicum II / Practicum Seminar II
- PSY 794 (3) Doctoral Practicum III / Practicum Seminar III (OPTIONAL)
- PSY 795 (3) Doctoral Practicum III / Practicum Seminar III (OPTIONAL)

Clinical Dissertation

- PSY 772 (3) Clinical Dissertation Seminar I: CD Initiation
- PSY 773 (3) Clinical Dissertation Seminar II: CD Manuscript Preparation
- PSY 774 (3) Clinical Dissertation Seminar III: CD Completion (if necessary)

Clinical Internship

- PSY 800, 801, 802 (9) Clinical Internship (Full Time)
- PSY 870, 871, 872 (6) Clinical Internship (Part Time)
- PSY 873, 874, 875 (3) Clinical Internship (Part Time)

Financial Aid

Information about additional sources of financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215.951.1070.

Other Financial Aid Resources

APA's Student Financial Aid Pages and Peterson's Web site contain information about how to finance your advanced degree, including loans, grants, employment on campus, and off-campus jobs.

Transfer Credit

Students who have completed graduate work in psychology or a closely related discipline may have up to 18 credits of foundations course work transferred. Only foundation courses will be considered for transfer. Under no

circumstances will clinical skills courses be eligible for transfer. Courses that can be considered for transfer are: Social Psychology, Developmental Psychology, Personality and Individual Differences, Cognitive Psychology, Psychological Measurement, and Statistical Analysis and Research Methodology. Credit may be awarded for previous course work in these areas that meet the program's equivalency criteria with regard to course content and competency level. Students must submit written requests for transfer prior to beginning class in Level I and include syllabi and any other supporting documentation. Faculty will evaluate the syllabi/ documentation submitted and will recommend transfer if the previous course overlaps with the La Salle University course syllabus by 80 percent, and the student passes the appropriate part of the foundations examination given to doctoral students. Decisions in this regard will be made on a case-by-case basis.

Tuition and Fees

Information regarding tuition and fees can be found at <https://www.lasalle.edu/doctor-of-psychology/wp-content/uploads/sites/124/2018/08/psyd-stats-2018.pdf>.

Tuition Assistance

A limited amount of tuition-reduction funding is available for full-time students enrolled in the first level of the program. To qualify, students must contact the financial aid office and apply for federally funded work-study (through submission of a FAFSA form). While students do not have to accept an offer for work-study, this process allows the Psy.D. Program to verify financial need. Students who qualify for work-study thus also qualify for consideration for the limited tuition-reduction funding available in the first year of the program.

Faculty

Program Director: Randy Fingerhut, Ph.D.

Director of Clinical Training: Nataliya Zelikovsky, Ph.D

Director of Psy.D. Research and Dissertations: Sharon Armstrong, Ph.D.

Director, La Salle University Community Psychological Services: Kathleen Murphy-Eberenz, Ph.D.

Associate Professors: Armstrong, Cardaciotto, Fingerhut, Goldbacher, McClure, Montague, Moon, Roth, Spokas, Sude, Wilson, Zelikovsky

Assistant Professors: Kratz

Core Adjunct Faculty (Instructors): Adler Mandel, Gold, Johnson, Mattei, Palmer, Sposato

PSY 700 - Psychotherapy I: Individual Approaches

A first course in psychological treatment designed to provide the student with an understanding of foundational knowledge and skills required for provision of effective evidence-based psychological treatment to individuals. Students will be exposed to the range of approaches to individual psychotherapy utilized in contemporary clinical practice, with particular attention and emphasis given to behavioral, cognitive-behavioral, and other empirically supported models of psychotherapy. Issues of diversity in clinical practice will be considered throughout.

PSY 701 - Biological Bases of Behavior

This course will focus on an examination of the biological substrates of behavior from the cellular to the systemic to the behavioral level. The course will examine basic aspects of functional neuro-anatomy and brain-behavior relationships. Models of mind, consciousness, and cortical functioning will also be explored.

Number of Credits: 3

PSY 702 - Foundations of Psychotherapy: Mechanisms of Change and the Therapeutic Process

A clinical skills course that will examine psychotherapy as a change agent. The empirical foundations of psychotherapy will be addressed with an emphasis on practice implications of current therapy research on readiness

for change, efficacy, and effectiveness, client-therapist variables, and the therapeutic relationship. In addition, consideration will be given to issues relating to matching clients to therapy type, as well as the theoretical, empirical, and practical consideration of essential mechanisms of change in psychotherapy. The role of spirituality and its impact on the therapeutic process will also be addressed.

PSY 703 - Human Behavior IV: Social Bases

An examination of the theories and research in social psychology with particular reference to multicultural issues and their relevance to mental health models and psychological practice.

PSY 704 - Psychopathology I: Adult Psychopathology

This course will explore the major categories of adult psychological disorders. Theory and research regarding symptomatology, etiology, maintaining factors, and diagnostic issues will be examined in detail. Students will receive an introduction to the use of the DSM-IV.

Number of Credits: 3

PSY 705 - Psychotherapy II: Group and Systemic Approaches

A continuation of PSY 700 with the course focus being on those intervention models and techniques appropriate for working with groups, couples, and families. While students will be exposed to a wide variety of intervention approaches seen in contemporary clinical practice, the course will emphasize those models having demonstrated empirical support.

Prerequisite: PSY 700

PSY 706 - Interviewing and Psychotherapy Laboratory

A laboratory course designed to develop basic diagnostic and interviewing proficiency. In addition, basic relational and intervention skills essential to establishing an effective therapeutic alliance and promoting behavioral change will be discussed and practiced.

PSY 707 - Psychopathology II: Child and Adolescent Psychopathology

A second course in psychopathology looking at psychological disorders found in childhood and adolescence. Issues of etiology, symptomatology, diagnosis, prevention, treatment and impact on systems over the life span will be discussed. Emphasis will be placed on contemporary issues and diversity. Students will be introduced to the DSM and related diagnostic systems for disorders of childhood and adolescence.

Prerequisite: PSY 704

PSY 708 - Human Behavior I: Developmental Bases

This course examines how developmental pathways are shaped by the interaction of biological (e.g., genetics) and environmental factors. We explore various theoretical frameworks for the study of development, with an eye toward those that have received empirical support. Particular attention is paid to the ways that developmental processes are similar and dissimilar across various sociocultural groups, and to the clinical implications of such processes.

Number of Credits: 3

PSY 709 - Psychological Assessment I: Cognitive Assessment

This course provides students with basic competencies in the selection, administration, scoring, and interpretation of individually administered tests of intelligence and achievement. The Wechsler scales will be highlighted. Issues of theory, research, clinical utility, and ethics are addressed. Special attention will be given to issues relating to culturally sensitive assessment methodology.

Co-requisite: PSY 770

Number of Credits: 3

PSY 710 - Psychological Assessment III: Integrative Assessment Battery

This course will provide for focused study and experience integrating psychological tests and test batteries. Particular focus will be on writing professional reports specific to a variety of clinical settings and in cross-validating psychological assessment results with interview and other available data.

Prerequisites: PSY 709 and 730

PSY 711 - Human Diversity

This course will provide students with the knowledge needed to be clinically sensitive therapists able to work with a range of individuals from diverse backgrounds.

This course has two parts: 1) multicultural diversity and 2) individual diversity. In the first part of the course, we will cover cultural differences and how they relate to the diagnosis of psychopathology and what we consider "normal" versus "abnormal." We will explore how cultures differ on important clinical issues such as violence, suicide, expression of emotions, and childrearing, among many others. Practical implications, the APA's guidelines for multicultural competency, and some multicultural therapy approaches will be presented. The second part of the course will be a discussion of the other ways individuals are diverse and therefore can be treated unfairly in our society. We will spend time examining society's acceptance, views, and treatment of individuals who are considered diverse, or would be considered minorities, because of their gender, religious practices, sexual orientation, disability, socioeconomic status, or medical conditions. Our role as psychologists in assisting those in need and the importance of social activism will be explored. Practical implications for successful therapy with diverse individuals will be discussed. Finally, we will discuss the importance of therapists' acknowledgment of their own biases and how these biases can influence the therapeutic process if not addressed.

PSY 713 - Human Behavior II: Cognitive Psychology

This course provides students with the empirical and theoretical foundations of contemporary cognitive psychology. Topics include attention, perception, memory, knowledge representation, and structure, consciousness and metacognition, imagery, language, reasoning, decision making, and emotion. Attention will also be given to how cognitive processes may change with aging, be compromised in certain disorders, or vary within gender and culturally diverse groups.

PSY 714 - Human Behavior III: Personality and Individual Differences

This course will involve an exploration of historical and contemporary models for understanding human personality. The focus in this course will be an in-depth examination of the range of major theoretical models that explain and describe human behavior and differences between individuals. Socio-cultural differences in behavior will be given careful attention throughout the course. Attention to both categorical and dimensional models of personality will be examined. In addition, the application of personality theories and research in clinical assessment and psychotherapy will be addressed; in particular, there will be a detailed exploration of personality disorders in terms of both DSM-IV-TR diagnostic criteria and underlying psychopathology.

PSY 719 - Psychological Assessment of Children and Adolescents

This is a skills course in which the student will become familiar with psychological assessment principles, tools, and practice with children and adolescents. The student will be given training in the selection, administration, scoring, and interpretation of a variety of measures appropriate to children and adolescents. Students will then learn procedures for effectively utilizing these measures with the individual assessed, family, school, and other significant elements of the child's world.

Prerequisite PSY 709 and 730

Number of Credits: 3

PSY 720 - Psychological Assessment of Children and Adolescents II

This course is a continuation of PSY 719 in which the student will extend their knowledge, proficiencies, and skills in psychological assessment with this population.

PSY 724 - History and Systems of Psychology

This course provides the student with knowledge about and understanding of the development of psychology as a science and profession. Three general topic areas are examined: psychology's historical roots in philosophy, natural science, and national cultures; the work of the early psychologists; and the development of various "systems" or "schools" of psychology in the 20th century.

PSY 730 - Psychological Assessment II: Personality and Behavioral Assessment/Objective Methods

This course will focus on theory and practice of personality and behavioral assessment. The student will be given training in the administration, scoring, and interpretation of several of the more widely used measures of personality and behavioral/emotional functioning (MMPI-II, MMPI-II-RF, MMPI-A, PAI, MCMI-III, BDI, etc.). Ethical and cultural issues related to this approach to assessment will also be highlighted.

Prerequisite: PSY 709

Number of Credits: 3

PSY 740 - Advanced Cognitive Behavior Therapy: Theory and Application

This course is intended to provide the historical development, theoretical rationale, and the empirical base for rationalist, constructivist, and contextual approaches to cognitive behavioral therapy. Contemporary approaches to cognitive behavioral psychotherapy will be discussed in terms of its efficacy in the treatment of a wide range of psychological disorders and with diverse populations. Issues relating to psychotherapy integration and treatment of diverse populations will also be covered in this class.

Prerequisite: PSY 700

PSY 741 - Advanced Seminar in Psychotherapy and Clinical Practice

This is an advanced seminar exploring issues in psychotherapy and the contemporary practice of clinical psychology. Focal topics will be announced and resource speakers with expertise in those areas will be invited to participate. Disciplined and thorough literature reviews will be stressed.

Prerequisite: PSY 740

PSY 742 - Clinical Psychology in Primary Care

This course will address the importance of the psychologist-physician relationship in the treatment of chronic and acute medical illnesses and the role of psychological interventions in the primary care setting. Illnesses will be conceptualized based on disease causes, treatments, and barriers, and specific interventions for each will be addressed. Treatment techniques, including, but not limited to, brief therapy, stress management, pain management, smoking cessation, and cognitive behavioral therapies, will be addressed as they relate to the psychologist's role in helping patients manage medical illness more effectively.

Prerequisite: PSY 700 and 705

PSY 743 - Clinical Hypnosis

An intellectual and experiential introduction to hypnosis as a tool in various forms of psychological intervention. The course will examine the history of hypnotic phenomena, the extensive scientific research over the past 40 or so years, and the use of hypnosis in the contemporary practice of psychotherapy.

PSY 747 - Biofeedback Training and Self-Regulation

An introductory course in the theory and methods of biofeedback and self-regulation training. The emphasis will be upon presenting the theoretical basis for and technology associated with the primary modalities of biofeedback and

their applications to physical rehabilitation and psychotherapy. Demonstrations and hands-on training will be used throughout.

Prerequisite: PSY 700, 701, 757, and 758

PSY 750 - Psychopharmacology

A study of how psychoactive drugs impact human behavior. Emphasis will be on how selected drugs interact with neurotransmitter systems and how neurotransmitter systems modulate behavior. Particular reference will be made to reaction of central nervous system to chemically effective drugs (anti-anxiety, anti-depressant, anti-psychotic). Indications and contraindications will be stressed as well as management strategies.

Prerequisite: PSY 701

PSY 751 - Clinical Health Psychology I: Introduction to Behavioral Health

Clinical Health Psychology I is a graduate-level course that will provide doctoral students with a foundation of clinical health psychology and behavioral medicine. First, the most widely studied and empirically supported theories of health behaviors will be introduced in relation to behavioral risk factors. Next, we will focus on assessment and treatment of the primary behavioral problems encountered within behavioral medicine, which include sleep disorders, sexual dysfunction, high-risk sexual behaviors, obesity, eating disorders, chronic pain, substance abuse/ dependency, and tobacco addiction.

Number of Credits: 3

PSY 752 - Clinical Health Psychology II: Working with Medically Ill Populations

This course will build on the foundation provided by Clinical Health Psychology I. Clinical Health Psychology II is a graduate-level course that will provide doctoral students with an in-depth look at working in medical settings. We will cover working in primary care and working in specific populations such as cancer. We will discuss the practical side of setting up behavioral consultation services in medicine and specific issues related to various diseases seen in primary care as well as cancer, and we will also integrate issues that have been found to be important when working within primary care or oncology. We will discuss the medical field, medical professionals, patient perspectives in health care, and communications between health-care providers and patients. Finally, we will use case examples in discussing disease processes and clinical therapy interventions.

Prerequisite: PSY 751

Number of Credits: 3

PSY 753 - Pediatric Psychology

This course will provide an overview of theory, research, and professional practice in pediatric psychology. The course will review medical and behavioral aspects of the most common chronic pediatric illnesses, theories explaining the etiology and maintenance of behavioral aspects of pediatric illness, and considerations for psychological assessment and intervention in areas such as adherence to medical interventions, emotional difficulties related to chronic illness, and coping with medical procedures. Course content will also include discussion about the evolving role of psychologists in pediatric settings.

PSY 757 - Neuropsychology I: Fundamentals of Neuropsychological Assessment

An introduction to neuropsychological assessment techniques. Interview-based and psychometric approaches will be examined. The course will emphasize the development of skills for recognizing and describing deficits in major aspects of cognitive functioning. The relationship between neuropsychological assessment techniques and procedures and brain-behavior relationships will be highlighted.

Co-requisite or prerequisite: PSY 701

PSY 758 - Neuropsychology II: Administration and Interpretation of Comprehensive Batteries

The role of the comprehensive neuropsychological assessment procedures in the evaluation of neurobehavioral disorders is explored. Comprehensive batteries, including the Halstead-Reitan and the Luria-Nebraska, will be employed, as well as general use batteries, batteries for assessing specific disorders (e.g. dementia, CVA, etc.), and Lezak's patient-oriented hypothesis-testing model. Both psychometric and qualitative aspects of the assessment process will be explored along with the selection and use of appropriate normative comparison standards.

Prerequisite: PSY 757

PSY 762 - Advanced Seminar in Clinical Child and Family Psychology

An advanced seminar on issues of theory and practice in contemporary child-clinical and family psychology. This seminar focuses on in-depth analysis of modern issues impacting child and family psychology, including the practical application of empirically supported treatments and discussions of present-day debates. This seminar is designed to extend the student's knowledge of basic principles and theories beyond the classroom and carefully consider how these translate to real-life situations. Disciplined and thorough literature reviews will be stressed.

Number of Credits: 3

PSY 765 - Child and Adolescent Psychotherapy

An advanced course focusing on issues of theory and practice in child and adolescent psychotherapy. The focus of study will be on those interventions with demonstrated empirical support. Both individual and systemic approaches will be carefully examined and considered. Special attention will be given to issues of diversity and its impact on working with children, adolescents, and their families.

Number of Credits: 3

PSY 766 - Working with Families in Clinical Psychology

This course is designed to provide clinical psychology students with an understanding of the major concepts in the field of family therapy, as well as a comprehensive overview of systems approaches. The course will provide a thorough examination of the classic schools of family therapy and an overview of recent developments in the field. The *intrapersonal*, *interpersonal* and *intersystemic* dimensions of diagnosis and treatment will be explored. The concepts of family of origin, family functioning, structure, strength, and narratives will be studied. The ethical considerations in treating a family, a couple or an individual will also be explored, examined, and discussed.

Number of Credits: 3

PSY 770 - Psychological Measurement and Statistical Analysis

Students will be introduced to fundamental principles and concepts of measurement theory. In addition, students will develop a fundamental understanding of the foundation of statistical procedures and data analysis and will develop the statistical skills necessary for accurate interpretation of clinical measures and completing a research project.

Students will be introduced to fundamental principles and concepts of measurement theory, including reliability, validity, standard error of measurement, and correlation. In addition, students will develop a fundamental understanding of the foundation of statistical procedures and data analysis and will develop the statistical skills necessary for accurate interpretation of clinical measures and completing a research project.

PSY 771 - Research Methodology

The focus of this course will be upon developing an understanding of research design and development of those skills necessary for the implementation of a research project. In particular, students will develop and have an understanding of issues, concepts, and procedures in clinical efficacy and effectiveness research.

Prerequisite: PSY 770

PSY 772 - Clinical Dissertation Seminar I: Project Initiation

This course will focus on developing a dissertation idea, conducting a preliminary literature search, and developing appropriate research strategies. The course includes an introduction to advanced statistical approaches such as logistic regression and multivariate analysis of variance. This statistical training is meant to facilitate the student's literature review as well as provide a foundation in techniques that may be used in the dissertation project. Details about the Clinical Dissertation can be found in the Clinical Dissertation Manual included in the Student Handbook
Prerequisite: PSY 771

Number of Credits: 3

PSY 773 - Clinical Dissertation Seminar II: Manuscript Preparation

This course will focus on organization of data and manuscript preparation in preparation for a completion of the written and oral portion of the Clinical Dissertation project.

Prerequisite: PSY 772

PSY 774 - Clinical Dissertation Seminar III: Project Completion

This course must be taken by all students who do not complete the Clinical Dissertation by the conclusion of PSY 773. This course must be retaken until the project is fully completed.

PSY 782, 783 - Doctoral Practicum I/ Practicum Seminar I

The first of two externships in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

PSY 784 - Consultation and Education

Designed to prepare students for the role of psychologist consultant and educator, this course will pay particular attention to the dynamics of working with groups and organizations in a variety of settings and making effective interventions at a systemic level. In addition, education in psychology, with an emphasis on Core curriculum and competencies, historical developments, and future directions will be thoroughly explored.

PSY 785 - Introduction to Professional Practice, Ethics and Conduct

This course includes didactic and discussion components and focuses on issues important to professionals about to enter the field, including an orientation to modern clinical psychology, an introduction to ethical and legal issues, and trends in professional education and practice.

PSY 786 - Individual Human Diversity

This course will focus on the impact and implication of diversity issues, beyond cultural differences, on the functioning of individuals and relationships, as well as on the theories of psychopathology and practice of psychotherapy. Clinical psychologists commonly deal with issues related to gender, class, aging, disability, and sexual preference when working with clients. This course will provide students with a solid appreciation of these issues and how living in our society, combating these issues daily, can affect individuals, families, and relationships. Further, we will discuss how therapists can acknowledge their own biases and how these biases can influence the therapeutic process if not addressed. Finally, this course will provide clinical guidelines for working effectively and sensitively with individuals and families dealing with issues of gender, age, disability, class, and sexual preferences.

PSY 787 - Supervision and Management

This course will stress the supervisory and case management roles and the student's ability to be a leader and catalyst in these processes. Furthermore, practice development and economic issues in clinical psychology are explored. The student should have completed the first practicum before enrolling in this course.

Number of Credits: 3

PSY 788, 789 - Doctoral Practicum II/Practicum Seminar II

The second of two externships in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

PSY 794, 795 - Doctoral Practicum III/Practicum Seminar III (Optional)

The third optional externship in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

PSY 800, 801, 802 - Full-Time Clinical Internship

One-year, full-time internship in an approved facility. Continuous registration over three semesters for a total of nine credits is required. The total clock hours served should not be less than 2,000. See Practicum and Internship Manual included in the Student Handbook for details.

With Permission of Director of Clinical Training

PSY 860 - Dissertation Project Advancement

This 1-credit independent study will provide expert mentoring to a student from her/his Chair for accomplishing the tasks necessary to complete her/his dissertation proposal or final dissertation document and successfully defend it. Course materials may include readings, data-analysis software, or other research software platforms.

Number of Credits: 1

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

PSY 861 - Diagnostic Interviewing

This 1-credit independent study focuses on the refinement of diagnostic interviewing competencies. The independent study is taught by a clinical faculty member. Course materials may include readings, additional training cases at LUCPS, or other specified training experiences.

Number of Credits: 1

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

PSY 862 - Treatment Planning and Implementation

This 1-credit independent study focuses on the refinement of treatment planning and implementation competencies. The independent study is taught by a clinical faculty member. Course materials may include readings, additional training cases at LUCPS, or other specified training experiences.

Number of Credits: 1

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face

PSY 870, 871, 872, 873, 874, 875 - Part-Time Clinical Internship

Two-year, part-time internship in an approved facility. Continuous registration over six semesters for a total of nine credits is required. The total clock hours served should not be less than 2,000. See Practicum and Internship Manual included in the Student Handbook for details.

With Permission of Director of Clinical Training
