

## University Catalog 2021-2022 (Archive)

### Home



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 (July 2021). 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.

## University Catalog 2021-2022 (Archive)

### Overview and Policies

#### General Info

#### Who are we?

#### Mission

La Salle is a Lasallian Catholic university committed to the principle that [all knowledge is practical](https://www.lasalle.edu/mission-and-heritage/) (<https://www.lasalle.edu/mission-and-heritage/>) and empowering, filled with the capacity to transform lives. Anchored in the living tradition of the Brothers of the Christian Schools and in association with a diverse and inclusive learning community, our mission is to educate the whole person by fostering a rigorous free search for truth. La Salle, in affirming the value of both liberal arts and professional studies, 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.

[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 their founder, Saint John Baptist de La Salle, the Brothers of the Christian Schools' first permanent educational establishment in North America was founded in 1837, Montreal, Canada. In 1842, John McMullin became the first De La Salle Brother from the United States. He founded Calvert Hall College High School in 1845, in Baltimore, Md., becoming the first permanent Lasallian school in the United States. For more than 180 years, Lasallian education has spread throughout the United States and Canada with the establishment of schools, universities, and other centers of education. The mission of Lasallian education continually aims to adapt to emerging educational and spiritual needs of children, young people and adults, especially those who are economically poor.

Chartered in 1863 by the Commonwealth of Pennsylvania, La Salle College's incorporators were a group of De La Salle Brothers, a diocesan bishop, and laymen—a cooperative group unusual among boards of U.S. Catholic tertiary institutions. The co-founders of the College were Bishop James Wood, fifth bishop of Philadelphia, and Brother Teliow Fackelday, FSC, a German immigrant who joined the Brothers in the United States. Brother Teliow was the founding principal of Christian Brothers High School (later La Salle College High School) 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 Philadelphia's City Hall. There, the small collegiate department developed for some 20 years in tandem with the high school department; the borders between the two, in fact, were at times indistinct. Because crowding continued during the 1870s, the trustees sought more commodious space uptown at 1240 North Broad Street. La Salle relocated there in 1886, remaining in the former Bouvier Mansion until 1929, when the college and high school were established in the Belfield neighborhood of Northwest Philadelphia.

After the end of World War I, the College looked forward to further expansion in the 1920s. 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, when the country

plunged into the Great Depression. Only belt-tight economy and persistence by Presidents Brother Alfred Kelly, FSC, and Brother Anselm Murphy, FSC, and help from other Brothers' schools got the College through its mortgage crisis and the Second World War, 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. In 2015, the Board of Trustees appointed Colleen Hanycz, Ph.D., as the first permanent University President who was neither male nor a Brother of the Christian Schools.

Anchored in Philadelphia, La Salle continues to provide an intellectual and spiritual space for students to blaze their paths with the support of an experienced and caring faculty and staff. La Salle remains committed to the values of the Gospel and the founding story and vision of Saint De La Salle. Those values remain integral to how we understand our Catholic identity and informs us in how we continue our mission of Lasallian education.

## The Campus

Learning occurs both in and out of the classroom. As a La Salle student, you'll find yourself in the sixth-most populous 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, where numerous buildings containing various administrative offices, classrooms, and laboratories are located. The [Connelly Library \(http://library.lasalle.edu/\)](http://library.lasalle.edu/) is also located here, as well as nearby residence halls.

**West Campus:** Home to the [School of Business \(http://www.lasalle.edu/business/#.WfNau2d\\_RPo\)](http://www.lasalle.edu/business/#.WfNau2d_RPo) (in Founders' Hall) and the [School of Nursing and Health Sciences \(http://www.lasalle.edu/snhs/#.WfNa3Wd\\_RPo\)](http://www.lasalle.edu/snhs/#.WfNa3Wd_RPo) (in Benilde Tower), as well as offices for [University Advancement \(http://www.lasalle.edu/advancement/\)](http://www.lasalle.edu/advancement/).

**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 Café dining room, located adjacent to the St. Basil's Court residence halls.

### Satellite Campus

- *Bucks County* (La Salle University–Newtown, 33 University Dr., Newtown, PA 18940):

## Nationally Recognized

La Salle provides an outcomes-based education, making it a true value and an investment in the future. The University is ranked among the top schools in the nation for value and providing a holistic education for our students. Our graduates go on to become top performers and top-earners in their respective fields.

- ranked in U.S. News & World Report, 2021, top 30, "Best Value Colleges" in the North Region
- ranked top 30 "Best Undergraduate Teaching" in the North Region 2021 by *U.S. News & World Report's*
- Money ranked La Salle Top 25 "Most Transformative Colleges" 2019

- listed in the top 100 nationally for 4-Year graduation rates by the Chronicle of Higher Education

Also, notably, in a 2019 study issued by Georgetown University's Center on Education and the Workforce, La Salle graduates are ranked in the top 4% nationally in 10-year earnings.

[Read more information about La Salle's rankings. \(https://www.lasalle.edu/admissions/why-lasalle/rankings/\)](https://www.lasalle.edu/admissions/why-lasalle/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.

La Salle 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

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.

La Salle University's Department of Communication Sciences and Disorders has received approval from the Commonwealth of Pennsylvania's Department of Education (PDE), Bureau of Teacher Preparation and Certification for Educational Specialist for Speech-Language Pathology and for the Certificate for Speech and Language Disabilities. Either certificate is needed to work in the various school systems in Pennsylvania.

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.

The Frank J. Tornetta School of Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, 222 S. Prospect Avenue, Park Ridge, Ill. 60068-4001, 847-655-1160.

The BSN, MSN, DNP, and APRN Post-master's Certificate programs at La Salle University are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791.

The undergraduate and graduate programs in Public Health are accredited by the Council on Education for Public Health (CEPH).

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.

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.

## Undergraduate Admission

The La Salle University Undergraduate Admission Office gives careful consideration to all applicants to the University. Each applicant is treated as an individual and is therefore reviewed holistically using academic, extracurricular and standardized testing measures. A thorough review of the applicant writing sample and letters of recommendation are also considered.

### **Freshman Admission**

Students can apply to La Salle any time after completing their junior year of high school as long as they fulfill the following admission requirements.

#### **Freshman Admission Requirements High School Units**

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

- English 4 units
  - Mathematics 3 units that must include at least 2 years of algebra
  - Foreign Language 2 units that must be of the same language
  - History 1 unit
  - Natural Science 2 units
- Total 12 units

The Committee on Admission will review only complete applications. All La Salle full-time, undergraduate applicants are given the option to choose either the Traditional or Test-Flexible Application Review as the path that best reflects a student's abilities, skills, life experiences, and potential for success. Students who choose the Test-Flexible Application Review are not required to submit their standardized test scores.

All applicants must indicate their preference on either their La Salle Application for Admission, The Coalition for Access, Success, and Affordability Application or La Salle's Common Application. Once the Test-Flexible Application Review is selected, the decision to not submit standardized test scores cannot be reversed.

If you are an International Student or if you are interested in Nursing, Communication Sciences and Disorders, The Honors Program, Business Scholars Co-Op program, or a four-year BS/MBA in Accounting you must apply with the Traditional Application.

#### **La Salle University Traditional Application Review**

The following is required of all applicants to La Salle University applying via Traditional Application Review:

- An official transcript showing three years of high school scholastic records
- Your SAT or ACT scores
- An academic letter of recommendation from a teacher, counselor, parent, or school administrator
- Common Application, Coalition Application or La Salle Application Personal Statement/Essay

The required Common Application, Coalition Application or La Salle Application Essay is not graded. This essay is generally used to inform the Admissions Committee about the applicant's interests and/or background.

#### **La Salle University Test-Flexible Application Review**

You may not apply through the Test-Flexible Application if you are an international student or if you are interested in Nursing, Communication Sciences and Disorders, The Honors Program, Business Scholars Co-Op program, or a four-year BS/MBA in Accounting.

The following is required of all applicants to La Salle University applying via Test-Flexible Application Review:

- Application for admission
- An official transcript showing three years of high school scholastic records
- An academic letter of recommendation from a teacher, counselor, parent, or school administrator
- Common Application, Coalition Application or La Salle Application Personal Statement/Essay

The required Common Application, Coalition Application or La Salle Application Essay is not graded. This essay is generally used to inform the Admissions Committee about the applicant's interests and/or background.

Either an additional:

- Test-Flexible Essay or
- Test-Flexible Interview with either an admission counselor or alum

The Test-Flexible Essay and Interview are graded. Either the essay or interview will be evaluated by the La Salle Admissions Committee and used with the student's official transcripts, letters of recommendation, and extracurricular activities to evaluate an applicant's candidacy and academic scholarship.

La Salle reviews completed applications on a rolling basis. However, if a completed application is submitted on or before La Salle's non-binding, Early Explorer deadline (November 1), a decision is guaranteed by early December. Applications received after the Early Explorer deadline will be reviewed on a rolling basis.

In exceptional cases, students may be admitted after completion of the junior year, but only on the recommendation of their high school counselor and with evidence of superior academic achievement. In addition, early high school graduates are also required to complete an interview with a La Salle University Admission Counselor before a final admission decision can be made. All students who are accepted must graduate from an accredited high school with creditable grades, attendance, and disciplinary records. Standardized Tests La Salle University reviews each application for admission individually; there is no single, inflexible set of standards—such as GPA, test score, or years of courses to determine admission eligibility. Instead, students will be asked to choose either the Traditional Application or Test-Flexible Application as the path that best reflects the students abilities, skills, life experiences, and potential for success at La Salle. There are however certain academic majors where submission of a standardized test score will continue to be necessary including but not limited to Nursing, Communication, Sciences and Disorders, The Honors Program, Business Scholars Co-Op program, or a four-year BS/MBA in Accounting. All applicants must indicate their preference whether to apply test flexible on their La Salle University Application for Admission. Test flexible admission candidates in lieu of their standardized test scores, must complete either a graded, written essay or an evaluative interview with either University staff member or alum. Once a prospective student indicates their interest to pursue La Salle University's test optional admission, that decision not to submit standardized test scores cannot be reversed.

## 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.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/>) 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.*

William W. Matthews III, Esq., *Chair*

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## **President**

Timothy O'Shaughnessy

## **President's Cabinet**

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Sean L. Corgan, J.D., *Vice President and General Counsel*

Kristin Heasley, PHR, SHRM-CP, *Vice President of Human Resources*

Daniel P. Joyce, M.A., *Vice President of University Advancement*

Ernest Miller, F.S.C., *Vice President of Mission, Diversity and Inclusion*

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Stephanie Pricken, CPA, *Vice President of Finance & Administration*

Steven Siconolfi, Ph.D., *Interim Provost and Vice President of Academic Affairs*

Gabrielle St. Léger, Ed.D., *Vice President of Student Development and Campus Life*

## University Offices and Services

View the complete listing of [Departments/Offices \(https://www.lasalle.edu/offices-and-services/\)](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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### 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. As a teaching museum, the La Salle University Art Museum complements classroom instruction and provides experiential learning opportunities for students

Located in Hayman 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) (<mailto:artmuseum@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 graduate school planning. View [the Career Center website \(https://www.lasalle.edu/career\)](https://www.lasalle.edu/career) for more information, call 215.951.1682, stop by Founders Hall or e-mail [baileyn@lasalle.edu](mailto:baileyn@lasalle.edu) (<mailto:baileyn@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 success and achievement of all students at La Salle.

All incoming first year students to La Salle are assigned their own **Student Success Coach** who supports students throughout their first year journey. Student Success Coaches help students with the following challenges in the transition to college:

- **Lack of Motivation and Focus**
- **Balancing Commitments**
- **Transition to College**
- **Connecting to Campus**
- **Time Management**
- **Resetting Expectations for the Rigor of College Learning**
- **Demystifying the need to ask for help**
- **And More**

Other services offered at the Center include content-specific **Subject Tutoring** for many undergraduate courses, **Supplemental Instruction** in select undergraduate math, science, and accounting courses, and **Writing Tutoring** for all student writing at all levels.

Additionally, **Peer 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 also offers a variety of workshops on these topics and more.

To access services, students may make an appointment via **StarFish** in the mylasalle portal, or contact **Tutoring Support Services** for more information: [tutoringsupport@lasalle.edu](mailto:tutoringsupport@lasalle.edu) (<mailto:tutoringsupport@lasalle.edu>), (215) 951-1326.

The Center also coordinates the **First-Year Advising Program** and oversees the **Progress Reports/ Early Alert system**, which allows faculty to identify at-risk students in their courses and communicate concerns directly with students, adviser(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 resource for student athletes. The **Academic Support for Student Athletes** office is housed in the **Academic Achievement Center at Trumark**. 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>)*

## Connelly Library and Learning Commons

The faculty and staff of the **Connelly Library & Learning Commons** promote Lasallian learning and success by collaboratively advancing information access, engagement, literacy, and creation in a sustainable manner. The library is the academic hub of La Salle University, offering traditional and innovative library services including in-person and remote Information Literacy Instruction, in-person, chat, and Zoom reference support, interlibrary loan and other services. The library also offers inviting, high-tech individual and group study spaces that are open over 95 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.

*[Visit the Connelly Library website \(http://library.lasalle.edu/\)](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 that 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.
- Most instructors will use this online space to post the syllabus and other important components of their courses. Others may use it to send messages, post online discussions, or offer online tests/quizzes.

*[Learn more about Canvas online \(https://community.canvaslms.com/t5/Student-Guide/tkb-p/student\)](https://community.canvaslms.com/t5/Student-Guide/tkb-p/student).*



## 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 [regacct@lasalle.edu](mailto:regacct@lasalle.edu) (<mailto:regacct@lasalle.edu>).

Degree Works User Guides:

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

## International Students and Scholar Services

International students and scholars will experience American culture and share the rich aspects of their own culture with the Lasallian community. [The Multicultural and International Center \(https://www.lasalle.edu/student-life/multicultural-and-international-center/international-students-and-scholars/\)](https://www.lasalle.edu/student-life/multicultural-and-international-center/international-students-and-scholars/) will help students navigate their way through their responsibilities and opportunities in the United States.

## IT Helpdesk

The La Salle University IT Helpdesk can assist students with a variety of technology issues they may encounter. You can reach the Helpdesk by calling 215.951.1860, emailing [helpdesk@lasalle.edu](mailto: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/), [major, minor, or concentration changes \(https://www.lasalle.edu/registrar/change-major-minor-concentration/\)](https://www.lasalle.edu/registrar/change-major-minor-concentration/), [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 \(mailto:regacct@lasalle.edu\)](mailto:regacct@lasalle.edu) or visit [our website \(http://www.lasalle.edu/registrar/\)](http://www.lasalle.edu/registrar/).

## Starfish

The Starfish Student Success Management System is a comprehensive student success platform that is accessible through the "Tools" menu of the [mylasalle Portal \(https://my.lasalle.edu/\)](https://my.lasalle.edu/). At La Salle, Starfish is used to:

- connect students to their coordinated care network of instructors, advisers, and staff who are here to support their goals
- schedule tutoring, advising, success coaching, and other student support appointments
- alert students who are at-risk in their classes and outreach to students who need support
- send positive kudos to students who are doing well or showing improvement
- facilitate communication between instructors, students, and University staff
- analyze data to support student success

Questions on Starfish can be directed to Melissa Gallagher ([hediger@lasalle.edu](mailto:hediger@lasalle.edu)).

## Student Affairs

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 (Campus Activities Center, Union, and Summer Conference Services), University Ministry, Support and Services, the Multicultural and International 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 multi-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 \(https://www.lasalle.edu/campus-activities/\)](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) (<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) (<mailto:spotok@lasalle.edu>).

[View the Multicultural and International Center website \(https://www.lasalle.edu/student-life/multicultural-and-international-center/\)](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) (<mailto:rush@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 \(https://www.lasalle.edu/studentguide\)](https://www.lasalle.edu/studentguide) for more information about **Student Conduct**, call 215-951-1916, or e-mail [studentconduct@lasalle.edu](mailto:studentconduct@lasalle.edu) (<mailto:zenilman@lasalle.edu>).

## Public Safety Department

The La Salle University Public Safety Department operates 24 hours a day, year round, and is committed to supporting and protecting students, faculty, staff, and visitors. Officers patrol campus by foot, bicycle, and vehicle to respond to campus crimes and emergencies and calls for service. Public safety provides escorts, jumpstarts, unlocks, shuttle service, and offers a variety of crime awareness programs. The department works closely with the Philadelphia Police Department to coordinate police services for students living off campus. Public Safety also maintains the Campus Emergency Management Plan, participates in campus planning processes to optimize safety, and maintains the University's CCTV and access control systems.

[View the Public Safety website \(https://www.lasalle.edu/public-safety/\)](https://www.lasalle.edu/public-safety/) for more information. Public Safety Headquarters is located in Good Shepard Hall on West Campus in the Shoppes at La Salle. Call the 24-hour dispatch center at 215.951.1300 or email [publicsafety@lasalle.edu](mailto:publicsafety@lasalle.edu) for general questions and non-emergency situations.

**FOR EMERGENCIES, CALL 215.991.2111**

## 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 \(http://studentaffairs.lasalle.edu/livingatlasalle/\)](http://studentaffairs.lasalle.edu/livingatlasalle/) for more information or stop by Union 205, call 215.951.1370, or e-mail [housing@lasalle.edu](mailto:housing@lasalle.edu) (<mailto:housing@lasalle.edu>) or [holmest@lasalle.edu](mailto:holmest@lasalle.edu) (<mailto:holmest@lasalle.edu>)

## 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. (Residential graduate students may also use these services; non residential graduate students and part-time students may access fee for service support through the Community Center for Psychological Services located in Benilde Tower 205 by calling 215.951.2006.)

View the [Student Wellness Service website \(https://www.lasalle.edu/student-life/student-wellness-services/\)](https://www.lasalle.edu/student-life/student-wellness-services/) for general information and links to social media accounts where current information and events are posted regularly.

[View the Student Health Center website \(https://www.lasalle.edu/student-life/student-health-center/\)](https://www.lasalle.edu/student-life/student-health-center/) for more information stop by St. Benilde Tower 1026, call 215.951.1357, or e-mail [studenthealth@lasalle.edu](mailto:studenthealth@lasalle.edu) (<mailto:wessellj1@lasalle.edu>)

[View the Student Counseling Center website \(https://www.lasalle.edu/student-life/student-counseling-center/\)](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) (<mailto:brannan@lasalle.edu>)

Substance abuse support and services are available through the [Student Counseling Center \(https://www.lasalle.edu/student-life/student-counseling-center/\)](https://www.lasalle.edu/student-life/student-counseling-center/), Medical Office Building, Suite 112, call 215.951.1355, or e-mail [studentcounseling@lasalle.edu](mailto:studentcounseling@lasalle.edu). (<mailto:studentcounseling@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 U-MSS website \(https://www.lasalle.edu/student-life/campus-ministry/\)](https://www.lasalle.edu/student-life/campus-ministry/) for more information or stop by the lower level of College Hall, call 215.951.1048, or e-mail [umas@lasalle.edu](mailto:umas@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 215-951-1804, or e-mail [gauss01@lasalle.edu](mailto:gauss01@lasalle.edu) (<mailto:hutchinson1@lasalle.edu>)

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*Explorers are Never Lost*

## University Catalog 2021-2022 (Archive)

### 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.

#### Financial Responsibility Agreement (FRA)

All students are required to accept La Salle University's [Student Financial Responsibility Agreement \(https://www.lasalle.edu/wp-content/uploads/sites/158/2022/03/Student-Financial-Responsibility-Agreement\\_March-2022.pdf\)](https://www.lasalle.edu/wp-content/uploads/sites/158/2022/03/Student-Financial-Responsibility-Agreement_March-2022.pdf) prior to looking up classes or registering for the first time each semester.

The purpose of the FRA is designed to make students aware of the financial terms and responsibilities associated with enrolling for classes. Registering for classes generates a bill that is the student's responsibility to pay. **To ensure that all students are aware of this responsibility, La Salle University requires all students to read the FRA and agree in order to register for the upcoming term.**

#### Student Health Insurance Requirement

All Undergraduate day students, all undergraduate evening students taking 12 or more credits hours, resident graduate students, all registered international students, and all non-resident graduate students taking six or more credit hours or participating in full time programs are required to carry health insurance coverage, either through the University-sponsored plan or through an alternative comparable plan, such as coverage on a parent's health insurance plan. Prior to attending the University, and annually thereafter, registered students in the aforementioned categories must complete the online student health insurance enrollment/waiver process.

In order to complete the enrollment/waiver process, registered students should go to [www.firststudent.com \(https://nam10.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.firststudent.com&data=01%7C01%7C%7C7c96d1084c264a74176308d813a0e21d%7C1036f37b0d59489ca8801a6aebd2bd07%7C0&data=bhRaqNPD2qFz\)](https://nam10.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.firststudent.com&data=01%7C01%7C%7C7c96d1084c264a74176308d813a0e21d%7C1036f37b0d59489ca8801a6aebd2bd07%7C0&data=bhRaqNPD2qFz) Select La Salle University, click on the the Enroll Now button or Waive Your Schools Insurance button and follow the directions. Students with questions regarding coverage can contact customer service at [customerservice@firstriskadvisors.com \(mailto:customerservice@firstriskadvisors.com\)](mailto:customerservice@firstriskadvisors.com) or call 800-505-4160.

#### Tuition Insurance

We believe it's important to offer an easy, affordable way to protect the investment your family has made in higher education. That's why La Salle University has negotiated with **GradGuard** to provide our families with tuition insurance by Allianz Global Assistance featuring special plans and rates not available to the general public.

**This coverage expands the scope of our refund policy by ensuring reimbursement for tuition, room and board and other fees for covered withdrawals at any time during the semester.** Plans also include Student Life Assistance: a 24-hour emergency hotline that offers students and parents even greater peace of mind.

At La Salle University, we want the best for our students, and Allianz Global Assistance is a world-leader in specialty insurance and assistance—helping over 35 million people protect their tuition payments, travel plans and more each year. Visit our website for more [information. \(https://www.lasalle.edu/studentaccounts/billing-policies/\)](https://www.lasalle.edu/studentaccounts/billing-policies/)

#### 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 making 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:

|                         |                |
|-------------------------|----------------|
| <b>Fall semester:</b>   | <b>August</b>  |
| <b>Spring semester:</b> | <b>January</b> |
| <b>Summer semester:</b> | <b>May</b>     |

#### Acceptable Payment Types:

Credit card (American Express, Discover, MasterCard and VISA) and eCheck (ACH) payments can be made at <http://my.lasalle.edu>. An eCheck payment is an electronic debit of a checking or savings account. You must have your account number and routing number available to make an eCheck payment.

\*Credit card payments are subject to a 2.85 percent convenience fee; however, eCheck payments are not subject to a convenience fee.

If you choose to pay via wire transfer, instructions are available on the secure portal. You must include your student ID number.

When making payment by personal check/money order, please 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 online. If full payment cannot be made, the La Salle Payment Plan is available. **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](mailto:studentar@lasalle.edu) (<mailto:studentar@lasalle.edu>).

### Employer Assisted/Deferred Payment- Graduate Students Only

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 **Complete the Deferred Payment Plan Application**. (<https://www.lasalle.edu/studentaccounts/employer-graduate-tuition-deferral-payment-program/>)

**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](mailto:studentar@lasalle.edu) (<mailto: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.

### 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 and a half percent (1.5%) late payment fee per month and a one-time late administration fee of one hundred fifty dollars (\$150.) will be assessed to all students who have not made payment in full or acceptable arrangements by the tuition due date for the semester. Students using their VA educational benefits will be exempt from any late payment fees.

### 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.

## Military Tuition Assistance (TA) Refund Policy

The Department of Defense requires the University to return any unearned Military Tuition Assistance (TA) funds to the Department should a service member withdraw from a course that was paid for using TA. If a service member withdraws from any course on or before the 60% completion date (during week 9 for a 15-week course), a prorated refund will be issued back to the Department for the TA funds that were provided. The schedules below determine the prorated amount of TA funds refunded to the Department based on the date of service member's withdrawal from a course.

For example, if a service member withdraws from a course at the 60% mark (during week 9 for a 15-week course), 40% of TA funds used for the course will be returned to the Department. In instances when a service member stops attending due to a documented military service obligation, the University will work with the affected service member to identify solutions that may not result in a student debt to the University for the portion of TA funds returned to the Department.

See the refund schedules below.

### Week-1 Course Drop when using Military TA

Course drops before or during the first week of the course receive a 100% refund of tuition, including any technology fees charged per course.

Week 1 refunds will NOT include any late registration fees. Note: Week 1 ends at 11:59:59 p.m. ET on the first Sunday of the first week of the course.

### Tuition Refund Schedule when using Military TA

Your potential refund amount is based on the length of course in which you are enrolled and when you submit your withdrawal request, as follows:

#### 15-Week Course

Withdraw submitted:

- before or during weeks 1–2 = 100% refund
- during weeks 3–4 = 90% refund
- during weeks 5–6 = 75% refund
- during weeks 7–8 = 50% refund
- during weeks 9 = 40% refund
- during week 10 to 15 = 0 % refund is eligible

### Audit when using Military TA

There are no refunds for students withdrawing from audit courses after the first week of class.

### Involuntary Withdrawals when using Military TA

You will receive the standard tuition refund based on the date of the withdrawal if you are involuntarily withdrawn from courses due to lack of academic progress or suspension due to student conduct issues, including plagiarism.

## 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, undergraduate students should contact an Assistant Dean in their respective School Dean's Office and graduate students should contact their 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.

## 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](http://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 should 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

Under federal law, the authority for schools to make new Perkins Loans ended on September 30, 2017, and final disbursements were permitted through June 30, 2018. As a result, students can no longer receive Perkins Loans. A borrower who received a Perkins Loan at La Salle University can learn more about managing the repayment of the loan via [www.lasalle.edu/studentaccounts/perkins-loans/](http://www.lasalle.edu/studentaccounts/perkins-loans/).

### 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 posted through Handshake via the portal.

### 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.

Graduate students may borrow up to \$20,500 per year.

For both undergraduate and graduate students, 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](http://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](http://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](http://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/).

Graduate program scholarships and graduate assistantships may be available through individual programs. Students should contact their graduate program Director for more information.



## Veteran's Benefits

Students who qualify for Veteran's benefits should email the Office of the University Registrar, [regacct@lasalle.edu](mailto:regacct@lasalle.edu) (<mailto:regacct@lasalle.edu>). Information for full-time and part-time veteran students and their dependents is also available [La Salle's Military Services website](https://www.lasalle.edu/military/). (<https://www.lasalle.edu/military/>)

## 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](http://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.
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## [University Catalog 2021-2022 \(Archive\)](#)

La Salle University

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### Print Compilation – Undergrad

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#### Who are we?

#### Mission

La Salle is a Lasallian Catholic university committed to the principle that [all knowledge is practical](#) and empowering, filled with the capacity to transform lives. Anchored in the living tradition of the Brothers of the Christian Schools and in association with a diverse and inclusive learning community, our mission is to educate the whole person by fostering a rigorous free search for truth. La Salle, in affirming the value of both liberal arts and professional studies, 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.

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

#### The Lasallian Tradition

Following in the footsteps of their founder, Saint John Baptist de La Salle, the Brothers of the Christian Schools' first permanent educational establishment in North America was founded in 1837, Montreal, Canada. In 1842, John McMullin became the first De La Salle Brother from the United States. He founded Calvert Hall College High School in 1845, in Baltimore, Md., becoming the first permanent Lasallian school in the United States. For more than 180 years, Lasallian education has spread throughout the United States and Canada with the establishment of schools, universities, and other centers of education. The mission of Lasallian education continually aims to adapt to emerging educational and spiritual needs of children, young people and adults, especially those who are economically poor.

Chartered in 1863 by the Commonwealth of Pennsylvania, La Salle College's incorporators were a group of De La Salle Brothers, a diocesan bishop, and laymen—a cooperative group unusual among boards of U.S. Catholic tertiary institutions. The co-founders of the College were Bishop James Wood, fifth bishop of Philadelphia, and Brother Teliow Fackelday, FSC, a German immigrant who joined the Brothers in the United States. Brother Teliow was the founding principal of Christian Brothers High School (later La Salle College High School) 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 Philadelphia's City Hall. There, the small collegiate department developed for some 20 years in tandem with the high school department; the borders between the two, in fact, were at times indistinct. Because crowding continued during the 1870s, the trustees sought more commodious space uptown at 1240 North Broad Street. La Salle relocated there in 1886, remaining in the former Bouvier Mansion until 1929, when the college and high school were established in the Belfield neighborhood of Northwest Philadelphia.

After the end of World War I, the College looked forward to further expansion in the 1920s. 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, when the country plunged into the Great Depression. Only belt-tight economy and persistence by Presidents Brother Alfred Kelly, FSC, and Brother Anselm Murphy, FSC, and help from other Brothers' schools got the College through its mortgage crisis and the Second World War, 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. In 2015, the Board of Trustees appointed Colleen Hanycz, Ph.D., as the first permanent University President who was neither male nor a Brother of the Christian Schools.

Anchored in Philadelphia, La Salle continues to provide an intellectual and spiritual space for students to blaze their paths with the support of an experienced and caring faculty and staff. La Salle remains committed to the values of the Gospel and the founding story and vision of Saint De La Salle. Those values remain integral to how we understand our Catholic identity and informs us in how we continue our mission of Lasallian education.

#### The Campus

Learning occurs both in and out of the classroom. As a La Salle student, you'll find yourself in the sixth-most populous 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, where numerous buildings containing various administrative offices, classrooms, and laboratories are located. The [Connelly Library](#) is also located here, as well as nearby residence halls.

**West Campus:** Home to the [School of Business](#) (in Founders' Hall) and the [School of Nursing and Health Sciences](#) (in Benilde Tower), as well as offices for [University Advancement](#).

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

#### Satellite Campus

- *Bucks County* (La Salle University-Newton, 33 University Dr., Newtown, PA 18940):

## Nationally Recognized

La Salle provides an outcomes-based education, making it a true value and an investment in the future. The University is ranked among the top schools in the nation for value and providing a holistic education for our students. Our graduates go on to become top performers and top-earners in their respective fields.

- ranked in U.S. News & World Report, 2021, top 30, “Best Value Colleges” in the North Region
- ranked top 30 “Best Undergraduate Teaching” in the North Region 2021 by *U.S. News & World Report’s*
- Money ranked La Salle Top 25 “Most Transformative Colleges” 2019
- listed in the top 100 nationally for 4-Year graduation rates by the Chronicle of Higher Education

Also, notably, in a 2019 study issued by Georgetown University’s Center on Education and the Workforce, La Salle graduates are ranked in the top 4% nationally in 10-year earnings.

[Read more information about La Salle’s 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.

La Salle 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

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.

La Salle University’s Department of Communication Sciences and Disorders has received approval from the Commonwealth of Pennsylvania’s Department of Education (PDE), Bureau of Teacher Preparation and Certification for Educational Specialist for Speech-Language Pathology and for the Certificate for Speech and Language Disabilities. Either certificate is needed to work in the various school systems in Pennsylvania.

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.

The Frank J. Tornetta School of Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, 222 S. Prospect Avenue, Park Ridge, Ill. 60068-4001, 847-655-1160.

The BSN, MSN, DNP, and APRN Post-master’s Certificate programs at La Salle University are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791.

The undergraduate and graduate programs in Public Health are accredited by the Council on Education for Public Health (CEPH).

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.

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.

## Undergraduate Admission

The La Salle University Undergraduate Admission Office gives careful consideration to all applicants to the University. Each applicant is treated as an individual and is therefore reviewed holistically using academic, extracurricular and standardized testing measures. A thorough review of the applicant writing sample and letters of recommendation are also considered.

### Freshman Admission

Students can apply to La Salle any time after completing their junior year of high school as long as they fulfill the following admission requirements.

Freshman Admission Requirements High School Units

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

- English 4 units
- Mathematics 3 units that must include at least 2 years of algebra
- Foreign Language 2 units that must be of the same language
- History 1 unit
- Natural Science 2 units
- Total 12 units

The Committee on Admission will review only complete applications. All La Salle full-time, undergraduate applicants are given the option to choose either the Traditional or Test-Flexible Application Review as the path that best reflects a student's abilities, skills, life experiences, and potential for success. Students who choose the Test-Flexible Application Review are not required to submit their standardized test scores.

All applicants must indicate their preference on either their La Salle Application for Admission, The Coalition for Access, Success, and Affordability Application or La Salle's Common Application. Once the Test-Flexible Application Review is selected, the decision to not submit standardized test scores cannot be reversed.

If you are an International Student or if you are interested in Nursing, Communication Sciences and Disorders, The Honors Program, Business Scholars Co-Op program, or a four-year BS/MBA in Accounting you must apply with the Traditional Application.

### La Salle University Traditional Application Review

The following is required of all applicants to La Salle University applying via Traditional Application Review:

- An official transcript showing three years of high school scholastic records
- Your SAT or ACT scores
- An academic letter of recommendation from a teacher, counselor, parent, or school administrator
- Common Application, Coalition Application or La Salle Application Personal Statement/Essay

The required Common Application, Coalition Application or La Salle Application Essay is not graded. This essay is generally used to inform the Admissions Committee about the applicant's interests and/or background.

La Salle University Test-Flexible Application Review

You may not apply through the Test-Flexible Application if you are an international student or if you are interested in Nursing, Communication Sciences and Disorders, The Honors Program, Business Scholars Co-Op program, or a four-year BS/MBA in Accounting.

The following is required of all applicants to La Salle University applying via Test-Flexible Application Review:

- Application for admission
- An official transcript showing three years of high school scholastic records
- An academic letter of recommendation from a teacher, counselor, parent, or school administrator
- Common Application, Coalition Application or La Salle Application Personal Statement/Essay

The required Common Application, Coalition Application or La Salle Application Essay is not graded. This essay is generally used to inform the Admissions Committee about the applicant's interests and/or background.

Either an additional:

- Test-Flexible Essay or
- Test-Flexible Interview with either an admission counselor or alum

The Test-Flexible Essay and Interview are graded. Either the essay or interview will be evaluated by the La Salle Admissions Committee and used with the student's official transcripts, letters of recommendation, and extracurricular activities to evaluate an applicant's candidacy and academic scholarship.

La Salle reviews completed applications on a rolling basis. However, if a completed application is submitted on or before La Salle's non-binding, Early Explorer deadline (November 1), a decision is guaranteed by early December. Applications received after the Early Explorer deadline will be reviewed on a rolling basis.

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

Standardized Tests La Salle University reviews each application for admission individually; there is no single, inflexible set of standards—such as GPA, test score, or years of courses to determine admission eligibility. Instead, students will be asked to choose either the Traditional Application or Test-Flexible Application as the path that best reflects the students' abilities, skills, life experiences, and potential for success at La Salle. There are however certain academic majors where submission of a standardized test score will continue to be necessary including but not limited to Nursing, Communication, Sciences and Disorders, The Honors Program, Business Scholars Co-Op program, or a four-year BS/MBA in Accounting. All applicants must indicate their preference whether to apply test flexible on their La Salle University Application for Admission. Test flexible admission candidates in lieu of their standardized test scores, must complete either a graded, written essay or an evaluative interview with either University staff member or alum. Once a prospective student indicates their interest to pursue La Salle University's test optional admission, that decision not to submit standardized test scores cannot be reversed.

## 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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## **University Offices and Services**

View the complete listing of [Departments/Offices](#) 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. As a teaching museum, the La Salle University Art Museum complements classroom instruction and provides experiential learning opportunities for students

Located in Hayman 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](mailto:artmuseum@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 graduate school planning. View [the Career Center website](#) for more information, call 215.951.1682, stop by Founders Hall or e-mail [baileyn@lasalle.edu](mailto:baileyn@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 success and achievement of all students at La Salle.

All incoming first year students to La Salle are assigned their own **Student Success Coach** who supports students throughout their first year journey. Student Success Coaches help students with the following challenges in the transition to college:

- **Lack of Motivation and Focus**
- **Balancing Commitments**
- **Transition to College**
- **Connecting to Campus**
- **Time Management**
- **Resetting Expectations for the Rigor of College Learning**
- **Demystifying the need to ask for help**
- **And More**

Other services offered at the Center include content-specific **Subject Tutoring** for many undergraduate courses, **Supplemental Instruction** in select undergraduate math, science, and accounting courses, and **Writing Tutoring** for all student writing at all levels.

Additionally, **Peer 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 also offers a variety of workshops on these topics and more.

To access services, students may make an appointment via **StarFish** 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 Program** and oversees the **Progress Reports/ Early Alert system**, which allows faculty to identify at-risk students in their courses and communicate concerns directly with students, adviser(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 resource for student athletes. The **Academic Support for Student Athletes** office is housed in the **Academic Achievement Center at Trumark**. 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](mailto:LCE@lasalle.edu)

## Connelly Library and Learning Commons

The faculty and staff of the **Connelly Library & Learning Commons** promote Lasallian learning and success by collaboratively advancing information access, engagement, literacy, and creation in a sustainable manner. The library is the academic hub of La Salle University, offering traditional and innovative library services including in-person and remote Information Literacy Instruction, in-person, chat, and Zoom reference support, interlibrary loan and other services. The library also offers inviting, high-tech individual and group study spaces that are open over 95 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.

[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 that 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.
- Most instructors will use this online space to post the syllabus and other important components of their courses. Others may use it to send messages, 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 [regacct@lasalle.edu](mailto:regacct@lasalle.edu).

Degree Works User Guides:

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

## International Students and Scholar Services

International students and scholars will experience American culture and share the rich aspects of their own culture with the Lasallian community. [The Multicultural and International Center](#) will help students navigate their way through their responsibilities and opportunities in the United States.

## IT Helpdesk

The La Salle University IT Helpdesk can assist students with a variety of technology issues they 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](#).

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](#), [major, minor, or concentration changes](#), [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](mailto:regacct@lasalle.edu) or visit [our website](#).

## Starfish

The Starfish Student Success Management System is a comprehensive student success platform that is accessible through the "Tools" menu of the [mylasalle Portal](#). At La Salle, Starfish is used to:

- connect students to their coordinated care network of instructors, advisers, and staff who are here to support their goals

- schedule tutoring, advising, success coaching, and other student support appointments
- alert students who are at-risk in their classes and outreach to students who need support
- send positive kudos to students who are doing well or showing improvement
- facilitate communication between instructors, students, and University staff
- analyze data to support student success

Questions on Starfish can be directed to Melissa Gallagher ([hediger@lasalle.edu](mailto:hediger@lasalle.edu)).

## Student Affairs

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 (Campus Activities Center, Union, and Summer Conference Services), University Ministry, Support and Services, the Multicultural and International 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 multi-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](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](#) for more information or stop by 1923 Olney Ave., call 215.951.1948, or e-mail [rush@lasalle.edu](mailto:rush@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 215-951-1916, or e-mail [studentconduct@lasalle.edu](mailto:studentconduct@lasalle.edu)

## Public Safety Department

The La Salle University Public Safety Department operates 24 hours a day, year round, and is committed to supporting and protecting students, faculty, staff, and visitors. Officers patrol campus by foot, bicycle, and vehicle to respond to campus crimes and emergencies and calls for service. Public safety provides escorts, jumpstarts, unlocks, shuttle service, and offers a variety of crime awareness programs. The department works closely with the Philadelphia Police Department to coordinate police services for students living off campus. Public Safety also maintains the Campus Emergency Management Plan, participates in campus planning processes to optimize safety, and maintains the University's CCTV and access control systems.

[View the Public Safety website](#) for more information. Public Safety Headquarters is located in Good Shepard Hall on West Campus in the Shoppes at La Salle. Call the 24-hour dispatch center at 215.951.1300 or email [publicsafety@lasalle.edu](mailto:publicsafety@lasalle.edu) for general questions and non-emergency situations.

**FOR EMERGENCIES, CALL 215.991.2111**

## 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 205, call 215.951.1370, or e-mail [housing@lasalle.edu](mailto:housing@lasalle.edu) or [holmest@lasalle.edu](mailto:holmest@lasalle.edu)

## 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. (Residential graduate students may also use these services; non residential graduate students and part-time students may access fee for service support through the Community Center for Psychological Services located in Benilde Tower 205 by calling 215.951.2006.)

View the [Student Wellness Service website](#) for general information and links to social media accounts where current information and events are posted regularly.

[View the Student Health Center website](#) for more information stop by St. Benilde Tower 1026, call 215.951.1357, or e-mail [studenthealth@lasalle.edu](mailto:studenthealth@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](mailto:brannan@lasalle.edu)

Substance abuse support and services are available through the [Student Counseling Center](#), Medical Office Building, Suite 112, call 215.951.1355, or e-mail [studentcounseling@lasalle.edu](mailto:studentcounseling@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 U-MSS website](#) for more information or stop by the lower level of College Hall, call 215.951.1048, or e-mail [umas@lasalle.edu](mailto:umas@lasalle.edu)

[View the Civic Engagement website](#) for more information or stop by the St. Neumann Annex, call 215-951-1804, or e-mail [gauss01@lasalle.edu](mailto:gauss01@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.

### Financial Responsibility Agreement (FRA)

All students are required to accept La Salle University's [Student Financial Responsibility Agreement](#) prior to looking up classes or registering for the first time each semester.

The purpose of the FRA is designed to make students aware of the financial terms and responsibilities associated with enrolling for classes. Registering for classes generates a bill that is the student's responsibility to pay. **To ensure that all students are aware of this responsibility, La Salle University requires all students to read the FRA and agree in order to register for the upcoming term.**

### Student Health Insurance Requirement

All Undergraduate day students, all undergraduate evening students taking 12 or more credits hours, resident graduate students, all registered international students, and all non-resident graduate students taking six or more credit hours or participating in full time programs are required to carry health insurance coverage, either through the University-sponsored plan or through an alternative comparable plan, such as coverage on a parent's health insurance plan. Prior to attending the University, and annually thereafter, registered students in the aforementioned categories must complete the online student health insurance enrollment/waiver process.

In order to complete the enrollment/waiver process, registered students should go to [www.firststudent.com](http://www.firststudent.com). Select La Salle University, click on the the Enroll Now button or Waive Your Schools Insurance button and follow the directions. Students with questions regarding coverage can contact customer service at [customerservice@firstriskadvisors.com](mailto:customerservice@firstriskadvisors.com) or call 800-505-4160.

### Tuition Insurance

We believe it's important to offer an easy, affordable way to protect the investment your family has made in higher education. That's why La Salle University has negotiated with **GradGuard** to provide our families with tuition insurance by Allianz Global Assistance featuring special plans and rates not available to the general public.

**This coverage expands the scope of our refund policy by ensuring reimbursement for tuition, room and board and other fees for covered withdrawals at any time during the semester.** Plans also include Student Life Assistance: a 24-hour emergency hotline that offers students and parents even greater peace of mind.

At La Salle University, we want the best for our students, and Allianz Global Assistance is a world-leader in specialty insurance and assistance—helping over 35 million people protect their tuition payments, travel plans and more each year. Visit our website for more [information](#).

### 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 making 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:

|                         |                |
|-------------------------|----------------|
| <b>Fall semester:</b>   | <b>August</b>  |
| <b>Spring semester:</b> | <b>January</b> |
| <b>Summer semester:</b> | <b>May</b>     |

#### Acceptable Payment Types:

Credit card (American Express, Discover, MasterCard and VISA) and eCheck (ACH) payments can be made at <http://my.lasalle.edu>. An eCheck payment is an electronic debit of a checking or savings account. You must have your account number and routing number available to make an eCheck payment.

\*Credit card payments are subject to a 2.85 percent convenience fee; however, eCheck payments are not subject to a convenience fee.

If you choose to pay via wire transfer, instructions are available on the secure portal. You must include your student ID number.

When making payment by personal check/money order, please 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 online. If full payment cannot be made, the La Salle Payment Plan is available. **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](mailto:studentar@lasalle.edu).

## Employer Assisted/Deferred Payment- Graduate Students Only

**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 [Complete the Deferred Payment Plan Application](#).

**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](mailto: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.

## 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 and a half percent (1.5%) late payment fee per month and a one-time late administration fee of one hundred fifty dollars (\$150.) will be assessed to all students who have not made payment in full or acceptable arrangements by the tuition due date for the semester. Students using their VA educational benefits will be exempt from any late payment fees.

## 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.

## Military Tuition Assistance (TA) Refund Policy

The Department of Defense requires the University to return any unearned Military Tuition Assistance (TA) funds to the Department should a service member withdraw from a course that was paid for using TA. If a service member withdraws from any course on or before the 60% completion date (during week 9 for a 15-week course), a prorated refund will be issued back to the Department for the TA funds that were provided. The schedules below determine the prorated amount of TA funds refunded to the Department based on the date of service member's withdrawal from a course.

For example, if a service member withdraws from a course at the 60% mark (during week 9 for a 15-week course), 40% of TA funds used for the course will be returned to the Department. In instances when a service member stops attending due to a documented military service obligation, the University will work with the affected service member to identify solutions that may not result in a student debt to the University for the portion of TA funds returned to the Department.

See the refund schedules below.

### Week-1 Course Drop when using Military TA

Course drops before or during the first week of the course receive a 100% refund of tuition, including any technology fees charged per course.

Week 1 refunds will NOT include any late registration fees. Note: Week 1 ends at 11:59:59 p.m. ET on the first Sunday of the first week of the course.

### Tuition Refund Schedule when using Military TA

Your potential refund amount is based on the length of course in which you are enrolled and when you submit your withdrawal request, as follows:

#### 15-Week Course

Withdraw submitted:

- before or during weeks 1–2 = 100% refund
- during weeks 3–4 = 90% refund
- during weeks 5–6 = 75% refund
- during weeks 7–8 = 50% refund
- during weeks 9 = 40% refund
- during week 10 to 15 = 0 % refund is eligible

### Audit when using Military TA

There are no refunds for students withdrawing from audit courses after the first week of class.

### Involuntary Withdrawals when using Military TA

You will receive the standard tuition refund based on the date of the withdrawal if you are involuntarily withdrawn from courses due to lack of academic progress or suspension due to student conduct issues, including plagiarism.

## 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, undergraduate students should contact an Assistant Dean in their respective School Dean's Office and graduate students should contact their 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.

## 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](http://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 should 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**

Under federal law, the authority for schools to make new Perkins Loans ended on September 30, 2017, and final disbursements were permitted through June 30, 2018. As a result, students can no longer receive Perkins Loans. A borrower who received a Perkins Loan at La Salle University can learn more about managing the repayment of the loan via [www.lasalle.edu/studentaccounts/perkins-loans/](http://www.lasalle.edu/studentaccounts/perkins-loans/).

### **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 posted through Handshake via the portal.

### **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.

Graduate students may borrow up to \$20,500 per year.

For both undergraduate and graduate students, 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](http://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](http://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](http://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](#).

Graduate program scholarships and graduate assistantships may be available through individual programs. Students should contact their graduate program Director for more information.

## **Veteran's Benefits**

Students who qualify for Veteran's benefits should email the Office of the University Registrar, [regacct@lasalle.edu](mailto:regacct@lasalle.edu). Information for full-time and part-time veteran students and their dependents is also available [La Salle's Military Services 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](http://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

Upon applying to La Salle, students choose a major area of study. A major is an area of specialization, which requires a cohesive combination of courses including introductory, intermediate, and advanced coursework that designates a student's area of study. Courses required for a major are mandated by the program offering the major and must meet specific student learning outcomes. In order to earn a degree, students are required to complete one major, although students may elect to complete more than one. It is the student's responsibility to see that all major requirements are fulfilled prior to graduation.

### Requirements for a Major:

- While the minimum number of courses required for a major is 12, the courses required for any particular major are designated by the academic department or program offering the major, and may be more than 12.
- Students who pursue multiple majors should consult the Multiple Majors/Degrees Earned policy.
- The minimum GPA of 2.0 in a major is required. However, some majors may require a higher minimum GPA. Students should review all major requirements specific to their major.
- No more than two, Level 1, University Core courses may fulfill both a University Core requirement and a major requirement. A Level 1 University Core course may not be used to fulfill a requirement for more than one major. A student pursuing two majors could potentially count two University Core toward one major and two different University Core toward a second major.
- Transfer students may transfer no more than 50% of their major courses.
- Once a student enrolls at La Salle University major course(s) may not be taken at other institutions, unless pre-approved by the student's major Department Chair and Assistant Dean.

### Changing/Adding a Major:

- Any change of major requires the student to complete the "[Curriculum Change Form](#)". 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.
- Students who change their major may need to take summer courses or attend La Salle for additional semester(s).
- Any exceptions to the prescribed program must be in writing from the Chair of the major.

La Salle offers majors in the following subjects:

Accounting<sup>1</sup>, American Studies, Art History, Biochemistry, Biology, Business Administration<sup>1</sup>, Business Systems and Analytics, Chemistry, Communication, Computer Science, Communication Sciences & Disorders, Criminal Justice<sup>1</sup>, Digital 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<sup>1</sup>, Education Studies, English, Environmental Science, Finance, History, Information Technology<sup>1</sup>, Integrated Science Business Technology, International Business, International Relations, Management & Leadership, Marketing, Mathematics, Nursing<sup>1</sup>, Nutrition, Organizational Leadership<sup>2</sup>, Philosophy, Political Science, Political Science/Philosophy/Economics, Psychology<sup>1</sup>, Public Health, Religion, Secondary Education, Social Work<sup>1</sup>, 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: Accounting<sup>1</sup>, American Studies, Art History, Biology, Business Systems & Analytics, Business Administration<sup>1,2</sup>, Chemistry, Communication, Computer Science, Criminal Justice<sup>1</sup>, Computer Science, 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<sup>1</sup>, International Relations, Interpersonal Skills, Latin American Studies, Leadership & Global Understanding, Life Science, Management & Leadership<sup>2</sup>, Marketing<sup>2</sup>, Mathematics, Media Studies, Media Skills, Nutrition, Philosophy, Political Science, Psychology<sup>1</sup>, Public Relations, Public Health, Religion<sup>1</sup>, Risk Management & Insurance, Sociology, Spanish, Sport Management, and Translation Science.

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 require 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 University 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.
  - University 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 University 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.

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 Classes](#) 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. Note: Online AP students should consult their Program Director.
- 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 "Withdrawal From Course(s)".

## 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, they must obtain a written extension of time from the Assistant Dean of their 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 Full semester (see [the Registrar's webpage](#) for all pass/fail deadlines). 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 using a [withdraw eForm found in the mylasalle portal](#). 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.

## Course Repeat

If a student repeats a course, only the higher grade is counted toward graduation requirements and in the calculation of the GPA. Both courses will remain visible on the transcript. 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, beyond three weeks after the last day of final exams, requires Chair or Associate Dean approval. 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 Grade Appeal Policy found on the University Policy Register in the portal: <https://my.lasalle.edu/>.

A student initiates a grade appeal by using the Grade Appeal Form found on the portal (<https://wa3.lasalle.edu/channels/docs/get.php?id=1767>). Grade appeals apply only to consequential or summative grades, such as the final grade, and not to grades for small assignments, such as a quiz or short paper. A grade can only be changed if it is found to be arbitrary or capricious, or based on inappropriate criteria not linked to academic performance.

The student must follow the procedure described in the policy to appeal the grade.

The University presumes that assigned grades are based on performance and are authoritative. The student bears the burden of proof during the appeal and must show the grade was arbitrary, capricious, or based on inappropriate criteria.

## 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.

## Provisions for Temporary Alternate Grades in the Event of Significant Disruption:

When a Significant Disruption is declared the Provost, in consultation with key stakeholders, may authorize the use of the temporary alternate grades, as defined below, and establish the conditions for their use. The use of temporary alternative grades is reserved for situations in which the performance of a student is substantively impacted by a period of Significant Disruption. When a Significant Disruption is declared, instructors submit standard grades and students are given the opportunity to request their standard grade be converted to the appropriate alternative grade.

### Undergraduate:

- **S Satisfactory** – performance at the levels of A, A-, B+, B, B-, C+ or C and full course credit is earned.
- **P Pass** – performance at the levels of C-, D+, or D. Pass grade will earn full course credit but will not fulfill prerequisite requirement for courses requiring a C or higher in a prerequisite course.
- **U Unsatisfactory** – performance at the level of F and no course credit is earned.

The transcript of a student’s record should contain a description of any Significant Disruption of the Institute’s academic activities that occur during the student’s enrollment. The S/P/U grades will not be included in calculations of grade point average.

## 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 instructor 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 1.75 or above\*
  - b. completed sophomore status 1.90 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 on-line 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.
6. Suspended students receiving VA educational benefits will be reported to the VA per their requirements.

#### 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 division 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 contact 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 they need 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 eForm](#) 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 through the Course Withdrawal eForm 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 they need to withdraw from the University.

Students who choose to withdraw from the University must:

1. Complete the [Withdrawal from the University eForm](#). 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. Receive approval through the Withdrawal from the University eForm from their Assistant Dean. Athletes must also receive approval through the Withdrawal from the University eForm from 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

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:

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.

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 major, 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 major.
- 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.

## National College Credit Recommendation Service Credits (NCCRS)

Students who have successfully completed educational programs and seminars approved by the National College Credit Recommendation Service (NCCRS) 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](#).

## 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 chair of the test subject.

Students should order AP Exam(s) scores electronically and request them to be sent La Salle University.

### 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 and determines the score needed for posting of credits. 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 [here](#).

### 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
- not offered for courses in the School of Business
- 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 Student 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.

### Military Credit

Official Joint Services Transcript (JST) military credit is accepted if the course receives a passing grade and is designated to be Lower Division Baccalaureate/Associate Degree Level (L), Upper Division Baccalaureate Level (U), or Graduate Level (G). La Salle does not accept credit designated Vocational Certificate Level (V).

### 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, is 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. 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

### Special Programs

#### Academic Discovery Program (ADP)

The Academic Discovery Program (Pennsylvania ACT 101) is a specialized academic support program for students from Philadelphia whose admission applications indicate they meet certain criteria in terms of academic potential and financial need. Students are offered admission to the Academic Discovery Program after completing an extended application process including testing and 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 reading and 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 provided with the service of a student success coach and tutors to support their efforts. The ADP provides intensive support across all four years to ensure students develop and maintain effective study habits, establish and pursue clear goals, earn strong grades, and graduate in a timely fashion. 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, including course descriptions and a breakdown of ADP requirements.

Additional questions or concerns may be addressed to:

**Wendell Griffith, Ph.D.**

Director, Academic Engagement Programs

[griffith@lasalle.edu](mailto:griffith@lasalle.edu)

215.951.1548

## De La Salle Institute for Advanced Teaching and Learning: Community-Engaged Learning, Service Learning, Explorer Connection

The De La Salle Institute works to advance the mission of La Salle University by providing opportunities throughout the year for instructors and staff to ensure that high impact practices are incorporated throughout the teaching and learning continuum.

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. These programs 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 throughout Philadelphia. These community-based learning activities are tied to course goals. They can range from museum admission, to theatre tickets, to reimbursement for travel costs to local sites and communities of academic interest.

### 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 based in 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 ranging 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 Community Engaged website or the De La Salle Institute website](#) for more information or contact Tara Carr-Lemke at 215.951.5120 or [carrlemke@lasalle.edu](mailto:carrlemke@lasalle.edu)

## 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 program director. 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 GPA 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 courses 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. Alternately, call (215)951-1840, or email [landis@lasalle.edu](mailto:landis@lasalle.edu)

## Community Scholars Program

Junior and senior high school students with GPAs 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.

## Summer Scholars Program

Junior and senior high school students with GPAs of at least 3.5 and no history of serious disciplinary violations are eligible to take an accelerated summer course through this program. Students are selected through a La Salle University selection process.

## Transformation Scholar Program

Junior high school students with GPAs of at least 3.5 and no history of serious disciplinary violations are eligible for this program. Students from any official partner high school are eligible to apply to this program; students are selected through a La Salle University selection process.

## Travel Study Partners Program

Junior and senior high school students with GPAs 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 official 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

La Salle 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](mailto:honors@lasalle.edu).

### Experiential Learning

#### 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](mailto: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 all students who desire to earn a commission as a Second Lieutenant in the United States Army, Army Reserve, or Army National Guard upon graduation.

Courses are offered at Drexel University, with transportation provided to and from training by La Salle university. Freshman and Sophomore students who are not on scholarship do not incur a military service obligation by enrolling. Additionally, military science courses are applied toward graduation requirements. Juniors and Seniors enrolled in the Advanced Course will commission as Army Officers upon graduation.

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 are available on a competitive basis. Advancing freshman and sophomore students 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](#).

#### **La Salle/Military Science Courses Required for Army ROTC:**

- [MSC 101 - Intro to Military Science I](#)
- [MSC 102 - Intro to Military Science II](#)
- [MSC 201 - Fundamentals of Leadership I](#)
- [MSC 202 - Fundamentals of Leadership II](#)
- [MSC 301 - Leadership & Management I](#)
- [MSC 302 - Leadership & Management II](#)
- [MSC 401 - Leadership Dimensions Practice](#)
- [MSC 402 - Contemporary Military Policy](#)

## **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 freshman 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](#).

## **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 [visit the Education Abroad website](#).

## **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.

## **School of Arts and Sciences**

### **Overview**

The School of Arts and Sciences provides the curriculum that is at the heart of La Salle University's liberal arts education, offering coursework through the colleges of: Humanities, Education & Behavioral Sciences, Natural & Applied Sciences and Leadership & Global Understanding. It is the University's largest school, with more than half of La Salle's undergraduate and graduate students enrolled in one of the School of Arts and Sciences' majors or programs. The School of Arts and Sciences offers coursework in a variety of departments to meet La Salle's institutional learning outcomes, which include: Critical Analysis and Reasoning, Oral and Written Communication, Scientific and Quantitative Reasoning, Ethical Understanding and Reasoning, Understanding Diverse Perspectives and Cultural and Global Awareness and Sensitivity.

As a liberal arts school in a Catholic, Lasallian tradition, we aim to develop the whole person by fostering a rigorous search for truth, and preparing students to live purposefully and well in association with others. The arts and sciences are essential for making a good living and a good life.

To meet these aims, the School of Arts and Sciences: 1) provides an innovative and transformative academic experience that promotes students' academic, professional and personal growth. 2) offers a diverse and inclusive learning environment, distinguished by productive inter-group engagement about power, privilege and social justice. 3) nurtures partnerships with our neighboring communities, the Greater Philadelphia area, and beyond, to increase our academic, social, and economic impact and 4) fosters a sense of community that contributes to the overall well-being of our faculty, staff and students.

### **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.

## Location/Contact Information

### School of Arts and Sciences, Dean's Office

Holroyd Hall, Suite 104

[SASOffice@lasalle.edu](mailto:SASOffice@lasalle.edu)

(215)-951-1042

## Staff Contact Information

### Pamela Barnett, Ph.D.

Dean, School of Arts and Sciences

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### Mary Carmel Etienne

Assistant Dean and Director of Advising

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### Michael Smith

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### Kim Oliver

Administrative Assistant

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(215) 951-1042

## 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.

## Departments

- [Art](#)
- [Biology](#)
- [Chemistry and Biochemistry](#)
- [Communication and Digital Arts](#)
- [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 B.A./M.A. \(5-Year\)](#)
- [Computer Science - B.A.](#)
- [Computer Science - B.S.](#)
- [Criminal Justice](#)
- [Digital Arts \(DArt\)](#)
- [Economics](#)
- [Economics and International Studies](#)
- [Education - Grades 4th thru 8th](#)
- [Education - Grades 4th thru 8th/Special Ed](#)
- [Education - Pre-K thru 4th](#)
- [Education - Pre-K thru 4th/Special Ed](#)
- [Education - Secondary Education](#)
- [Education B.A./M.A. Options \(5-Year\)](#)
- [Education Studies](#)
- [English](#)
- [Environmental Science](#)
- [History](#)
- [Information Technology - B.A.](#)
- [Information Technology - B.S.](#)

- [Integrated Science, Business, and Technology \(ISBT\)](#)
- [International Relations](#)
- [Liberal Arts - A.A.](#)
- [Liberal Studies](#)
- [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 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 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 Minor](#)
- [Media Skills Minor](#)
- [Media Studies Minor](#)
- [Military Science Electives](#)
- [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](#)

## [. Translational Science Minor](#)

### **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.

## **Department of Art**

### **Mission Statement**

The mission of the Department of Art, with its program in Art History, is to embrace and promote the idea that the visual arts are an expression of cultures, both past and present. The program fosters critical thinking in analyzing images to understand their power, a necessary skill in this image-saturated world.

### **Major(s) Offered**

[Art History](#)

### **Minor(s) Offered**

[Art History](#)

### **Location/Contact Information**

Stuart Leibiger, Ph.D., Chair

[leibiger@lasalle.edu](mailto:leibiger@lasalle.edu)

341 Hayman Hall

(215) 951-1093

### **Staff Contact Information**

Marianne Farley, Administrative Assistant

[farley77@lasalle.edu](mailto:farley77@lasalle.edu)

(215) 951-5133

### **Full-Time Faculty**

### **Art History**



**PROFESSORS:** Dixon

**ASSOCIATE PROFESSORS:** Conaty, Moriuchi

**PROFESSOR EMERITUS:** Haberstroh

## 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

Stuart Leibiger, Chair

345 Hayman Hall

leibiger@lasalle.edu

(215) 951-1090

### Degree Earned

B.A.

### Number of Courses Required for Graduation

**Major:** 12

**Total:** 38-40

### Number of Credits Required for Graduation

Major: 36

Total: 120

## GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

## 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 **38-40** courses in total in order to graduate. **12** courses will be from this major program.

### 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: Arth 460 or Arth 480

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

Fulfilled within major: Arth 380 (4.2)

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

Fulfilled within major: Arth 316 or Arth 322

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

Fulfilled within major; Arth 340 or Arth 370 (11.2)

### All Other Required Courses

Choose 2 of 3 courses: ARTH 150 *Introduction to Art History*, ARTH 201 *History of Art I* or ARTH 202 *History of Art II*

5 ARTH 200- or 300-level courses

Choose 1: an ART course or another ARTH 200- or 300-level course

ARTH 316 *Women and 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*

### 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

A dual major in Art History takes 10 courses:

- Choose 2 of 3: ARTH 150 *Introduction to Art History*, ARTH 201 *History of Art I* or ARTH 202 *History of Art II*
- 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
- 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 150 or ARTH 201

ARTH 200- or 300-level

ARTH 200- or 300-level

ARTH 200- or 300-level

ARTH 322

ARTH 380

### Spring

ARTH 150 or 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 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

### 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:* 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 310 - History of Photography**

A survey of the history of photography from its invention to the present. It addresses photography as an artistic medium, a social text, a technological adventure and a cultural practice. Important contributors to photography's history, as well as iconic images, will be examined. Ethical issues prompted by the creation and consumption of photographs will be addressed.

*Number of Credits:* 3

*When Offered:* 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

### **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

### **HUM 100 - Explorations in the Humanities**

The Humanities are academic disciplines that investigate expressions of humans' capacity to create, to inquire, and to analyze our own cultural experiences. In this course, students analyze investigations in disciplines such as art, literature, and philosophy.

Number of Credits: 1

When Offered: Fall, Spring, Summer

How Offered: Online

## 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.

### Department Goals

- Implant strong foundational knowledge in principles of biology
- Instill a set of core competencies: critical thinking, data analysis, scientific communication and laboratory skills
- Prepare graduates for professional school, graduate school and employment in fields related to biology
- Adapt to the diversity of students' needs and backgrounds
- Foster continuing development of faculty, in both teaching and research
- Develop and expand collaborations between departments and external partners
- Engage all constituencies in a La Sallian community supporting life science teaching, learning and research

### Major(s) Offered

[Biology](#)

[Secondary Education \(B.A.\)/Biology \(B.S.\)](#)

### Minor(s) Offered

[Biology](#)

[Translational Science Minor](#)

### Location/Contact Information

Stefan Samulewicz, Chair

[samulewi@lasalle.edu](mailto:samulewi@lasalle.edu)

215-951-1251

### Staff Contact Information

Michele Guy

Office Manager

Holroyd Hall 239

[guy@lasalle.edu](mailto:guy@lasalle.edu)

(215) 951-1043

### Full-Time Faculty

**PROFESSORS:** Ballough, Pierce

**ASSOCIATE PROFESSORS:** DeHaven, Samulewicz, Seitchik

**ASSISTANT PROFESSORS:** Church, Hazell

**VISITING ASSISTANT PROFESSOR:** McClory

**PROFESSOR EMERITUS:** Belzer



# Biology

## Program Description

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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

Stefan Samulewicz, Chair

[samulewi@lasalle.edu](mailto:samulewi@lasalle.edu)

215-951-1251

## Degree Earned

B.S.

## Number of Courses Required for Graduation

**Major:** 18

**Total:** 38

## Number of Credits Required for Graduation

**Major:** Minimum of 66

**Total:** 126 to 132 depending on Biology electives chosen

## GPA Required for Graduation

**Major:** 2.0

**Cumulative:** 2.0

## 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 210 - Cellular Biology and Genetics

**ILO 3.1b: Quantitative Reasoning**

MTH 120 - Calculus 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 38 courses in total in order to graduate. 18 courses will be from this major program.

***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

6 additional 300/400-level biology courses to total a minimum of 11 Biology 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 I

### **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 BIOLOGY:

BIO 210  
BIO 220  
BIO 230

Three additional courses from the 300/400 level

REQUIRED FOR MINOR IN TRANSLATIONAL SCIENCE

### **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

*ILO Met:* ILO 3.1.a – Scientific Reasoning

## **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.

*ILO Met:* ILO 3.1.a – Scientific Reasoning

## **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 205 – 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. (Cross-listed as ISBT 103)

*Number of Credits:* 4

*When Offered:* Fall

*How Offered:* Face-to-Face

*ILO Met:* ILO 3.1.a – Scientific Reasoning

## **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 higher 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 higher in BIO 220*

### **BIO 231 – Regulatory Affairs**

This course, as part of the Quality Science Education curriculum developed by Pathway for Patient Health, will give students an understanding of the role of regulators with an overview of regulations as stated in the U.S. Code of Federal Regulations (CFR), EudraLex Directives and Annexes, and Emerging Market regulations for the life science industries. The faculty will demonstrate the relationship between regulatory requirements and legal accountability while introducing fundamental concepts in the regulations related to clinical trial development, management, ethics, data integrity, data security, privacy, change control, and validation. Topics such as the role of guidance documents and industry standards will be reviewed, and case studies utilized to support the program. The "why" of the regulations will support the student's ability to enter the life science industry with an understanding of how to optimize patient health and business success by mobilizing enterprise-wide quality effectiveness through innovative system and critical thinking grounded in science, data, stakeholder awareness and regulatory intelligence.

*Number of Credits: 3*

*How Offered: Face-to-Face, Online*

### **BIO 241 – Product Dev & Validation**

In this course, students will be exposed to the major design processes that are critical to life science product, process and specification development. Topics to be covered include: cradle to grave product and process development, prototype builds, scalability, design of experiments, variability, control, specification development and validation methodology. Instructors will explore how rigorous human factor engineering studies and clinical trials provide essential inputs into the product development process. The students will be introduced to concepts such as gap analysis, risk assessment, master plan, process characterization, installation qualification, operational qualification, measurement system analysis, repeatability and reproducibility (data collection/analysis), performance qualification/validation. In a world of innovative technology, it is critical that the students gain an understanding of computer system and software validation to ensure the quality of data generation, data storage, and digital processes used in manufacturing and products with digital components using technical and practical aspects expected in the regulated life science industries.

*Number of Credits: 3*

*When Offered: Fall*

*How Offered: Face-to-Face*

*Prerequisites: BIO 231*

### **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 final grade of C- or higher in BIO 230 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: C- or higher grade in BIO 230 is required in order to advance to 300/400-level BIO courses.*

### **BIO 305 – Mammalian Physiology**

This lecture-laboratory course examines the metabolic processes and associated physiochemical phenomena of mammals. Current physiological hypotheses of the nervous, endocrine, respiratory, cardiovascular, and digestive systems, as well as special senses, will be studied. Three hours lecture; three hours laboratory.

*Number of Credits: 4*

*When Offered: Fall*

*How Offered: Face-to-Face*

*Prerequisites: A final grade of C- or higher in BIO 230 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 final grade of C- or higher in BIO 230 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. Three hours lecture; three hours laboratory

*Number of Credits: 4*

*When Offered: Fall*

*How Offered: Face-to-Face*

*Prerequisites: A final grade of C- or higher in BIO 230 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 final grade of C- or higher in BIO 230 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 final grade of C- or higher in BIO 230 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 final grade of C- or higher in BIO 230 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 final grade of C- or higher in BIO 230 is required in order to advance to 300/400-level BIO courses.*

### **BIO 320 - Biostatistics**

Introduction to statistical analysis and probability for students in the biological sciences. Topics include summary statistics, graphical display of data, likelihood, experimental design, binomial and Gaussian probability, hypothesis testing, t-tests, analysis of variance, correlation, linear regression, and chi-square analyses.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* A final grade of C- or higher in BIO 230 is required in order to advance to 300/400-level BIO courses.

### **BIO 330 – Life Science Innovation**

This course is open to students interested in learning how to commercialize new technologies. Teams of science and business students will work with inventor-scientists at the Wistar Institute—as well as with external partners such as venture capitalists, intellectual property lawyers, and biotechnology entrepreneurs—to develop proposals on the scientific merit and commercial feasibility of life science research projects. Students should have either a scientific or business background to enroll in this course. (Cross-listed as MGT 330 and ISBT 330)

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* A final grade of C- or higher in BIO 230 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 final grade of C- or higher in BIO 230 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

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* A final grade of C- or higher in BIO 230 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 final grade of C- or higher in BIO 230 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 final grade of C- or higher in BIO 230 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 final grade of C- or higher in BIO 230 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 final grade of C- or higher in BIO 230 is required in order to advance to 300/400-level BIO courses.

### **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 final grade of C- or higher in BIO 230 is required in order to advance to 300/400-level BIO courses.

### **BIO 422 - Virology**

This is a survey course designed to be an introduction to the history and diversity of viruses on Earth. The lectures and topics in class will focus primarily on viruses that cause human disease, but will also include important viruses of other organism. While this class is primarily about the molecular biology of viruses, it will cover clinical symptoms and epidemiology too. This course will also focus on recent scientific literature of important disease-causing viruses.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* A final grade of C- or higher in BIO 230 is required in order to advance to 300/400-level BIO courses.

### **BIO 427 - Immunology**

This is a survey course designed to be an introduction to the immune system of humans and other mammals. We will cover the development and physiology of specialized immune system cells, tissues and organs; we will also learn about these structures protect against harmful agents and pathogens. While this course is centered around a textbook, primary literature will feature heavily, both in instructor and student led presentations.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* A final grade of C- or higher in BIO 230 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

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* A final grade of C- or higher in BIO 230 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 final grade of C- or higher in BIO 230 is required in order to advance to 300/400-level BIO courses.

## **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 final grade of C- or higher in BIO 230 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 final grade of C- or higher in BIO 230 is required in order to advance to 300/400-level BIO courses.

# **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 human actions that advance environmental stability as well as those actions that cause environmental degradation.
- Students should be familiar with the biological, chemical and geological processes related to environmental science.
- Students should be able to interpret scientific data in our sciences.
- Students should be able to use a variety of instruments commonly used to collect data in the field and the software that displays that information.
- Students should be able to communicate both orally and in writing concepts that are essential to the understanding of environmental science.

## **Program Contact Information**

Florence Ling

Assistant Professor

Holroyd Hall 043

ling@lasalle.edu

(215) 951-1848

## Degree Earned

B.S.

## Number of Courses Required for Graduation

Major: 18

Total: 38

## Number of Credits Required for Graduation

Major: 62

Total: 123 to 126 depending on electives chosen

## GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

## 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 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 **38** courses in total in order to graduate. **18** courses will be from this major program.

**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 230 - Diversity, Evolution and Ecology

BIO 320 - Biostatistics

CHM 111 - General Chemistry I

CHM 112 - General Chemistry II

CHM 262 - Organic Chemistry for Life Science

ENV 202 - Earth Materials

ENV 305 - Environmental Chemistry

ENV 310 - Introduction to Geographic Information Systems

ENV 401 - Fundamentals of Soil Science

ENV 402 - Environmental Air Quality

ENV 450 - Capstone

MTH 120 - Calculus I

POL 316 - Environmental Law and Policy

**Required Electives**

Choose three courses from the following:

BIO 303 - Microbiology

BIO 319 - Plant Kingdom

BIO 400 - Marine Biology

BIO 403 - Principles of Ecology

BIO 404 - Field Ecology

ENV 306 - Hydrology

ENV 460 - Cooperative Education/Internship

ENV 480 - Research

CHM 311 - Instrumental Analysis

PHY 105 - Physics I  
PHY 106 - Physics II  
ECN 351 - Environmental Economics  
ISBT 321 - Fundamentals of Energy and Natural Resources  
ISBT 322 - Role of Energy and Natural Resources in Modern Society  
ISBT 421 - Nature Resource Management  
ISBT 422 - Sustainable Energy Development  
ISBT 431 - Regulatory Affairs  
PHL 306 - Environmental Philosophy  
PHLT 314 - Unhealthy Urban Environments: Healthy Solutions

### **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**

To be determined by Program Director and Chair of other major department.

### **Minor Requirements**

Six courses required for the minor:

Four Required ENV courses:

- ENV 153 - Introduction to Environmental Science
- ENV 202 - Earth Materials
- Two courses from the following (Group 1):
  - ENV 305 - Environmental Chemistry
  - ENV 306 - Hydrology
  - ENV 310 - Introduction to Geographic Information Systems
  - ENV 401 - Fundamentals of Soil Science
  - ENV 402 - Environmental Air Quality

Two additional courses from the following (Group 2):

- BIO 320 or CHM 212 or HSC217  
Biostatistics or Quantitative Analysis or Statistics for the Health Sciences
- BIO 403 - Principles of Ecology
- CHM 311 - Instrumental Analysis
- ISBT 321 - Fundamentals of Energy and Natural Resources
- PHLT 314 - Unhealthy Urban Environments

### **Recommended Course Sequence**

#### **Freshman Year**

##### *Fall*

ENV 153 Intro to Env. Sci.

##### *Spring*

ENV 202 Earth Materials

BIO 210 Cellular Bio. & Genetics

#### **Sophomore Year**

##### *Fall*

BIO 230 Diversity, Evolution, & Ecology

MTH 120 Calculus I

CHM 111 Gen. Chem. I

##### *Spring*

CHM 112 Gen. Chem. II

ENV elective

#### **Junior Year**

##### *Fall*

POL 316 Environmental Law

ENV 310 Intro to GIS

CHM 262 Organic Chem. For Life Sciences

##### *Spring*

ENV 305 Env. Chemistry

ENV 401 Fund. Of Soil Science

BIO 320 Biostatistics

#### **Senior Year**

Fall  
ENV 402 Env. Air Quality  
ENV elective

Spring  
ENV 450 Capstone  
ENV elective

\*This is an example of a typical schedule, and classes may move around depending on when students declare their major.

## Course Descriptions

### 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 science, 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 hours of lecture and three hours of laboratory a week. The 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 202 – Earth Materials

This course is an introduction to the materials that make up the earth and their composition, structure, classification and formation. Students will study earth resources and the environmental impact of resource usage. Topics include mineralogy, petrology (the study of rocks), energy, metals, fertilizers, construction/building materials, water and soil. Three hours lecture and three hours lab.

*Number of Credits:* 4

*When Offered:* Spring

*How Offered:* Face-to-Face

### ENV 305 – Environmental Chemistry

This course focuses on geochemical processes that occur at or near the surface of the earth which are of particular importance to environmental quality and therefore to humans and ecological systems. Students will explore the foundational concepts required to understand water and soil chemistry. Other topics include the study and use of analytical tools used to determine contamination in sediments, soils and water and the remediation techniques available to cleanup such pollution. Three hours of lecture and three lab hours.

*Number of Credits:* 4

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* CHM 111, CHM 112, ENV 153

### ENV 306 – Hydrology

Hydrology deals with the physical principles governing the flow of groundwater and surface water. Emphasis will be on well hydraulics and flow system analysis. Topics include water budgets, floods and flood frequency analysis, groundwater supply, steady state and non-steady state flow, hydro-geologic regimes, and introductory groundwater chemistry. Three hours of lecture per week.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

### **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

### **ENV 310 - Introduction to Geographic Information Systems**

This introductory course provides an overview of the basic concepts and uses of Geographic Information System (GIS) technology. As part of the toolkit for many fields, 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. This course is structured to be a hands-on laboratory that covers both conceptual and technical topics. Three hours of lecture.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*ILO Met:* ILO 6.1 - Technological Competency

### **ENV 401 - Fundamentals of Soil Science**

An overview of soil science, covering the physical, chemical and biological properties of soils. Students will gain an understanding of soil formation, the classification of soils, and the chemical/biological reactions that occur in soils. In the laboratory, students will learn methods of soil analysis, including chemical and mineralogical analyses. Three hours of lecture and three hours of laboratory per week.

*Number of Credits:* 4

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* CHM 111, ENV 153, MTH 113 or MTH 120

### **ENV 402 - Environmental Air Quality**

This course introduces the causes and effects of air pollutants on humans. The source of pollutants, their physical and chemical behavior in the atmosphere, and strategies to mitigate air pollution will be discussed. Students will also be introduced to systems modeling to understand the flow of sources and sinks of atmospheric pollutants. Three hours of lecture per week.

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Face-to-Face

*Prerequisites:* CHM 111, ENV 153, MTH 113 or MTH 120 or permission of instructor

### **ENV 450 - Capstone**

To be determined.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Restrictions:* Senior Level Status

### **ENV 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 the Program Director. Consult the Associate Director for Experiential Education in the La Salle University Career Center before registering for the course.

*Number of Credits:* 3

*When Offered:* Fall, Spring, Summer

*How Offered:* Face-to-Face

## ENV 480 – 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. Permission of the Program Director is required. Hours to be arranged.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Restrictions:* Junior or Senior Level Status

### **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.

### Department Goals

- The program will connect graduating students with opportunities in high impact industry jobs, graduate school, and pre-professional schools.
- The faculty of the Department of Chemistry and Biochemistry will develop and implement effective and innovative teaching practices to engage students and encourage learning.
- The program will cultivate and support a culture of chemistry and biochemistry research among its faculty and students.
- The program will provide students with access to modern instrumentation and will emphasize student use of these instruments.
- The program will provide students with opportunities to interact with the broader scientific community.
- The program will actively seek out and maintain interdisciplinary research and teaching collaborations with other programs.
- The program will establish, maintain, and seek input from an advisory board.
- The program will foster an inclusive science culture dedicated to the success of all students and promoting diversity in both the classroom and the laboratory.
- The program will provide students with a general, rigorous, and distinctive chemistry and biochemistry education that highlights problem-solving, creativity, exploration, critical thinking, and hands-on practice of chemical and biochemical sciences.

### Major(s) Offered

[Chemistry](#)

[Biochemistry](#)

[Environmental Science](#)

### Minor(s) Offered

[Chemistry](#)

[Environmental Science](#)

### Location/Contact Information

William Price, Chair

Holroyd Hall 345

[price@lasalle.edu](mailto:price@lasalle.edu)

(215) 951-1261

### Staff Contact Information

Michele Guy

Office Manager

Holroyd Hall 239

[guy@lasalle.edu](mailto:guy@lasalle.edu)

(215) 951-1043

### Full-Time Faculty

**PROFESSORS:** Cichowicz, Price

**ASSOCIATE PROFESSORS:** Kramer

**ASSISTANT PROFESSORS:** Femia, Grande, Ling

**VISITING ASSISTANT PROFESSORS:** Lammers

**PROFESSOR EMERITUS:** Bart, Hoersch, Prushan, 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 biochemistry 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 biochemical 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 biochemistry 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 biochemical 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 biochemistry at a macroscopic or (molecular) microscopic level.

### Program Contact Information

William Price

Chair

Holroyd Hall 345

price@lasalle.edu

(215) 951-1261

### Degree Earned

B.S.

### Number of Courses Required for Graduation

**Major:** 19 Courses: 9-11 Chemistry, 3-5 Biology, 2 Math, 2 Physics, 1 Computer Science

**Total:** 38

### Number of Credits Required for Graduation

**Major:** 73

**Total:** 130 to 132 depending on options chosen

### GPA Required for Graduation

**Major:** 2.0

**Cumulative:** 2.0

### 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 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 38 courses in total in order to graduate. 19 Courses: 9-11 Chemistry, 3-5 Biology, 2 Math, 2 Physics, 1 Computer Science courses will be from this major program.

**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 402 - Cell Biology  
BIO 413 - Molecular Biology  
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 331 - Thermodynamics & Kinetics  
CHM 411 - Biochemistry I  
CHM 412 - Biochemistry II  
CHM 499 - Capstone  
CSC 152 - Introduction to Computing: Mathematics/Science Applications  
MTH 120 - Calculus I  
MTH 221 - Calculus II  
PHY 105 - General Physics I  
PHY 106 - General Physics II

Two Elective courses from the list below:

For students double majoring in Biology and Biochemistry, the two electives must be Chemistry courses.

For students double majoring in Chemistry and Biochemistry, the two electives must be Biology courses.

BIO 306 - Neurobiology  
BIO 310 - Genetics  
BIO 430 - Biology of Cancer  
CHM 311 - Instrumental Analysis  
CHM 320 - Organic Laboratory Methods  
CHM 332 - Quantum Mechanics and Spectroscopy  
CHM 403 - Advanced Inorganic Chemistry

**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**

Biology majors wishing to double major with Biochemistry need to take two Chemistry courses as their electives.

Chemistry majors wishing to double major with Biochemistry need to take two Biology courses as their electives.

**Recommended Course Sequence**

Freshman Year:

Fall: CHM 111, MTH 120

Spring: CHM 112, MTH 221, CSC 152

Sophomore Year:

Fall: CHM 201, PHY 105

Spring: CHM 202, PHY 106, BIO 210

Junior Year:

Fall: BIO 402, Elective

Spring: CHM 212, CHM 331, BIO 413

Senior Year:

Fall: CHM 411, Elective

Spring: CHM 412, CHM 499

**Course Descriptions**

**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 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 final grade of C- or higher in BIO 230 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. Three hours lecture; three hours laboratory

*Number of Credits:* 4

*When Offered:* Fall

*How Offered:* Face-to-Face

*Prerequisites:* A final grade of C- or higher in BIO 230 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

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* A final grade of C- or higher in BIO 230 is required in order to advance to 300/400-level BIO courses.

### **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 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

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* A final grade of C- or higher in BIO 230 is required in order to advance to 300/400-level BIO courses.

### **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 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 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 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 202*

### **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 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 499 - Chemistry Capstone**

This is the capstone course for senior-level chemistry and biochemistry majors. It is intended to broadly expose students to select topics that span sub-disciplines in chemistry and current trends in chemical science. The course is discussion-based and student-driven, and students will be required to examine their scientific ideas through research, reflection, and communication of topics in the chemical sciences.

*Number of Credits: 1*

*When Offered: Spring*

*How Offered:* Face-to-Face

## **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, 154, and 155.

*ILO Met:* ILO 6.1 - Technological Competency

## **MTH 120 - Calculus 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 finding 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 119 or its equivalent

*ILO Met:* ILO 3.1.b - Quantitative Reasoning

## **MTH 121 - Calculus 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

## **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

# **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.

Since 1963, The Chemistry major has been continually approved by the of the American Chemical Society illustrating the consistent high quality of the program.

## 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 Cal Tech. 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

William Price

Chair

Holroyd Hall 345

price@lasalle.edu

(215) 951-1261

## Degree Earned

B.S.

## Number of Courses Required for Graduation

**Major:** 17 Courses: 12 Chemistry, 2 Math, 2 Physics, 1 Computer Science

**Total:** 38

## Number of Credits Required for Graduation

**Major:** 67

**Total:** minimum 130

## GPA Required for Graduation

**Major:** 2.0

**Cumulative:** 2.0

## 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 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 38 courses in total in order to graduate. 17 Courses: 12 Chemistry, 2 Math, 2 Physics, 1 Computer Science courses will be from this major program.

**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 Organic Laboratory Methods  
CHM 332 Quantum Mechanics and Spectroscopy  
CHM 331 Thermodynamics and Kinetics  
CHM 403 Advanced Inorganic Chemistry  
CHM 411 Biochemistry I  
CHM 499 Chemistry Capstone  
CSC 152 Introduction to Computing: Mathematics/Science Applications  
MTH 120 Calculus I  
MTH 121 Calculus II  
PHY 105 Physics I  
PHY 106 Physics 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**

Chemistry majors wishing to double major in Biochemistry, their two elective courses in Biochemistry should be BIO courses.

## **Minor Requirements**

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

## **Recommended Course Sequence**

Freshman Year:

Fall: CHM 111, MTH 120

Spring: CHM 112, MTH 221

Sophomore Year:

Fall: CHM 201, PHY 105

Spring: CHM 202, PHY 106, CHM 212

Junior Year:

Fall: CHM 332, CHM 311

Spring: CHM 331, CHM 320

Senior Year:

Fall: CHM 403, CHM 411

Spring: CHM 499

## **Course Descriptions**

### **CHM 105 - Principles of Chemistry**

This three-credit course introduces the basic principles of chemistry with a focus on mathematics and problem solving skills. Equal emphasis is given to the acquisition of correct conceptual understandings and the development of computational skills related to selected chemistry topics. This intent of this course is to prepare students for success in general chemistry (CHM 111-112). This course does not count towards the major. No pre-requisite classes are required to take this course.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*ILO Met:* ILO 3.1.a - Scientific Reasoning

### **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 202

### **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 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

## CHM 499 - Chemistry Capstone

This is the capstone course for senior-level chemistry and biochemistry majors. It is intended to broadly expose students to select topics that span sub-disciplines in chemistry and current trends in chemical science. The course is discussion-based and student-driven, and students will be required to examine their scientific ideas through research, reflection, and communication of topics in the chemical sciences.

Number of Credits: 1

When Offered: Spring

How Offered: Face-to-Face

## Department of Communication and Digital Arts

### Mission Statement

Programs in the Department of Communication and Digital Arts challenge students to blend theory with practice in the creation, interpretation, and evaluation of messages across a variety of channels, from face-to-face interaction, to the mass media, to the digital images we encounter daily. We foster critical thinking and ethical judgment regarding the power of messages as they create, shape, and reinforce our views of the world.

### Major(s) Offered

[Communication](#)

[Communication 5-year \(B.A./M.A.\)](#)

[Digital Arts](#)

### Minor(s) Offered

[Communication](#)

[Digital Art](#)

[Interpersonal Skills](#)

[Media Studies](#)

[Media Skills](#)

[Public Relations](#)

### Concentrations

Communication

- [Advertising](#)
- [Interpersonal Communication](#)
- [Media and Journalism](#)
- [Public Relations](#)
- [Sports Communication Concentration](#)

### Location/Contact Information

Communication Center, South Campus

(215) 951-1844

### Staff Contact Information

Marianne Dainton, Chair

dainton@lasalle.edu

Main Office number: (215) 951-1844

Kirsten Monte, Administrative Assistant

monte@lasalle.edu

(215) 951-1844

### Full-Time Faculty

**PROFESSORS:** Dainton, Molyneaux

**ASSOCIATE PROFESSORS:** Celano, Daily, Dunleavy, Smith, Texter, Zelle

**ASSISTANT PROFESSORS:** Beatty, Lashley, 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 these four areas:

- *Advertising*, which prepares students to take on the creative challenges in all forms of advertising (print, broadcast, digital), as well as the business principles behind those creative decisions;
- *Interpersonal Communication*, in which students develop communication skills that allow for personal and professional success;
- *Media and Journalism*, in which students learn to pursue careers in the news media or storytelling in movies, television and online;
- *Public Relations*, in which students learn how organizations and agencies use strategic communication to build relationships and influence the public.

These tracks provide the communication knowledge and skills needed for meaningful personal, professional and social relationships.

**We also have a concentration in Sports Communication for students interested in using their Communication skill in a sports environment.**

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 opportunities to apply what you learn. Our students have interned with the Philadelphia Eagles, The Philadelphia Inquirer, and NBC10, while 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 and minors allow you to develop some of job skills most highly desired by employers-- writing and speaking, teamwork, problem solving, interpersonal effectiveness, and persuasion. The CEO of LinkedIn recently said that interpersonal communication skills represent the biggest "skills gap" in American business today.

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:

- Examine contemporary issues/debates in the communication discipline and related professional fields
- 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
- Interpret communication research
- 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
- Critically analyze messages

### Program Contact Information

Marianne Dainton, Chair and Professor  
Communication Center, Room 219  
dainton@lasalle.edu  
(215) 951-1844

### Degree Earned

B.A.

### Number of Courses Required for Graduation

Major: 15

Total: 40

## Number of Credits Required for Graduation

Major: 45

Total: 120

## GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

## 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 40 courses in total in order to graduate. 15 courses will be from this major program.

### 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

### Sports Communication Track

COM 255 - Communication and Sport (Spring, odd years)  
COM 256 - Sports Journalism (Fall, odd years, pre-req Com 203 or 206)  
COM 355 - Communication and Coaching (Spring, even years, pre-req Com 102)  
COM 388 - Sports Broadcasting (Fall, even years, pre-req Com 208)

### Concentrations

WE HAVE FOUR CONCENTRATIONS

**\*Concentration: Advertising**

Com 337 - Advertising Copywriting (S)  
Com 338 - Social Media (F)  
Com 316 - Com Research and Analysis  
Bus 204 - Intro to Marketing  
Dart 102 - Digital Arts Studio  
Dart 301 - Typography (S)  
Mkt 302 - Advertising and Promotion Management (S)  
Com 409 - Advertising Capstone (F)  
Two COM electives outside of concentration

**\*Concentration: Interpersonal Communication**

Com 215 - Group and Team Com (F)  
Com 220 - Com and Culture (S) (meets ILO1-11.1)  
Com 315 - Adv. Interpersonal (S)  
Com 316 - Com Research and 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 255 - Communication and Sport; Com 267 - Communication and Conflict Management; Com 325 - Nonverbal Communication; Com 345 - Sex, Gender, and Communication; Com 355 - Communication and Coaching; Com - 365 Communication in Relationships  
Com 415 - Capstone in Applied Interpersonal Communication (F)  
Two COM electives outside of concentration



**\*Concentration: Public Relations**

Com 206 - News Writing & Reporting  
Com 207 - Principles of PR  
Com 316 - Com Research and Analysis  
Com 317 - Organizational Com  
Com 357 - PR Writing  
Com 338 - Social Media (F)  
Com 387 - PR Cases and Campaigns  
Com 407 - Public Relations Management  
Two COM electives outside of concentration

**\*Concentration: Media and 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 and 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 and 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 and two Communication elective courses. Depending on the second major, adjustments to the required number of electives *may* be permitted. The plan of study is developed in consultation with the department Chair.

**Minor Requirements**

Please see the Communication Department Chair to declare a Minor.

**Communication Minor**

COM 150 - Presentation Skills  
Choose (1) from: COM 101 - Mass Media and Society *or* COM 102 - Interpersonal Communication  
One or two 200-level courses  
Two or three 300-level courses

**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 and 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  
Choose (1) from: COM 206 - News Writing and Reporting *or* COM 203 - Media Writing

**Public Relations Minor**

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

**Recommended Course Sequence**

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

|                             | COM<br>Core       | ADV  | IPC  | PR   | Media &<br>Journalism                         |
|-----------------------------|-------------------|--|--|--|---|
| First year<br>(3 courses)   | 101<br>102<br>150 |  |  |  |   |
| Second year<br>(3 courses)  | 205               | DART 102<br>BUS 204                            | 215(F)<br>220(S)<br>203(S)<br>or 206<br>or 357   | 206<br>207                                       | 203(S)<br>or 206<br>204<br>208                |
| Third year<br>(3-4 courses) | 312               | 316<br>337<br>338<br>DART 301                  | 315(S)<br>316<br>317   | 316<br>317<br>357<br>387                         | 358<br>306(F) or 368(S)<br>301                |
| Last year<br>(1-2 courses)  |                   | 409 (F)<br>(Internship)                        | 415(F)<br>(Internship)   | 407<br>(Internship)                              | 408<br>(Internship)                           |
| Anytime<br>(4-6)            |                   | MKT 302(S)<br>COM elective 1<br>COM elective 2 | one of 255/267/<br>325/345/<br>355/365<br>(S-rotation)<br>COM<br>elective 1<br>COM<br>elective 2 | 338(F)<br>COM elective<br>1<br>COM elective<br>2 | 308<br>COM<br>elective 1<br>COM<br>elective 2 |

F=Fall Semester, S=Spring Semester

## Course Descriptions

### COM 101 - Mass Media and 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, Spring*

*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 and 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:* Fall, Spring

*How Offered:* Face-to-Face

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

### **COM 255 - Communication and Sport**

This course is designed to integrate the phenomena of sports with the field of communication. The course examines how sports are impacted by interpersonal communication, group communication, organizational communication, and mass media. Specific concepts include family communication and sport, the performance of identity in sport, coach-athlete communication, team communication, and cultural views of sports.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

### **Com 256 - Sports Journalism**

This course focuses on the skills of writing, reporting, interviewing, and analyzing in the context of sports media. Students will learn how to develop strategies for sports coverage in a variety of forms, including straight news, features, opinion, and investigative work. Students will be expected to produce content and ideas for written copy, photographs, and video or audio segments. The course will also introduce students to the uniqueness of covering specific sports beats each week.

*Number of Credits:* 3

*How Offered:* Face-to-Face

*Prerequisites:* Com 203 or Com 206

### **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

*When Offered:* Fall, Spring

*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 – News Writing and 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:* Fall

*How Offered:* Face-to-Face

*Prerequisites:* COM 206

## COM 308 – Communication Law and 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 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

*When Offered:* Spring

*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 355 – Communication and Coaching**

Coaching, regardless of whether it occurs in an athletic context or an organizational context, is dependent on effective interpersonal communication. This course focuses on effective coaching practices, including the instructional, persuasive, team-building, and leadership elements of coaching.

*Number of Credits:* 3

*How Offered:* Face-to-Face

*Prerequisites:* Com 102 or permission of the 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

*How Offered:* Face-to-Face

*Prerequisites:* COM 207

### **Com 388 – Sports Broadcasting**

This course trains students to produce live sports broadcasts and sports studio shows. Students work behind and in front of the camera, in production and on-air roles, which include: play-by-play announcer, color analyst, sideline reporter, and studio show host and analyst. Students do background research and conduct interviews to identify storylines. They prepare depth charts and memorize key information and statistics for on-air roles. They write scripts and create rundowns and graphics. They research, report, shoot and edit video profiles and enterprise stories.

*Number of Credits:* 3

*How Offered:* Face-to-Face

*Prerequisites:* Com 208

### **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:* Spring

*How Offered:* Face-to-Face

*Restrictions:* Senior Standing

*Prerequisites:* COM 207, 357, 387

## **COM 408 – Media and 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 358 and either COM 306 or COM 368

## **COM 415 – Capstone in Applied Interpersonal Communication**

This capstone course challenges students to apply theoretical and practical understanding of interpersonal communication to professional situations. Using problem-based learning, students will identify communication needs and propose informed recommendations. As part of the course, students will also reflect on their own communication patterns and identify factors related to increased competencies for interpersonal and 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

## **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 B.A./M.A. (5-Year)**

### **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. 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 Advertising, Interpersonal Communication, 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.

### **UG/Grad Dual Counted Courses**



The following undergraduate classes may be double-counted toward the 5-year BA/MA program. Only those courses where the student earns a grade of B or better will double-count on the graduate transcript.

| Undergraduate Course                                  | Graduate Equivalent                             |
|---|---|
| COM 300: Communication Ethics                         | COM 601: Professional Communication Ethics      |
| COM 308: Communication Law and Ethics                 | COM 670: Communication Graduate Elective Course |
| COM 387: Public Relations Cases and Campaigns         | COM 619: Public Relations Campaigns             |
| COM 407: Public Relations Management Capstone         | COM 613: Approaches to Public Relations         |
| COM 408: Media & Journalism Practicum                 | COM 640: Professional Media Development         |
| COM 409: Advertising Capstone                         | COM 671: Communication Graduate Elective Course |
| COM 415: Applied Interpersonal Communication Capstone | COM 672: Communication Graduate Elective Course |

## 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

Katie N. Dunleavy, Graduate Director

227A Communication Center

dunleavy@lasalle.edu

(215) 951-3520

## 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:** 15 for the B.A., 9-11 for the M.A., depending on the number of undergraduate COM classes double-counted.

**Total:** 38-40 for the B.A., 9-11 for the M.A.

## Number of Credits Required for Graduation

**Major:** 45 credits for the B.A.; 27-33 credits for the M.A., depending on the number of undergraduate COM classes double-counted.

Total: 120 credits for the B.A.; 27-33 credits for the M.A., depending on the number of undergraduate COM classes double-counted.

## GPA Required for Graduation

**Major:** A 3.0 minimum is required for admission to the MA program.

**Cumulative:** A 3.0 minimum is required for admission to the MA program.

## 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 **38-40 for the B.A., 9-11 for the M.A.** courses in total in order to graduate. **15 for the B.A., 9-11 for the M.A., depending on the number of undergraduate COM classes double-counted.** courses will be from this major program.

### 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 Communication. However, only Communication courses may double-count toward the MA program.

## 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 and 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, Spring

*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 and 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:* Fall, Spring

*How Offered:* Face-to-Face

*ILO Met:* ILO 11.1 – Cultural and Global Awareness and Sensitivity

## **COM 255 – Communication and Sport**

This course is designed to integrate the phenomena of sports with the field of communication. The course examines how sports are impacted by interpersonal communication, group communication, organizational communication, and mass media. Specific concepts include family communication and sport, the performance of identity in sport, coach-athlete communication, team communication, and cultural views of sports.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

## **Com 256 – Sports Journalism**

This course focuses on the skills of writing, reporting, interviewing, and analyzing in the context of sports media. Students will learn how to develop strategies for sports coverage in a variety of forms, including straight news, features, opinion, and investigative work. Students will be expected to produce content and ideas for written copy, photographs, and video or audio segments. The course will also introduce students to the uniqueness of covering specific sports beats each week.

*Number of Credits:* 3

*How Offered:* Face-to-Face

*Prerequisites:* Com 203 or Com 206

## **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

*When Offered:* Fall, Spring

*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 – News Writing and 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:* Fall

*How Offered:* Face-to-Face

*Prerequisites:* COM 206

## **COM 308 – Communication Law and 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 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*

*When Offered: Spring*

*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 355 - Communication and Coaching**

Coaching, regardless of whether it occurs in an athletic context or an organizational context, is dependent on effective interpersonal communication. This course focuses on effective coaching practices, including the instructional, persuasive, team-building, and leadership elements of coaching.

*Number of Credits: 3*

*How Offered: Face-to-Face*

*Prerequisites: Com 102 or permission of the 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

*How Offered:* Face-to-Face

*Prerequisites:* COM 207

## Com 388 – Sports Broadcasting

This course trains students to produce live sports broadcasts and sports studio shows. Students work behind and in front of the camera, in production and on-air roles, which include: play-by-play announcer, color analyst, sideline reporter, and studio show host and analyst. Students do background research and conduct interviews to identify storylines. They prepare depth charts and memorize key information and statistics for on-air roles. They write scripts and create rundowns and graphics. They research, report, shoot and edit video profiles and enterprise stories.

*Number of Credits:* 3

*How Offered:* Face-to-Face

*Prerequisites:* Com 208

## 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:* Spring

*How Offered:* Face-to-Face

*Restrictions:* Senior Standing

*Prerequisites:* COM 207, 357, 387

## COM 408 – Media and 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 358 and either COM 306 or COM 368

## **COM 415 – Capstone in Applied Interpersonal Communication**

This capstone course challenges students to apply theoretical and practical understanding of interpersonal communication to professional situations. Using problem-based learning, students will identify communication needs and propose informed recommendations. As part of the course, students will also reflect on their own communication patterns and identify factors related to increased competencies for interpersonal and 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

## **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.

## **Digital Arts (DArt)**

### **Program Description**

The Digital Arts (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 that 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;
- Coding skills to create more versatile websites;
- 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 match the correct 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
- Animator
- Video Editor

- Digital Media Producer
- Illustrator and Comic Artist
- UI/UX Designer
- Interactive Designer
- Front-end Web Developer
- Creative Strategist
- Data Management Coordinator
- Founder/Owner of Design Business

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

- Demonstrate proficiency in a range of digital arts tools and technologies, including creative applications and programming.
- Articulate the legal and ethical principles that influence the digital arts.
- Demonstrate an understanding of historical and contemporary arts and culture through digital arts projects.
- Create digital arts solutions using established and emerging techniques appropriate to specific contexts, purposes and audiences.
- Employ project management and professional best practices to set and achieve digital arts goals.

## Program Contact Information

Marianne Dainton, Chair

dainton@lasalle.edu

Main Office number: (215) 951-1844

## Degree Earned

B.A.

## Number of Courses Required for Graduation

Major: 18

Total: 38-40

## Number of Credits Required for Graduation

Major: 45

Total: 120

## GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

## 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**

ARTH 150

**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 38-40 courses in total in order to graduate. 18 courses will be from this major program.

***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***

DART 102 - Digital Arts Studio

DART 202 - Visual Communication

DART 210 - Intro to Animation

DART 215 - Color Theory

DART 220 - Intro to Digital Audio

DART 230 - Intro to Web Design & Development

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

DART 301 - Typography

DART 330 - Advanced Web Design & Development

DART 480 - Project Management

COM 308 - Communication Law and Ethics

Four DART Electives

### 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

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 requires 18 credits or 6 courses:

- DART 102 - Digital Arts Studio
- DART 202 - Visual Communication
- DART 230 - Intro to Web Design & Development
- Choice of 3\*: DART 210, DART 215, DART 220, DART 268, DART 301, DART 305, DART 309, DART 310, DART 325, DART 330, DART 340, DART 370-379, BUS 204, COM 208, CSC 240, ENG 310

\*Only one of these courses may be from a prefix other than DART.

## Recommended Course Sequence

| FALL  | SPRING                                  |
|---|---|
| ARTH 150<br>DART 102                          | DART 202<br>DART 280                    |
| DART 215<br>DART 220                          | DART 210<br>DART 230<br>DART 281        |
| DART 301<br>DART ELECTIVE 1                   | DART 282<br>DART 330<br>DART ELECTIVE 2 |
| COM 308<br>DART ELECTIVE 3<br>DART ELECTIVE 4 | DART 480                                |

## Course Descriptions

### DART 102 - Digital Arts Studio

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

### DART 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: DART 102/ART 102

### **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:* DART 102/ART 102

### **DART 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:* DART 102/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

*How Offered:* Face-to-Face

### **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 268 - Introduction 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. Transferring 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

*How Offered:* Face-to-Face

### **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 283 - Drawing in the Digital Studio (Cross Listed with ART 283)**

An introductory drawing course which merges traditional drawing techniques and digital media applications and processes. While students acquire experience in art and technology, observational skills will be cultivated, promoting new ways of seeing and thinking. Rendering drawings from still life, students will be introduced to the fundamentals of drawing using line, form, value, and space in developing original compositions. Students will learn how to critique drawings and receive criticism and advice from fellow students and the instructor.

*Number of Credits:* 3

*How Offered:* Face-to-Face

## **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:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* DART 102/ART 102

## **DART 305 - Narrative Illustration**

This course explores the theories and methods of how to illustrate narrative. Students study the cultural interpretations and history of narrative illustration. They create computer generated images (CGI) on tablet monitors, using a pressure sensitive stylus and digital software. Lectures and demonstrations lay the groundwork for each course project, concluded by class critiques. Critiques are an instrumental part of the course, aiding in the development of the visual language and furthering the understanding of constructive evaluation.

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Face-to-Face

*Prerequisites:* DART 215/ART 215

## **DART 309 - Visual Storytelling**

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

*Number of Credits:* 3

*How Offered:* Face-to-Face

*Prerequisites:* DART 102/ART 102

## **DART 310 - 3D Modeling and Animation**

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

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* DART 210

## **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:* Fall

*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:* 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 – Project Management**

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:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* DART 330

## **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 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.

### **Department Goals**

- Students will be able to read and critically evaluate both domestic and global economic issues.
- Students will have basic skills in microeconomics, macroeconomics, and statistical/econometric analysis.
- Students will be able to complete an independent research project in which they present data and evidence to build an argument that is clearly and persuasively written.
- ECI only: Students will demonstrate an intermediate level of skill in a foreign language.

### **Major(s) Offered**

[Economics](#)

[Economics & International Studies](#)

### **Minor(s) Offered**

[Economics](#)

[Entrepreneurship](#)

### **Location/Contact Information**

Elizabeth A. Paulin, Chair

Hayman Hall, Room 264

[paulin@lasalle.edu](mailto:paulin@lasalle.edu)

(215) 951-1181

### **Staff Contact Information**

Carol Miller, Administrative Assistant

[cmiller@lasalle.edu](mailto:cmiller@lasalle.edu)

(215) 951-1178

### **Full-Time Faculty**

**PROFESSORS:** Mshomba, Robison

**ASSOCIATE PROFESSORS:** Paulin

**ASSISTANT PROFESSORS:** 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

Elizabeth A. Paulin, Chair

Hayman Hall, Room 264

[paulin@lasalle.edu](mailto:paulin@lasalle.edu)

(215) 951-1181

### Degree Earned

B.A.

### Number of Courses Required for Graduation

**Major:** 15

**Total:** 38

### Number of Credits Required for Graduation

**Major:** 49

**Total:** 120

### GPA Required for Graduation

**Major:** 2.0

**Cumulative:** 2.0

### 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 38 courses in total in order to graduate. 15 courses will be from this major program.

**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 314 - 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**

12 courses, 2 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 314 - 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 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 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 314 - 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 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 337 - Political Economy of Eastern Europe**

This course first explores the structure and outcomes of a centrally-planned economic system in contrast to a market-based economic system. Second, it examines how the transition from planned to market took place (or is still under way) in Eastern Europe and the countries of the former Soviet Union. Lastly, it considers a wide range of contemporary political and economic challenges facing countries across the region, from building democratic institutions and strengthening the rule of law to establishing competitive markets and addressing social and economic injustices.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*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 356 - Healthcare Economics**

This course explores the economics of health and health care. It introduces students to different economic perspectives on the determinants of health, how health insurance markets are organized, and the challenges facing the U.S. health care system. The course also examines how health care services are financed and delivered in other countries. Special attention is paid to recent health care reforms, including the Affordable Care Act.

*Number of Credits:* 3

*When Offered:* Fall

*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 reasonable proficiency in a foreign language

### **Program Contact Information**

Elizabeth A. Paulin, Chair

Hayman Hall, Room 264

paulin@lasalle.edu

(215) 951-1181

### **Degree Earned**

B.A.

### **Number of Courses Required for Graduation**

**Major:** 17

**Total:** 38

### **Number of Credits Required for Graduation**

**Major:** 55

**Total:** 120

### **GPA Required for Graduation**

**Major:** 2.0

**Cumulative:** 2.0

## 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 38 courses in total in order to graduate. 17 courses will be from this major program.

## **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 314 - 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

Three courses in a single foreign language

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 the 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 course 1

Language course 2

Sophomore Year

ECN 213 - Statistics for Economics and Political Science

ECN 314 - Econometrics

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

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

Language course 3

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 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 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 314 - 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 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 337 - Political Economy of Eastern Europe**

This course first explores the structure and outcomes of a centrally-planned economic system in contrast to a market-based economic system. Second, it examines how the transition from planned to market took place (or is still under way) in Eastern Europe and the countries of the former Soviet Union. Lastly, it considers a wide range of contemporary political and economic challenges facing countries across the region, from building democratic institutions and strengthening the rule of law to establishing competitive markets and addressing social and economic injustices.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*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 or current environmental problems and some consideration of how to measure the costs and benefits of regulatory changes. Approximately half the course will be devoted to examining the current regulations, how the regulatory process works, and the economic implications of the regulations.

*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 356 - Healthcare Economics**

This course explores the economics of health and health care. It introduces students to different economic perspectives on the determinants of health, how health insurance markets are organized, and the challenges facing the U.S. health care system. The course also examines how health care services are financed and delivered in other countries. Special attention is paid to recent health care reforms, including the Affordable Care Act.

*Number of Credits:* 3

*When Offered:* Fall

*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 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

Education

- [Early Elementary PreK-4 \(ESNS\)](#)
- [Early Elementary PreK-4 and Special Education PreK-12 \(ESEC\)](#)
- [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)
- [Secondary Education Grades 7-12 \(EDC\)](#)
- [Specialized Spanish and Elementary Education Double Major for Spanish Immersion Teaching](#)
- [Education Studies](#)

### Teacher Preparation Programs

La Salle University offers teacher preparation programs in secondary education (grades 7-12), early elementary PreK-4 only, early elementary PreK-4/special education PreK-12 (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 by 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 clearances 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 Department of Education Student Handbook. All education majors are responsible for knowing and adhering to these policies and procedures for candidacy.

### 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 (Hayman 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 Certification, Accreditation, and Assessment Officer. Further information about applying for certification is contained in the Department of Education Student Handbook and the Handbooks for the Professional Year or Semester. All education majors are responsible for knowing and adhering to the policies and procedures that pertain to applying for certification.

**Note:** Student Teaching and Teacher Certification Students apply for Stage II candidacy in the education certification programs and, if approved, are recommended for the student teaching experience upon successful completion of all course requirements and pre-student teaching field experiences, with the indexes and grades specified in the 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 (Hayman 254). Other states may also require prospective teachers to take these or other examinations.

### **5th-Year Options**

The Department of Education offers several 5th-Year options leading to a Master of Arts degree and/or certification. To apply for any of the 5th-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 and the Graduate Director of Education as to the specific undergraduate courses that will apply to their graduate degree.

Several 5th-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
- 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) or equivalent qualifying BST coursework (See Certification, Accreditation, and Assessment Officer)

#### *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 any or all 100 or 200-level education courses. Please contact the Education Department with questions about registering for courses.

For students not seeking Pennsylvania Department of Education (PDE) certification, the Education Studies major can be combined with any other major if approved by the chair in both departments.

## **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, Ph.D., Chair and Associate Professor

educdept@lasalle.edu

254 Hayman Hall

(215) 951-1190

## **Staff Contact Information**

### **Director of Placements and Partnerships**

Rochelle Peterson-Ansari, M.Ed.

petersonansari@lasalle.edu

(215) 951-1027

#### **Certification, Accreditation, and Assessment Officer**

Michelle Rambo

rambo@lasalle.edu

(215) 951-1188

#### **Education Administrative Assistant**

Jessica DeRenzis

derenzisj1@lasalle.edu

(215) 951-1190

#### **Director of M.Ed. / RTC**

January Baker, Ph.D.

bakerj1@lasalle.edu

(215)991-3739

### **Full-Time Faculty**

**Professors:** Bednar, Richardson, Williams

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

**Assistant Professors:** Byrne, McLaurin

**Professor Emeriti:** Feden, Vogel, Yost

## **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**

Laura A. Roy, Chair

roy@lasalle.edu

254 Hayman Hall

(215) 951-1190

### **Degree Earned**

B.A.

### **Number of Courses Required for Graduation**

Major: 15-16

Total: 40-41

## Number of Credits Required for Graduation

Major: 53

Total: 121-124

## GPA Required for Graduation

**Major:** See Department Candidacy Requirements for All Education Certification Majors (information found on Education department page of the catalog).

**Cumulative:** See Department Candidacy Requirements for All Education Certification Majors (information found on Education department page of the catalog).

## 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 200 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 **40-41** courses in total in order to graduate. **15-16** courses will be from this major program.

### **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 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)<br>EDC 103 (F/S)                                      | EDC 101 (F/S) (Education Elective)<br>EDC 120 (F/S)<br>*IMS 162 (4 cr) |
| Sophomore Year Fall   | Sophomore Year Spring  |
| *IMS 262 (4 cr) (F)<br>EDC 218 (F/S)                                | EDC 217 (F/S)<br>EDC 219 (F/S)<br>EDC 220 (F/S)                        |
| Junior Year Fall  | Junior Year Spring   |
| EDC 307 (3 cr) and EDC 309 (1 cr) (F/S)<br>EDC 320 (F)<br>**EDC 224 |  |
| Senior Year Fall  | Senior Year Spring   |
|   | EDC 431 (2 cr) (S)<br>EDC 475 (3 cr) (S)<br>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 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 – 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

Laura A. Roy, Chair

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(215) 951-1190

## Degree Earned

B.A.

## Number of Courses Required for Graduation

**Major:** 16-18

**Total:** 40-41

## Number of Credits Required for Graduation

**Major:** 60

**Total:** 121-125

## GPA Required for Graduation

**Major:** See Department Candidacy Requirements for All Education Certification Majors (information found on Education department page of the catalog).

**Cumulative:** See Department Candidacy Requirements for All Education Certification Majors (information found on Education department page of the catalog).

## 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 200 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 40-41 courses in total in order to graduate. 16-18 courses will be from this major program.

#### ***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)<br>EDC 103 (F/S)                                      | EDC 101 (F/S) (Education Elective)<br>EDC 120 (F/S)<br>*IMS 162 (4 cr) |
| Sophomore Year Fall   | Sophomore Year Spring  |
| *IMS 262 (4 cr) (F)<br>EDC 218 (F/S)                                | EDC 217 (F/S)<br>EDC 219 (F/S)<br>EDC 220 (F/S)                        |
| Junior Year Fall  | Junior Year Spring   |
| EDC 307 (3 cr) and EDC 309 (1 cr) (F/S)<br>EDC 320 (F)<br>**EDC 224 | EDC 308 (3 cr) and EDC 310 (1 cr) (F/S)<br>EDC 325 (S)                 |
| Senior Year Fall  | Senior Year Spring   |
|   | EDC 431 (2 cr) (S)<br>EDC 475 (3 cr) (S)<br>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 – 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

Laura A. Roy, Chair

roy@lasalle.edu

254 Hayman Hall

(215) 951-1190

### Degree Earned

Must be approved by Advisor and Chair

### Number of Courses Required for Graduation

**Major:** Must be approved by Advisor and Chair

**Total:** Must be approved by Advisor and Chair

### Number of Credits Required for Graduation

**Major:** Must be approved by Advisor and Chair

**Total:** Must be approved by Advisor and Chair

### GPA Required for Graduation

**Major:** See Department Candidacy Requirements for All Education Certification Majors (information found on Education department page of the catalog).

**Cumulative:** See Department Candidacy Requirements for All Education Certification Majors (information found on Education department page of the catalog).

## 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 **Must be approved by Advisor and Chair** courses in total in order to graduate. **Must be approved by Advisor and Chair** courses will be from this major program.

### **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 the 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 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

### 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

Laura A. Roy, Chair

roy@lasalle.edu

254 Hayman Hall

(215) 951-1190

### Degree Earned

B.A.

### Number of Courses Required for Graduation

**Major:** 20–21

**Total:** 42–43

### Number of Credits Required for Graduation

**Major:** Major Credits: 75; AMST Credits: 15 additional (30 total)

**Total:** 127–130

### GPA Required for Graduation

**Major:** See Department Candidacy Requirements for All Education Certification Majors (information found on Education department page of the catalog).

**Cumulative:** See Department Candidacy Requirements for All Education Certification Majors.

### 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 200 - 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 42-43 courses in total in order to graduate. 20-21 courses will be from this major program.

**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 the 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)<br>EDC 103 (F/S)  | EDC 101 (F/S) (Education Elective)<br>EDC 120 (F/S)<br>IMS 162 (4 cr) |
| Sophomore Year Fall   | Sophomore Year Spring   |
| EDC 219 (F/S)<br>EDC 220 ((F/S)<br>IMS 262 (F)                        | EDC 326 (F/S)<br>EDC 217 (F/S)  |
| Junior Year Fall  | Junior Year Spring  |
| EDC 307 (3 cr) and EDC 309 (1 cr) (F/S)<br>EDC 320                    | EDC 308 (3 cr) and EDC 310 (1 cr) (F/S)<br>EDC 325                    |
| Senior Year Fall  | Senior Year Spring  |
| EDC 477 (3 cr) (F/S)<br>EDC 410 (2 cr) (F/S)<br>EDC 478 (10 cr) (F/S) | 473 (12 cr) (F/S)<br>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 – 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

Laura A. Roy, Chair

roy@lasalle.edu

254 Hayman Hall

(215) 951-1190

### Degree Earned

B.A.

### Number of Courses Required for Graduation

**Major:** 9-10

**Total:** 38-40

### Number of Credits Required for Graduation

**Major:** 39-42

**Total:** 120-129

## GPA Required for Graduation

**Major:** See Department Candidacy Requirements for All Education Certification Majors (information found on Education department page of the catalog).

**Cumulative:** 2.0

## 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 38-40 courses in total in order to graduate. 9-10 courses will be from this major program.

### 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 the 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)<br>EDC 103 (F/S) | EDC 101 (F/S) (Education Elective)<br>EDC 120 (F/S) |
| Sophomore Year Fall            | Sophomore Year Spring                               |
| EDC 224 (F)<br>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)                                      |

## 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 B.A./M.A. Options (5-Year)

### Program Description

The Department of Education BA to MA builds on our successful undergraduate major by offering several options leading to a Master's of Arts degree. For years, the traditional school-as-factory model has set the tone for most teacher education programs. In contrast, La Salle's Master of Arts in Education program offers unique alternatives that view each child as an individual learner with needs that often can't be met through an industrialized approach to education. This assembly-line method of schooling encourages teachers to ignore individual differences and the interlocking parts of a child's education. Worse still, it causes them to think in terms of stereotypes of grade, label, and subject.

La Salle-prepared educators are not semi-skilled production workers. La Salle-educated teachers command a comprehensive understanding of the child or adolescent as a very individual learner. They know how to keep the differences of their students in mind and they know how to develop state-of-the-art instruction that works in the "real world" of the school. This focus on the individual as learner is the very embodiment of the expert teacher.

La Salle-educated teachers also are grounded in analytic techniques that promote their ability to analyze the meaning and effects of educational institutions, develop critical understanding of educational thought and practice, and provide resources for the development of educational policy-making skills. This develops genuinely reflective professional practitioners who are capable of leading and innovating rather than merely following orders.

This 5-year program allows students to dive deeper into these techniques, creating a better and more complete educator. Students may apply for any of the Five-Year/MA 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/MA program. Our 5th year students are also able to use up to three undergraduate courses (9 credit hours) towards their Master's, enabling them to finish with just one additional year of school.

We hope you are interested in applying. To apply, please [fill out the Five Year Admissions Requirements form](#) to get started.

### UG/Grad Dual Counted Courses

The following Undergraduate classes may be double-counted toward the 5-year BA/MA program, up to a total of 9 credits.

| Undergraduate Course | Graduate Equivalent |
|----------------------|---------------------|
| EDC 307 (6 credits)  | EDC 602 AND EDC 613 |
| EDC 401 (6 credits)  | EDC 602 AND EDC 613 |
| EDC 306              | EDC 604             |
| EDC 326              | EDC 604             |
| EDC 224              | EDC 604             |

## Why take this major?

In addition to the various reasons for pursuing an Education major, the 5-year BA/MA options in Education offer the following advantages:

- BA/MA students will be able to earn an advanced degree in only 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 5<sup>th</sup>
- Students with their M.A. in Education are placed into a higher salary bracket at many places of employment.

## Program Goals

As students progress through the program, each will gain skills in the following areas:

### Professional Learning Stance

- Address practice through the lenses of learning and inquiry stances
- Develop critical habits of mind to address assumptions of practice by evaluating and interrogating significance, perspective, evidence, connection and supposition

### 21st Century Communication Skills

- Use effective and articulate expression of thoughts and ideas effectively using multiple modalities and technologies in multiple and diverse settings
- Use active and effective listening skills to surface underlying meaning, values, attitudes and intentions
- Infer message effectiveness and impact before, during and after delivery

### Social Justice and Leadership

- Engage in respectful collaboration to address professional and community issue
- Display an awareness and sensitivity to ethnically, linguistically, cognitively, physically, socially diverse group
- Demonstrate a belief in educational equity

## Student Learning Outcomes

At the conclusion of the program, students will accomplish the following student learning outcomes that are aligned with Institutional Learning Outcomes (ILOs):

- SLO 1: Examine assumptions within disciplinary decision-making (ILO: Broader Identities #2-Reflective Thinking and Valuing)
- SLO 2: Use evidence as a basis for disciplinary decision-making (ILO: Expanded Literacies #2-Critical Analysis and Reasoning)
- SLO 3: Communicate effectively using the conventions of the discipline (ILO: Effective Expression #1-Oral and Written Communication)
- SLO 4: Collaborate effectively to solve disciplinary problems (ILO: Active Responsibility #3-Collaborative Engagement)

## Program Contact Information

Dr. Kimberly Lewinski, Graduate Director  
[lewinski@lasalle.edu](mailto:lewinski@lasalle.edu)  
215-951-1362  
112 Hayman Hall

## Degree Earned

Students will earn their M.A. in Education, along with their choice of one of the following:

Special Education Certification (PreK-8 or 7-12)

Secondary Education Certification (7-12)

Instructional Coaching Endorsement

Autism Spectrum Disorders Endorsement

## Number of Courses Required for Graduation

**Major:** Variable (See Recommended Course Sequence below)

**Total:** Variable (See Recommended Course Sequence below)

## Number of Credits Required for Graduation

**Major:** Variable (See Recommended Course Sequence below)

**Total:** Variable (See Recommended Course Sequence below)

## GPA Required for Graduation

**Major:** A 3.0 minimum is required for admission to the M.A. program. GPAs lower than this may require additional documentation during the application process.

**Cumulative:** 2.0

## 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 **Variable (See Recommended Course Sequence below)** courses in total in order to graduate. **Variable (See Recommended Course Sequence below)** courses will be from this major program.

### 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**

Variable (See Recommended Course Sequence below)

**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**

5<sup>th</sup> year students can complete their class in a year to a little over, depending on what classes are transferred in.

**Master of Arts in Education with a Concentration in Autism Spectrum Disorder Endorsement**

30 credits

**Core Courses**

EDC 503 Cognitive, Social, and Emotional Development

EDC 510 Human Diversity

EDC 602 Educational Technology (Equivalent Courses: EDC 307/401)

EDC 604 Foundations of Schooling (Equivalent Course: EDC 306)

EDC 613 The Role of the Developmentally Oriented Teacher (Equivalent Courses: EDC 307/401)

EDC 751 Transformative Pedagogy: A Capstone Experience

**Concentration Courses**

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

**Course Sequences**

Undergraduate Program: Pre-K-4/Special Education

Undergraduate: EDC 306, EDC 307, 401 (nine credits)

Summer I: EDC 503

Summer II: EDC 510

Fall I: EDC 655

Fall II: EDC 657

Spring I: EDC 665

Spring II: EDC 66,7 EDC 751

**Master of Arts in Education with a Concentration in Instructional Coach Endorsement**

30 credits

**Core Courses**

EDC 503 Cognitive, Social, and Emotional Development

EDC 510 Human Diversity

EDC 602 Educational Technology (Equivalent Courses: EDC 307/401)\*

EDC 604 Foundations of Schooling (Equivalent Course: EDC 306)\*

EDC 613 The Role of the Developmentally Oriented Teacher (Equivalent Courses: EDC 307/401)\*

EDC 751 Transformative Pedagogy: A Capstone Experience

### **Concentration Courses In Instructional Coach Endorsement**

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

### **Course Sequences**

*Undergraduate Program: Pre-K-4/Special Education*

Undergraduate: EDC 306, EDC 307, 401 (nine credits)

Summer I: EDC 503

Summer II: EDC 510

Fall I: EDC 505

Fall II: EDC 615

Spring I: EDC 652

Spring II: EDC 653, EDC 751

### **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

#### **Certification Courses**

EDC 510 Human Diversity

EDC 619 Literacy Difficulties: Diagnosis and Instruction

EDC 643 Adjusting and Adapting Instruction

EDC 644 Assessment

EDC 645 Planning and Instruction for Students with Special Needs (summer practicum)

EDC 661 Teaching All Students in Inclusive Settings (summer practicum)

EDC 667 Implementing the IEP in the Inclusive Classroom

BLS 601 Techniques of Teaching English to Speakers of Other Languages (Equivalent Courses: EDC 324/325)

#### **Course Sequences**

Undergraduate Program: Middle Level (4-8)/AMST

Undergraduate – EDC 325 (3 credits)

Summer I – EDC 643, EDC 503

Summer II – EDC 645, EDC 661 (Summer Practicum)

Fall – EDC 510, EDC 655

Winter – EDC 644

Spring – EDC 619, EDC 667, EDC 751

### **Master of Arts in Education with Secondary Education**

36 credits

#### **Core Courses**



EDC 503 Cognitive, Social, and Emotional Development  
EDC 510 Human Diversity  
EDC 604 Foundations of Schooling (Equivalent Course: EDC 306)  
EDC 613 The Role of the Developmentally Oriented Teacher  
EDC 751 Transformative Pedagogy: A Capstone Experience

### **Certification Courses**

EDC 602 Educational Technology  
EDC 617 Reading in the Content Area  
BLS 601 Teaching English to Speakers of Other Languages (Equivalent Course: EDC 324)  
EDC 647 Developing and Adjusting Instruction for Secondary Learners  
EDC 648 Secondary Education Summer Practicum  
EDC 668 Secondary Education Supervised Teaching **OR**  
EDC 689 Secondary Education Student Teaching  
EDC 680 Secondary Education Special Methods of Teaching (taken with EDC 668 or EDC 689)

### **Course Sequences**

Undergraduate Program: Education Minor and Content Area Major\*  
Undergraduate: EDC 306, EDC 324 (6 credits)  
Summer I: EDC503, EDC 647  
Summer II: EDC 648  
Fall: EDC 510 EDC 613, EDC 617  
Winter Intersession: EDC 602  
Spring: Student Teaching - EDC 668 or 689 and EDC 680  
Summer EDC 751

## **Course Descriptions**

All course descriptions may be found in the main menu under [Undergraduate > Courses: A-Z](#).

## **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

Laura A. Roy, Chair

roy@lasalle.edu

254 Hayman Hall

(215) 951-1190

## Degree Earned

B.A.

## Number of Courses Required for Graduation

**Major:** 9-10

**Total:** 38-40

## Number of Credits Required for Graduation

**Major:** 31-34

**Total:** 120

## GPA Required for Graduation

**Major:** 2.5

**Cumulative:** 2.0

## 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 Ethnicity 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 38-40 courses in total in order to graduate. 9-10 courses will be from this major program.

***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 the 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)  |
|---|---|
| EDC 103: Human Learning, Cognition & Development 3 cr.<br>ENG 110: College Writing I, 3 cr. (ILO 8b)<br>REL 100: Religion Matters 3 cr. (ILO 100)<br>CSC: 151: Introduction to Computing 3 cr. (ILO 6)<br>FYS: 130: First Year Seminar 3cr. (ILO 1) | EDC 104 Educational Diversity in America 3 cr.<br>EDC 101 Education in an Urban Context 3 cr. (ILO 10)<br>IMS 162: Explorations in Math and Science 4 cr. (ILO 3b)<br>ENV 153 or ENV 155: 3cr. (ILO 3a) or IMS 262<br>ILO 10 3cr. |
| Sophomore Fall (15 credits)   | Sophomore Spring (15credits)  |
| EDC 220: Reading, Writing and Thinking in the Content Areas 3 cr.<br>ENG 210: College Writing II, 3 cr. (ILO 5)<br>ILO 8a & 12 3 cr.<br>Minor or major<br>Minor or major  | SOC 262 Dynamics of race and ethnicity in contemporary societies 3 cr. (ILO 11)<br>ILO 4 3 cr.<br>ILO 9 3 cr.<br>Education Elective 1<br>Minor or Dual Major  |

|  |  |
|--|--|
| <b>Junior Fall (15 credits)</b>  | <b>Junior Spring (15 credits)</b>  |
| EDC 350: How People Learn<br>Education Elective 1<br>Minor or Dual Major<br>Minor or Dual Major<br>Elective      | EDC 306 Foundations<br>Education Elective 2<br>Minor or Dual Major<br>Elective (ILO 4)<br>Elective |
| <b>Senior Fall (15 credits)</b>  | <b>Senior Spring (15 credits)</b>  |
| Education Elective 3<br>Minor or Dual Major<br>Minor or Dual Major<br>Minor or Dual Major<br>Minor or Dual Major | EDC 460 (3 credit)<br>EDC 461 (6 credit)<br>Minor or Dual Major<br>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."

### **Department Goals**

- Maintain and support a faculty whose teaching, research, and professional development facilitate and enrich our undergraduate program.
- Ground students firmly in canonical and non-canonical American, British, and world literatures.

- Introduce students to competing theories of literary criticism and develop student awareness of the history, structure, and cultural power of language.
- Enable students to address a variety of audiences using different modes of writing.
- Foster interdisciplinary approaches to help students to see the connection that the study of literature, writing, and language has with new media, film, cultural studies, and public discourse.
- Prepare students for post-graduate studies, careers, and life-long learning that will allow them to contribute meaningfully to the many communities with which they will interact

## Major(s) Offered

[English](#)

## Minor(s) Offered

[English](#)

[Creative Writing](#)

## Location/Contact Information

Bryan Narendorf, Chair

Hayman Hall 141

narendorf@lasalle.edu

(215) 951-1145

## Staff Contact Information

Eileen Barrett, Administrative Assistant I

Hayman Hall 141

barrette@lasalle.edu

(215) 951-1145

## Full-Time Faculty

**PROFESSORS:** Harty, Musser

**ASSOCIATE PROFESSORS:** Allen, Busse, Franson, Grauke, Jesson, Narendorf

**ASSISTANT PROFESSORS:** Hibsichman, McCabe

## 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

Bryan Narendorf

Chair of English

## Degree Earned

B.A.

## Number of Courses Required for Graduation

**Major:** 13 (13 required for English / Secondary Education double majors; 10 required for all other double majors)

**Total:** 40

## Number of Credits Required for Graduation

**Major:** 39 (39 required for English / Secondary Education double majors; 30 required for all other double majors)

**Total:** 120

## GPA Required for Graduation

**Major:** 2.0

**Cumulative:** 2.0

## 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 **40** courses in total in order to graduate. **13 (13 required for English / Secondary Education double majors; 10 required for all other double majors)** courses will be from this major program.

**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)**

ENG 480 - Capstone

**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 441, 442, 446; note that ENG 351, 351, 367, 370-379, 437 may meet requirement depending on course topic (consult chair for more information)

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

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.

**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**

\*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: One course in literature before 1900: ENG 441, 442, 446; note that ENG 351, 351, 367, 370-379, 437 may meet requirement depending on course topic (consult chair for more information)

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: One course in literature before 1900: ENG 441, 442, 446; note that ENG 351, 351, 367, 370-379, 437 may meet requirement depending on course topic (consult chair for more information)

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 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 210 (students should complete course during sophomore year)  
English 246  
English 249  
Mix of core courses, controlled electives in the major, free electives

### Spring Sophomore

English 324  
Mix of core courses, controlled electives in the major, free electives

**Fall Junior**

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.

*ILO Met:* ILO 5.1 - ENG 210

## **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

*ILO Met:* ILO 9.1 - Creative and Artistic Expression

## **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:* Fall, 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:* Fall, 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, Spring

*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:* Fall, 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:* Fall, 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:* Fall, 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:* Fall, 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, Spring

*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:* Fall, 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:* Fall, 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:* Fall, 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:* Fall, 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, Spring

*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:* Fall, 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:* Fall, 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, Spring

*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:* Fall, 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:* Fall, 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:* Fall, 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:* Fall, 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, Spring

*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:* Fall, 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, Spring

*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

*When Offered:* Fall, Spring

### **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, Spring

*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:* Fall, 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:* Fall, 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 language 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**

[Spanish](#)

[Communication Sciences and Disorders and Spanish Double Major \(B.S./B.A.\)](#)

[Specialized Spanish and Elementary Education Double Major for Spanish Immersion Teaching](#)

[Liberal Studies - BUSCA \(Bilingual Undergraduate Studies for Collegiate Advancement\) \(A.A.\)](#)

### **Minor(s) Offered**

[Leadership and Global Understanding \(LGU\)](#)

[Spanish](#)

[Latin American Studies \(LAS\)](#)

### **Available Electives**

- [French](#)
- [German](#)
- [Italian](#)
- [Japanese](#)
- [Literature](#)

- [Russian](#)

## Location/Contact Information

Victoria Ketz, Ph.D., Chair  
ketz@lasalle.edu  
241 Hayman Hall  
(215) 951-1201

## Staff Contact Information

### Directors:

Joanne R. Woods, M.S.Ed., M.A., Director of BUSCA Main Campus  
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(215) 991-3606

### Recruitment and Retention Specialist:

Ana Ventura, BUSCA Main  
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### Administrative Assistants:

Carol Miller  
Global Language, Literatures, and Perspectives  
cmiller@lasalle.edu  
(215) 951-1200

Alexander Nalencz  
Hispanic Institute, BUSCA  
nalencza1@lasalle.edu  
(215) 951-1929

## Full-Time Faculty

**PROFESSORS:** Ketz, Kling, Ossa  
**ASSOCIATE PROFESSORS:** Biehl, Cerocchi  
**INSTRUCTORS:** Woods  
**PROFESSOR EMERITUS:** 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 título 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.

## **GPA Requirement**

### **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.

## **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 bilingual 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 nurturing yet demanding 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 hispanohablantes 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 bilingües. 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 apoya tanto como exige. 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.
- Improve academic Spanish-language skills, in particular, reading and writing.

## **Program Contact Information**

Joanne Woods  
Director  
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Ana Estevez Ramirez  
Admissions and Retentions Counselor  
Hayman Hall 212  
[estevezramirez@lasalle.edu](mailto:estevezramirez@lasalle.edu)

## **Degree Earned**

A.A.



## Number of Courses Required for Graduation

Major: 20

Total: 20

## Number of Credits Required for Graduation

Major: 60

Total: 60

## GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

## Progress Chart

### Level One – Core Courses

11 courses 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. This requirement is waived for BUSCA / Evening Division students.*

##### **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**

AMST 100 or COM 101 or POL 151

##### **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

## **All Other Major Requirements**

INST 105- Academic Discourse I: Writing

LIT 100- Translingual and Transcultural Literature

LIT 150 Modern European and Latin American Writers

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

## **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**

COM 150- Presentation Skills

CSC 151- Introduction to Computing Using Packages

INST 105\*- Academic Discourse I: Writing

LIT 100\*- Translingual and Transcultural Literature

SPN 203 Spanish for Heritage Speakers

#### **Semester 2**

ENG 110\*- College Writing 1: Persuasion (Prerequisite: INST 105)

LIT 150\*- Modern European and Latin American Writers (Prerequisite: LIT 100)

MTH 150- Mathematics: Myths and Realities

SPN 204- Spanish for Heritage Speakers (Prerequisite: SPN 203)

Approved elective #1 (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)

REL 100- Religion Matters

Approved elective #2 (Prerequisite: Cumulative GPA of 2.0 or better)

Approved elective #3 (Prerequisite: Cumulative GPA of 2.0 or better)

#### **Semester 4**

BIO 158- Life Science: A Human Approach

BSCA 250\*\*- BUSCA Capstone Seminar (Prerequisite: ENG 210)

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**

**COM 150**- Las presentaciones académicas

**CSC 151**- Introducción a la computación con el uso de programas

**INST 105\***- La escritura académica

**LIT 100\***- La literatura translingual y transcultural

**SPN 203**- El español para los hispanohablantes

### **Segundo semestre**

**ENG 110\***- El arte de escribir 1: Persuasión (pre-requisito: INST 105)

**LIT 150\***- La literatura latinoamericana (pre-requisito: LIT 100)

**MTH 150**- Matemáticas: Los mitos y las realidades

**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)

### **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)

**REL 100**- La significancia de religión

Segundo electivo aprobado (pre-requisito: un promedio acumulativo de 2.0 o más alto)

Tercer electivo aprobado (pre-requisito: un promedio acumulativo de 2.0 o más alto)

### **Cuarto semestre**

**BIO 158**- La biología humana

**BSCA 250\*\***- El curso seminario de BUSCA (pre-requisito: ENG 210)

**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 final English for Academic Purposes course in the BUSCA program. It is intended to guide fourth-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:* Spring

*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 último de inglés con propósitos académicos en el programa BUSCA. Su propósito es servir como guía para que el estudiante de cuarto 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:* Spring

*How Offered:* Face-to-Face

*Restrictions:* Es un curso exclusivamente para estudiantes de BUSCA

*Prerequisites:* Los estudiantes necesitan tener una calificación de C o más alta en ENG 210 para tomar BSCA 250.

## **French Electives**

### **Course Descriptions**

#### **FRN 101 - Elementary French I**

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

*How Offered:* Face-to-Face

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

#### **FRN 102 - Elementary French II**

Elementary French II is intended for students who has beginning 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, its equivalent, or placement.

*ILO Met:* ILO 11.1 – Cultural and Global Awareness and Sensitivity

## **FRN 201 – Intermediate French I**

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

*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 II**

Intermediate French II is designed to build on the language skills acquired in Intermediate French I. 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:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* FRN 201, its equivalent, or placement

*ILO Met:* ILO 11.1 – Cultural and Global Awareness and Sensitivity

# **German Electives**

## **Course Descriptions**

### **GER 101 – Beginning in German I**

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

*How Offered:* Face-to-Face

*ILO Met:* ILO 11.1 – Cultural and Global Awareness and Sensitivity

### **GER 102 – Beginning in German II**

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:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* GER 101, equivalent, or departmental placement test.

*ILO Met:* ILO 9.1 – Creative and Artistic Expression

### **GER 201 – Continuing in German I**

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

*When Offered:* Fall

*How Offered:* Face-to-Face

*Prerequisites:* German 102, equivalent, or departmental placement.

*ILO Met:* ILO 11.1 – Cultural and Global Awareness and Sensitivity

## GER 202 – Continuing in German II

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

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* German 201, equivalent, or departmental placement.

*ILO Met:* ILO 11.1 – Cultural and Global Awareness and Sensitivity

## Italian Electives

### Course Descriptions

#### ITL 101 – Elementary Italian I

This course is designed for students with no prior knowledge of Italian or with basic knowledge of Italian. It emphasizes 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.

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Face-to-Face

*ILO Met:* ILO 11.1 – Cultural and Global Awareness and Sensitivity

#### ITL 102 – Elementary Italian II

This course is designed for students with little prior knowledge of Italian or with basic knowledge of Italian. It emphasizes 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:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* ITN 101, equivalent or placement by department

*ILO Met:* ILO 11.1 – Cultural and Global Awareness and Sensitivity

#### ITL 201 – Intermediate Italian I

This course promote communication through the knowledge of the Italian language and culture. It involves further study of the structural and lexical features of the target language based upon topical subjects. It enhances 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. It emphasizes 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.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* ITN 102, equivalent, or placement by department

*ILO Met:* ILO 11.1 – Cultural and Global Awareness and Sensitivity

#### ITL 202 – Intermediate Italian II

This course promotes communication through the knowledge of the Italian language and culture. It involves further study of the structural and lexical features of the target language based upon topical subjects. It enhances 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. It emphasizes 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.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* ITN 201, equivalent, or placement by the department

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

## Japanese Electives

### Course Descriptions

#### JPN 101 - Elementary Japanese I

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

*How Offered:* Face-to-Face

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

#### JPN 102 - Elementary Japanese II

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:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* JPN 101, equivalent, or placement by department

*ILO Met:* ILO 8.1.b - ENG 110

#### JPN 201 - Intermediate Japanese I

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

*How Offered:* Face-to-Face

*Prerequisites:* JPN 102, equivalent, or placement by department

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

#### JPN 202 - Intermediate Japanese II

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

*How Offered:* Face-to-Face

*Prerequisites:* JPN 201, equivalent, or placement by the department

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

## 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.

### Mission Statement



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

## 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 economic, cultural, and political issues affect each other
- 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

## 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.

## Contact Information

Miguel Glatzer, Director

glatzer@lasalle.edu

(215) 951-2891

## 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) 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
  - 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 which constitute it. The Introduction to Leadership and Global Understanding will introduce the students 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. 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

## Russian Electives

### Course Descriptions

#### RUS 101 – Elementary Russian I

The course is typically 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

*When Offered:* Fall

*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 II

The course is typically 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

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* RUS 101, equivalent, or by departmental placement.

*ILO Met:* ILO 11.1 – Cultural and Global Awareness and Sensitivity

#### RUS 201 – Intermediate Russian I

This course promotes communication through a knowledge of Russian and Russian culture. It involves further study of the structural and lexical features of Russian, based upon topical subjects. It enhances 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

*How Offered:* Face-to-Face

*Prerequisites:* RUS 102, equivalent, or by departmental placement.

*ILO Met:* ILO 11.1 – Cultural and Global Awareness and Sensitivity

#### RUS 202 – Intermediate Russian II

This course promotes communication through a knowledge of Russian and Russian culture. It involves further study of the structural and lexical features of Russian, based upon topical subjects. It enhances understanding of the in-depth culture of Russia through presentations on its traditions of art, music, and literature.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* RUS 201, equivalent, or by departmental placement

*ILO Met:* ILO 11.1 – Cultural and Global Awareness and Sensitivity

#### 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:* 3-6

*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:* 3-6

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 559 million people worldwide. A major in Spanish will open the worlds of all major industries such as business, healthcare, law, government, and education. Globally, effective written and oral communication with Spanish speakers is critically important as it is spoken in nineteen Latin American Countries, Spain, Equatorial Guinea, Western Sahara, Philippines, Andorra, and Gibraltar. Not only is Spanish one of the six working languages of the United Nations, but according to Pew Research, over 50% of the households in the United States will speak Spanish by 2050.

### 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

Victoria L. Ketz, Ph.D.

Chair, Global Languages, Literatures, and Perspectives

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### Degree Earned

B.A.

### Number of Courses Required for Graduation

Major: 14

Total: 38-40

### Number of Credits Required for Graduation

Major: 42

Total: 120

### GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

### 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**

SPN 204 or SPN 302

**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 38-40 courses in total in order to graduate. 14 courses will be from this major program.

**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)

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 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 I**

This course is elementary level course designed for students with little or no previous Spanish education or experience. In this course, 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 II**

This course is an elementary level courses designed for students with little or no previous Spanish education or experience. In this course, 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, equivalent, or departmental placement.

*ILO Met:* ILO 11.1 – Cultural and Global Awareness and Sensitivity

## **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

*ILO Met:* ILO 11.1 – Cultural and Global Awareness and Sensitivity

## **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 I**

This course is an intermediate level course. Students placed at the intermediate level have generally taken approximately two to three years of high school Spanish or the equivalent. In this course, 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, equivalent, or departmental placement.

*ILO Met:* ILO 11.1 – Cultural and Global Awareness and Sensitivity

## **SPN 202 – Intermediate Spanish II**



This course is an 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 this course, 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, equivalent, or departmental placement.

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

### **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 II**

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 or equivalent

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

### **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, equivalent, or departmental placement

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

### **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

### **SPN 301 - Conversation and Composition I**

This course focuses 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. This course also serves 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, equivalent, or departmental placement.

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

### **SPN 302 - Conversation and Composition II**

This course focuses 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. This course also serves 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 or equivalent

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

### **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, SPN 302 or equivalent

### **SPN 311 - Survey of Spanish Literature I**

This course is an introduction to the study of peninsular Spanish literature from the Middle Ages to the Baroque period. Readings and discussions in Spanish are offered.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

### **SPN 312 - Survey of Spanish Literature II**

This course is an introduction to the study of peninsular Spanish literature from the Baroque period to present time. Readings and discussions in Spanish are offered.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

### **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:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

### **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, SPN 302, or equivalent

### **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, SPN 302 or equivalent

### **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, SPN 302, or equivalent

### **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

*Prerequisites:* SPN 204, SPN 302, or equivalent

### **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:* 3-6

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

## **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:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

## **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, SPN 302, or equivalent

## **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, SPN 302, or equivalent

## **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, SPN 302, or equivalent

## **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, SPN 302, or equivalent

## **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*, *Calderón*, *Alarcón*, and others.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

## **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, SPN 302, or equivalent

### **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 critique 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, SPN 302 or equivalent

### **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, SPN 302 or equivalent

### **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, SPN 302 or equivalent

### **SPN 423 - Introduction to Spanish Dialectology**

Introduction to Spanish Dialectology is a basic course. 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, SPN 302, or equivalent

### **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 Bécquer.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

### **SPN 443 - Poetry of the 19th And 20th Centuries**

This course focuses on the works by Gabriel y Galán, de Castro, Dario, 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, SPN 302, or equivalent

### **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, Alas, Cela, Delibes, and Goytisolo.

Number of Credits: 3

When Offered: Fall, Spring

How Offered: Face-to-Face

Prerequisites: SPN 204, SPN 302, or equivalent

### **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, SPN 302, or equivalent

## **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."

### **Department Goals**

- To ensure majors are competent in the core aspects of historical reading and writing
- To prepare students for meaningful careers inside and outside of history
- To enable students to use technology effectively in educational and professional life
- To establish close working relationships between students and faculty

### **Major(s) Offered**

[American Studies](#)

[History](#)

### **Minor(s) Offered**

[American Studies](#)

[History](#)

### **Concentrations**

[Americas](#)

[Afro-Eurasian](#)

## Location/Contact Information

Stuart Leibiger, Ph.D.

[leibiger@lasalle.edu](mailto:leibiger@lasalle.edu)

341 Hayman Hall

(215) 951-1093

## Staff Contact Information

Marianne Farley, Administrative Assistant

[farley77@lasalle.edu](mailto:farley77@lasalle.edu)

(215)951-5133

## Full-Time Faculty

**PROFESSORS:** Leibiger

**ASSOCIATE PROFESSORS:** Allen, Jarvinen, Stebbins

**PROFESSORS EMERITUS:** Rossi, Ryan

**PARTIALLY-RETIRED PROFESSORS:** Sheehy, Stow

## 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 is linked with PreK-4 Elementary Education as a required double major in order to comply with requirements in individual states requiring content area specialization for teaching certification.

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 internship 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](#)

### 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

Francis X. McKee, Director

337 Hayman Hall

mckee@lasalle.edu

Office: (215) 951-1223

## Degree Earned

B.A.

## Number of Courses Required for Graduation

Major: 13

Total: 38

## Number of Credits Required for Graduation

Major: 39

Total: 120

## GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

## 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 **38** courses in total in order to graduate. **13** courses will be from this major program.

**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 American Dreams, American Themes

AMST 210 Keys to the Keystone State

AMST 273 Ireland Travel Study (May Substitute for a Required Course)

AMST 300 Themes in American Studies

AMST 360 American Studies Internship (May Substitute for a Required Course)

AMST 400 American Studies Capstone

One American History course

One American Literature course

One American Art course

One American Social Science course

One American Philosophy course

One American Religion

One American Media or Film course

One free elective dealing with the American experience

Three course concentration

**Concentrations**

American Studies majors select three courses in one academic discipline dealing with the American experience (e.g. American literature, American history, American philosophy, American Art, American Religion) or three courses based in one American theme or topic (e.g. Gender in America, Religion and Politics, The American Family, Media and American Culture, Evolution of American Education).

**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**

**Requirements for the Bachelor of Arts in American Studies as a Dual Major: 10 courses**

Three Integrating Courses:

- AMST 100: American Dreams, American Themes
- AMST 300: Themes and Topics in American Culture (20th Century Music and American Culture)
- AMST 400: Capstone Seminar in American Studies (The City in Film)

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 (Education 325/326)
- One American Religion course
- One American Philosophy course

Free elective:

- One free elective dealing with the American experience or American Education (EDC 104)

## 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
- AMST 400: American Studies Capstone
- Once course in American history
- One course in American literature
- One AMST elective (from Art, Philosophy, or Religion)

## Recommended Course Sequence

AMST Majors and Double Majors should take the integrating American Studies courses in the following sequence:

- AMST 100: American Dreams, American Themes
- AMST 300: 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 300.

Students may take AMST 373: (Virtual) Ireland Travel Study at any time, without a prerequisite

## 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 300 - 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. Topic for the 2021-2022 year is based on Twentieth Century American popular music. (May be repeated for credit as topic varies.).

*Number of Credits: 3*

*When Offered: Fall, Spring, Summer*

*How Offered: Face-to-Face, Online, Hybrid*

*Prerequisites: AMST 100*

### 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 and internship director.

*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 300 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, Immigration and Immigrants, and The City in Film.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face, Online, Hybrid

*Restrictions:* AMST Majors, AMST Double Majors, and AMST Minors

*Prerequisites:* AMST 100: Introduction to American Studies; AMST 300 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**

Stuart Leibiger, Chair

345 Hayman Hall

leibiger@lasalle.edu

(215) 951-1090

### **Degree Earned**

B.A.

### **Number of Courses Required for Graduation**

**Major:** 12

**Total:** 38-40

### **Number of Credits Required for Graduation**

**Major:** 36

**Total:** 120

### **GPA Required for Graduation**

**Major:** 2.0

**Cumulative:** 2.0

## 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 38-40 courses in total in order to graduate. 12 courses will be from this major program.

## **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, or HIS 202, or HIS 205 AND they must take HIS 206, or 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

**Afro–Eurasian Concentration:** 5 Afro–Eurasian 350–399 electives and 3 more Americas 300–349 electives

**Elective:** 1 additional history course at the 300– or 400–level

**All History majors, whether first, second, or Education with Social Studies Certification double majors, are required to take:** HIS 481 Seminar

## **Concentrations**

Americas Concentration

Afro–Eurasian Concentration

Please see above.

## **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**

Double Majors: Students whose second major is History must complete all of the requirements for the History major listed above with the exception of the one additional upper–level elective course for a total of **11 courses**.

## **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 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 200, 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 206 – The Americas before 1492

This course is an introduction to the cultures and civilizations of the Americas prior to the period of sustained European contact. Using an interdisciplinary approach, we will examine how the American continents were peopled and how different groups developed in terms of society, culture, religion, politics, and economy. The course will emphasize material culture by looking at and learning to interpret a wide array of material sources, including archaeological sites, artifacts, buildings, landscapes, and many types of symbolic expression.

*Number of Credits:* 3

*How Offered:* Face-to-Face

*ILO Met:* ILO 11.1 – Cultural and Global Awareness and Sensitivity

### 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 326 – Oral History**

Through this course, students will become proficient in the methods and theory of oral history. Students will read and discuss books and articles that explain oral history theory and methods and that demonstrate how historians use oral history interviews to construct interpretive historical narratives. Students will learn how to plan, conduct, process, transcribe, and digitally preserve oral history interviews. Themes may include political history, family history, labor and class history, gender history, African-American history, and military history.

*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 areas. We will examine how Americans have used the past, issues that face us as we interpret history and heritage, and the numerous career potentials available to professionals who wish to devote their careers to public history. (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, politics, and economies of nations from Mexico and the Caribbean to those of the Southern Cone. The goal of the course is to afford class members the opportunity to better understand Latin America's history as a basis for comprehending its likely future. Cross-listed with ECN 334 and POL 334.

*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 United States.

*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 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 – Colonialism & Decolonization in the 20th Century**

This class traces the experience of colonialism and decolonization during the twentieth century, using case studies to try to understand the big picture of global history and see how historical changes affected the daily lives of individuals. 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 362 - World War II**

This course will examine the origins of World War II, its theaters of military operations in Europe, the Pacific, Asia, and North Africa, the impact of total war on combatants and civilians, and the memory of World War II. Students will learn how to apply historical methods such as document analysis, oral history, visual history, and public history to the study of World War II and how it is remembered.

*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 380 - 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 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 History through participation at a historical site, museum, or archive. The internship requires meetings with a faculty supervisor, a project, a major paper, and an evaluation by the site historian.

*Number of Credits: 3*

*How Offered: Face-to-Face*

### **HIS 481 - Seminar**

As the senior seminar in history, the course leads toward a capstone project that integrates the skills historians use when researching and writing history. Reading, discussion, and writing are major requirements of the course. The course includes discussion of historiography, selection of a research topic, and the mechanics of research and writing an essay. During the first half of the semester, the end product will be an annotated bibliography, which is a prerequisite for the research paper to be produced during the second half of the course. The object of this course is to take the expertise acquired in the history curriculum and carry out an advanced research project. The instructor will choose an overarching theme or topic for the course that offers broad possibilities for student projects.

*Number of Credits: 3*

*When Offered: Fall*

How Offered: Face-to-Face

## **HIS 482-485 - Seminars**

Number of Credits: 6-Mar

How Offered: Face-to-Face

# **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**

[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**

Stefan Samulewicz, Chair

[samulewi@lasalle.edu](mailto:samulewi@lasalle.edu)

215-951-1251

## **Staff Contact Information**

Michele Guy

Office Manager

Holroyd Hall 239

[guy@lasalle.edu](mailto:guy@lasalle.edu)

(215) 951-1043

## **Full-Time Faculty**

**ASSISTANT PROFESSOR:** Diaz

**PROFESSOR EMERITUS:** Jones

# **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

Stefan Samulewicz, Chair

[samulewi@lasalle.edu](mailto:samulewi@lasalle.edu)

215-951-1251

## Degree Earned

B.S.

## Number of Courses Required for Graduation

**Major:** 19 Courses: 15 ISBT Core and 4 Concentration

**Total:** 38

## Number of Credits Required for Graduation

**Major:** 66-70

**Total:** 123 to 127 depending on electives chosen

## GPA Required for Graduation

**Major:** 2.0

**Cumulative:** 2.0

## 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/12.1.1: 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 38 courses in total in order to graduate. 19 Courses: 15 ISBT Core and 4 Concentration courses will be from this major program.

**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*

### **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

[Computer Science \(B.A.\)](#)

[Computer Science \(B.S.\)](#)

[Information Technology \(B.S.\)](#)

[Mathematics \(B.A.\)](#)

[Mathematics \(B.S.\)](#)

[Mathematics-Education \(B.A.\)](#)

## Minor(s) Offered

[Computer Science](#)

[Information Technology](#)

[Mathematics](#)

## Available Electives

[Physics](#)

## Location/Contact Information

Jonathan Knappenberger, Ph.D., Chair

Holroyd Hall 123

knappenb@lasalle.edu

(215) 951-1095

## Staff Contact Information

Kelley Tuman, Administrative Assistant

tuman@lasalle.edu

(215) 951-1763

## Full-Time Faculty

**PROFESSORS:** Andrilli, McCarty

**ASSOCIATE PROFESSORS:** Blum, Di Dio, Fierson, Highley, Knappenberger, Michalek, Redmond, Wang

**ASSISTANT PROFESSORS:** Fouad, Hamida, McCoe

**INSTRUCTORS:** Waldron

**PROFESSOR EMERITUS:** Longo

**DEAN EMERITUS:** Keagy

## Computer Science – B.A.

### Program Description

The Department offers three separate programs in computing. Two of these programs provide a 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 (24 credits) are required to complete the M.S. in CIS; this degree can be completed in as little as four semesters after graduation (approximately 15 months)
- Cybersecurity (CYB) - a total of 8 additional classes (24 credits) are required to complete the M.S. in CYB; 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

Department of Mathematics and Computer Science

Holroyd Hall 123

(215) 951-1130

Jonathan Knappenberger, Ph.D.

Chair, Mathematics and Computer Science

knappenb@lasalle.edu

Kelley Tuman

Administrative Assistant I

tuman@lasalle.edu

## Degree Earned

B.A.

## Number of Courses Required for Graduation

**Major:** 18

**Total:** 39

## Number of Credits Required for Graduation

**Major:** 57

**Total:** 120

## GPA Required for Graduation

**Major:** 2.0

Cumulative: 2.0

## 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 39 courses in total in order to graduate. 18 courses will be from this major program.

### **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**

CSC 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 Networks

CSC 230 - Programming Concepts and User Interfaces

CSC 240 - Database Management Systems

CSC 280 - Object Programming

CSC 290 - Introduction to Data Structures and Algorithms

CSC 301 - Computer Architecture

CSC 340 - .NET Programming

CSC 381 - Software Engineering

CSC 481 - Project Implementation

One of CSC 366, 457, 464

One of CSC 341, 343, 349, 366, 456, 457, 464

One CSC elective, 300-level or higher

One CSC or CSIT elective, 300-level or higher

MTH 260 - Discrete Structures I

MTH 261 - Discrete Structures II

PHY 201 - Computer Electronics

BUS 101 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 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 - Programming Concepts and User Interfaces
- CSC 240 - Database Management Systems
- CSC 280 - Object Programming
- CSC 290 - Introduction to Data Structures and Algorithms
- CSIT 220 - Data Communication Networks
- 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, Online

*Restrictions:* Credit will be given for only one of CSC 151, 152, 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, 154, and 155.

*ILO Met:* ILO 6.1 – Technological Competency

### 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, 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, 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

*Corequisites:* CSL 230

*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

*Corequisites:* CSL 280

*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

*Corequisites:* CSL 290

## **CSC 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

## **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:* 3

*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

*How Offered:* Face-to-Face

*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 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 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 to complete the M.S. in CIS; this degree can be completed in as little as four semesters after graduation (approximately 15 months)
- Cybersecurity (CYB) - a total of 8 additional classes (24 credits) are required to complete the M.S. in CYB; 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

Department of Mathematics and Computer Science

Holroyd Hall 123

(215) 951-1130

Jonathan Knappenberger, Ph.D.

Chair, Mathematics and Computer Science

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Kelley Tuman

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## Degree Earned

B.S.

## Number of Courses Required for Graduation

**Major:** 21

**Total:** 38

## Number of Credits Required for Graduation

**Major:** 70

**Total:** 120

## GPA Required for Graduation

**Major:** 2.0

**Cumulative:** 2.0

## 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 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 38 courses in total in order to graduate. 21 courses will be from this major program.

### 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**

CSC 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 Networks

CSC 230 - Programming Concepts and User Interfaces

CSC 240 - Database Management Systems

CSC 280 - Object Programming

CSC 290 - Introduction to Data Structures and Algorithms

CSC 301 - Computer Architecture

CSC 366 - Language Theory and Design

CSC 381 - Software Engineering

CSC 457 - Operating Systems

CSC 464 - Theory of Algorithms

CSC 481 - Project Implementation

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 I

One of MTH 121, MTH 240, ECN 213

MTH 260 - Discrete Structures I

MTH 261 - Discrete Structures II

PHY 105 - General Physics I

PHY 106 - General Physics II

PHY 201 - Computer Electronics

**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**

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 - Programming Concepts and User Interfaces
- CSC 240 - Database Management Systems
- CSC 280 - Object Programming
- CSC 290 - Introduction to Data Structures and Algorithms
- CSIT 220 - Data Communication Networks
- 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 121 (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, Online

*Restrictions:* Credit will be given for only one of CSC 151, 152, 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, 154, and 155.

*ILO Met:* ILO 6.1 - Technological Competency

### 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, 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, 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

*Corequisites:* CSL 230

*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

*Corequisites:* CSL 280

*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

*Corequisites:* CSL 290

## **CSC 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

## **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:* 3

*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

*How Offered:* Face-to-Face

*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 Minor**

### **Why take this minor?**

Students who pursue Computer Science enjoy programming (writing code) and the software side of computing. Graduates pursue careers as software developers, computer analysts, systems engineers, and web developers. The minor in computer science introduces students to the foundational courses in the field usually encountered during the first two years of study.

### **Number of Courses Required for Graduation**

6

### **Number of Credits Required for Graduation**

21

## Minor Requirements

- CSC 230 – Programming Concepts and User Interfaces
- CSC 240 – Database Management Systems
- CSC 280 – Object Programming
- CSC 290 – Introduction to Data Structures and Algorithms
- CSIT 220 – Data Communication Networks
- One CSC elective, 300-level or higher

## Recommended Course Sequence

SOPH Fall: CSC 230

SOPH Spring: CSC 280

JUNIOR Fall: CSC 290

JUNIOR Spring: CSC 240

SENIOR Fall: CSIT 220 or CSC Elective

SENIOR Spring: CSIT 220 or CSC Elective

## Course Descriptions

All course descriptions may be found in the main menu under [Undergraduate > Courses: A-Z](#).

## 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 to complete the M.S. in ITL; this degree can be completed in as little as four semesters after graduation (approximately 15 months)
- Cybersecurity (CYB) – a total of 8 additional classes are required to complete the M.S. in CYB; 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

Department of Mathematics and Computer Science

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Kelley Tuman  
Administrative Assistant I  
tuman@lasalle.edu

## **Degree Earned**

B.A.

## **Number of Courses Required for Graduation**

**Major:** 14

**Total:** 40

## **Number of Credits Required for Graduation**

**Major:** 43

**Total:** 121

## **GPA Required for Graduation**

**Major:** 2.0

**Cumulative:** 2.0

## **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 40 courses in total in order to graduate. 14 courses will be from this major program.

### ***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**

CSC 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 320 - LANS and Network Administration

CSIT 321 - Client Support

CSIT 380 - Applied Technology Systems

CSIT 422 - Information Security

CSC 230 - Programming Concepts and User Interfaces

CSC 240 - Database Management Systems

CSC 301 - Computer Architecture

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 fulfill graduation credit requirements for their School and major.

## Minor Requirements

### Requirements for a Minor in Information Technology: 6 Courses

- CSIT 220 - Data Communication Networks
- CSC 230 - Programming Concepts and User Interfaces
- CSC 240 - Database Management Systems
- 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.

It is also important to discuss your course selection with a departmental advisor every semester to ensure that you remain on a path to completion of the program in a timely manner.

## 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 300 - 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

*How Offered:* Face-to-Face

*Prerequisites:* CSIT 220, CSC 240

*Corequisites:* ENG 210

### 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

*How Offered:* Face-to-Face

*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 330 – Computer Forensics**

This course focuses on legislation related to digital forensics, the role of a computer forensics examiner, evidence preservation, and computer forensic tools. This course provides a comparative study of legislation related to civil and criminal cases using digital forensics, evidence analysis, chain of custody, and data retrieval from computer hardware and software applications. Students will have hands-on labs examining network intrusion and digital evidence preservation using various computer forensic tools.

*Number of Credits:* 3

*How Offered:* Face-to-Face

*Prerequisites:* CSIT 220

### **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

### **CSIT 440 – Cloud Computing**

This course covers a series of current cloud computing technologies, including technologies for Infrastructure as a Service, Platform as a Service, Software as a Service, and Physical Systems as a Service. For different layers of the cloud technologies, students will work with current technologies to create, deploy, and administer the service. The course will provide a foundation for development and exploration of cloud resources.

*Number of Credits:* 3

*How Offered:* Face-to-Face

*Prerequisites:* CSIT 220, CSC 230, CSC 240

## **Information Technology – B.S.**

### **Program Description**

The Department offers three separate programs in computing. Two of these programs provide a 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. Some courses from the undergraduate program will then count towards the completion of the master's degree. Eligible programs and details are as follows:

- Cybersecurity (CYB) – a total of 8 additional classes are required to complete the M.S. in CYB; 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**

Department of Mathematics and Computer Science

Holroyd Hall 123

(215) 951-1130

Jonathan Knappenberger, Ph.D.

Chair, Mathematics and Computer Science

knappenb@lasalle.edu

Kelley Tuman

Administrative Assistant I

tuman@lasalle.edu

### **Degree Earned**

B.S.

### **Number of Courses Required for Graduation**

**Major:** 17

**Total:** 40

### **Number of Credits Required for Graduation**

**Major:** 52

**Total:** 120

## GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

## 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 40 courses in total in order to graduate. 17 courses will be from this major program.

### 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

CSC 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 Communication Networks

CSIT 300 - Computers, Ethics, and Social Values

CSIT 320 - LANs and Network Administration

CSIT 321 - Client Support

CSIT 327 - Administrative Scripting or CSC 349 : Mobile Programming

CSIT 380 - Applied Technology Systems

CSIT 422 - Information Security

CSIT 460 - Internship

CSC 230 - Programming Concepts and User Interfaces

CSC 240 - Database Management Systems

CSC 301 - Computer Architecture

CSC 340 - .NET Programming or CSC 341 - Open-Source Application Development

CSC 343 - Client-Side Scripting

BUS 203 or one CSC/CSIT elective numbered 280 or higher

One CSC/CSIT elective numbered 280 or higher

MTH 260 - Discrete Structures I

PHY 201 - Computer Electronics

### 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 - Data Communication Networks
- CSC 230 - Programming Concepts and User Interfaces
- CSC 240 - Database Management Systems
- Three additional CSIT courses numbered 320 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 300 - 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

*How Offered:* Face-to-Face

*Prerequisites:* CSIT 220, CSC 240

*Corequisites:* ENG 210

### 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

*How Offered:* Face-to-Face

*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 330 - Computer Forensics

This course focuses on legislation related to digital forensics, the role of a computer forensics examiner, evidence preservation, and computer forensic tools. This course provides a comparative study of legislation related to civil and criminal cases using digital forensics, evidence analysis, chain of custody, and data retrieval from computer hardware and software applications. Students will have hands-on labs examining network intrusion and digital evidence preservation using various computer forensic tools.

*Number of Credits:* 3

*How Offered:* Face-to-Face

*Prerequisites:* CSIT 220

### 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

### **CSIT 440 – Cloud Computing**

This course covers a series of current cloud computing technologies, including technologies for Infrastructure as a Service, Platform as a Service, Software as a Service, and Physical Systems as a Service. For different layers of the cloud technologies, students will work with current technologies to create, deploy, and administer the service. The course will provide a foundation for development and exploration of cloud resources.

*Number of Credits:* 3

*How Offered:* Face-to-Face

*Prerequisites:* CSIT 220, CSC 230, CSC 240

## **Information Technology Minor**

### **Why take this minor?**

Students who pursue Information Technology 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. The minor in information technology introduces students to the foundational courses in the field usually encountered during the first two years of study.

### **Number of Courses Required for Graduation**

6

### **Number of Credits Required for Graduation**

19

### **Minor Requirements**

- CSIT 220 – Data Communication Networks
- CSC 230 – Programming Concepts and User Interfaces
- CSC 240 – Database Management Systems
- Three additional CSIT courses numbered 300 or greater.

### **Recommended Course Sequence**

SOPH Fall: CSIT 220

SOPH Spring: CSC 240

JUNIOR Fall: CSC 230

JUNIOR Spring: CSIT Elective #1

SENIOR Fall: CSIT Elective #2

SENIOR Spring: CSIT Elective #3

## Course Descriptions

All course descriptions may be found in the main menu under [Undergraduate > Courses: A-Z](#).

## 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 transferable 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

Department of Mathematics and Computer Science

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Jonathan Knappenberger, Ph.D.

Chair, Mathematics and Computer Science

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Kelley Tuman

Administrative Assistant I

tuman@lasalle.edu

### Degree Earned

B.A.

## Number of Courses Required for Graduation

Major: 15

Total: 38

## Number of Credits Required for Graduation

Major: 52

Total: 120

## GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

## 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 - General Physics I

**ILO 3.1b: Quantitative Reasoning**

MTH 120 - Calculus I

**ILO 6.1: Technological Competency**

CSC 230 - Programming Concepts and User Interfaces or 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 38 courses in total in order to graduate. 15 courses will be from this major program.

### 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

### All Other Required Courses

MTH 120 - Calculus I

MTH 121 - Calculus II

MTH 222 - Calculus III

MTH 240 - Linear Algebra

MTH 302 - Foundations of Mathematics

MTH 322 - Differential Equations

MTH 341 - Abstract Algebra

MTH 410 - Probability

Five MTH electives numbered 300 or higher

PHY 105 - General Physics I

CSC 230 - Programming Concepts and User Interfaces or CSC 280 - Object Programming

### 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 Mathematics BA program will often pursue a second major, and doing so is encouraged and supported by the department. Fields in which students often 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 - Calculus I
- MTH 121 - Calculus II
- MTH 222 - Calculus III
- MTH 240 - Linear Algebra
- MTH 302 - Foundations of Mathematics
- MTH 330 - Modern Geometries
- MTH 341 - Abstract Algebra
- MTH 405 - History of Mathematics
- MTH 410 - Probability
- CSC 230 - Programming Concepts and User Interfaces or CSC 280 - Object Programming
- PHY 105 - General Physics I
- One MTH elective numbered 300 or higher
- Additional courses as specified by the Education Department

## Minor Requirements

Required for a Minor in Mathematics: 6 Courses

- **MTH 120 - Calculus I**
- **MTH 121 - Calculus II**
- 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 120/121/222) 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 - College Algebra

Topics include functions and graphs; equations and inequalities; systems of equations; polynomial, rational, exponential, and logarithmic functions. 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, Spring*

*How Offered: Face-to-Face*

### MTH 114 - Applied Business Calculus

An introduction to mathematical modeling and single-variable differential calculus with an emphasis on data analysis and applications to business and economics. Topics include modeling data using polynomial, exponential, and logarithmic functions; rates of change; derivative rules, including the Product Rule and Chain Rule; applications of derivatives. Applications include compound interest; revenue, cost, profit, average cost; break-even analysis; elasticity of demand; marginal cost; optimization; concavity and inflection points. A TI 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 119 - Precalculus

This course provides a review of algebra and trigonometry as a preparation for courses in the calculus sequence. Topics include: exponents and radicals; polynomials and rational expressions; factoring; division with polynomials; solving equations and inequalities in one variable; graphing in the coordinate plane; linear, quadratic, and higher-degree polynomial functions; horizontal and vertical transformations of functions; rational zeros of functions; exponential and logarithmic functions and their graphs; laws of logarithms; solving exponential and logarithmic equations; radian and degree measure; reference angles; trigonometric functions and graphs; right triangle trigonometry; trigonometric identities and formulas; solving trigonometric equations. A TI 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*

### MTH 120 - Calculus 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 finding 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 119 or its equivalent*

*ILO Met: ILO 3.1.b - Quantitative Reasoning*

### MTH 121 - Calculus 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 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 222 - Calculus III**

This course addresses three-dimensional geometry, including equations of lines and planes in space, and 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 121*

### **MTH 240 - Linear Algebra**

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 included.

*Number of Credits: 4*

*When Offered: Fall*

*How Offered: Face-to-Face*

*Prerequisites: MTH 120*

### **MTH 260 - Discrete Structures I**

This course is the first half of a two-semester course in discrete mathematics and is intended for computer science and information technology majors. Topics in the course include logic, sets, functions, numeric bases, matrix arithmetic, divisibility, modular arithmetic, elementary combinatorics, probability, graphs, and trees. There will be an emphasis on applications to the broad field of computing.

*Number of Credits: 3*

*When Offered: Fall*

*How Offered: Face-to-Face*

*Prerequisites: MTH 101 or a Mathematics Placement of 102M*

*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 and is intended for computer science majors. Topics in the course include rules of inference, proof methods, sequences and summation, growth of functions, complexity of algorithms, prime numbers and their application to cryptography, proof by induction, recursion, recurrence relations, and properties of relations. 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 120

*Corequisites:* MTH 121

### **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 121

### **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 or MTH 302

### **MTH 335 - Graph Theory**

This course introduces students to the field of graph theory and leads them through an exploration of the major branches of this subject, incorporating both theoretical results and current applications for each area studied. From a theoretical perspective, students re-derive well-known existing results and construct proofs related to new topics which have been introduced. From an applied standpoint, members of the class learn to formulate graph models to solve problems in computer science, the natural sciences, engineering, psychology, sociology, and other fields. We also consider some open problems and pose new questions of our own. In addition to fundamental definitions and concepts in graph theory, some specific topics that will be introduced are the following: Eulerian, Hamiltonian, planar, and directed graphs; trees, connectivity, matching, decomposition, coloring, covering, and independent sets and cliques; techniques and algorithms on graphs; and optimization problems and network flows.

*Number of Credits:* 3

*How Offered:* Face-to-Face

*Restrictions:* junior mathematics standing or permission of the department chair

### **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 121

### **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**

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 - Mathematical Statistics**

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**

A survey of numerical methods commonly used in algebra and calculus with emphasis on both algorithms and error analysis. Topics include round-off error, numerical methods for solving equations in one variable, interpolation and polynomial approximation, and numerical differentiation and integration. Methods and techniques studied include Bisection, Fixed-Point Iteration, Newton's Method, Müller's Method, Lagrange Polynomials, Neville's Method, Divided Differences, Cubic Splines, Three-point and Five-point Numerical Differentiation Formulas, Newton-Cotes Formulas, Composite Numerical Integration, Adaptive Quadrature, Gaussian Quadrature.

*Number of Credits:* 3

*How Offered:* Face-to-Face

*Prerequisites:* MTH 121

### **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 121

### **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 transferable 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**

Department of Mathematics and Computer Science

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Jonathan Knappenberger, Ph.D.

Chair, Mathematics and Computer Science

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Kelley Tuman

Administrative Assistant I

tuman@lasalle.edu

## Degree Earned

B.S.

## Number of Courses Required for Graduation

Major: 18

Total: 38

## Number of Credits Required for Graduation

Major: 63

Total: 120

## GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

## 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 - General Physics I

**ILO 3.1b: Quantitative Reasoning**

MTH 120 - Calculus I

**ILO 6.1: Technological Competency**

CSC 230 - Programming Concepts and User Interfaces

**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 **38** courses in total in order to graduate. **18** courses will be from this major program.

**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

**All Other Required Courses**

MTH 120 - Calculus I

MTH 121 - Calculus II

MTH 222 - Calculus III

MTH 240 - Linear Algebra

MTH 302 - Foundations of Mathematics

MTH 322 - Differential Equations

MTH 341 - Abstract Algebra

MTH 410 - Probability

MTH 424 - Complex Variables

MTH 430 - Topology

Four MTH electives numbered 300 or higher

PHY 105 - General Physics I

PHY 106 - General Physics II

CSC 230 - Programming Concepts and User Interfaces

CSC 280 - Object Programming

**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 interested in a dual major that includes mathematics are advised to meet with the Department Chair.

**Minor Requirements**

**Required for a Minor in Mathematics: 6 Courses**



- **MTH 120 - Calculus I**
- **MTH 121 - Calculus II**
- 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 120/121/222) 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 - College Algebra

Topics include functions and graphs; equations and inequalities; systems of equations; polynomial, rational, exponential, and logarithmic functions. 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, Spring*

*How Offered: Face-to-Face*

### MTH 114 - Applied Business Calculus

An introduction to mathematical modeling and single-variable differential calculus with an emphasis on data analysis and applications to business and economics. Topics include modeling data using polynomial, exponential, and logarithmic functions; rates of change; derivative rules, including the Product Rule and Chain Rule; applications of derivatives. Applications include compound interest; revenue, cost, profit, average cost; break-even analysis; elasticity of demand; marginal cost; optimization; concavity and inflection points. A TI 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 119 - Precalculus

This course provides a review of algebra and trigonometry as a preparation for courses in the calculus sequence. Topics include: exponents and radicals; polynomials and rational expressions; factoring; division with polynomials; solving equations and inequalities in one variable; graphing in the coordinate plane; linear, quadratic, and higher-degree polynomial functions; horizontal and vertical transformations of functions; rational zeros of functions; exponential and logarithmic functions and their graphs; laws of logarithms; solving exponential and logarithmic equations; radian and degree measure; reference angles; trigonometric functions and graphs; right triangle trigonometry; trigonometric identities and formulas; solving trigonometric equations. A TI 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*

### MTH 120 - Calculus 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 finding 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 119 or its equivalent*

*ILO Met: ILO 3.1.b - Quantitative Reasoning*

### MTH 121 - Calculus 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 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 222 - Calculus III**

This course addresses three-dimensional geometry, including equations of lines and planes in space, and 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 121*

### **MTH 240 - Linear Algebra**

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 included.

*Number of Credits: 4*

*When Offered: Fall*

*How Offered: Face-to-Face*

*Prerequisites: MTH 120*

### **MTH 260 - Discrete Structures I**

This course is the first half of a two-semester course in discrete mathematics and is intended for computer science and information technology majors. Topics in the course include logic, sets, functions, numeric bases, matrix arithmetic, divisibility, modular arithmetic, elementary combinatorics, probability, graphs, and trees. There will be an emphasis on applications to the broad field of computing.

*Number of Credits: 3*

*When Offered: Fall*

*How Offered: Face-to-Face*

*Prerequisites: MTH 101 or a Mathematics Placement of 102M*

*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 and is intended for computer science majors. Topics in the course include rules of inference, proof methods, sequences and summation, growth of functions, complexity of algorithms, prime numbers and their application to cryptography, proof by induction, recursion, recurrence relations, and properties of relations. 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 120

*Corequisites:* MTH 121

### **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 121

### **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 or MTH 302

### **MTH 335 - Graph Theory**

This course introduces students to the field of graph theory and leads them through an exploration of the major branches of this subject, incorporating both theoretical results and current applications for each area studied. From a theoretical perspective, students re-derive well-known existing results and construct proofs related to new topics which have been introduced. From an applied standpoint, members of the class learn to formulate graph models to solve problems in computer science, the natural sciences, engineering, psychology, sociology, and other fields. We also consider some open problems and pose new questions of our own. In addition to fundamental definitions and concepts in graph theory, some specific topics that will be introduced are the following: Eulerian, Hamiltonian, planar, and directed graphs; trees, connectivity, matching, decomposition, coloring, covering, and independent sets and cliques; techniques and algorithms on graphs; and optimization problems and network flows.

*Number of Credits:* 3

*How Offered:* Face-to-Face

*Restrictions:* junior mathematics standing or permission of the department chair

### **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 121

### **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**

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 - Mathematical Statistics**

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**

A survey of numerical methods commonly used in algebra and calculus with emphasis on both algorithms and error analysis. Topics include round-off error, numerical methods for solving equations in one variable, interpolation and polynomial approximation, and numerical differentiation and integration. Methods and techniques studied include Bisection, Fixed-Point Iteration, Newton's Method, Müller's Method, Lagrange Polynomials, Neville's Method, Divided Differences, Cubic Splines, Three-point and Five-point Numerical Differentiation Formulas, Newton-Cotes Formulas, Composite Numerical Integration, Adaptive Quadrature, Gaussian Quadrature.

*Number of Credits:* 3

*How Offered:* Face-to-Face

*Prerequisites:* MTH 121

### **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 121

### **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 Minor**

### **Why take this minor?**

Mathematics 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.

The minor in mathematics introduces students to the foundational courses in the field usually encountered during the first two years of study.

### **Number of Courses Required for Graduation**

6

### **Number of Credits Required for Graduation**

22-23

### **Minor Requirements**

- MTH 120 – Calculus I
- MTH 121 – Calculus II
- Any three from MTH 222, MTH 240, MTH 302, MTH 322
- One additional Mathematics course numbered 300 or greater.

### **Recommended Course Sequence**

FRESH or SOPH Fall: MTH 120

FRESH or SOPH Spring: MTH 121

SOPH or JUNIOR Fall: MTH 222

SOPH or JUNIOR Spring: MTH 302 or MTH 322

JUNIOR or SENIOR Fall: MTH 240

JUNIOR or SENIOR Spring: MTH Elective

### **Course Descriptions**

All course descriptions may be found in the main menu under [Undergraduate > Courses: A-Z](#).

## **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.

## **Department Goals**

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

## **Major(s) Offered**

[Philosophy](#)

## **Minor(s) Offered**

[Philosophy](#)

## **Location/Contact Information**

Robert Dobie, Chair

Wister Hall 215  
dobie@lasalle.edu  
(215) 951-1662

## Staff Contact Information

Diana O'Neill, Administrative Assistant  
oneilld@lasalle.edu  
(215) 951-1082

## Full-Time Faculty

**PROFESSORS:** Tsakiridou, Dobie  
**ASSOCIATE PROFESSORS:** Howell, Hymers  
**ASSISTANT PROFESSORS:** Garver  
**PROFESSOR EMERITUS:** Van Fleteren

## 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

Robert J. Dobie  
Chair, Philosophy and Religion and Theology  
Wister Hall 215  
dobie@lasalle.edu  
(215) 951-1662

### Degree Earned

B.A.

### Number of Courses Required for Graduation

**Major:** 12  
**Total:** 38-40

### Number of Credits Required for Graduation

**Major:** 36  
**Total:** 120

### GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

## 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 38-40 courses in total in order to graduate. 12 courses will be from this major program.

### 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, PHL 152, PHL 153, or PHL 154. Because of the distinct discipline requirement, a student may only apply one of these four PHL 15x 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, PHL 152, PHL 153, or PHL 154

PHL 264 or PHL 325

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

Four Philosophy Electives (may not include PHL 151, 152, 153, or 154)

### 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 the double major are the same for those of the single major. Nevertheless, the department is flexible and is willing to count, where possible, courses in the student's other major toward the total credits necessary for the philosophy major.

## Minor Requirements

6 PHL courses are required for the minor.

Choose one from: PHL 151, PHL 152, PHL 153, or PHL 154

Plus: 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

AND

PHL 326: History of Western Philosophy: The Ancient World

History Sequence:

PHL 327: Angels & Demons: The Romanice 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 quanti-ficational 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

[Political Science](#)

[Political Science, Philosophy, and Economics](#)

[International Relations](#)

## Minor(s) Offered

[Political Science](#)

[Political Science, Philosophy, and Economics](#)

[International Relations](#)

## Location/Contact Information

Elizabeth A. Paulin, Chair

Hayman Hall, Room 264

[paulin@lasalle.edu](mailto:paulin@lasalle.edu)

(215) 951-1181

## Full-Time Faculty

**FULL PROFESSOR:** Glatzer

**ASSISTANT PROFESSOR:** Leonard Boyle

## 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, 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

Elizabeth A. Paulin, Chair

Hayman Hall, Room 264

[paulin@lasalle.edu](mailto:paulin@lasalle.edu)

(215) 951-1181

### Degree Earned

B.A.

### Number of Courses Required for Graduation

**Major:** 14

**Total:** 38-40

### Number of Credits Required for Graduation

**Major:** 42

**Total:** 120

### GPA Required for Graduation

**Major:** 2.0

**Cumulative:** 2.0

### 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 **38-40** courses in total in order to graduate. **14** courses will be from this major program.

***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 I

POL 481 - Senior Seminar II

4 courses in Foreign Languages

3 courses in International Relations

### **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**

Foundation courses:

POL 240

POL 341

Electives: Any 4 IRL electives (may include select POL, HIS, ECN course)

### **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

### **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**

Elizabeth A. Paulin, Chair

Hayman Hall, Room 264

[paulin@lasalle.edu](mailto:paulin@lasalle.edu)

(215) 951-1181

## **Degree Earned**

B.A.

## Number of Courses Required for Graduation

Major: 14

Total: 38-40

## Number of Credits Required for Graduation

Major: 42

Total: 120

## GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

## 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 **38-40** courses in total in order to graduate. **14** courses will be from this major program.

### **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 Systems

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

### **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, politics, and economies of nations from Mexico and the Caribbean to those of the Southern Cone. The goal of the course is to afford class members the opportunity to better understand Latin America's history as a basis for comprehending its likely future. Cross-listed with ECN 334 and 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 will 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

Elizabeth A. Paulin, Chair

Hayman Hall, Room 264

[paulin@lasalle.edu](mailto:paulin@lasalle.edu)

(215) 951-1181

## Degree Earned

B.A.

## Number of Courses Required for Graduation

**Major:** 14

**Total:** 38-40

## Number of Credits Required for Graduation

**Major:** 42

**Total:** 120

## GPA Required for Graduation

**Major:** 2.0

**Cumulative:** 2.0

## 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 38-40 courses in total in order to graduate. 14 courses will be from this major program.

**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 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

*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

### **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, politics, and economies of nations from Mexico and the Caribbean to those of the Southern Cone. The goal of the course is to afford class members the opportunity to better understand Latin America's history as a basis for comprehending its likely future. Cross-listed with ECN 334 and 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 Interngate. 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*

### **PPE 480 – Capstone**

This course involves supervised research and writing on a major topic via an independent study. Weekly presentations and discussions of individual papers are expected with the chosen supervisor. A student may be supervised by any faculty member in Political Science, Economics and Philosophy. 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*

## **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**

Lynn Collins, Ph.D., Chair

Wister Building, M15

[collins@lasalle.edu](mailto:collins@lasalle.edu)

215-951-5046

### **Staff Contact Information**

Diana O'Neill, Administrative Assistant

[oneilld@lasalle.edu](mailto:oneilld@lasalle.edu)

(215) 951-1082

### **Full-Time Faculty**

**FULL PROFESSORS:** Collins, Fingerhut

**ASSOCIATE PROFESSORS:** Armstrong, Cardaciotto, Falcone, Goldbacher, McClure, McMonigle, Montague, Moon, Roth, Spokas, Sude, Wilson, Zelikovsky

**ASSISTANT PROFESSORS:** Hill, Kratz, Méndez-Díaz

**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 to prepare students for success in three general career paths: graduate study in Psychology, both research and applied; professional school (e.g., medicine, law, business); and entry directly into the workforce. The Psychology major requires 12 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, practice, and application.

A major in Psychology offers a number of desirable skills. First, students develop a sophisticated understanding of the complexities of human behavior and thinking. Second, students develop quantitative and research skills that allow them to appreciate and undertake the study of human behavior and thinking. Third, students gain interpersonal skills for collaboration and teamwork. In addition, students become part of a community of scholars that includes faculty, graduate students, and fellow undergraduate students.

### Student Learning Outcomes

Upon completion of a psychology major, students will be able to:

- Recognize key concepts, principles, and overarching themes in psychology.
- Utilize skills in scientific reasoning for consuming and producing psychological research.
- Communicate statistically supported findings in psychology.
- Recognize major ethical issues in psychological research.
- Apply knowledge base in psychology to one of the following areas of psychology: emotions, biological psychology, history and systems, or personality.

### Program Contact Information

Lynn Collins, Ph.D., Chair

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Wister Hall, Mezzanine Level

(215) 951-1270

### Degree Earned

B.A.

### Number of Courses Required for Graduation

**Major:** 12

**Total:** 40

### Number of Credits Required for Graduation

**Major:** 37

**Total:** 120

### GPA Required for Graduation

**Major:** 2.0

**Cumulative:** 2.0

### 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**

PSY 155

**ILO 3.1b: Quantitative Reasoning**

MTH 150

**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 40 courses in total in order to graduate. 12 courses will be from this major program.

**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)**

Choose one of the following four courses: PSY 405 OR PSY 420 OR PSY 425 OR PSY 430

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 330

### **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

Seven electives in psychology, including three of the following: PSY 405 Emotions, PSY 410 Theories of Learning, PSY 415 Cognitive Psychology, PSY 420 Biological Psychology, PSY 425 Theories of Personality, PSY 430 History and Systems of 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.

### **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 advisers 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:* Fall, 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:* Fall, Spring

*How Offered:* Face-to-Face, Online

### **PSY 242 - Introduction to Language and Communication**

This course presents an introduction to linguistics, which is the study of human language and communication. Each major branch of linguistics is surveyed with an emphasis on the structure, content, and use of English. This course also explores language variation and the relationship between language and culture, language and the brain, and how children develop language. Students practice techniques for linguistic analysis, and clinical applications to the fields of speech-language pathology and psychology are discussed. 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, Spring

*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:* Fall, 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, Summer

*How Offered: Face-to-Face*

### **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, Summer*

*How Offered: Face-to-Face*

*Prerequisites: PSY 310*

### **PSY 330 - Research Design I**

This course focuses on introducing students to the techniques and methods of descriptive and inferential research, as well as research ethics, as they are applied to psychological science.

*Number of Credits: 4*

*When Offered: Fall, Summer*

*How Offered: Face-to-Face*

*Prerequisites: PSY 155, 311*

### **PSY 331 - Research Design II**

This course offers lectures, discussions, and practice in the application of psychological theory and research design to the development of an original research study. Each student completes a literature review, develops study aims and hypotheses, plans a research method, and writes a study proposal. Considerations for ethical conduct of research and research dissemination are discussed as well. Options are available for collecting and analyzing data during this course or in future research independent studies.

*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*

*When Offered: Fall, Spring*

*How Offered: Face-to-Face*

*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: Fall, 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, Spring

*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, 60 credits completed, 3.0 overall GPA

# **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**

Anthony Smith, Ph.D., Chair

[smithanthony@lasalle.edu](mailto:smithanthony@lasalle.edu)

773-931-9570

## **Staff Contact Information**

Kelley Tuman

Administrative Assistant

[tuman@lasalle.edu](mailto:tuman@lasalle.edu)

(215) 951-1763

## **Full-Time Faculty**

**PROFESSORS:** McGinniss FSC

**ASSOCIATE PROFESSORS:** Copeland, Crawford FSC, O'Connell, Smith

**ASSISTANT PROFESSOR:** Regan

**PROFESSOR EMERITUS:** McGuinness

# **Religion**

## Program Description

The Religion and Theology Department recognizes that religion is a dimension of the human experience that grows out of the fundamental human desire for meaning and is one of the most significant geopolitical and cultural forces in the 21st century. Accordingly, we prepare students for life in the multicultural and religiously plural world by equipping them with practical, transferable, and professional skills along with self-reflective and socially conscious insight into the human condition. This includes appreciating diversity within and among traditions; engaging ideas and others through dialogue and action; and collaborating with others in identifying and responding to social problems.

Members of the Religion & Theology Department seek to embody the four commitments of a Lasallian education through the following values:

- We practice **curiosity** by asking questions in order to better understand, focusing on what is in front of us when it comes to our students, maintaining active research agendas, and making creative contributions to our respective fields of study.
- We practice **empathy** through listening and active presence with groups within and beyond our campus who do not yet feel at home in our University community.
- We practice **pluralism** by creating spaces and events that cultivate religious diversity and multiculturalism, by using diverse methodological practices in our research and teaching, and by going out into the community to encounter and reflect on difference.
- We use our **imagination** by thinking with our senses, going beyond the boundaries of the department to dream with others about what might be possible, fostering creativity on a shoestring budget, and designing aesthetic expressions of who we are and what we do.
- We build **community** by providing a place of welcome and inclusion in classroom and departmental spaces, and cultivating relationships within and beyond the boundaries of the University.

## 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 and Theology majors and minors at La Salle University learn critical knowledge and skills for engaging with and understanding difference today, as well as for tapping faith-based resources for responding effectively to social injustice. Religion and Theology majors and minors have gone on to graduate school in religion and theology, as well as law school. Our graduates are employed in the non-profit sector as social workers and community organizers. They are ministers, teachers, and even project managers in the business world.

## Student Learning Outcomes

Student Learning Outcomes:

- **REL 100: Religion Matters** (required for all La Salle students)
  - 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.
- **REL 200: Theories & Methods in Religion & Theology** (required for majors and minors)
  - Evaluate issues, ideas, and events by analyzing relevant contexts, assumptions, and evidence within religion and theology
  - Identify and explain at least four central theories/methods in the disciplines of religion and/or theology through engagement with primary and secondary sources
  - Apply a theory and method to an issue of the student's choosing in the discipline or our contemporary reality
- **REL 300: Rhetoric and Dialogue in Religion & Theology** (required for majors)
  - Use written and oral communication effectively according to the expectations and conventions of the discipline of religion and theology
  - Identify and evaluate rhetorical approaches used by scholars in the discipline
  - Collaborate with peers on developing and practicing their own rhetorical approaches in written and oral rhetorical styles
- **REL 400: La Salle and Beyond** ((required for majors)
  - Examine and articulate how the student's personal, professional, religious or spiritual values inform their disciplinary worldviews
  - Name and explain the student's persistent preoccupation, appraise how they pursued it during their undergraduate coursework, and predict potential applications in their future plans
  - Articulate the knowledge and skills students have acquired and consider ongoing applications to their own flourishing and to the common good framed in the Lasallian vision
- **Constellation #1 - Texts, Practices, and Cultures** (one course with this designation is required for majors)
  - Explain different meanings and modes of interpretation of religious and/or theological expression in order to identify and assess how they shape and are shaped by cultures.
- **Constellation #2- Difference and Pluralism** (one course with this designation is required for majors)
  - Examine and critique dominant religious or theological frameworks and narratives in order to articulate the significance of diverse ways of being and knowing within and across traditions.
- **Constellation #3 - Active Responsibility** (one course with this designation is required for majors)
  - Collaborate with others in engaging ethical frameworks of religion and/or theology, as well as religious and or theological imagination in order to respond to contemporary social issues and problems.

## Program Contact Information

Anthony Smith, Chair

College Hall 419

smithanthony@lasalle.edu

(215) 951-1335

## Degree Earned

B.A.

## Number of Courses Required for Graduation

Major: 12

Total: 38-40

## Number of Credits Required for Graduation

Major: 36

Total: 120

## GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

## 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 38-40 courses in total in order to graduate. 12 courses will be from this major program.

### 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)

REL 400: La Salle and Beyond

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

REL 200: Theories and Methods in Religion and Theology

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

REL 300: Rhetorical and Dialogue in Religion and Theology

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

One course with 12.2 designation from Constellation #3 - Active Responsibility

### All Other Required Courses

REL 100-Religion Matters

REL 200-Theories and Methods in Religion and Theology

REL 300-Rhetoric and Dialogue in Religion and Theology

REL 400-La Salle and Beyond

Students will take one course from each of the following Constellations:

#### Texts, Practices, and Cultures (one course)

REL 210 - Hebrew Bible/Old Testament

REL 211 - The New Testament

REL 212 - The Prophets of Ancient Israel

REL 214 - The Gospels

REL 220 - Catholicism in the Modern World

REL 221-Christian Origins

REL 223 - Jesus and His Mission

REL 224 - Christian Spirituality: Visionaries, Mystics, and Saints

REL 242 - Sports and Spirituality

REL 243 - Religion and Contemporary Literature

REL 246 - Exploring Evil

REL 247 - Theologies of Suffering

REL 247 - Theologies of Suffering

REL 315 - St. Paul

REL 316 - Women in the Bible

REL 324 - La Salle and His Legacy

REL 355 - Meditation and Mindfulness

#### Difference and Pluralism

REL 231 - Buddhism in Asia and Beyond

REL 232 - Judaism, Islam, and Other Religions of the Near East

REL 233 - Islam in America

REL 235 - Women and Gender in Islam

REL 236- Christian Muslim Relations

REL 237 - Hinduism: Yoga, Dharma, and Devotion

REL 244 - Religion in the United States

REL 245 - Catholicism in the United States

REL 248 - Religion and the Civil Rights Movement

REL 280- Religion in Prison

REL 345 - Religion in Philadelphia

REL 270 - Special Topics

#### Active Responsibility (one course)

REL 140 - Moral Decisions in Health Care

REL 250 - Religion and Ethics in Contemporary Culture

REL 251 - Peace and Justice in the Christian Tradition

REL350 - Building the Beloved Community?: Theology and Racism

REL 352 - Playing God: Religion, Ethics, and the Life Sciences

REL 353 - Social Justice and Community Organizing

REL 354 - Love, Sex, and Friendship: Religious Perspectives on Human Relationships

REL 370 - Special Topics

Students will take 5 REL elective courses, one of which may come from the approved list of courses below (or by permission of the chair):

- ARTH 205: Medieval Art
- ARTH 213: Italian Renaissance Art
- ENG 243: Religion and Contemporary Literature
- ENG 303: Language and Prejudice
- ENG 351: Gender and Ethnicity
- ENG 353: Contemporary Literature
- ENG 437: World Literature, The Western Tradition
- ENG 438: World Literature, The Non-Western Tradition
- HIS 307: Latin America: The Colonial Experience
- HIS 308: Latin America in Revolution
- HIS 338: The American Immigrant
- HIS 367: Early Middle Ages
- HIS 369: The Holocaust
- HIS 385: Modern Ireland
- LGU 200: Introduction to Leadership and Global Understanding
- PHL 267: Philosophical Approaches to God;
- PHL 309: God, Reality, Heaven and Hell: Thomas Aquinas;
- PHL 327: Angels and Demons: The Romance of Medieval Philosophy
- POL 348: 21st Century Terrorism
- POL 385: Ethics in Government
- SWK 280: Dynamics of Human Development & Diversity
- SWK 281: Dynamics of People in Diverse Environments
- SWK 350: Loss and Grief

### **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 MAJORS:**

- REL 100 - Religion Matters
- REL 200 - Theories and Methods in Religion and Theology
- REL 400 - La Salle and Beyond
- 7 REL electives (one of which may come from the following list of approved courses outside of the department or those approved by the chair:
  - ARTH 205: Medieval Art
  - ARTH 213: Italian Renaissance Art
  - ENG 243: Religion and Contemporary Literature
  - ENG 303: Language and Prejudice
  - ENG 351: Gender and Ethnicity
  - ENG 353: Contemporary Literature
  - ENG 437: World Literature, The Western Tradition
  - ENG 438: World Literature, The Non-Western Tradition
  - HIS 307: Latin America: The Colonial Experience
  - HIS 308: Latin America in Revolution
  - HIS 338: The American Immigrant
  - HIS 367: Early Middle Ages
  - HIS 369: The Holocaust
  - HIS 385: Modern Ireland
  - LGU 200: Introduction to Leadership and Global Understanding
  - PHL 267: Philosophical Approaches to God;
  - PHL 309: God, Reality, Heaven and Hell: Thomas Aquinas;
  - PHL 327: Angels and Demons: The Romance of Medieval Philosophy
  - POL 348: 21st Century Terrorism
  - POL 385: Ethics in Government
  - SWK 280: Dynamics of Human Development & Diversity
  - SWK 281: Dynamics of People in Diverse Environments
  - SWK 350: Loss and Grief

### **REQUIRED FOR DUAL MAJOR IN RELIGION-EDUCATION:**

- REL 100 - Religion Matters
- REL 200 - Theories and Methods in Religion and Theology
- REL 400 - La Salle and Beyond
- 7 REL electives (one of which may come from the following list of approved courses outside of the department or those approved by the chair:
  - ARTH 205: Medieval Art
  - ARTH 213: Italian Renaissance Art
  - ENG 243: Religion and Contemporary Literature
  - ENG 303: Language and Prejudice
  - ENG 351: Gender and Ethnicity
  - ENG 353: Contemporary Literature
  - ENG 437: World Literature, The Western Tradition
  - ENG 438: World Literature, The Non-Western Tradition
  - HIS 307: Latin America: The Colonial Experience
  - HIS 308: Latin America in Revolution
  - HIS 338: The American Immigrant
  - HIS 367: Early Middle Ages
  - HIS 369: The Holocaust
  - HIS 385: Modern Ireland
  - LGU 200: Introduction to Leadership and Global Understanding
  - PHL 267: Philosophical Approaches to God;
  - PHL 309: God, Reality, Heaven and Hell: Thomas Aquinas;



- PHL 327: Angels and Demons: The Romance of Medieval Philosophy
- POL 348: 21st Century Terrorism
- POL 385: Ethics in Government
- SWK 280: Dynamics of Human Development & Diversity
- SWK 281: Dynamics of People in Diverse Environments
- SWK 350: Loss and Grief
- EDC 103, 104, 224, 225, 304, 306, 401, 470

## Minor Requirements

### REQUIRED FOR MINOR IN RELIGION:

- REL 100 - Religion Matters
- REL 200 - Theories and Methods in Religion and Theology
- Four REL electives (one of which may come from the following list of approved courses outside of the department or those approved by the chair:
  - ARTH 205: Medieval Art
  - ARTH 213: Italian Renaissance Art
  - ENG 243: Religion and Contemporary Literature
  - ENG 303: Language and Prejudice
  - ENG 351: Gender and Ethnicity
  - ENG 353: Contemporary Literature
  - ENG 437: World Literature, The Western Tradition
  - ENG 438: World Literature, The Non-Western Tradition
  - HIS 307: Latin America: The Colonial Experience
  - HIS 308: Latin America in Revolution
  - HIS 338: The American Immigrant
  - HIS 367: Early Middle Ages
  - HIS 369: The Holocaust
  - HIS 385: Modern Ireland
  - LGU 200: Introduction to Leadership and Global Understanding
  - PHL 267: Philosophical Approaches to God;
  - PHL 309: God, Reality, Heaven and Hell: Thomas Aquinas;
  - PHL 327: Angels and Demons: The Romance of Medieval Philosophy
  - POL 348: 21st Century Terrorism
  - POL 385: Ethics in Government
  - SWK 280: Dynamics of Human Development & Diversity
  - SWK 281: Dynamics of People in Diverse Environments
  - SWK 350: Loss and Grief

## 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 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, who place significant value on relationships built on mutuality and collegiality. The Department supports the University's mission to prepare students for "a commitment to the common good" by challenging students to expand their world views. Students integrate the Lasallian value of "service rooted in solidarity and justice" with the liberal arts tradition and the knowledge, skills and values of the social work profession, preparing students for generalist social work practice.

### **Department Goals**

- To develop competent social work professionals grounded in knowledge, values, and skills necessary for generalist practice with individuals, families, groups, organizations, and communities.
- To prepare students for social work practice with diverse people and populations.
- To educate students about local, national, and international issues of social, economic and environmental justice so that they become 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 lifelong learning.

### **Major(s) Offered**

[Social Work](#)

### **Minor(s) Offered**

[Human Services](#)

### **Location/Contact Information**

Rosemary Barbera, Ph.D.

Program Director & Chair

Olney Hall 368

[socialwork@lasalle.edu](mailto:socialwork@lasalle.edu)

(215) 951-1119

### **Staff Contact Information**

Jessica DeRenzis

Administrative Assistant II

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(215) 941-1151

Michele Rambo

Certification, Accreditation, and Assessment Officer

rambo@lasalle.edu

(215) 951-1188

## Full-Time Faculty

**ASSOCIATE PROFESSOR:** Barbera

**ASSISTANT PROFESSOR:** DeCarlo, Mariscotti

**VISITING ASSISTANT PROFESSOR:** Lynch

**INSTRUCTOR & DIRECTOR OF FIELD EDUCATION:** Pollichemi

## Social Work

### Program Description

#### Department 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 the 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.

#### Social Work Program Goals

1. To develop competent social work professionals grounded in knowledge, values, and skills necessary for generalist practice with individuals, families, groups, organizations, and communities.
2. To prepare students for social work practice with diverse people and populations.
3. To educate students about local, national, and international issues of social, economic and environmental justice so that they become agents of change.
4. To provide a curriculum that challenges students to integrate and act upon the values and ethics of the social work profession.
5. To motivate students to know the importance of and exhibit a commitment to the ongoing development and care of the personal and professional self.
6. To prepare students for lifelong learning.

#### About the Program

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](http://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.

#### CRITERIA FOR ACCEPTANCE INTO THE MAJOR

Social work is a professional degree program and as such, 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 and prepares students for similar application processes for graduate school and future careers. 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.
- A reflection on personal influences 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 an upper-level course without first receiving a C or better in a lower-level course.

A student must have an overall GPA of 2.5 and a GPA of 2.5 in the social work major to graduate with the BSW degree.

## **Why take this major?**

Social work is a discipline that seeks to facilitate the health and well-being of individuals, families, and communities through personal, interpersonal and social change. Social workers use their knowledge and skills in a vast array of traditional and non-traditional settings including mental health centers, hospitals, schools, law practices, athletic organizations, libraries, community centers and in local, national and international government.

Students in our social work major integrate theory and practice through coursework and 600 hours of supervised fieldwork. Our faculty are committed teachers, scholars and practitioners who support and challenge students to grow personally, academically, and professionally.

In the Lasallian spirit, we maintain close advising relationships with our students and encourage collaboration and community among students and between faculty and students.

#### **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 95% 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 the average of all occupations).

##### **You could complete graduate 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 could enter La Salle and earn both your BSW and MSW degrees in 5 years.

##### **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, influencing policy, diversity training, working directly with people of all ages—from children to older adults. Social workers are found in mental health centers, hospitals, hospices, clinics, schools, nursing homes, residential facilities, private practice, child welfare agencies, courts, and countless other non-profit and for-profit organizations. Social workers provide over 60% of mental health services in the U.S. today.

#### **Why Social Work at La Salle?**

A curriculum that integrates theory and practice

600 hours of supervised internship. Our Office of Field Education will work with you to find a placement

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)

The La Salle program is held in high esteem by the local social service community

## **Student Learning Outcomes**

Students in social work programs accredited by the Council on Social Work Education (CSWE) are required to meet the following competencies.

## **SOCIAL WORK 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**

Social Work Department Office

Hayman Hall 261

(215)951-1151

Rosemary A. Barbera, Ph.D., MSS

BSW Program Director & Chair

Hayman Hall, Room 368

barbera@lasalle.edu

socialwork@lasalle.edu

(215) 951-1119

## **Degree Earned**

Bachelor of Social Work (BSW)

## **Number of Courses Required for Graduation**

**Major:** 15

**Total:** 40

## **Number of Credits Required for Graduation**

**Major:** 45

**Total:** 120

## **GPA Required for Graduation**

**Major:** 2.50

**Cumulative:** 2.50

## **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

#### **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**

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 or SWK 281

### **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 40 courses in total in order to graduate. 15 courses will be from this major program.

#### **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 340 Preparation for Professional Practice

SWK 365 Social Work Research

SWK 341 Generalist Practice with Individuals

SWK 381 Introductory Field Practicum

SWK 391 Social Work & Social Policy  
SWK 460 Generalist Practice with Families & Groups  
SWK 461 Generalist Practice with Organizations & Communities  
SWK 480 Generalist Field Practicum: Part A  
SWK 481 Generalist Field Practicum: Part B

SWK 495 Professional Considerations in Social Work

SWK Elective

SWK Elective

Students are also required to take courses outside of the major. These include SOC 150, Statistics, POL 151, BIO 158, and a Psychology course that is not Statistics. Some of these courses will also fulfill ILO 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.

## **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 391
- SWK 340
- SWK 281, 341, 365 or a SWK elective
- SWK elective

## **Recommended Course Sequence**

### **FULL-TIME DAY**

**Fall 1:** SWK 160

**Fall 2:** SWK 280, 391

**Spring 2:** SWK 281, SWK Elective

**Fall 3:** SWK 340, SWK Elective

**Spring 3:** SWK 341, 365, 381

**Fall 4:** SWK 460, 480

**Spring 4:** SWK 461, 481, 495

### **PART-TIME EVENING**

**Spring or Sum Odd Year:** SWK 160

**Fall 1 of Odd Year:** SWK 280, 340

**Spring 1 of Even Year:** SWK 281, 341, 381

**Sum of Even Year:** SWK 391, 365, SWK elective

**Fall 2 of Even Year:** SWK 460, 480, SWK elective

**Spring 2 of Odd Year:** SWK 461, 481, 495

### **ACCELERATED**

**Sum 1:** SWK 160

**Fall 1:** SWK 280, 281, 391, 340

**Spring 1:** SWK 341, 365, 381, SWK elective

**Sum 2:** SWK 460, 480, SWK elective

**Fall 2:** SWK 461, 481, 495

SWK 381, SWK 480, & SWK 481 also require 200 hours of Field Practicum

## 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 has a service-learning (SL) designation and includes a 20-hour community-engaged 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.

This course is offered in a rotating fashion with other Social Work electives.

*Number of Credits:* 3

*When Offered:* Fall, Spring, Summer

*How Offered:* Face-to-Face, Online, Hybrid

*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.

This course is offered in a rotating fashion with other Social Work electives.

*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.

These courses are offered in a rotating fashion with other Social Work electives.

*Number of Credits:* 3

*When Offered:* Fall, Spring, Summer

*How Offered:* Face-to-Face, Online, Hybrid

### 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, Spring

*How Offered:* Face-to-Face, Hybrid

*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 330 – 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.

This course is offered in a rotating fashion with other Social Work electives.

*Number of Credits:* 3

*When Offered:* Fall, Spring, Summer

*How Offered:* Face-to-Face, Online, Hybrid

*ILO Met:* ILO 10.1 – Ethical Understanding and Reasoning

## **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

*Restrictions:* Open to Social Work majors and Human Services minors only.

*Prerequisites:* SWK 160, SWK 280 (SWK 280 may be taken concurrently)

## **SWK 341 – Generalist Practice with Individuals**

This course is the first of three courses in the social work practice sequence. Each course addresses one or more levels of the generalist social work process with individuals, families, groups, organizations, and communities. This course specifically focuses on 1) initiating the social work relationship, 2) building collaborative relationships, 3) assessing challenges and strengths, and 4) constructing action plans and intervening with individuals. Students utilize ecological/systems and empowerment/strengths perspectives to inform their practice of assessment and planning with individuals. Differential assessment and intervention with diverse populations is examined. Students practice generalist social work skills in the field with individuals and learn to incorporate the values and ethics of the profession into their beginning social work practice. This course is taken with SWK 381 – Introductory Field Practicum.

*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.

This course is offered in a rotating fashion with other Social Work electives.

*Number of Credits:* 3

*When Offered:* Fall, Summer

*How Offered:* Face-to-Face, Online

## **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 – Introductory Field Practicum**

This is the first of three field practicum courses, to be followed by SWK 480 and 481 respectively. This course is an introduction to social work field practice. The purposes of this course is four-fold: 1) to provide students with an introductory opportunity to integrate the 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 orient students to begin to identify with the social work profession and its values, and 4) to provide opportunities for students to demonstrate learning of practice behaviors.

In this introductory practicum course the student will focus primarily on the processes of generalist social work with individuals in their social environment. Each practicum setting, however, is unique and many students will have opportunities to participate in most or all aspects of the generalist social work process. This course is taken concurrently with SWK 341 – Generalist Practice with Individuals. In the 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 391 – Social Work & Social Policy**

This course will provide an examination of the historical roots of the United States' response to human needs through social policy. The course will examine the effectiveness of various governmental policies – welfare, health, labor, education – to improve the well-being of residents of the U.S. The experience of oppression and discrimination of vulnerable groups will be stressed along with the distribution of power, status, and resources. A systematic framework for policy analysis will be presented and applied to contemporary social welfare policies, stressing critical thinking in how these policies can be improved to better serve individuals, especially those who have historically experienced oppression and discrimination. Cause advocacy will be presented for advancing social, environmental and economic justice, and human rights. Ethical issues and the underlying values associated with the allocation of resources will be highlighted.

*Number of Credits:* 3

*When Offered:* Fall, Summer

*How Offered:* Face-to-Face

## **SWK 460 – Generalist Practice with Families and Groups**

This three-credit course is the second in a three-part sequence in generalist social work practice that specifically focuses on assessment and intervention with families and groups. Students acquire knowledge and skills of assessment and intervention with couples, families, and groups utilizing a systems framework within the strengths and empowerment traditions in social work.

In this course, students will learn social work processes with families and groups and practice social work skills used with these client systems. This course is taken concurrently with SWK 480 – Generalist Field Practicum: Part A, an educationally directed field practicum that assists students to develop competency in generalist social work practice. Another central component of this course is consideration of social work values as the foundation of all social work practice. Students will demonstrate the integration of these values in the classroom and in their field practice.

*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 461 – Generalist Practice with Organizations & Communities**

This course is the third in a three-part sequence in generalist social work practice. This course specifically focuses on engagement, assessment, and interventions/collaborations/evaluation with organizations and communities. However, as in the other courses in this sequence, there will be a focus on the integration of micro, mezzo, and macro skills for effective generalist practice. Social work values and ethics, as in all other social work courses, provide a foundation for this course.

Students will acquire knowledge and skills for engagement, assessment and interventions/ collaboration/evaluation with organizations and communities utilizing a systems framework within the empowerment tradition in social work. In this course students will be introduced to a variety of approaches to macro social work practice so that they will gain the necessary skills and knowledge for engagement, assessment, and intervention/collaboration/evaluation on a macro level. This course is taken concurrently with SWK 481 – Generalist Field Practicum: Part B, an educationally-directed field practicum which helps the students integrate and utilize the skills from SWK 461 with client systems.

*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 – Generalist Field Practicum: Part A**

Generalist Field Practicum: Part A provides the student with an educationally-directed social work practice experience. The student integrates social work theory and skills acquired in the practice sequence thus far (SWK 340, SWK 341, and SWK 381) to develop competencies for generalist social work practice.

This practicum is taken concurrently with SWK 460: Generalist Practice with Families and Groups. The student continues to develop a professional value base and identification with the social work profession.

*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 – Generalist Field Practicum: Part B**

Generalist Field Practicum: Part B provides the student with an educationally directed social work practice experience. The student integrates social work theory and skills that have been acquired in the practice sequence thus far (SWK 340, 341, 381, 460 & 480). While the focus of this practicum is assessment and intervention with organizations and communities, the student will continue to develop skills intervening with individuals, families, and/or groups, as well. The student continues to integrate the values and ethics of the profession into his/her generalist social work practice.

This practicum is taken concurrently with SWK 461: Generalist Practice with Organizations and Communities.

*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.

## Department Goals

- Sociology and Criminal Justice students will be able to read and think critically about topics and issues within each of their respective disciplines.
- Sociology and Criminal Justice students will understand the basic skills of research methods and have command of statistics.
- Students will be able to complete an independent research project in their advanced research class in which they develop a research question, conduct a thorough literature review, collect data and write up and present their findings.

## Major(s) Offered

[Sociology](#)

[Criminal Justice](#)

## Minor(s) Offered

[Sociology](#)

[Criminal Justice](#)

## Location/Contact Information

Brian Wyant, Ph.D.

Chair, Sociology and Criminal Justice

351 Hayman Hall

[wyant@lasalle.edu](mailto:wyant@lasalle.edu)

(215)-991-3554

## Staff Contact Information

Marianne Farley, Administrative Assistant

[farley77@lasalle.edu](mailto:farley77@lasalle.edu)

(215) 951-5133

## Full-Time Faculty

**PROFESSOR:** Gallagher

**ASSOCIATE PROFESSORS:** Bogle, 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

Brian Wyant, Ph.D.

Chair, Sociology and Criminal Justice

351 Hayman Hall

[wyant@lasalle.edu](mailto:wyant@lasalle.edu)

215-991-3554

## Degree Earned

B.A.

## Number of Courses Required for Graduation

Major: 12

Total: 38

## Number of Credits Required for Graduation

Major: 36

Total: 120

## GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

## 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 38 courses in total in order to graduate. 12 courses will be from this major program.

### **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 the 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 the 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 151 - Social Problems and Social Policy**

Cross-listed with SOC 151

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 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 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 335 – Mass Incarceration: Causes, Consequences, and Alternatives**

This course first explores and critically assesses the main explanations proposed for the rise and perpetuation of mass incarceration in the United States, including an increasingly punitive and retributive shift, the war on drugs, white supremacy and racial control, and privatization/profit motives. The course then examines the main consequences of mass incarceration for individuals, families, neighborhoods, and broader society. Understanding the causes and consequences of mass incarceration, the course concludes with an evaluation of various alternatives and reforms to mass incarceration.

*Number of Credits:* 3

*When Offered:* Fall, Spring, Summer

*How Offered:* Face-to-Face, Online

### **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 345 – Restorative Justice**

Restorative justice is a strategy that seeks to repair the harms done to those affected by a crime or conflict, including harmed parties (aka "victims"), responsible parties (aka "offenders"), and other community members. The course begins with a critical examination of how restorative theory and practice address the limitations of conventional justice system processing in the United States. The use of restorative justice in various contexts, including the criminal justice system as well as within correctional and educational settings, is also explored. Restorative justice's role in advancing racial, social, and gendered justice is evaluated, including an examination of how restorative models fit within other reform and abolitionist strategies.

*Number of Credits:* 3

*When Offered:* Fall, Spring, Summer

*How Offered:* Face-to-Face, Online

### **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 355 – Drugs, Crime, and Justice**

**Cross-listed with SOC 355**

This course is designed to provide students with an in-depth understanding of a variety of issues related to drug use, abuse, addiction, drug-related crime and drug control. The course begins with an examination of the effects of drugs on individuals and society, including prevalence rates, theories of addiction and the harms and benefits of use and abuse. The next unit assesses the relationship between criminal activity and drug use, abuse and criminalization. The final unit critically evaluates various drug control strategies, including supply reduction, demand reduction and possible alternatives.

*Number of Credits:* 3

*How Offered:* Face-to-Face

### **CRJ 358 – Crime Mapping**

This course will provide an overview of crime theories that emphasize the spatial variation of crime and techniques used in the study of crime and justice. Students will explore why crime occurs where it does as well as briefly explore techniques that can be used to map crime (using ArcGIS, a popular mapping system used by local and federal law enforcement agencies in the United States). No prior crime mapping/ArcGIS experience is necessary. Special attention will be given to urban crime patterns, specifically the spatial variation of crime in and around Philadelphia.

*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

Brian Wyant, Ph.D.

Chair, Sociology and Criminal Justice

351 Hayman Hall

[wyant@lasalle.edu](mailto:wyant@lasalle.edu)

215-991-3554

## Degree Earned

B.A.

## Number of Courses Required for Graduation

Major: 12

Total: 38-40

## Number of Credits Required for Graduation

Major: 36

Total: 120

## GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

## 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 38-40 courses in total in order to graduate. 12 courses will be from this major program.

### ***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***

Sociology Core: (8 courses)

SOC 150 Principles of Sociology (SOC 150 is a prerequisite for all upper level SOC courses)

SOC 151 Social Problems and Social Policy

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 the 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 151)
- **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 CRJ 151**

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

*ILO Met:* ILO 4.1 - Critical Analysis and Reasoning

### **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 335 - Mass Incarceration: Causes, Consequences, and Alternatives**

This course first explores and critically assesses the main explanations proposed for the rise and perpetuation of mass incarceration in the United States, including an increasingly punitive and retributive shift, the war on drugs, white supremacy and racial control, and privatization/profit motives. The course then examines the main consequences of mass incarceration for individuals, families, neighborhoods, and broader society. Understanding the causes and consequences of mass incarceration, the course concludes with an evaluation of various alternatives and reforms to mass incarceration.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

### **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 345 - Restorative Justice**

Restorative justice is a strategy that seeks to repair the harms done to those affected by a crime or conflict, including harmed parties (aka "victims"), responsible parties (aka "offenders"), and other community members. The course begins with a critical examination of how restorative theory and practice address the limitations of conventional justice system processing in the United States. The use of restorative justice in various contexts, including the criminal justice system as well as within correctional and educational settings, is also explored. Restorative justice's role in advancing racial, social, and gendered justice is evaluated, including an examination of how restorative models fit within other reform and abolitionist strategies.

Number of Credits: 3

When Offered: Fall, Spring, Summer

How Offered: Face-to-Face, Online

### **SOC 355 - Drugs, Crime, and Justice**

Cross-listed with CRJ 355

This course is designed to provide students with an in-depth understanding of a variety of issues related to drug use, abuse, addiction, drug-related crime and drug control. The course begins with an examination of the effects of drugs on individuals and society, including prevalence rates, theories of addiction and the harms and benefits of use and abuse. The next unit assesses the relationship between criminal activity and drug use, abuse and criminalization. The final unit critically evaluates various drug control strategies, including supply reduction, demand reduction and possible alternatives.

Number of Credits: 3

How Offered: Face-to-Face

### **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. The La Salle chapter of BGS celebrated its 25th anniversary in 2020, and has been designated a Highest Honors chapter since 1999. The chapter was named a Silver Chapter (in 2013, 2015 and 2016), and the Gold Chapter (in 2014), from more than 500 chapters worldwide.

## **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 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.

## **Location/Contact Information**

**School of Business, Dean's Office**

Founders' Hall 249

[mccaffrey@lasalle.edu](mailto:mccaffrey@lasalle.edu)

(215) 951 – 1059

## **Staff Contact Information**

**Yusuf Joseph Ugras**

Interim Dean, School of Business

Founders' Hall 249

[ugras@lasalle.edu](mailto:ugras@lasalle.edu)

(215) 951-1059

**Patrick O'Brien**

Associate Dean  
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(215) 951-1572

**Nicole McCaffrey**

Coordinator of Operations  
Founders' Hall 246  
[mccaffrey@lasalle.edu](mailto:mccaffrey@lasalle.edu)  
(215) 951-1834

**Kristen Garry**

Undergraduate Advising Coordinator  
Founders' Hall 241  
[garry@lasalle.edu](mailto:garry@lasalle.edu)  
(215) 951-1058

Oversees the 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.

**Penelope Grob**

Director, Business Scholars Co-op Program  
Founders' Hall 228  
[grob@lasalle.edu](mailto:grob@lasalle.edu)  
(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  
Founders' Hall 243  
[schroedere@lasalle.edu](mailto:schroedere@lasalle.edu)  
(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.).

**Elizabeth Scofield**

Director of Full-Time MBA Program  
Founders' Hall 233  
[scofield@lasalle.edu](mailto:scofield@lasalle.edu)  
(215) 951-1913

Advises students in BS/MBA Program for MBA courses in fourth year.

**Nicole Blair**

Director of PT MBA and MS Analytic Programs  
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**Abigail Conde**

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**Steve Melick**

Executive Director of La Salle Center for Entrepreneurship  
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(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 Equivalent

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<br>ECN 201 Introductory Microeconomics                 | MBA 603  |
| BUS 101 Introduction to Financial Accounting   | MBA 601  |
| BUS 206 Financial Markets and Institutions and<br>BUS 208 Fundamentals of Financial Management | MBA 602  |
| Marketing Major Courses  | MBA 690* |
| Accounting Major Courses   | MBA 691* |
| Finance Major Courses  | MBA 692* |
| Business Systems and Analytics Major Courses   | MBA 693* |

\*Courses are waived upon successful completion of the undergraduate courses completed within that major. 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 MBA Office at [mba@lasalle.edu](mailto:mba@lasalle.edu) or 215-951-1057.

## 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

Aspiring entrepreneurs or individuals with an entrepreneurial mindset who are interested in developing their skills will be supported and inspired through the La Salle Center for Entrepreneurship (LCE). Through mentoring, networking and experiential learning, you'll discover how to flex your innovative muscles, build leadership skills, explore the business landscape, and take measured risks to achieve your dreams. In addition, alumni and faculty will give back through mentoring as well as pursue their own entrepreneurial goals.

### Networking Nights and Alumni Shadowing

In addition to providing students with the knowledge they need to succeed in a competitive job market, La Salle's School of Business also helps them make the corporate connections to establish a foothold in the business world. We hold numerous events bringing students and alumni together with a goal of helping students make business world connections, building student confidence, educating students on specific industries trends and job expectations, and ultimately having alumni hire our students.

In addition, alumni shadowing opportunities are also encouraged. Students are able to connect with alumni and gain a day-in-the-life experience through these opportunities. Many of these experiences help our student's build life-long relationships.

Our expert faculty members and Career Center have built key industry relationships with top national and international players, providing our students with access to a vast corporate network that includes nearly 25,000 La Salle Business alumni. Our alumni hold senior leadership positions in at least 50 of the 100 largest companies in the mid-Atlantic market, and all of the region's top 20 firms employ La Salle Business alumni.

These connections have yielded many opportunities for La Salle students after graduation. The alumni network has secured more than 40 percent of all jobs for graduating business majors.

## Executives on Campus



For the past five years, more than 200 alumni of La Salle have actively participated in the education of our students through our Executives on Campus program. Alumni business leaders join us on campus for two days of networking, interaction, learning, and mentoring.

## **Bloomberg Trading Room**

The opening of the NEW Bloomberg Trading Room enables student's to increase their marketability by obtaining a Bloomberg Certification. Simply complete the eight-hour self-directed e-learning course, Bloomberg Market Concepts (BMC). It is delivered through modules on Economics, Fixed Income, Equities, and Currencies.

The BMC certification is an eye-opener for any résumé and/or LinkedIn profile.

## **Sales Center**

As the only member of the Associated Member of the University Sales Center Alliance (USCA) in the Philadelphia metropolitan area, students are able to take advantage of the state-of-the-art sales training facilities, specific sales courses, sales competitions, mentors, internships, and other forms of actual sales experiences to build the necessary skills to accelerate career opportunities and advancement. Students who complete the course requirements will be awarded the Certified Sales Student designation from the USCA and two Salesforce.com certifications: sales representative and sales management. For more information on the becoming a Certified Sales Student, please contact the Director of the Sales Center at [dipietrom@lasalle.edu](mailto:dipietrom@lasalle.edu) or 215-951-3577 and to learn more about the USCA, visit [www.universitysalescenteralliance.org](http://www.universitysalescenteralliance.org).

## **Case Competitions**

Case competitions offer unique hands-on insight into what it really takes to get a job done or a project launched in today's business environment. Our teams have traveled around the country to participate in high-stakes business problem-solving competitions. In collaboration with major global corporations and other universities, the competitions foster team building, provide real-world experience, and allow students to develop their professional communication skills. Of course, the networking opportunities are invaluable.

Student Case Competitions allow students to work in teams on real or simulated business cases as part regional, national and international collegiate competitions. Recent case competition was 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 leaders in clubs and honor societies. Some clubs are affiliated 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.)

The School of Business currently has thirteen business clubs and organizations specifically designed for students and, in many cases, by students. In the last year, students have created the Business of Sports, Business of Music, and the Business of Fashion clubs. Students are able to build leadership skills, increase their networking circles, develop "soft" skills (e.g. communication, attitude, and work ethic), receive help with confirming a selected major, build their resume or simply have an opportunity to meet new people.

Some examples of Organizations and Clubs in the School of Business are:

- Accounting Society
- Finance Society
- American Marketing Association
- Beta Gamma Sigma (business honors society for schools accredited by AACSB)
- Delta Sigma Pi (professional business fraternity)
- Gamma Iota Sigma (international fraternity for students pursuing careers in risk management, Insurance, and actuarial science)
- National Black Accountants
- Investment Club
- Business Systems and Analytics
- Business of Sports
- Business of Music
- Business of Fashion

## **International Education Opportunities**

A key goal of the La Salle School of Business is to help our students succeed in a world market by interdependence, diversity, and rapid change. In addition to course work focusing on the challenges and opportunities posed by global market trends, we also strongly encourage our students to participate in our Study Abroad and Travel Study programs. They offer a hands-on understanding of the economic, social, political, and environmental forces that are shaping the modern business world – and our lives. For more information regarding La Salle University Travel Study and Study Abroad, or Exchange Programs with LaSallian Schools visit the [Education Abroad website](#).

## **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 cohort 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 setting 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](mailto: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 the 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](mailto: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](#)
- [Digital Marketing Minor](#)
- [Entrepreneurship Minor](#)
- [Finance Minor for Accounting Majors](#)
- [Management and Leadership Minor](#)
- [Marketing Minor](#)

• [Risk Management and Insurance Minor](#)

• [Sport Management 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 – B.S.B.A. \(4 year\)](#)

[Accounting – B.S.B.A./M.B.A. Dual Degree \(4 year\)](#)

[Accounting – B.S.B.A. \(4 year Non-Traditional/Evening\)](#)

### Minor(s) Offered

[Accounting](#)

### Location/Contact Information

Dr. Kristin Wentzel, Chairperson

[wentzel@lasalle.edu](mailto:wentzel@lasalle.edu)

Founders' Hall 378

215.951.5176

Dr. Tom Adams

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Founders' Hall 372

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Dr. Susan Borkowski

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Br. Gerald Fitzgerald

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Dr. C. Andrew Lafond

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Dr. Yusuf Ugras

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Founders' Hall 343

215.951.1240

## Full-Time Faculty

**PROFESSOR EMERITUS:** Welsh, Zook

**PROFESSORS:** Borkowski

**ASSOCIATE PROFESSORS:** Lafond, Leaby, Ugras, Wentzel

**ASSISTANT PROFESSORS:** Adams, Fitzgerald, Morlino

## 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 Accounting Honor 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

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## Degree Earned

B.S.B.A.

## Number of Courses Required for Graduation

Major: 22

Total: 42

## Number of Credits Required for Graduation

Major: 68

Total: 128

## GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

## 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/12.1.1: 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 42 courses in total in order to graduate. 22 courses will be from this major program.

**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**

\*Please note: FYS course is required for *Traditional/Day* students only

**Business Core**

The Business Core, required of all majors in business, provides students with skills and knowledge across a wide array of business disciplines. Courses in the Business Core introduce students to all areas in which they can major and provide a foundation upon which upper-level major courses build.

- [BUS 101 - Introduction to Financial Accounting](#)
- [BUS 102 - Accounting for Financial and Managerial Decision-Making](#)
- [BUS 202 - Descriptive and Predictive Analytics](#)
- [BUS 203 - Organizational Behavior and Skill Development](#)
- [BUS 204 - Principles of Marketing with Applications](#)
- [BUS 205 - Business Systems for Analytics](#)
- [BUS 206 - Financial Markets and Institutions: Principles and Applications](#)
- [BUS 208 - Fundamentals of Financial Management](#)
- [BUS 303 - Legal and Ethical Environment of Business](#)
- [BUS 304 - Prescriptive Analytics](#)
- [BUS 400 - Business Strategy](#)
- [ECN 201 - Introductory Microeconomics: Business Firm and Market Analysis I](#)
- 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 Auditing
- ACC 304 Auditing, Assurance and Forensic Services
- ACC 307 Federal Income Taxation
- ACC 405 Advanced Accounting I: Accounting for the Multinational Enterprise
- Must take 2 of the following controlled electives - ACC 406, ACC 418, ACC 478

**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 102
- 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

**BUS 101 and BUS 102 need to be taken before other upper-level ACC courses. ACC courses are only offered once a year in the evening and all have pre-requisites so advising on careful selection of courses is critical.**

## Course Descriptions

### ACC 201 - Intermediate Financial Accounting I

Accounting issues related to financial statement preparation and measurement, revenue recognition, and current assets. Students are introduced to liquidity and solvency analyses, International Financial Reporting Standards and enterprise resource planning software. Assignments employ both Excel and SAP.

*Number of Credits: 4*

*When Offered: Fall, Spring*

*How Offered: Face-to-Face, Online*

*Prerequisites: BUS 101 with a "C" grade or better and BUS 102 (102 may be taken concurrently)*

### 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. Students are exposed to financial disclosure and International Financial Reporting Standards. The course requires research on Financial Accounting Standards and integrates various topics with enterprise resource planning software. Assignments employ both Excel and SAP.

*Number of Credits: 4*

*When Offered: Fall, Spring*

*How Offered: Face-to-Face, Online*

*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 Accounting

This course focuses on how cost information is produced and used in contemporary organizations, especially its role in strategic decision-making. Topics include cost classifications, cost-volume-profit analysis, costing systems, variance analysis, budgeting, joint product costs, and service department cost allocations. Employs a case analysis approach to tackle complex business scenarios. Requires the use of regression analysis and Excel.

*Number of Credits: 3*

*When Offered: Fall, Spring*

*How Offered: Face-to-Face*

*Prerequisites: BUS 102, BUS 202 (can be taken concurrently with BUS 202)*

### ACC 304 - Auditing, Assurance and Forensic Services



A practical framework for understanding and evaluating the professional auditing standards for assurance services with emphasis on external financial reporting by independent auditors. Major topics include audit reports and standards, evaluation of internal controls, legal liability, professional responsibilities and the code of professional ethics. Application of state-of-the-art computer technology is integrated with a forensic case-based learning approach. Additionally, the essentials of internal control used by diverse organizations to safeguard assets and financial data is covered, and sets the foundation for those interested in forensic accounting and fraud examination careers.

*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 - Federal Income Taxation**

An introductory course in taxation designed to introduce the student to Federal income taxation focused primarily on individuals with an overview of business entities. The fundamental concepts and more common transactions will be emphasized which will provide an understanding of the impact of tax laws on business and financial decisions. Theory will be developed through the use of a web-based tax research service, *CCH IntelliConnect*, and applied through preparation of income tax returns using *ProSystem fx*.

*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 - Advanced Accounting I: Accounting for the Multinational Enterprise**

With corporate acquisitions dominating the financial markets, Accounting 405 examines US and International Accounting Standards for valuing mergers & acquisitions (M&A), recording transactions, and reporting on consolidated financial statements. The underlying business transactions are analyzed using appropriate valuation methodologies. Accounting for partnership formation, operations, and dissolution is covered in this course.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Restrictions:* ACC 202 and senior standing

### **ACC 406 - Advanced Accounting II: Special Topics in Financial Reporting**

This course covers topics that are essential for the Certified Public Accounting (CPA) Examination and Certified Management Accounting (CMA) Examination including: the structure of US GAAP and International Financial Reporting Standards (IFRS); Securities & Exchange Commission (SEC) reporting; fund accounting for government, non-profits and healthcare; bankruptcy and reorganization accounting; and accounting for estates and trusts.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*Restrictions:* ACC 202 and Senior standing.

### **ACC 418 - Taxation of Business Entities**

A comprehensive examination of taxation as it relates to the various forms of business entities (C corporations, S corporations, partnerships, limited liability companies, and limited liability partnerships) and their owners. Theory will be developed through the use of a web-based tax research service, *CCH IntelliConnect*, and applied through preparation of income tax returns using *ProSystem fx*. Emphasis will be placed on preparation for the *Regulation* section of the CPA exam.

*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 using the most current technology package used by financial planners in actual practice.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* Senior standing and a grade of C or better in ACC 307 (Federal Income Taxation).

### **ACC 478 - AIS, ERP, and Accounting Analytics**

This course offers an enhanced understanding of accounting information and enterprise resource planning systems, and accounting analytics from a business user perspective. It includes hands-on experience with SAP's ERP system, a business intelligence/data visualization application, and discussion of current topics, including block chain, cryptocurrencies, privacy and security issues, disaster recovery, anti-fraud and audit resources, and XBRL.

*Number of Credits:* 3

*When Offered:* Fall

*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 research skills along with written and oral communication abilities necessary for success in business.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* ACC 202 and senior standing.

## **Business Core Course Descriptions**

### **BUS 100 - Business Perspectives**

An integrative freshmen course that addresses business processes at an introductory level by examining key business areas through the preparation of a business plan. Students gain an appreciation for how each part of a business functions on its own and how business processes interact with each other. The course culminates in our signature Bankers Day event in which each team presents their final business plan to a panel of business executives for evaluation. The course

emphasizes cross-disciplinary experiential learning, group dynamics, and personal interaction with faculty, business professionals 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 by focusing on the fundamental principles of recording business transaction with emphasis on the presentation and interpretation of corporate financial information. Topics include an overview of financial reporting and the accounting cycle, as well as, accounting and reporting of operating, investing and financing activities of a business. Assignments employ both Excel and SAP.

*Number of Credits:* 3

*When Offered:* Fall, Spring, Summer

*How Offered:* Face-to-Face, Online

### **BUS 102 - Accounting for Financial and Managerial Decision-Making**

An introduction to the fundamentals of managerial accounting with a special emphasis on using accounting information in decision making. Topics covered include corporate capital stock structure, planning and control systems, cost management systems, pricing decisions, and capital expenditure decisions. Assignments employ Excel.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* BUS 101, CSC 155 and MTH 114 (CSC 155 and/or MTH 114 can be taken concurrently)

### **BUS 200 - Business Professionalism and Career Preparation**

The course will focus on critical professional development skills to enable students to connect their education to experiential learning opportunities and post-graduation goals. Students will become aware of industry trends relating to job opportunities, current job search techniques, personal branding strategies, the value of developing a well-connected network, and how to deliver flawless documents to targeted organizations. The course will combine the theories on professional development with real-life applications through assignments and participation in professional events to allow students to see themselves as a professional, rather than just a student. At the end of the course, students will understand the importance of demonstrating these professional skills throughout their collegiate experience (e.g. dressing professionally for presentations, developing quality resumes and cover letters, networking with alumni and guests, etc.)

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Restrictions:* Sophomore standing

*Prerequisites:* None

*Corequisites:* None

### **BUS 202 - Descriptive and Predictive Analytics**

This course explains 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 challenges confronting business organizations in the information age and beyond. One major challenge is to efficiently and effectively use three most important organizational resources, information, technology, and people, to provide service and value. To meet this challenge, the course studies business systems and strategies that organizations can utilize to organize data into information and synthesize information into knowledge. The course examines design and development of relational database management systems using Microsoft Access (structured query language), decision support systems using Microsoft Excel (what-if analysis, pivot tables, and decision tree analysis), enterprise information systems using SAP (ERPsims), and web-based systems using Google Analytics. The concepts, models, and frameworks are derived from both academic and professional sources.

*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 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:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* BUS 101, MTH 114, CSC 155

### **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

## **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

## **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 Accounting Honor 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**

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## Degree Earned

B.S.B.A.

## Number of Courses Required for Graduation

Major: 23

Total: 42

## Number of Credits Required for Graduation

Major: 72

Total: 128

## GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

## 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 42 courses in total in order to graduate. 23 courses will be from this major program.

### **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**

The Business Core, required of all majors in business, provides students with skills and knowledge across a wide array of business disciplines. Courses in the Business Core introduce students to all areas in which they can major and provide a foundation upon which upper-level major courses build.

- [BUS 100 - Business Perspectives](#)
- [BUS 101 - Introduction to Financial Accounting](#)
- [BUS 102 - Accounting for Financial and Managerial Decision-Making](#)
- [BUS 200 - Business Professionalism and Career Preparation](#)
- [BUS 202 - Descriptive and Predictive Analytics](#)
- [BUS 203 - Organizational Behavior and Skill Development](#)
- [BUS 204 - Principles of Marketing with Applications](#)
- [BUS 205 - Business Systems for Analytics](#)
- [BUS 206 - Financial Markets and Institutions: Principles and Applications](#)
- [BUS 208 - Fundamentals of Financial Management](#)
- [BUS 303 - Legal and Ethical Environment of Business](#)
- [BUS 304 - Prescriptive Analytics](#)
- [BUS 400 - Business Strategy](#)
- [ECN 201 - Introductory Microeconomics: Business Firm and Market Analysis I](#)
- 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 Accounting
- ACC 304 Auditing, Assurance and Forensic Services
- ACC 307 Federal Income Taxation
- ACC 405 Advanced Accounting I: 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 fulfill graduation credit requirements for their School and major.

### Minor Requirements

REQUIRED FOR MINOR IN ACCOUNTING: 6 COURSES

- BUS 101
- BUS 102
- 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 financial statement preparation and measurement, revenue recognition, and current assets. Students are introduced to liquidity and solvency analyses, International Financial Reporting Standards and enterprise resource planning software. Assignments employ both Excel and SAP.

*Number of Credits: 4*

*When Offered: Fall, Spring*

*How Offered: Face-to-Face, Online*

*Prerequisites: BUS 101 with a "C" grade or better and BUS 102 (102 may be taken concurrently)*

#### 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. Students are exposed to financial disclosure and International Financial Reporting Standards. The course requires research on Financial Accounting Standards and integrates various topics with enterprise resource planning software. Assignments employ both Excel and SAP.

*Number of Credits: 4*

*When Offered: Fall, Spring*

*How Offered: Face-to-Face, Online*



*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 Accounting**

This course focuses on how cost information is produced and used in contemporary organizations, especially its role in strategic decision-making. Topics include cost classifications, cost-volume-profit analysis, costing systems, variance analysis, budgeting, joint product costs, and service department cost allocations. Employs a case analysis approach to tackle complex business scenarios. Requires the use of regression analysis and Excel.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* BUS 102, BUS 202 (can be taken concurrently with BUS 202)

### **ACC 304 – Auditing, Assurance and Forensic Services**

A practical framework for understanding and evaluating the professional auditing standards for assurance services with emphasis on external financial reporting by independent auditors. Major topics include audit reports and standards, evaluation of internal controls, legal liability, professional responsibilities and the code of professional ethics. Application of state-of-the-art computer technology is integrated with a forensic case-based learning approach. Additionally, the essentials of internal control used by diverse organizations to safeguard assets and financial data is covered, and sets the foundation for those interested in forensic accounting and fraud examination careers.

*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 – Federal Income Taxation**

An introductory course in taxation designed to introduce the student to Federal income taxation focused primarily on individuals with an overview of business entities. The fundamental concepts and more common transactions will be emphasized which will provide an understanding of the impact of tax laws on business and financial decisions. Theory will be developed through the use of a web-based tax research service, *CCH IntelliConnect*, and applied through preparation of income tax returns using *ProSystem fx*.

*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 - Advanced Accounting I: Accounting for the Multinational Enterprise

With corporate acquisitions dominating the financial markets, Accounting 405 examines US and International Accounting Standards for valuing mergers & acquisitions (M&A), recording transactions, and reporting on consolidated financial statements. The underlying business transactions are analyzed using appropriate valuation methodologies. Accounting for partnership formation, operations, and dissolution is covered in this course.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Restrictions:* ACC 202 and senior standing

## ACC 406 - Advanced Accounting II: Special Topics in Financial Reporting

This course covers topics that are essential for the Certified Public Accounting (CPA) Examination and Certified Management Accounting (CMA) Examination including: the structure of US GAAP and International Financial Reporting Standards (IFRS); Securities & Exchange Commission (SEC) reporting; fund accounting for government, non-profits and healthcare; bankruptcy and reorganization accounting; and accounting for estates and trusts.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*Restrictions:* ACC 202 and Senior standing.

## ACC 418 - Taxation of Business Entities

A comprehensive examination of taxation as it relates to the various forms of business entities (C corporations, S corporations, partnerships, limited liability companies, and limited liability partnerships) and their owners. Theory will be developed through the use of a web-based tax research service, *CCH IntelliConnect*, and applied through preparation of income tax returns using *ProSystem fx*. Emphasis will be placed on preparation for the *Regulation* section of the CPA exam.

*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 using the most current technology package used by financial planners in actual practice.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* Senior standing and a grade of C or better in ACC 307 (Federal Income Taxation).

## ACC 478 - AIS, ERP, and Accounting Analytics

This course offers an enhanced understanding of accounting information and enterprise resource planning systems, and accounting analytics from a business user perspective. It includes hands-on experience with SAP's ERP system, a business intelligence/data visualization application, and discussion of current topics, including block chain, cryptocurrencies, privacy and security issues, disaster recovery, anti-fraud and audit resources, and XBRL.

*Number of Credits:* 3

*When Offered:* Fall

*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 research skills along with written and oral communication abilities necessary for success in business.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* ACC 202 and senior standing.

## **Business Core Course Descriptions**

### **BUS 100 - Business Perspectives**

An integrative freshmen course that addresses business processes at an introductory level by examining key business areas through the preparation of a business plan. Students gain an appreciation for how each part of a business functions on its own and how business processes interact with each other. The course culminates in our signature Bankers Day event in which each team presents their final business plan to a panel of business executives for evaluation. The course emphasizes cross-disciplinary experiential learning, group dynamics, and personal interaction with faculty, business professionals 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 by focusing on the fundamental principles of recording business transaction with emphasis on the presentation and interpretation of corporate financial information. Topics include an overview of financial reporting and the accounting cycle, as well as, accounting and reporting of operating, investing and financing activities of a business. Assignments employ both Excel and SAP.

*Number of Credits:* 3

*When Offered:* Fall, Spring, Summer

*How Offered:* Face-to-Face, Online

### **BUS 102 - Accounting for Financial and Managerial Decision-Making**

An introduction to the fundamentals of managerial accounting with a special emphasis on using accounting information in decision making. Topics covered include corporate capital stock structure, planning and control systems, cost management systems, pricing decisions, and capital expenditure decisions. Assignments employ Excel.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* BUS 101, CSC 155 and MTH 114 (CSC 155 and/or MTH 114 can be taken concurrently)

### **BUS 200 - Business Professionalism and Career Preparation**

The course will focus on critical professional development skills to enable students to connect their education to experiential learning opportunities and post-graduation goals. Students will become aware of industry trends relating to job opportunities, current job search techniques, personal branding strategies, the value of developing a well-connected network, and how to deliver flawless documents to targeted organizations. The course will combine the theories on professional development with real-life applications through assignments and participation in professional events to allow students to see themselves as a professional, rather than just a student. At the end of the course, students will understand the importance of demonstrating these professional skills throughout their collegiate experience (e.g. dressing professionally for presentations, developing quality resumes and cover letters, networking with alumni and guests, etc.)

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Restrictions:* Sophomore standing

*Prerequisites:* None

*Corequisites:* None

## **BUS 202 - Descriptive and Predictive Analytics**

This course explains 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 challenges confronting business organizations in the information age and beyond. One major challenge is to efficiently and effectively use three most important organizational resources, information, technology, and people, to provide service and value. To meet this challenge, the course studies business systems and strategies that organizations can utilize to organize data into information and synthesize information into knowledge. The course examines design and development of relational database management systems using Microsoft Access (structured query language), decision support systems using Microsoft Excel (what-if analysis, pivot tables, and decision tree analysis), enterprise information systems using SAP (ERPsim), and web-based systems using Google Analytics. The concepts, models, and frameworks are derived from both academic and professional sources.

*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 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:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* BUS 101, MTH 114, CSC 155

## **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

## **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

## **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

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Founders' Hall 341

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Ms. Elizabeth Medina

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Administrative Assistant

Founders' Hall 327

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## Degree Earned

B.S.B.A. and M.B.A.

## Number of Courses Required for Graduation

**Major:** 21 undergraduate courses

**Total:** 39 undergraduate courses

## Number of Credits Required for Graduation

**Major:** 66 undergraduate credits

**Total:** 120 undergraduate credits

## GPA Required for Graduation

Major: 3.4

Cumulative: 3.4

## 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 39 undergraduate courses courses in total in order to graduate. 21 undergraduate courses courses will be from this major program.

### 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

The Business Core, required of all majors in business, provides students with skills and knowledge across a wide array of business disciplines. Courses in the Business Core introduce students to all areas in which they can major and provide a foundation upon which upper-level major courses build.

- [BUS 100 - Business Perspectives](#)
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- [ECN 201 - Introductory Microeconomics: Business Firm and Market Analysis I](#)
- International Business Course/Experience (ECN 331, ECN 333, ECN 335, BUS 300, MKT 305, FIN 403 or MGT 356)

#### Major courses

- ACC 201 Intermediate Financial Accounting I
- ACC 202 Intermediate Financial Accounting II
- ACC 303 Cost Accounting
- ACC 304 Auditing, Assurance and Forensic Services
- ACC 307 Federal Income Taxation
- ACC 405 Advanced Accounting I: 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 the 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 financial statement preparation and measurement, revenue recognition, and current assets. Students are introduced to liquidity and solvency analyses, International Financial Reporting Standards and enterprise resource planning software. Assignments employ both Excel and SAP.

Number of Credits: 4



*When Offered:* Fall, Spring

*How Offered:* Face-to-Face, Online

*Prerequisites:* BUS 101 with a "C" grade or better and BUS 102 (102 may be taken concurrently)

## **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. Students are exposed to financial disclosure and International Financial Reporting Standards. The course requires research on Financial Accounting Standards and integrates various topics with enterprise resource planning software. Assignments employ both Excel and SAP.

*Number of Credits:* 4

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face, Online

*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 Accounting**

This course focuses on how cost information is produced and used in contemporary organizations, especially its role in strategic decision-making. Topics include cost classifications, cost-volume-profit analysis, costing systems, variance analysis, budgeting, joint product costs, and service department cost allocations. Employs a case analysis approach to tackle complex business scenarios. Requires the use of regression analysis and Excel.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* BUS 102, BUS 202 (can be taken concurrently with BUS 202)

## **ACC 304 - Auditing, Assurance and Forensic Services**

A practical framework for understanding and evaluating the professional auditing standards for assurance services with emphasis on external financial reporting by independent auditors. Major topics include audit reports and standards, evaluation of internal controls, legal liability, professional responsibilities and the code of professional ethics. Application of state-of-the-art computer technology is integrated with a forensic case-based learning approach. Additionally, the essentials of internal control used by diverse organizations to safeguard assets and financial data is covered, and sets the foundation for those interested in forensic accounting and fraud examination careers.

*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 - Federal Income Taxation**

An introductory course in taxation designed to introduce the student to Federal income taxation focused primarily on individuals with an overview of business entities. The fundamental concepts and more common transactions will be emphasized which will provide an understanding of the impact of tax laws on business and financial decisions. Theory will be developed through the use of a web-based tax research service, *CCH IntelliConnect*, and applied through preparation of income tax returns using *ProSystem fx*.

*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 - Advanced Accounting I: Accounting for the Multinational Enterprise**

With corporate acquisitions dominating the financial markets, Accounting 405 examines US and International Accounting Standards for valuing mergers & acquisitions (M&A), recording transactions, and reporting on consolidated financial statements. The underlying business transactions are analyzed using appropriate valuation methodologies. Accounting for partnership formation, operations, and dissolution is covered in this course.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Restrictions:* ACC 202 and senior standing

### **ACC 406 - Advanced Accounting II: Special Topics in Financial Reporting**

This course covers topics that are essential for the Certified Public Accounting (CPA) Examination and Certified Management Accounting (CMA) Examination including: the structure of US GAAP and International Financial Reporting Standards (IFRS); Securities & Exchange Commission (SEC) reporting; fund accounting for government, non-profits and healthcare; bankruptcy and reorganization accounting; and accounting for estates and trusts.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*Restrictions:* ACC 202 and Senior standing.

### **ACC 418 - Taxation of Business Entities**

A comprehensive examination of taxation as it relates to the various forms of business entities (C corporations, S corporations, partnerships, limited liability companies, and limited liability partnerships) and their owners. Theory will be developed through the use of a web-based tax research service, *CCH IntelliConnect*, and applied through preparation of income tax returns using *ProSystem fx*. Emphasis will be placed on preparation for the *Regulation* section of the CPA exam.

*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 using the most current technology package used by financial planners in actual practice.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* Senior standing and a grade of C or better in ACC 307 (Federal Income Taxation).

### **ACC 478 - AIS, ERP, and Accounting Analytics**

This course offers an enhanced understanding of accounting information and enterprise resource planning systems, and accounting analytics from a business user perspective. It includes hands-on experience with SAP's ERP system, a business intelligence/data visualization application, and discussion of current topics, including block chain, cryptocurrencies, privacy and security issues, disaster recovery, anti-fraud and audit resources, and XBRL.

*Number of Credits:* 3

*When Offered:* Fall

*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 research skills along with written and oral communication abilities necessary for success in business.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* ACC 202 and senior standing.

## **Business Core Course Descriptions**

### **BUS 100 - Business Perspectives**

An integrative freshmen course that addresses business processes at an introductory level by examining key business areas through the preparation of a business plan. Students gain an appreciation for how each part of a business functions on its own and how business processes interact with each other. The course culminates in our signature Bankers Day event in which each team presents their final business plan to a panel of business executives for evaluation. The course emphasizes cross-disciplinary experiential learning, group dynamics, and personal interaction with faculty, business professionals 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 by focusing on the fundamental principles of recording business transaction with emphasis on the presentation and interpretation of corporate financial information. Topics include an overview of financial reporting and the accounting cycle, as well as, accounting and reporting of operating, investing and financing activities of a business. Assignments employ both Excel and SAP.

*Number of Credits:* 3

*When Offered:* Fall, Spring, Summer

*How Offered:* Face-to-Face, Online

### **BUS 102 - Accounting for Financial and Managerial Decision-Making**

An introduction to the fundamentals of managerial accounting with a special emphasis on using accounting information in decision making. Topics covered include corporate capital stock structure, planning and control systems, cost management systems, pricing decisions, and capital expenditure decisions. Assignments employ Excel.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* BUS 101, CSC 155 and MTH 114 (CSC 155 and/or MTH 114 can be taken concurrently)

## **BUS 200 - Business Professionalism and Career Preparation**

The course will focus on critical professional development skills to enable students to connect their education to experiential learning opportunities and post-graduation goals. Students will become aware of industry trends relating to job opportunities, current job search techniques, personal branding strategies, the value of developing a well-connected network, and how to deliver flawless documents to targeted organizations. The course will combine the theories on professional development with real-life applications through assignments and participation in professional events to allow students to see themselves as a professional, rather than just a student. At the end of the course, students will understand the importance of demonstrating these professional skills throughout their collegiate experience (e.g. dressing professionally for presentations, developing quality resumes and cover letters, networking with alumni and guests, etc.)

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Restrictions:* Sophomore standing

*Prerequisites:* None

*Corequisites:* None

## **BUS 202 - Descriptive and Predictive Analytics**

This course explains 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 challenges confronting business organizations in the information age and beyond. One major challenge is to efficiently and effectively use three most important organizational resources, information, technology, and people, to provide service and value.

To meet this challenge, the course studies business systems and strategies that organizations can utilize to organize data into information and synthesize information into knowledge. The course examines design and development of relational database management systems using Microsoft Access (structured query language), decision support systems using Microsoft Excel (what-if analysis, pivot tables, and decision tree analysis), enterprise information systems using SAP (ERPsim), and web-based systems using Google Analytics. The concepts, models, and frameworks are derived from both academic and professional sources.

*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 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:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* BUS 101, MTH 114, CSC 155

### **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

### **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

## 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](#)

### Minor(s) Offered

[Business Systems and Analytics](#)

### Location/Contact Information

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## Full-Time Faculty

**PROFESSORS:** Tavana

**ASSOCIATE PROFESSORS:** Szabat, Kennedy

**ASSISTANT PROFESSORS:** Varzgani

## 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

Madjid Tavana  
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(215) 951-1129

## Degree Earned

B.S.B.A.

## Number of Courses Required for Graduation

**Major:** 20

**Total:** 40

## Number of Credits Required for Graduation

**Major:** 61

**Total:** 120

## GPA Required for Graduation

**Major:** 2.0

**Cumulative:** 2.0

## 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 40 courses in total in order to graduate. 20 courses will be from this major program.

**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**

The Business Core, required of all majors in business, provides students with skills and knowledge across a wide array of business disciplines. Courses in the Business Core introduce students to all areas in which they can major and provide a foundation upon which upper-level major courses build.

- [BUS 100 - Business Perspectives](#)
- [BUS 101 - Introduction to Financial Accounting](#)
- [BUS 102 - Accounting for Financial and Managerial Decision-Making](#)
- [BUS 200 - Business Professionalism and Career Preparation](#)
- [BUS 202 - Descriptive and Predictive Analytics](#)

- [BUS 203 - Organizational Behavior and Skill Development](#)
- [BUS 204 - Principles of Marketing with Applications](#)
- [BUS 205 - Business Systems for Analytics](#)
- [BUS 206 - Financial Markets and Institutions: Principles and Applications](#)
- [BUS 208 - Fundamentals of Financial Management](#)
- [BUS 303 - Legal and Ethical Environment of Business](#)
- [BUS 304 - Prescriptive Analytics](#)
- [BUS 400 - Business Strategy](#)
- [ECN 201 - Introductory Microeconomics: Business Firm and Market Analysis I](#)
- 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 305, BSA 385, BSA 400, BSA 405, BSA 415

### 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 BUSINESS SYSTEMS AND ANALYTICS

(FOR BUSINESS MAJORS): 6 COURSES

- School of Business core courses: BUS 202, BUS 205, AND BUS 304
- BSA 302
- BSA 410
- BSA 420

- REQUIRED FOR MINOR IN BUSINESS SYSTEMS AND ANALYTICS

(FOR NON-BUSINESS MAJORS): 6 COURSES

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

### 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 and 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 305 – Sports Analytics**

This course introduces students to the application of data science and analytics in sports. Students are familiarized with the descriptive, predictive, and prescriptive analytical tools and techniques for on-field performance and off-field business decisions. Topics include but are not limited to player performance evaluation, training, selection, and acquisition; team formation, evaluation, and management; and in-game strategy. Students form interdisciplinary teams and work sports data on a group project in a sport of their choice.

*Number of Credits:* 3

*When Offered:* Spring

*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 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 multi-disciplinary 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 302 could be taken concurrently)

### **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)

## **Business Core Course Descriptions**

### **BUS 100 - Business Perspectives**

An integrative freshmen course that addresses business processes at an introductory level by examining key business areas through the preparation of a business plan. Students gain an appreciation for how each part of a business functions on its own and how business processes interact with each other. The course culminates in our signature Bankers Day event in which each team presents their final business plan to a panel of business executives for evaluation. The course emphasizes cross-disciplinary experiential learning, group dynamics, and personal interaction with faculty, business professionals 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 by focusing on the fundamental principles of recording business transaction with emphasis on the presentation and interpretation of corporate financial information. Topics include an overview of financial reporting and the accounting cycle, as well as, accounting and reporting of operating, investing and financing activities of a business. Assignments employ both Excel and SAP.

*Number of Credits: 3*

*When Offered: Fall, Spring, Summer*

*How Offered: Face-to-Face, Online*

### **BUS 102 - Accounting for Financial and Managerial Decision-Making**

An introduction to the fundamentals of managerial accounting with a special emphasis on using accounting information in decision making. Topics covered include corporate capital stock structure, planning and control systems, cost management systems, pricing decisions, and capital expenditure decisions. Assignments employ Excel.

*Number of Credits: 3*

*When Offered: Fall, Spring*

*How Offered: Face-to-Face*

*Prerequisites: BUS 101, CSC 155 and MTH 114 (CSC 155 and/or MTH 114 can be taken concurrently)*

### **BUS 200 - Business Professionalism and Career Preparation**

The course will focus on critical professional development skills to enable students to connect their education to experiential learning opportunities and post-graduation goals. Students will become aware of industry trends relating to job opportunities, current job search techniques, personal branding strategies, the value of developing a well-connected network, and how to deliver flawless documents to targeted organizations. The course will combine the theories on professional development with real-life applications through assignments and participation in professional events to allow students to see themselves as a professional, rather than just a student. At the end of the course, students will understand the importance of demonstrating these professional skills throughout their collegiate experience (e.g. dressing professionally for presentations, developing quality resumes and cover letters, networking with alumni and guests, etc.)

*Number of Credits: 3*

*When Offered: Fall, Spring*

*How Offered: Face-to-Face*

*Restrictions: Sophomore standing*

*Prerequisites: None*

*Corequisites: None*

### **BUS 202 - Descriptive and Predictive Analytics**

This course explains 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 challenges confronting business organizations in the information age and beyond. One major challenge is to efficiently and effectively use three most important organizational resources, information, technology, and people, to provide service and value. To meet this challenge, the course studies business systems and strategies that organizations can utilize to organize data into information and synthesize information into knowledge. The course examines design and development of relational database management systems using Microsoft Access (structured query language), decision support systems using Microsoft Excel (what-if analysis, pivot tables, and decision tree analysis), enterprise information systems using SAP (ERPsim), and web-based systems using Google Analytics. The concepts, models, and frameworks are derived from both academic and professional sources.

*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 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:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* BUS 101, MTH 114, CSC 155

## **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

## **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

## **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](#)

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](#)

## Location/Contact Information

Finance Department  
Founders' Hall 544  
(215)951-1784

## Staff Contact Information

Dr. Jan Ambrose, Chair  
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(215)951-1033

Professor Jeffrey Roman  
Founders' Hall 542  
romanj@lasalle.edu  
(215)951-1501

## Full-Time Faculty

**PROFESSORS EMERITUS:** Kane, McNichol

**PROFESSORS:** Ambrose, Barenbaum, Buch, Cooper, Schubert

**ASSOCIATE PROFESSORS:** Radetskii

**ASSISTANT PROFESSORS:** Roman

## 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

Dr. Jan Ambrose, Chair  
Founders' Hall 537  
ambrose@lasalle.edu  
(215)951-1332

## Degree Earned

B.S.B.A.

## Number of Courses Required for Graduation

Major: 20

Total: 40

## Number of Credits Required for Graduation

Major: 61

Total: 120

## GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

## 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 40 courses in total in order to graduate. 20 courses will be from this major program.

**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**

The Business Core, required of all majors in business, provides students with skills and knowledge across a wide array of business disciplines. Courses in the Business Core introduce students to all areas in which they can major and provide a foundation upon which upper-level major courses build.

- [BUS 100 - Business Perspectives](#)
- [BUS 101 - Introduction to Financial Accounting](#)
- [BUS 102 - Accounting for Financial and Managerial Decision-Making](#)
- [BUS 200 - Business Professionalism and Career Preparation](#)
- [BUS 202 - Descriptive and Predictive Analytics](#)
- [BUS 203 - Organizational Behavior and Skill Development](#)
- [BUS 204 - Principles of Marketing with Applications](#)
- [BUS 205 - Business Systems for Analytics](#)
- [BUS 206 - Financial Markets and Institutions: Principles and Applications](#)
- [BUS 208 - Fundamentals of Financial Management](#)
- [BUS 303 - Legal and Ethical Environment of Business](#)
- [BUS 304 - Prescriptive Analytics](#)
- [BUS 400 - Business Strategy](#)
- [ECN 201 - Introductory Microeconomics: Business Firm and Market Analysis I](#)
- 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 the 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

*When Offered:* Fall, Spring, Summer

*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

## **Business Core Course Descriptions**

### **BUS 100 - Business Perspectives**

An integrative freshmen course that addresses business processes at an introductory level by examining key business areas through the preparation of a business plan. Students gain an appreciation for how each part of a business functions on its own and how business processes interact with each other. The course culminates in our signature Bankers Day event in which each team presents their final business plan to a panel of business executives for evaluation. The course emphasizes cross-disciplinary experiential learning, group dynamics, and personal interaction with faculty, business professionals 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 by focusing on the fundamental principles of recording business transaction with emphasis on the presentation and interpretation of corporate financial information. Topics include an overview of financial reporting and the accounting cycle, as well as, accounting and reporting of operating, investing and financing activities of a business. Assignments employ both Excel and SAP.

*Number of Credits:* 3

*When Offered:* Fall, Spring, Summer

*How Offered:* Face-to-Face, Online

### **BUS 102 - Accounting for Financial and Managerial Decision-Making**

An introduction to the fundamentals of managerial accounting with a special emphasis on using accounting information in decision making. Topics covered include corporate capital stock structure, planning and control systems, cost management systems, pricing decisions, and capital expenditure decisions. Assignments employ Excel.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* BUS 101, CSC 155 and MTH 114 (CSC 155 and/or MTH 114 can be taken concurrently)

## **BUS 200 – Business Professionalism and Career Preparation**

The course will focus on critical professional development skills to enable students to connect their education to experiential learning opportunities and post-graduation goals. Students will become aware of industry trends relating to job opportunities, current job search techniques, personal branding strategies, the value of developing a well-connected network, and how to deliver flawless documents to targeted organizations. The course will combine the theories on professional development with real-life applications through assignments and participation in professional events to allow students to see themselves as a professional, rather than just a student. At the end of the course, students will understand the importance of demonstrating these professional skills throughout their collegiate experience (e.g. dressing professionally for presentations, developing quality resumes and cover letters, networking with alumni and guests, etc.)

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Restrictions:* Sophomore standing

*Prerequisites:* None

*Corequisites:* None

## **BUS 202 – Descriptive and Predictive Analytics**

This course explains 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 challenges confronting business organizations in the information age and beyond. One major challenge is to efficiently and effectively use three most important organizational resources, information, technology, and people, to provide service and value. To meet this challenge, the course studies business systems and strategies that organizations can utilize to organize data into information and synthesize information into knowledge. The course examines design and development of relational database management systems using Microsoft Access (structured query language), decision support systems using Microsoft Excel (what-if analysis, pivot tables, and decision tree analysis), enterprise information systems using SAP (ERPsim), and web-based systems using Google Analytics. The concepts, models, and frameworks are derived from both academic and professional sources.

*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 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:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* BUS 101, MTH 114, CSC 155

## **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

## **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

## 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: Roman

### 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

*When Offered:* Fall

*How Offered:* Face-to-Face

#### 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.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* BUS 208

#### 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.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* BUS 202, BUS 208

#### 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 Adviser in the Finance department has the discretion as to whether to roster it as a co-op or internship. The number 365 is used if taken in junior year and 465 if taken in senior year. Prerequisites: 2.5 minimum GPA and completion of BUS 206 or 208 or RMI 301.

*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.

*Number of Credits: 3*

*When Offered: Spring*

*How Offered: Face-to-Face*

*Prerequisites: BUS 202, BUS 206, BUS 208*

### **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](#)

[Sport Management Minor](#)

### **Location/Contact Information**

Dr. Lynn Miller, Chairperson

[miller@lasalle.edu](mailto:miller@lasalle.edu)

Founders' Hall 448

215.951.1144

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215.951.1906

Dr. Anne Walsh  
[awalsh@lasalle.edu](mailto:awalsh@lasalle.edu)  
Founders' Hall 451  
215.951.2097

## Full-Time Faculty

**EMERITUS PROFESSORS:** Bruce, Gauss, Seltzer, Smither, Van Buskirk, Walsh

**PROFESSORS:** Fornaciari, Meisel, Miller,

**ASSOCIATE PROFESSORS:** Plump, Reardon

**ASSISTANT PROFESSORS:** Coyle

## 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.

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.

Students interested in [Sport Management](#) have the option of completing a minor in that.

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

### Why take this major?

To thrive in today's challenging marketplace, businesses need attentive managers, inspirational leaders, and people capable of bringing out the best in others. Our Management and Leadership program is designed to develop these professional skills via courses that help students assess and develop their skills in leading and motivating others, providing effective feedback, persuading, negotiating, resolving conflicts, and designing satisfying and meaningful workplaces.

While the management and leadership major serves to develop "soft skills" crucial for career success, having more specialized, technical knowledge is often critical for landing entry-level jobs. We therefore offer the management and leadership major only as a complement to a second major or a minor. Although most students will choose a second major or a minor in a business discipline, some students have completed second majors or minors in fields as diverse as psychology, public health, biology, political science, and foreign languages. A six-course minor in management and leadership can also be completed 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 supervisory skills, including the abilities to design and conduct employment interviews, assess performance, and conduct performance feedback sessions

- effective leadership skills, including the abilities to provide coaching and incentives to correct performance issues, inspire high-level performance, and create satisfying and meaningful work experiences.
- effective skills for communicating both orally and in writing

## Program Contact Information

Lynn Miller  
 Professor and Chair, Department of Management and Leadership  
 Founders' Hall 448  
 miller@lasalle.edu  
 (215) 951-1144

## Degree Earned

B.S.B.A.

## Number of Courses Required for Graduation

**Major:** 19 (plus a minor or second major)

**Total:** 40

## Number of Credits Required for Graduation

**Major:** 58 (plus credits required to complete for a minor or second major)

**Total:** 120

## GPA Required for Graduation

**Major:** 2.0

**Cumulative:** 2.0

## 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 40 courses in total in order to graduate. 19 (plus a minor or second major) courses will be from this major program.

**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)**

BUS 400 – Business Strategy

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

BUS 304 – Prescriptive Analytics

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

MGT 311 – Influence in Organizations

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

BUS 303 – Legal and Ethical Environment of Business

**All Other Required Courses**

**Business Core**

The Business Core, required of all majors in business, provides students with skills and knowledge across a wide array of business disciplines. Courses in the Business Core introduce students to all areas in which they can major and provide a foundation upon which upper-level major courses build.

- [BUS 100 – Business Perspectives](#)
- [BUS 101 – Introduction to Financial Accounting](#)
- [BUS 102 – Accounting for Financial and Managerial Decision-Making](#)
- [BUS 200 – Business Professionalism and Career Preparation](#)
- [BUS 202 – Descriptive and Predictive Analytics](#)
- [BUS 203 – Organizational Behavior and Skill Development](#)
- [BUS 204 – Principles of Marketing with Applications](#)
- [BUS 205 – Business Systems for Analytics](#)
- [BUS 206 – Financial Markets and Institutions: Principles and Applications](#)
- [BUS 208 – Fundamentals of Financial Management](#)
- [BUS 303 – Legal and Ethical Environment of Business](#)
- [BUS 304 – Prescriptive Analytics](#)
- [BUS 400 – Business Strategy](#)
- [ECN 201 – Introductory Macroeconomics: Business Firm and Market Analysis I](#)
- International Business Course/Experience (ECN 331, ECN 333, ECN 335, BUS 300, MKT 305, FIN 403 or MGT 356)

**Discipline Specific**

- **MGT 312** – Managing Human Resources
- **MGT 355** – Leadership: Theories and Real-World Challenges
- 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 completing a major in the School of Business): 6 courses

- BUS 203
- MGT 312
- MGT 355
- Choose two of the following: BUS 100, BUS 101, BUS 303
- Choose one additional three-credit MGT course other than an internship or co-op

## Recommended Course Sequence

Successful completion of BUS 203 is required for most 300- or 400-level MGT 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, whistle-blowing, 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 330 – Life Science Innovation**

This course is open to students interested in learning how to commercialize new technologies. Teams of science and business students will work with inventor-scientists at the Wistar Institute—as well as with external partners such as venture capitalists, intellectual property lawyers, and biotechnology entrepreneurs—to develop proposals on the scientific merit and commercial feasibility of life science research projects. Students should have either a scientific or business background to enroll in this course. (Cross-listed as BIO 330 and ISBT 330)

*Number of Credits:* 4

*When Offered:* Spring

*How Offered:* Face-to-Face

### **MGT 340 – Introduction to Sport Management**

This course provides an overview of the exciting and dynamic sport industry and its social and economic impacts. In learning about various facets of sport management, such as human resource management, marketing, and facility and event management, students will be introduced to the wide array of career opportunities in the industry. Contemporary trends and ethical and legal issues in sport management will be explored.

*Number of Credits:* 3

*How Offered:* Face-to-Face

### **MGT 341 – Sports Law**

Sports occupy a central place in modern society. They constitute a significant sector in the economy and an important form of cultural expression. This course examines the legal issues that arise in both amateur and professional sports. Topics include agency, contracts, torts, antitrust, Title IX, discrimination, drugs, and intellectual property. Class participation will be a significant portion of a student's grade in this interactive and discussion-oriented course. (cross-listed as LAW 341)

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

### **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 – Leadership: Theories and Real-World Challenges**

This course presents the major theories of effective leadership. The course includes several self-assessments that help students reflect on their readiness for leadership roles. An important emphasis will be on ethical challenges that leaders face. We will also discuss the use of power, how to manage conflict and poor employee performance, and the issues leaders face when managing across cultures. You will learn how to apply these skills in a variety of situations by developing viable solutions to problems facing organizations. We will also examine the ways we can use leadership for the betterment of others.

*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

## **Business Core Course Descriptions**

### **BUS 100 – Business Perspectives**

An integrative freshmen course that addresses business processes at an introductory level by examining key business areas through the preparation of a business plan. Students gain an appreciation for how each part of a business functions on its own and how business processes interact with each other. The course culminates in our signature Bankers Day event in which each team presents their final business plan to a panel of business executives for evaluation. The course emphasizes cross-disciplinary experiential learning, group dynamics, and personal interaction with faculty, business professionals 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 by focusing on the fundamental principles of recording business transaction with emphasis on the presentation and interpretation of corporate financial information. Topics include an overview of financial reporting and the accounting cycle, as well as, accounting and reporting of operating, investing and financing activities of a business. Assignments employ both Excel and SAP.

*Number of Credits:* 3

*When Offered:* Fall, Spring, Summer

*How Offered:* Face-to-Face, Online

### **BUS 102 – Accounting for Financial and Managerial Decision-Making**

An introduction to the fundamentals of managerial accounting with a special emphasis on using accounting information in decision making. Topics covered include corporate capital stock structure, planning and control systems, cost management systems, pricing decisions, and capital expenditure

decisions. Assignments employ Excel.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* BUS 101, CSC 155 and MTH 114 (CSC 155 and/or MTH 114 can be taken concurrently)

## **BUS 200 – Business Professionalism and Career Preparation**

The course will focus on critical professional development skills to enable students to connect their education to experiential learning opportunities and post-graduation goals. Students will become aware of industry trends relating to job opportunities, current job search techniques, personal branding strategies, the value of developing a well-connected network, and how to deliver flawless documents to targeted organizations. The course will combine the theories on professional development with real-life applications through assignments and participation in professional events to allow students to see themselves as a professional, rather than just a student. At the end of the course, students will understand the importance of demonstrating these professional skills throughout their collegiate experience (e.g. dressing professionally for presentations, developing quality resumes and cover letters, networking with alumni and guests, etc.)

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Restrictions:* Sophomore standing

*Prerequisites:* None

*Corequisites:* None

## **BUS 202 – Descriptive and Predictive Analytics**

This course explains 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 challenges confronting business organizations in the information age and beyond. One major challenge is to efficiently and effectively use three most important organizational resources, information, technology, and people, to provide service and value. To meet this challenge, the course studies business systems and strategies that organizations can utilize to organize data into information and synthesize information into knowledge. The course examines design and development of relational database management systems using Microsoft Access (structured query

language), decision support systems using Microsoft Excel (what-if analysis, pivot tables, and decision tree analysis), enterprise information systems using SAP (ERPsim), and web-based systems using Google Analytics. The concepts, models, and frameworks are derived from both academic and professional sources.

*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 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:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* BUS 101, MTH 114, CSC 155

### **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

### **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

## 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](#)

### Minor(s) Offered

[Marketing](#) (available only to students not majoring in the School of Business)

### Location/Contact Information

Founder's Hall Third Floor

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Founders' Hall 330

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### Full-Time Faculty

**PROFESSORS:** Jiang, Talaga (Emeritus)

**ASSOCIATE PROFESSORS:** Chia, Pierce

**ASSISTANT PROFESSORS:** Blohm, DiPietro, Dynan

# 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.

The marketing field today is highly specialized. Our curriculum is designed to ensure that marketing students are more competitive in the marketplace by offering three specialized tracks: Marketing Management, Professional Sales and Digital Marketing.

## 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 amenabilities 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

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## Degree Earned

B.S.B.A.

## Number of Courses Required for Graduation

Major: 20

Total: 40

## Number of Credits Required for Graduation

Major: 61

Total: 120

## GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

## 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 40 courses in total in order to graduate. 20 courses will be from this major program.

### **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)**

MKT 402 - Marketing Management

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

Fulfilled within major

### **All Other Required Courses**

#### **Business Core**

The Business Core, required of all majors in business, provides students with skills and knowledge across a wide array of business disciplines. Courses in the Business Core introduce students to all areas in which they can major and provide a foundation upon which upper-level major courses build.

- [BUS 100 - Business Perspectives](#)
- [BUS 101 - Introduction to Financial Accounting](#)
- [BUS 102 - Accounting for Financial and Managerial Decision-Making](#)
- [BUS 200 - Business Professionalism and Career Preparation](#)
- [BUS 202 - Descriptive and Predictive Analytics](#)
- [BUS 203 - Organizational Behavior and Skill Development](#)
- [BUS 204 - Principles of Marketing with Applications](#)
- [BUS 205 - Business Systems for Analytics](#)
- [BUS 206 - Financial Markets and Institutions: Principles and Applications](#)
- [BUS 208 - Fundamentals of Financial Management](#)
- [BUS 303 - Legal and Ethical Environment of Business](#)
- [BUS 304 - Prescriptive Analytics](#)
- [BUS 400 - Business Strategy](#)
- [ECN 201 - Introductory Macroeconomics: Business Firm and Market Analysis I](#)
- International Business Course/Experience (ECN 331, ECN 333, ECN 335, BUS 300, MKT 305, FIN 403 or MGT 356)

**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 312 - Mobile Marketing and Social Media
- 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.

## 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.

## **Business Core Course Descriptions**

### **BUS 100 – Business Perspectives**

An integrative freshmen course that addresses business processes at an introductory level by examining key business areas through the preparation of a business plan. Students gain an appreciation for how each part of a business functions on its own and how business processes interact with each other. The course culminates in our signature Bankers Day event in which each team presents their final business plan to a panel of business executives for evaluation. The course emphasizes cross-disciplinary experiential learning, group dynamics, and personal interaction with faculty, business professionals 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 by focusing on the fundamental principles of recording business transaction with emphasis on the presentation and interpretation of corporate financial information. Topics include an overview of financial reporting and the accounting cycle, as well as, accounting and

reporting of operating, investing and financing activities of a business. Assignments employ both Excel and SAP.

*Number of Credits:* 3

*When Offered:* Fall, Spring, Summer

*How Offered:* Face-to-Face, Online

## **BUS 102 – Accounting for Financial and Managerial Decision-Making**

An introduction to the fundamentals of managerial accounting with a special emphasis on using accounting information in decision making. Topics covered include corporate capital stock structure, planning and control systems, cost management systems, pricing decisions, and capital expenditure decisions. Assignments employ Excel.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* BUS 101, CSC 155 and MTH 114 (CSC 155 and/or MTH 114 can be taken concurrently)

## **BUS 200 – Business Professionalism and Career Preparation**

The course will focus on critical professional development skills to enable students to connect their education to experiential learning opportunities and post-graduation goals. Students will become aware of industry trends relating to job opportunities, current job search techniques, personal branding strategies, the value of developing a well-connected network, and how to deliver flawless documents to targeted organizations. The course will combine the theories on professional development with real-life applications through assignments and participation in professional events to allow students to see themselves as a professional, rather than just a student. At the end of the course, students will understand the importance of demonstrating these professional skills throughout their collegiate experience (e.g. dressing professionally for presentations, developing quality resumes and cover letters, networking with alumni and guests, etc.)

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Restrictions:* Sophomore standing

*Prerequisites:* None

*Corequisites:* None

## **BUS 202 – Descriptive and Predictive Analytics**

This course explains 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 challenges confronting business organizations in the information age and beyond. One major challenge is to efficiently and effectively use three most important organizational resources, information, technology, and people, to provide service and value. To meet this challenge, the course studies business systems and strategies that organizations can utilize to organize data into information and synthesize information into knowledge. The course examines design and development of relational database management systems using Microsoft Access (structured query language), decision support systems using Microsoft Excel (what-if analysis, pivot tables, and decision tree analysis), enterprise information systems using SAP (ERPsim), and web-based systems using Google Analytics. The concepts, models, and frameworks are derived from both academic and professional sources.

*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 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:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* BUS 101, MTH 114, CSC 155

## **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

## **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

## **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](mailto:clementl@lasalle.edu)

Founders' Hall 278

215.991.3682

## **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 individuals' potential for both formal and informal leadership positions. Graduates are equipped with the interpersonal skills needed 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. The students last 30 credits must be completed at La Salle. 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, so students have the flexibility of taking courses in person during the evening or day. Course instructors are experienced industry professionals with advanced degrees. There is an emphasis on carefully blending organizational theory with 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 individuals' 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 used 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 skills.(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

**Patrick O'Brien**  
 Associate Dean  
 Founders' Hall 248  
[obrienp@lasalle.edu](mailto:obrienp@lasalle.edu)  
 (215) 951-1572

## Degree Earned

B.A.

## Number of Courses Required for Graduation

**Major:** 12

**Total:** 40

## Number of Credits Required for Graduation

**Major:** 36

**Total:** 120

## GPA Required for Graduation

**Major:** 2.0

**Cumulative:** 2.0

## 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 40 courses in total in order to graduate. 12 courses will be from this major program.

### **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 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. In any semester, courses can be cancelled due to low 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)

**Please note:** These are all online courses. For international students, Online students cannot obtain visas to the US if they are enrolled in an online program.

## 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.

## Location/Contact Information

### School of Nursing and Health Sciences, Dean's Office

St. Benilde, Room 4000

[crawfordc@lasalle.edu](mailto:crawfordc@lasalle.edu)

(215) 951-1432

## Staff Contact Information

### Kathleen Czekanski, PHD, RN, CNE

Dean, School of Nursing and Health Sciences

St. Benilde, Room 4000

[czekanski@lasalle.edu](mailto:czekanski@lasalle.edu)

(215) 951-1432

### Meredith Kneavel, PhD

Associate Dean, School of Nursing and Health Sciences

St. Benilde, Room 4408

[kneavel@lasalle.edu](mailto:kneavel@lasalle.edu)

(215) 951-1530

### Clarissa Crawford

Administrative Assistant Dean's Office/ Assistant to the Dean and Associate Dean

St. Benilde, Room 4403

[crawfordc@lasalle.edu](mailto:crawfordc@lasalle.edu)

(215) 951-1431

Schedules appointments with the Dean and Associate Dean; sends letters to students who are on the Dean's List.

### Mary Dorr, MSN, RN

Assistant Dean, School of Nursing and Health Sciences

St. Benilde, Room 1101

[dorr@lasalle.edu](mailto:dorr@lasalle.edu)

(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

St. Benilde Room 1104

[mclaughlins@lasalle.edu](mailto:mclaughlins@lasalle.edu)

(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

St. Benilde Room 1100

[reillyc@lasalle.edu](mailto:reillyc@lasalle.edu)

(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.

## **Departments**

- [Communication Sciences and Disorders](#)
- [Nursing](#)
- [Urban Public Health & Nutrition](#)

## **Majors**

- [Communication Sciences and Disorders](#)
- [Communication Sciences and Disorders B.S./M.S. \(5-Year\)](#)
- [Nursing](#)
- [Nursing – Accelerated RN to BSN Online](#)
- [Nursing – ACHIEVE](#)
- [Nutrition – Coordinated Program in Dietetics \(5-Year\)](#)
- [Nutrition – Didactic Program](#)
- [Public Health](#)
- [Public Health B.S.P.H./M.P.H \(5-year\)](#)

## **Minors**

- [Communication Sciences and Disorders Minor](#)
- [Nutrition Minor](#)
- [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 B.S. in CSD and M.S. in Speech-Language Pathology](#)

## Minor(s) Offered

[Communication Sciences and Disorders](#)

## Location/Contact Information

Department of Communication Sciences and Disorders  
Tower 2201

215.951.1982

St. Benilde

## Full-Time Faculty

**PROFESSOR:** Klein; Kleinow; Ruiz

**ASSISTANT PROFESSOR:** Bitetti; Husak; Mancinelli; Costello

## Communication Sciences and Disorders

### Program Description

The Communication Sciences and Disorders (CSD) major emphasizes the biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases of basic human communication and swallowing. It is an interdisciplinary program in which students acquire knowledge in biological science, physical science, statistics, and social/behavioral science.

The American Speech-Language-Hearing Association (ASHA) is the national professional, credentialing, and scientific organization for speech-language pathologists, audiologists, and speech-language-hearing scientists. Students can learn more about undergraduate education in communication sciences and disorders and information about speech-language pathology and related professions from the ASHA website: <https://www.asha.org/Students/undergraduate-students/>.

### The National Student Speech-Language-Hearing Association

The National Student Speech-Language-Hearing Association (NSSLHA) is a pre-professional membership association for students interested in 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 one of the Communication Sciences and Disorders programs.

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. For more information, please visit the NSSLHA Web site: [www.nsslha.org](http://www.nsslha.org).

### CSD Student Handbook

The Communication Sciences and Disorders Student Handbook contains program-specific rules, guidelines, and procedures for progression and will be made available to all students.

### Why take this major?

The Communication Sciences and Disorders major provides students with the knowledge needed to enter a master's degree program in speech-language pathology, the entry-level degree for professional practice as a speech-language-pathologist. Speech-language pathologists care for people of all ages and cultural backgrounds with communication and swallowing disorders. They assess, treat, and help prevent speech, language, cognitive-communication, voice,

swallowing, fluency, and related disorders. A bachelor's degree in CSD can also lead to other career areas, including careers in rehabilitation science, health care, and education.

## Student Learning Outcomes

- The student will demonstrate knowledge in biological sciences, physical sciences, statistics, and social/behavioral sciences.
- The student will demonstrate knowledge in basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, 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

Jennifer Kleinow, Ph.D., CCC-SLP

Professor, Chair, and Graduate Program Director

2203 St. Benilde Tower

[kleinow@lasalle.edu](mailto:kleinow@lasalle.edu)

(215) 951-1232

## Degree Earned

B.S.

## Number of Courses Required for Graduation

**Major:** 17

**Total:** 40

## Number of Credits Required for Graduation

**Major:** 51-53

**Total:** 120 to 122

## GPA Required for Graduation

**Major:** 3.0

**Cumulative:** 3.0

## 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 161 Anatomy and Physiology I (with lab) or BIO 158 Life Science: A Human Approach

**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 Elementary Spanish for Nursing and Health Sciences I preferred (or any other global language)

**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 40 courses in total in order to graduate. 17 courses will be from this major program.

**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 and 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 on Communication Disorders  
COSD 413 – Professional Issues in Speech–Language Pathology  
COSD 435 – Communication Sciences and Disorders Undergraduate Capstone

**Supporting Courses:**

PHY 270 – Physics for Health Sciences or CHM 161 – Chemistry of Life Science and CHL 161 – Laboratory  
PSY 155– Introduction to Psychology

**Electives:**

COSD 201 – Introduction to Sign Language

**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 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. Instead 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)

The 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)

CSD Minors must select an additional two courses 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 (ILO 8b)  
SPN 103 (ILO 11)  
COSD 100  
FYS (ILO 1)  
BIO 161 or BIO 158 (Core3a)  
15 or 16 Credits

### **Spring Freshman Year**

COSD 102  
SPN 104 or elective  
REL 100 (ILO 2)  
PHY 270 or CHM 161  
Any ILO 8/12  
15-16 Credits

### **Fall Sophomore Year**

COSD 200  
SOC 150 or SOC 151 (ILO 4)  
ENG 210 (ILO 5)  
COSD 202  
Any ILO 9  
15 Credits

### **Spring Sophomore Year**

COSD 203  
Any ILO 10  
PSY 155  
HSC 217 (ILO 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 435  
Elective  
Elective  
Elective  
Elective  
15 credits

## **Course Descriptions**

### **COSD 100 - Introduction to Language and Communication**

This course presents an introduction to linguistics, which is the study of human language and communication. Each major branch of linguistics is surveyed with an emphasis on the structure, content, and use of English. This course also explores language variation and the relationship between language and culture, language and the brain, and how children develop language. Students practice techniques for linguistic analysis, and clinical applications to the fields of speech-language pathology and psychology are discussed. This class is cross-listed with PSY 242.

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Face-to-Face

### **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 or permission of instructor.

## **COSD 203 - 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 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:* COSD 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 speech production, hearing, and speech perception. This course introduces the physical properties of sound waves, resonance, the source-filter theory, spectrogram reading, decibels, and speech perception. 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-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 435 – 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:* CSD majors

*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 – Speech Sound Disorders**

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-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 – 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.

*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 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 B.S./M.S. (5-Year)**

### **Program Description**

La Salle University offers a unique five-year Communication Sciences and Disorders major, leading to a Bachelor of Science and a Master of Science in speech-language pathology. Speech-language pathologists care for people of all ages and cultural backgrounds with communication and swallowing disorders. They assess, treat, and help 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 graduate coursework and clinical experiences in speech-language pathology. A master's degree is the recognized credential in speech-language pathology. It is required for national certification, state licensure, and Pennsylvania teacher requirements for speech-language pathologists.

### **Accreditation**

The Master of Science (M.S.) in Speech-Language Pathology program at La Salle University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard, Rockville, MD 20850-3289, 800-498-2071.

### **Certification and Licensure**

The American Speech-Language-Hearing Association (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 is called the Certificate of Clinical Competence (CCC) and requires completing specific program coursework, including practicum, completing a supervised Clinical Fellowship (CF), and passing a national examination.

For more information about ASHA certification, please visit <https://www.asha.org/certification/>.

All 50 states require speech-language pathologists to be licensed to practice. For state-specific licensure information (including Pennsylvania, New Jersey, and Delaware), please visit [State-by-State \(asha.org\)](http://www.asha.org/praxis/).

La Salle University's Department of Communication Sciences and Disorders has received approval for teacher certification for the Educational Specialist I School Speech & Language Pathologist PK-12 or the Teacher Instructional Certificate I for Speech and Language Impaired PK-12 from the Pennsylvania Department of Education (PDE) of the Commonwealth of Pennsylvania. Earning one of these certificates is required to work in the various school systems in Pennsylvania. Pennsylvania State Board regulations require candidates applying for either certificate to pass the appropriate Praxis test administered by the Educational Testing Service. Information about the Praxis Series Tests is available at <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 completing the Master's degree, the Department of Communication Sciences and Disorders faculty must recommend candidates for Instructional I certificates. Recommendations are predicated upon completing all course requirements with a minimum cumulative GPA of 3.0 and a minimum GPA of 3.0 in CSD courses.

### **Clinical Experiences**

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; and private practices in Pennsylvania, New Jersey, and Delaware.

### **The National Student Speech-Language-Hearing Association**

The National Student Speech-Language-Hearing Association (NSSLHA) is a pre-professional membership association for students interested in 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 one of the Communication Sciences and Disorders programs.

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.

Visit the NSSLHA Web site: [www.nsslha.org](http://www.nsslha.org).

### **CSD Student Handbook**

The Communication Sciences and Disorders Student Handbook contains program-specific rules, guidelines, and procedures for progression and will be made available to all students.

### **Why take this major?**

The Five-Year B.S. to M.S. Program in Speech-Language Pathology is an accelerated program in which students can earn a bachelor's and master's degree in five years. A master's degree is the entry-level degree needed to become a speech-language pathologist. This program is reserved for the most competitive students. Students with outstanding academic backgrounds can be admitted directly into the Five-Year Program as freshmen. High-achieving students admitted

to the Communication Sciences and Disorders B.S. program as first-year students may be invited to apply to the Five-Year Program during their sophomore year. Please see the Communication Sciences and Disorders Student Handbook for criteria for the 5-Year B.S./M.S. program invitation.

## 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 in Speech-Language Pathology.

- 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 skills in assessment, intervention, and prevention of human communication and swallowing disorders. (IV-C; IV-D; IV-E; V-B)
- Integrate and demonstrate ethical, legal, and professional standards in the provision of speech-language pathology services. (IV-E; IV-G; V-B)
- Integrate research with clinical knowledge to improve the evaluation and treatment of individuals with communication and swallowing disorders. (IV-B; IV-C; IV-D; IV-E; IV-F; IV-G; V-B)
- 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. Pursue ongoing professional development. (IV-G; IV-H; V-C; V-D; V-E; V-F, VI)
- Implement appropriate assessment and intervention for diverse client populations across the lifespan. (IV-B; IV-C; IV-D, V-B; V-F)
- Evaluate individuals with communication and swallowing disorders utilizing appropriate diagnostic tools. (IV-C; IV-D; V-B; V-F)
- Provide intervention for individuals with communication and swallowing disorders utilizing appropriate clinical methods and strategies. (IV-C, IV-D; V-B; V-F)
- Practice independently and collaboratively in various health-care and educational systems in an appropriate professional manner. (IV-A through IV-H; V-A through V-F)

## Program Contact Information

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## Degree Earned

B.S. and M.S.

## Number of Courses Required for Graduation

**Major:** 24

**Total:** 40

## Number of Credits Required for Graduation

**Major:** 72-74

**Total:** 120

## GPA Required for Graduation

**Major:** 3.5

**Cumulative:** 3.5

## 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 161 Anatomy and Physiology I (with lab) or BIO 158 Life Science: A Human Approach

#### **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 Elementary Spanish for Nursing and Health Sciences I preferred (or any other global language)

### **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 40 courses in total in order to graduate. 24 courses will be from this major program.

### **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

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

## 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

## 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 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. Students will take additional 300/400 level Spanish courses to fulfill their requirements instead of these intermediate courses. 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 (ILO 8b)

SPN 103 (ILO 11)

COSD 100

FYS (ILO 1)

BIO 161 or BIO 158 (Core3a)

15 or 16 Credits

### **Spring Freshman Year**

COSD 102

SPN 104 or elective

REL 100 (ILO 2)

PHY 270 or CHM 161

Any ILO 8/12

15-16 Credits

### **Fall Sophomore Year**

COSD 200

SOC 150 or SOC 151 (ILO 4)

ENG 210 (ILO 5)

COSD 202

Any ILO 9

15 Credits

### **Spring Sophomore Year**

COSD 203

Any ILO 10

PSY 155

HSC 217 (ILO 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 614  
COSD 619  
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 502  
COSD 511  
COSD 635  
COSD 616 or COSD 521  
COSD Elective (opt)  
12-15 Credits

**All CSD Five-Year students must take 2 graduate electives**

## **Course Descriptions**

### **COSD 100 - Introduction to Language and Communication**

This course presents an introduction to linguistics, which is the study of human language and communication. Each major branch of linguistics is surveyed with an emphasis on the structure, content, and use of English. This course also explores language variation and the relationship between language and culture, language and the brain, and how children develop language. Students practice techniques for linguistic analysis, and clinical applications to the fields of speech-language pathology and psychology are discussed. This class is cross-listed with PSY 242.

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Face-to-Face

### **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 or permission of instructor.

### **COSD 203 - 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 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:* COSD 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 speech production, hearing, and speech perception. This course introduces the physical properties of sound waves, resonance, the source-filter theory, spectrogram reading, decibels, and speech perception. 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-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 435 - 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:* CSD majors

*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 - Speech Sound Disorders**

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-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 – 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.

*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](#)
- [Undeclared Nursing and Health Sciences](#)

## Location/Contact Information

[La Salle University, School of Nursing & Health Sciences](#)

1900 W. Olney Avenue

St. Benilde Tower

Philadelphia, PA 19141

215.951.1944

## Staff Contact Information

S. Powell, Administrative Assistant

St. Benilde Tower, Rm. # 1112

215-951-1944

powells@lasalle.edu

## Full-Time Faculty

**PROFESSOR:** Czekanski, Dillon, Kurz, Wolf (Dean Emerita)

**ASSOCIATE PROFESSORS:** Donohue-Smith, Frizzell, Kinder, Laske, Tait, Wilby

**ASSISTANT PROFESSORS:** Alberts, Byrne, DiGiacomo, Harkins, Hoerst, Maloney, Matecki, Monforto, Overbaugh, Palovcak, Szulewski, Uribe, Wool

**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

The baccalaureate degree program in nursing at La Salle University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

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 Abington Memorial Hospital, Albert Einstein Medical Center, Belmont Center for Comprehensive Care, Bryn Mawr Rehab, Children's Hospital of Philadelphia (CHOP), St. Christopher's Hospital for Children, Cooper Medical Center, Doylestown Hospital, Friends Hospital, Shriners' Hospital for Children, Holy Redeemer Hospital and Medical Center, Jefferson Health, Thomas Jefferson University Hospital, Lankenau Hospital, Paoli Hospital, Presbyterian Medical Center, St. Mary Medical Center, Temple University Hospital, and various public, parochial, and private schools in Philadelphia and the surrounding counties.

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. 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.

## 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)
- 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

Before sophomore year, clearances must be obtained. These include 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.

## 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

Pat DiGiacomo, EdD, MSN, RNC  
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215-951-1218

Shira Powell

Undergraduate Nursing, Administrative Assistant

St. Benilde Tower, rm. #1112

[powells@lasalle.edu](mailto:powells@lasalle.edu)

215-951-1944

## Degree Earned

BSN

## Number of Courses Required for Graduation

**Major:** 16

**Total:** 35

## Number of Credits Required for Graduation

Major: 62

Total: 123

## GPA Required for Graduation

Major: 2.75

Cumulative: 2.0

## 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 35 courses in total in order to graduate. 16 courses will be from this major program.

### 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 the fulfill graduation credit requirements for their School and major.

## Recommended Course Sequence

### Freshman Year

#### Fall 17 credits

- 3 cr: ENG 110 (ILO 8.1b) College Writing I or COM 150 Presentation Skills
- 3 cr: FYS 130 or 132 (ILO 1.1) First Year Seminar
- 4 cr: CHM 161 (ILO 3.1a) Chem of Life Sciences or BIO 163 Clinical Microbiology
- 4 cr: BIO 161 Anatomy & Physiology I
- 3 cr: PSY 155 Intro to Psychology

#### Spring 17 credits

- 3 cr: COM 150 (ILO 8.1a and 12.1) Presentation Skills or ENG 110 College Writing I
- 3 cr: MTH 150 Math: Myths & Realities
- 4 cr: CHM 161 (ILO 3.1a) Chem of Life Sciences or BIO 163 Clinical Microbiology
- 4 cr: BIO 162 Anatomy & Physiology II

- 3 cr: PSY 210 Developmental Psychology

### Sophomore Year

#### Fall 16 credits

- 3 cr: NUTR 165 (ILO 3.1a) Nutrition
- 3 cr: ENG 210 (ILO 5.1) College Writing II
- 3 cr: NUR 201 Pathophysiology
- 3 cr: NUR 202 Health Assessment
- 4 cr: NUR 203 Intro to Professional Nursing Practice
- Health Literacy or Financial Literacy Module

#### Spring 15 credits

- 3 cr: HSC 217 (ILO 3.1b) Stats for Hlth Sci Profs
- 3 cr: CSC 154 (ILO 6.1) Healthcare Informatics
- 3 cr: NUR 204 Pharmacology
- 6 cr: NUR 205 Foundations of Professional Nursing Practice
- Health Literacy or Financial Literacy Module

### Junior Year

#### Fall 16 credits

- 3 cr: SOC 150 (ILO 4.1) Prin of Sociology
- 3 cr: REL 100 (ILO 2.1) Religion Matters
- 7 cr: NUR 331 Adult Health Nursing I
- 3 cr: NUR 332 Intro to Nursing Research and Evidence Based Practice

#### Spring 16 credits

- 3 cr: Student's choice to fulfill ILO 9.1 Creative and Artistic Expression
- 3 cr: Student's choice to fulfill ILO 10.1 Ethical Understanding and Reasoning
- 4 cr: NUR 333 Family Nursing: Childbearing Families
- 2 cr: NUR 334 Genetics and Genomics
- 4 cr: NUR 335 Family Nursing: Childrearing Families

### Senior Year

#### Fall 14 credits

- 3 cr: Student's choice to fulfill ILO 11.1 Cultural and Global Awareness and Sensitivity
- 5 cr: NUR 421 Psych/ Mental Health Nursing
- 5 cr: NUR 423 Public Health / Vulnerable Populations
- 1 cr: NUR 424 Senior Seminar I: Synthesis of Clinical Concepts

#### Spring 12 credits

- 7 cr: NUR 425 Adult Health Nursing II
- 4 cr: NUR 427 Nursing Leadership and Management
- 1 cr: NUR 428 Senior Seminar II: Synthesis of Clinical

**Total Clinical Hours: 924**

**Total Credits: 123**

## 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

*Corequisites:* NUR 202 and NUR 203

## **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

*Corequisites:* NUR 201 and NUR 203

## **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, Chemistry 161 and PSY 210

*Corequisites:* NUR 201 and NUR 202

## **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 203

*Corequisites:* NUR 205

## **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, NUTR 165

*Corequisites:* NUR 204

## **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

## **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, ENG 110, ENG 210, HSC 217, MTH 150

*Corequisites:* NUR 331

### **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, NUR 332, PSY 155

*Corequisites:* NUR 334, NUR 335

### **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:* CSC 154, COM 150, NUR 331, NUR 332,

*Corequisites:* NUR 333, 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:* PSY 155, NUR 331, NUR 332

*Corequisites:* NUR 333, 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

*Corequisites:* NUR 423, NUR 424

### **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:* SOC 150, All 300-level Nursing major courses

Corequisites: NUR 421, NUR 424

### **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

### **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

### **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

*Corequisites:* NUR 425, NUR 428

### **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

## **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

Sheila McLaughlin

Assistant Director of the ACHIEVE and RN to BSN Programs

Room 1104 St. Benilde

mclaughins@lasalle.edu

215-951-1471

## Degree Earned

BSN

## Number of Courses Required for Graduation

**Major:** 9 courses

**Total:** 32

## Number of Credits Required for Graduation

**Major:** 27

**Total:** 122

## GPA Required for Graduation

**Major:** 2.0

**Cumulative:** 2.0

## 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**

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 - 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 32 courses in total in order to graduate. 9 courses courses will be from this major program.

**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

### **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 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.

*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.

## 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. 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.

## 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

**Patricia DiGiacomo, EdD, MSN, RNC**  
Chair, Undergraduate Nursing Program,  
St. Benilde Tower, #1107  
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(215) 951-1218

**Sheila McLaughlin, MSN, RN**  
ACHIEVE Evening & Weekend and RN-BSN Program  
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(215) 951-1471

## Degree Earned

B.S.N.

## Number of Courses Required for Graduation

Major: 16

Total: 35

## Number of Credits Required for Graduation

Major: 62

Total: 123

## GPA Required for Graduation

Major: 2.75

Cumulative: 2.0

## 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: Math: Myths and Realities

**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 35 courses in total in order to graduate. 16 courses will be from this major program.

**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: HSC 217 – Statistics for the Health Professions

3 credits: PSY 155 – Introduction to Psychology

3 credits: PSY 210 – Developmental Psychology

**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 the fulfill graduation credit requirements for their School and major.

**Recommended Course Sequence**

**Sample Progress Chart for ACHIEVE Prelicensure Students**

**Fall 1 (7 credits)**

3 credits: NUR 201 – Pathophysiology

**Spring 1 (6 credits)**

3 credits: NUR 202 – Health Assessment

**Summer 1 (6 credits)**

6 credits: NUR 205 – Foundations of Professional Nursing Practice (3 didactic/ 3 clinical credits)

4 credits: NUR 203 – Introduction to Professional Nursing Practice (3 didactic/1 clinical)

3 credits: NUR 204 – Pharmacology

3 credits: REL 100 – Religion Matters (if not already completed)

#### **Fall 2 (7 credits)**

7 credits: NUR 331 – Adult Health Nursing I: Care of the Client with Chronic Illness (3 didactic//4 clinical credits)

#### **Spring 2 (7 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)

#### **Summer 2 (6 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)**

5 credits: NUR 421 – Psych/Mental Health Nursing (3 didactic/2 clinical credits)

1 credits: NUR 424 – Senior Seminar I- Synthesis of Clinical Concepts

#### **Spring 3 (9 credits)**

5 credits: NUR 423 – Public Health/Vulnerable Populations (3 didactic/2 clinical credits)

4 credits: NUR 427 – Nursing Leadership and Management: Concepts and Practice (2 didactic/2 clinical credits)

#### **Summer 3 (8 credits)**

7 credits: NUR 425 – Adult Health Nursing II: Care of the Client with Acute and Complex Conditions (3 didactic/5 clinical credits)

1 credit: NUR 428 – Senior Seminar II- Synthesis of Clinical Concepts

## **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

*Corequisites:* NUR 202 and NUR 203

### **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

*Corequisites:* NUR 201 and NUR 203

### **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, Chemistry 161 and PSY 210

*Corequisites:* NUR 201 and NUR 202

### **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 203

*Corequisites:* NUR 205

### **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, NUTR 165

*Corequisites:* NUR 204

### **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

### **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, ENG 110, ENG 210, HSC 217, MTH 150

*Corequisites:* NUR 331

### **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, NUR 332, PSY 155

Corequisites: NUR 334, NUR 335

### **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:* CSC 154, COM 150, NUR 331, NUR 332,

*Corequisites:* NUR 333, 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:* PSY 155, NUR 331, NUR 332

*Corequisites:* NUR 333, 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

*Corequisites:* NUR 423, NUR 424

### **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:* SOC 150, All 300-level Nursing major courses

*Corequisites:* NUR 421, NUR 424

### **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

### **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

## **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

*Corequisites:* NUR 425, NUR 428

## **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

# **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**

### **Urban Public Health and Nutrition Department Goals**

- Graduates meet the competencies required by the accrediting bodies of their respective professions and are prepared for entry level positions and/or further studies in their fields.
- Faculty will have expertise in **Public Health and/or Nutrition**, especially public health and nutrition in urban communities, and will convey this expertise via effective teaching and student advising.

### **Research Goals**

- Students and faculty will engage in Public Health and Nutrition 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 Department will provide training and workforce development opportunities that meet the needs of the Public Health and Nutrition professionals serving urban communities.

### **Diversity Goal**

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

## Major(s) Offered

[4-year B.S. in Nutrition \(Didactic Program\)](#)

[5-year B.S. in Nutrition and M.S. in Nutrition and Dietetics Practice\(Coordinated Program in Dietetics\)](#)

[Public Health](#)

[Public Health B.S.P.H./M.P.H.\(5-year\)](#)

## Minor(s) Offered

[Public Health](#)

[Nutrition](#)

## Location/Contact Information

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Liz Zorzanello Emery, EdD,MS,RD,CNSC,LDN  
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215.991.3618

## Staff Contact Information

Valerie S. Bradley, B.A., Administrative Coordinator  
[bradley@lasalle.edu](mailto:bradley@lasalle.edu)

## Full-Time Faculty

### Public Health

**PROFESSOR:** Kneavel, Rodriguez

**ASSISTANT PROFESSOR:** Robertson-James, Rexing, Taylor

## Nutrition

ASSOCIATE PROFESSOR: Frank

ASSISTANT PROFESSOR: Emery, Krick, Laura

## Nutrition – Coordinated Program in Dietetics (5-Year)

### Program Description

The Nutrition 5 year B.S./M.S. Coordinated Program in Dietetics is an accelerated Bachelor's to Master's program with a unique focus on urban health. The master's degree includes a minimum of 1,200 hours of supervised practice in clinical nutrition, community nutrition, and food service management during the final two years of the program. Upon successful completion of both degrees including the supervised practice, graduates are eligible to sit for the national Registration Examination for Dietitians (RD Exam). Graduates who successfully pass the RD Exam become Registered Dietitian Nutritionists (RDNs), also known as Registered Dietitians (RDs).

As of January 1, 2024 a master's degree will be required for all graduates wishing to become RDNs. To obtain the RDN credential, graduates must pass a national examination administered by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics. After becoming an RDN, graduates are eligible to apply for licensure in the State of Pennsylvania and other states where the practice of dietetics is regulated through licensure. 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 in fitness settings, supermarkets, food and beverage industries, service management companies, the pharmaceutical industry, higher education, private practice, and other businesses.

Details can be found in the [Coordinated Program Handbook](#).

### Program Mission

Consistent with Lasallian values, the mission of the Master's Coordinated Program is to educate and empower students to engage in evidence-based practice in Nutrition and Dietetics with a commitment to excellence in practice, advocacy, life-long learning, and scholarship. The program combines a liberal arts education with scientific, theoretical, and practical coursework for preparation of entry-level Registered Dietitian Nutritionists (RDNs), preparing graduates to promote health and wellness in individuals, serve diverse and disadvantaged populations, and to assume leadership roles in their field.

### Program Goals

**Goal 1:** Prepare graduates to become competent entry-level dietetic practitioners through successful completion of the Coordinated Program.

#### Objectives:

- The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
- Greater than 90% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
- At least 80% percent of program students complete program/degree requirements within 3 years (150% of the program length)
- 90% or more of program graduates who seek employment in dietetics will be employed within twelve months of program completion.
- Greater than 90% of program graduates responding to alumni surveys will report "agree or strongly agree" regarding preparation for entry-level job responsibilities.
- When surveyed, over 80% of employers will agree or strongly agree that graduates are adequately prepared for entry level positions.

**Goal 2:** Prepare graduates who respond to changing food, nutrition, and health care needs of individuals, groups, and urban communities.

#### Objectives:

- Greater than 80% of graduates responding to alumni survey will agree or strongly agree that the Coordinated Program prepared them to incorporate current evidence (i.e. from published guidelines and research) into practice.
- On exit survey, greater than 90% of graduates will agree or strongly agree that the Coordinated Program increased their cultural competence in working with individuals and groups in diverse communities.
- On exit survey, greater than 90% of graduates will agree or strongly agree on that the Coordinated Program helped them to develop a deeper awareness of policy and advocacy as it impacts the nutrition and dietetics profession.
- Greater than 80% of graduates responding to alumni survey will agree or strongly agree that knowledge and skills gained through the Coordinated Program have enabled them to have a positive impact on others.
- Greater than 80% of graduates responding to alumni survey will agree or strongly agree that they were prepared for the current Commission on Dietetic Registration professional development portfolio process.
- Greater than 80% of graduates on alumni survey will agree or strongly agree that they were overall satisfied with the Coordinated Program.

### 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 2190, Chicago, IL 60606-6995, 800.877.1600, x5400.

### Why take this major?

The 5-year Bachelor's to Master's Coordinated Program is fully accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) and culminates in a B.S. in Nutrition and M.S. in Nutrition and Dietetics Practice. It includes 1200-hours of supervised practice designed to meet competencies

needed for entry-level practice in the field of Dietetics. Graduates are eligible to sit for the Registration Examination for Dietitians after successful program completion.

### Program Requirements

Students must have successfully completed or be enrolled in all of the required courses for the 5-year program up through and including the Spring Semester of Junior Year. Students must have a GPA  $\geq 3.2$  including courses transferred in for the major, earned a B or above in NUTR 310, 320, 341, 342, and any 400 level NUTR courses, and have a C or better in all science and nutrition courses. Students who have met minimum requirements for admission to the Coordinated Program as of Spring, 2022 will be able to apply for the first cohort of the Master's Coordinated Program. High-achieving students offered direct admission to the 5-year program as freshmen must meet these standards in order to remain in the program. Students not meeting the required GPA and course grade requirements will earn a Bachelor of Science in Nutrition if all requirements are met, but will not progress to the Master's Program.

### Student Learning Outcomes

Competencies for registered dietitians (CRDN)s as specified by ACEND and Urban Health competencies (URB) are listed after corresponding outcomes.

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

- Utilize knowledge from foundational sciences as a basis for understanding the role of food and nutrients in health and disease. (All)
- Integrate scientific information, research, and critical thinking into evidence-based practice. (CRDN 1.2, 1.4, 1.6)
- Demonstrate professionalism and ethical behavior in all areas of practice. (CRDN 2.1, 2.3, 2.10, 2.12)
- Engage in advocacy on issues that affect public health and nutrition policy. (CRDN 1.5, 2.2, 2.14; URB 2.0)
- Establish a basis for lifelong learning and interprofessional collaboration. (CRDN 2.4, 2.5, 2.6, 2.13, 2.15)
- Utilize the Nutrition Care Process to deliver state-of-the-art, safe and effective nutrition care. (CRDN 3.1, 3.2, 4.4)
- Provide culturally competent nutrition services for diverse individuals and communities using a variety of communication strategies. (CRDN 2.9, 2.11, 3.3, 3.4, 3.5)
- Facilitate health behavior change using nutrition counseling techniques with patients and clients. (CRDN 3.6)
- Apply basic principles of entrepreneurship to Dietetics practice. (CRDN 2.7, 2.8, 3.7, 4.7, 4.8, 4.9)
- Implement strategies for food access, procurement, preparation, and safety that are relevant for the culture, age, literacy level, and socio-economic status of clients and groups. (CRDN 3.9, 3.10; URB 2.0, 3.0)
- Perform food system management and leadership functions that consider sustainability in business, healthcare, community, and institutional arenas. (CRDN 1.1, 1.3, 4.1, 4.2, 4.3, 4.5, 4.6, 4.10)

### Program Contact Information

Robin Danowski, MS, RD, LDN

Assistant Professor and Director

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215-991-3618

### Degree Earned

B.S.Nutr., M.S.

### Number of Courses Required for Graduation

**Major:** B.S. Nutr: 31 courses

**Total:** B.S. Nutr: 41, M.S.: 10 courses

### Number of Credits Required for Graduation

**Major:** B.S. Nutr: 106

**Total:** B.S. Nutr: 127, M.S.: 45 credits

### GPA Required for Graduation

**Major:** B.S.Nutr.: 3.2, M.S.: 3.2

**Cumulative:** B.S.Nutr: 3.2, M.S.: 3.2

### 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 **B.S. Nutr: 41, M.S.: 10 courses** courses in total in order to graduate. **B.S. Nutr: 31 courses** courses will be from this major program.

### **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

PHLT 408 - Research Methods  
PHLT 489 - Race, Ethnicity, and Public Health  
NUTR 420 - Nutrition Education and Counseling  
NUTR 430 - Practicum in Foodservice Management  
NUTR 440 - Capstone in Nutrition  
NUTR 441 - Food and Culture  
NUTR 450 - Sustainable Food Systems/Food Justice  
NUTR 510 - Nutrition Communications  
NUTR 512 - Advanced Nutrition and Metabolism  
NUTR 514 - Cases in Clinical Nutrition  
PHLT 635 - Health Policy  
NUTR 601 - Practicum in Community Nutrition I  
NUTR 602 - Practicum in Community Nutrition II  
NUTR 605 - Practicum in Foodservice Management  
NUTR 608 - Practicum in Medical Nutrition Therapy I  
NUTR 609 - Practicum in Medical Nutrition Therapy II  
NUTR 612 - Seminar in Dietetics Practice

#### **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**



PSY 155 - Introduction to Psychology  
CHM 161 - Chemistry for the Life Sciences  
BIO 162 - Anatomy and Physiology II  
COM 150 - Presentation Skills  
FYS 130 \*

## **Sophomore Year**

### ***Fall Semester***

CHM 262 - 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 450 - Sustainable Food Systems/Food Justice  
Choose course within ILO 9,10, or 11

## **Fourth Year**

### ***Fall Semester***

NUTR 601 - Practicum in Community Nutrition I  
PHLT 408 - Research Methods  
PHLT 489 - Race, Ethnicity, and Public Health  
NUTR 512 - Advanced Nutrition and Metabolism

### ***Spring Semester***

NUTR 602 - Practicum in Community Nutrition II  
NUTR 440 - Capstone in Nutrition  
NUTR 514 - Cases in Clinical Nutrition  
PHLT 635 - Health Policy

### ***Summer Semester***

NUTR 605 - Practicum in Foodservice Management

## **Fifth Year**

### ***Fall Semester***

NUTR 608 - Practicum in Clinical Nutrition I  
NUTR 510 - Nutrition Communications

### ***Spring Semester***

NUTR 609 - Practicum in Clinical Nutrition II  
NUTR 612 - Seminar in Dietetics Practice

## 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 consists of three hours of lecture.

*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 and one hour of lab.

*Number of Credits:* 4

*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 and one hour of lab.

*Number of Credits:* 4

*When Offered:* Spring

*How Offered:* Face-to-Face

*Restrictions:* Students are permitted to re-take this course once to seek to improve their grade

*Prerequisites:* NUTR 341

### **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; health 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, NUTR 300, PSY 155

### **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 identify a research question or hypothesis, design a research plan, collect and analyze data, and write a research paper utilizing peer-reviewed scientific literature and other appropriate sources. Students also create and orally present a poster representing their work. 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, PHLT 408 and HSC 217.

### **NUTR 441 - Food and Culture**

This course examines the cultural and culinary traditions that shape an individual's eating habits, including the activities by which people produce, prepare, present, and consume food. Aspects of food culture including religion, health beliefs, geographic and historical/traditional factors in global cultures and within regions of the United States are explored. The course focuses on the development of cultural competency and cultural humility in nutrition practice. Three hours of lecture.

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Face-to-Face

*Prerequisites:* NUTR 165, NUTR 200, NUTR 230, NUTR 300

### **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 as well as career paths 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 510 – Nutrition Communications**

This course focuses on the development of effective written and oral communication skills for the nutrition professional. Students will learn how to tailor communication to a variety of audiences using a wide range of communication platforms. Special focus is placed on designing materials that are culturally and age appropriate, and meet the literacy level of the audience.

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Face-to-Face

*Prerequisites:* Formal admission to the Coordinated Program or approval of Program director.

### **NUTR 512 – Advanced Nutrition and Metabolism**

This course will include application of basic sciences to the science of Nutrition, with emphasis on macronutrients and micronutrients in health and disease. Students will apply in-depth knowledge of the digestion, absorption, and metabolism of nutrients in clinical scenarios.

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Face-to-Face

*Prerequisites:* Formal admission to the Coordinated Program or approval of Program director.

### **NUTR 514 – Cases in Clinical Nutrition**

This course provides an application of the Nutrition Care Process to a variety of disease states. Students will gain experience with assessment, diagnosis, intervention, monitoring, and evaluation of nutrition problems using a case based and simulation approach. Students will gain competence in the application of medical terminology and standardized language for the Nutrition Care Process.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* NUTR 512

### **NUTR 517 – Nutrition Entrepreneurship**

This course, in cooperation with La Salle's Entrepreneurial Center, will include the basics of entrepreneurship; the essentials of starting a nutrition consulting business or private practice; insurance and reimbursement; coding and billing practices; and HIPAA concerns. Guest speakers with businesses in corporate wellness, sports and fitness, and food/nutrition journalism will demonstrate the variety of ways an RDN can be a successful entrepreneur. The course will culminate in student teams working to develop a Business Model Canvas, detailing an actual nutrition business plan.

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Face-to-Face

*Prerequisites:* Formal admission to the Coordinated Program or approval of Program director.

### **NUTR 601 – 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 to twelve 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 602 – 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 -12 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 601 with a grade of B or above.

### **NUTR 605 – 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 lecture, assigned readings, group discussion, journaling, and project management with an average of 3–4 hours per week of classroom experiences and up to 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 NUTR 601 and 602 with grade B or above.

### **NUTR 608 – Practicum in Clinical Nutrition 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 512, 514, NUTR 601, 602, and 605 with grade of B or above.

## **NUTR 609 – Practicum in Clinical Nutrition II**

This course covers the application of nutrition knowledge in the solution of problems related to disease. Under the supervision of a Registered Dietitian, students utilize the Nutrition Care Process in the care of assigned patients in acute, ambulatory, and/or long-term care settings. Continued emphasis is placed on the development of assessment, diagnosis, intervention, and monitoring/evaluation skills, culminating in students' ability to assume nutritional care responsibilities for adults and children with medical needs (e.g. inborn errors of metabolism, trauma, immune dysfunction, endocrine, hepatic, pancreatic, oncology), obesity, and malnutrition. The course consists of assigned readings, discussions, problem-based learning, simulations, and practical experiences in hospitals, medical centers, and/or long-term care facilities. 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 608 with a grade of B or above.

## **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

# **Nutrition – Didactic Program**

## **Program Description**

The Didactic Program in Nutrition leads to the Bachelor of Science in Nutrition degree, which prepares students for a wide variety of careers in areas such as health care, public health, business, food service management, and research. This program is also a pathway to the 5 year BS/MS Coordinated Program in Dietetics, which when completed qualifies students to sit for the Registered Dietitian Nutritionist exam. Select students may be admitted directly into the 5 year program upon acceptance into La Salle's Nutrition program.

The Didactic Program also offers students who possess a non-nutrition degree the opportunity to achieve eligibility for the Master's Coordinated Program or other accredited internship. Students may transfer in up to 70 credits toward the required course work of the BS in Nutrition, then complete the remaining required courses to earn a second degree in Nutrition. Students who wish to attend part-time may complete required courses through a non-degree post-baccalaureate program.

## **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](https://www.nacac.org/programs-of-study/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 leading to the Registered Dietitian Nutritionist or RDN credential, or to take the exam leading to the Nutrition and Dietetics Technician, Registered credential. Course work meets all Academy of Nutrition and Dietetics academic requirements 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 (students may be required to take different science coursework as well to prepare for these other careers).

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 Student Handbook: <https://www.lasalle.edu/nutrition/wp-content/uploads/sites/143/2017/08/DPD-Program-2017-18-Student-Handbook-final.pdf>

**The Mission** of the La Salle University Didactic Program in Nutrition/Bachelor of Science in Nutrition is to educate baccalaureate students in nutrition and health science, promote health and wellness, prevent nutrition-related disease, integrate research into practice, and enable graduates to assume careers in nutrition and food related careers or pursue careers as Registered Dietitians (RD)/Registered Dietitian Nutritionists (RDN).\*

\*Note: Students who wish to pursue the RD/RDN Credential must complete an accredited coordinated program or dietetic internship program in addition to or concurrent with completion of the Didactic Program and a Master's degree. Further information on eligibility requirements for becoming a RD/RDN can be obtained at the Commission on Dietetic Registration web site at [www.cdrnet.org](http://www.cdrnet.org).

## **Program Goals**

**Goal 1:** The Didactic Program will educate graduates to prepare them for careers as Nutrition and Dietetic Technicians, Registered (NDTR), and entry-level positions in nutrition and food related fields.

## **Outcomes:**

1. Over a five year period, at least 80% of full-time DP students will complete program/degree requirements within 6 years (150% of program length).

2. Over a five year period, at least 80% of verification-only DP students will complete verification course requirements within 4 years of beginning junior level DP course work.
3. Over a five year period, at least 90% of program graduates will “agree” or “strongly agree” that DP program director and faculty provided sufficient and accurate guidance about Didactic Program requirements.
4. Over a five year period, at least 90% of program graduates will “agree” or “strongly agree” that they are satisfied with the quality of the education they received in the Didactic Program.
5. Over a 5 year period, at least 90% of program graduates will “agree” or “strongly agree” that they received accurate and helpful career information, advising, and guidance that made them aware of career options and opportunities they can pursue after completing their studies
6. Over a five year period, at least 80% of DP graduates who sought employment upon graduating will be employed within 12 months of graduation.

**Goal 2:** The Didactic Program will prepare graduates to obtain and successfully complete supervised practice programs and/or graduate degree programs.

**Outcomes:**

1. Over a five year period, at least 60% of DP graduates will apply for admission to supervised practice or graduate degree programs prior to or within 12 months of graduation.
2. Over a five year period, at least 60% of those DP students applying to supervised practice programs will be admitted within 12 months of graduation.
3. Over a five year period, at least 80% of DP graduates admitted into supervised practice will “agree or strongly agree” that the DP prepared them to perform effectively as dietetic interns.
4. Over a five year period, the pass rate for DP graduates taking the CDR credentialing examination for dietitian nutritionists within one year of their first attempt will be at least 80%.

## 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 Nutritionist (RDN) credential, including the La Salle BS/MS Coordinated Program in Dietetics. 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

### Didactic Program Student Learning Outcomes and Objectives

Upon successful completion of the program the student will demonstrate the ability to:

1. Locate, interpret, evaluate and use nutrition information, applying critical thinking and scientific reasoning skills.
2. Use current information technologies to locate and apply evidence—based guidelines and protocols.
3. Provide nutrition education to individuals, groups, and communities throughout the lifespan, using effective and professional communication skills.
4. Utilize professional skills and the Nutrition Care Process to provide and effectively document nutrition services in multidisciplinary, inter-professional settings.
5. Assess the impact of policies and strategies for food access, procurement, preparation, and safety for individuals, families and communities.
6. Apply theories and knowledge to provision of quality food management functions in business, healthcare, community and institutional arenas.
7. Provide culturally competent, ethical nutrition services for individuals and communities.
8. Describe the governance and scope of professional dietetics practice, including mentoring and precepting others.
9. Utilize knowledge from the physical and biological sciences as a basis for understanding the role of food and nutrients in health and disease processes.

## Program Contact Information

Laura B. Frank, PhD, MEd, MPH, RDN, LDN

Director, Didactic Program in Nutrition

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[frankl@lasalle.edu](mailto:frankl@lasalle.edu)

215-991-3617

## Degree Earned

B.S.

## Number of Courses Required for Graduation

**Major:** 28

**Total:** 39

## Number of Credits Required for Graduation

**Major:** 91

**Total:** 121

## GPA Required for Graduation

**Major:** 2.0

Cumulative: 2.0

## 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 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 39 courses in total in order to graduate. 28 courses will be from this major program.

### 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, and either BIO 161 & 162 or BIO 210, 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):

- 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

SPRING

Freshman Year

ENG 110 College Writing I  
NUTR 165 Principles of Nutrition  
BIO 161 Anatomy and Physiology I  
CSC 154 Health Informatics  
REL 100 Religion Matters

COM 150 Presentation Skills  
CHM 161 Chemistry for Life Sciences  
BIO 162 Anatomy and Physiology II  
PSY 155 Introduction to Psychology  
FYS Course\*

### **Sophomore Year**

CHM 262 Organic Chemistry for Life Sciences  
NUTR 200 Life Cycle Nutrition  
NUTR 230 Food Science  
ENG 210 College Writing II  
ILO 9, 10 or 11\*\*

CHM 263 Biochemistry for Life Sciences  
NUTR 300 Community Nutrition  
NUTR 340 Professional Practice in Nutr  
ECN 150 Introductory Macroeconomics  
or POL 151 American Government

**BIO 163 Clinical Microbiology**

### **Junior Year**

NUTR 310 Management in Nutrition and Dietetics  
NUTR 341 Medical Nutrition Therapy I  
NUTR 441 Food and Culture  
ILO 9, 10 or 11\*\* or Elective  
ILO 9, 10 or 11\*\* or Elective

NUTR 320 Quantity Food Prep/Management  
NUTR 342 Medical Nutrition Therapy II  
HSC 217 Statistics for Health Sciences  
ILO 9, 10 or 11\*\* or Elective  
ILO 9, 10 or 11\*\* or Elective

### **Senior Year**

NUTR 472 Special Topics in Nutrition  
NUTR 420 Nutrition Education/Counseling  
PHLT 408 Research Methods for Public Health  
ILO 9, 10 or 11\*\* or Elective  
ILO 9, 10 or 11\*\* or Elective

NUTR 440 Capstone in Nutrition  
NUTR 450 Sustainable Food Sys/Justice  
NUTR 460 Externship (or elective)  
NUTR 474 NDTR and/or elective  
ILO 9, 10 or 11\*\* or Elective

\*Recommended Courses to Meet FYS: Diverse Perspectives in Poverty: An Inter-professional 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 consists of three hours of lecture.

*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 and one hour of lab.

*Number of Credits:* 4

*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 and one hour of lab.

*Number of Credits:* 4

*When Offered:* Spring

*How Offered:* Face-to-Face

*Restrictions:* Students are permitted to re-take this course once to seek to improve their grade

*Prerequisites:* NUTR 341

### **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; health 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, NUTR 300, PSY 155

### **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 identify a research question or hypothesis, design a research plan, collect and analyze data, and write a research paper utilizing peer-reviewed scientific literature and other appropriate sources. Students also create and orally present a poster representing their work. 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, PHLT 408 and HSC 217.

### **NUTR 441 - Food and Culture**

This course examines the cultural and culinary traditions that shape an individual's eating habits, including the activities by which people produce, prepare, present, and consume food. Aspects of food culture including religion, health beliefs, geographic and historical/traditional factors in global cultures and within regions of the United States are explored. The course focuses on the development of cultural competency and cultural humility in nutrition practice. Three hours of lecture.

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Face-to-Face

*Prerequisites:* NUTR 165, NUTR 200, NUTR 230, NUTR 300

## **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 as well as career paths 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 510 – Nutrition Communications**

This course focuses on the development of effective written and oral communication skills for the nutrition professional. Students will learn how to tailor communication to a variety of audiences using a wide range of communication platforms. Special focus is placed on designing materials that are culturally and age appropriate, and meet the literacy level of the audience.

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Face-to-Face

*Prerequisites:* Formal admission to the Coordinated Program or approval of Program director.

## **NUTR 512 – Advanced Nutrition and Metabolism**

This course will include application of basic sciences to the science of Nutrition, with emphasis on macronutrients and micronutrients in health and disease. Students will apply in-depth knowledge of the digestion, absorption, and metabolism of nutrients in clinical scenarios.

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Face-to-Face

*Prerequisites:* Formal admission to the Coordinated Program or approval of Program director.

## **NUTR 514 – Cases in Clinical Nutrition**

This course provides an application of the Nutrition Care Process to a variety of disease states. Students will gain experience with assessment, diagnosis, intervention, monitoring, and evaluation of nutrition problems using a case based and simulation approach. Students will gain competence in the application of medical terminology and standardized language for the Nutrition Care Process.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* NUTR 512

### **NUTR 517 – Nutrition Entrepreneurship**

This course, in cooperation with La Salle's Entrepreneurial Center, will include the basics of entrepreneurship; the essentials of starting a nutrition consulting business or private practice; insurance and reimbursement; coding and billing practices; and HIPAA concerns. Guest speakers with businesses in corporate wellness, sports and fitness, and food/nutrition journalism will demonstrate the variety of ways an RDN can be a successful entrepreneur. The course will culminate in student teams working to develop a Business Model Canvas, detailing an actual nutrition business plan.

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Face-to-Face

*Prerequisites:* Formal admission to the Coordinated Program or approval of Program director.

### **NUTR 601 – 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 to twelve 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 602 – 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 -12 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 601 with a grade of B or above.

### **NUTR 605 – 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 lecture, assigned readings, group discussion, journaling, and project management with an average of 3-4 hours per week of classroom experiences and up to 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 NUTR 601 and 602 with grade B or above.

### **NUTR 608 – Practicum in Clinical Nutrition 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 512, 514, NUTR 601, 602, and 605 with grade of B or above.

## NUTR 609 – Practicum in Clinical Nutrition II

This course covers the application of nutrition knowledge in the solution of problems related to disease. Under the supervision of a Registered Dietitian, students utilize the Nutrition Care Process in the care of assigned patients in acute, ambulatory, and/or long-term care settings. Continued emphasis is placed on the development of assessment, diagnosis, intervention, and monitoring/evaluation skills, culminating in students' ability to assume nutritional care responsibilities for adults and children with medical needs (e.g. inborn errors of metabolism, trauma, immune dysfunction, endocrine, hepatic, pancreatic, oncology), obesity, and malnutrition. The course consists of assigned readings, discussions, problem-based learning, simulations, and practical experiences in hospitals, medical centers, and/or long-term care facilities. 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 608 with a grade of B or above.

## 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

## 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

**Candace Robertson-James, DrPH, MPH**  
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215-951-5032  
[robertsonjames@lasalle.edu](mailto:robertsonjames@lasalle.edu)

## Degree Earned

B.S. in Public Health

## Number of Courses Required for Graduation

**Major:** 24

**Total:** 41

## Number of Credits Required for Graduation

**Major:** 63

**Total:** 123

## GPA Required for Graduation

**Major:** 2.5 GPA

**Cumulative:** 2.5 GPA

## 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 41 courses in total in order to graduate. 24 courses will be from this major program.

**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**

NUTR 165: Principles of Nutrition  
 PHLT 101: Essentials of Public Health  
 BIO 161: Anatomy and Physiology I  
 BIO 162: Anatomy and Physiology II  
 PHLT 265: Public Health 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 (Additional Public Health Courses may be selected upon approval):

- 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**

| <b>Year</b>      | <b>Fall</b>  | <b>Spring</b>  |
|------------------|--|--|
| <b>Freshman</b>  | FYS 130- First Year Academic Seminar (ILO 1)           | NUTR 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   |
|                  | ENG 210: College Writing II: Research (ILO 5)          | ILO 9 (Creative and Artistic Expression)                                     |
| <b>Sophomore</b> | 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  |
| <b>Junior</b>    | PHLT 352: Program Planning and Health Education        | PHLT 314: Unhealthy Urban Environments                                       |
|                  | PHLT 265: Public Health Nutrition                      | PHLT 420: Public Health Leadership and Management                            |
|                  | 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             |
|               | PHLT 451: Introduction to Public Health Policy | PHLT 408: Research Methods in Public Health     |
| <b>Senior</b> | 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

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

### 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

## **Public Health B.S.P.H./M.P.H (5-year)**

### **Program Description**

#### **Mission**

The mission of the La Salle University Public Health Five-Year Program, which is rooted in the larger University mission, is to educate professionals 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, research, and service. After completing requirements, students enrolled in the five-year program will earn a Bachelor of Science in Public Health. Students will earn a Master of Public Health degree after completing their fifth year of study.

To apply to the Public Health Five-Year Program, students must meet the following criteria:

- Current BSPH student who has completed the first two years of the curriculum and is on track to successfully complete the third year of the BSPH curriculum.
- Minimum overall GPA of 3.25

In addition, students will submit the following application items to the Public Health Department:

- Current resume or curriculum vitae
- A Personal Statement (600 words or less) addressing your reasons for wanting to enroll in the MPH program and your career plans upon completion of the program.
- Evidence of participation in public health programming and activities

## Program Values

The Public Health Five-Year 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 Public Health Five-Year Program must meet specific academic standards for continued progression in the major. Students must maintain a major GPA of 2.5 in order to graduate with a BSPH degree and an overall GPA of 3.00 at the end of each semester in order to progress into the graduate (MPH) program. An overall GPA of 3.00 is required to continue in the Master's Program. Students not meeting the required overall and major GPA will earn a Bachelor of Science in Public Health if all requirements are met, but will not progress on to the Master's Program.

## Why take this major?

The Public Health Five Year Program combines the strengths of the BSPH in Public Health and Master of Public Health Programs and allows eligible students to complete both their undergraduate and graduate degrees in five years. The first year of the MPH program will be completed in the senior year of undergraduate study. Students will then complete the remaining coursework required for the MPH in an additional year. BSPH students will apply to the Five-Year Program either at the end of their sophomore year or in the first semester of their junior year. During the hybrid senior year in the undergraduate program, Five Year students maintain undergraduate status.

## Student Learning Outcomes

Upon completion of the Public Health Five-Year 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 Public Health Five-Year 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

Candace Robertson-James, DrPH, MPH  
Assistant Professor, Chair of Department of Urban Public Health and Nutrition  
Department of Urban Public Health and Nutrition  
Benilde - Room 3333

[robertsonjames@lasalle.edu](mailto:robertsonjames@lasalle.edu)

## Degree Earned

B.S. in Public Health

## Number of Courses Required for Graduation

Major: 24

Total: 41

## Number of Credits Required for Graduation

Major: 63

Total: 123

## GPA Required for Graduation

Major: 2.5 GPA

Cumulative: 3.0 GPA

## 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 41 courses in total in order to graduate. 24 courses will be from this major program.

**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 265: Public Health 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 or 615: Violence Prevention and Control

PHLT 356 or 556: Reproductive Health for Practitioners

PHLT 410: Public Health Education Capstone I

PHLT 411: Public Health Education Capstone II

PHLT 451 or 635: Introduction to Public Health Policy

PHLT 408: Research Methods in Public Health

PHLT 489 or 639: Race and Ethnicity in Public Health

PHLT 635: Health Policy (Other grad course if PHLT 635 was taken already)

**6 Approved Public Health Supporting Courses**

PHLT 513: GIS

PHLT 540: Intro to Public Health: Concepts of Health and Disease

PHLT 637: Epidemiology

PHLT 704: Statistics and Biostatistics

PHLT 705: Frameworks in Public Health Practice

1 PHLT Graduate Level Elective

# Additional General or Supporting Public Health Elective

## Free Electives

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

## 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 (Additional Public Health Courses may be selected upon approval):

- 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

All courses are 3 credits except those noted with an asterisk – those courses are 4 credits

| Year             | Fall   | Spring   |
|------------------|--|--|
| <b>Freshman</b>  | 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  |
|                  | ENG 210: College Writing II: Research (ILO 5)  | ILO 9 (Creative and Artistic Expression)   |
| <b>Sophomore</b> | 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 265: Public Health Nutrition  | PHLT 420: Public Health Leadership and Management  |
| <b>Junior</b>    | General elective   | PHLT 315/615: Violence Prevention and Control (PHLT 615 could be used as MPH elective)       |
|                  | PHLT 451/635: Introduction to Public Health Policy   | PHLT 356/556: Reproductive Health for Practitioners (PHLT 556 could be used as MPH elective) |
|                  | General elective   | PHLT 408: Research Methods in Public Health  |
|                  | PHLT 410: Public Health Capstone I   | PHLT 411: Public Health Capstone II  |
| <b>Senior</b>    | PHLT 489/ 639: Race and Ethnicity in Public Health (PHLT 639 could be used as an MPH elective) | Supporting elective (MPH Course – PHLT 513: GIS)   |

Supporting elective (MPH Course - PHLT 540: Intro to Public Health: Concepts of Health & Disease)

Supporting elective (MPH Course - PHLT 704: Statistics and Biostatistics)

Supporting elective (PHLT 637: Epidemiology)

General elective

Supporting elective (MPH Course - PHLT 705: Frameworks in Public Health Practice)

Supporting elective (MPH Course - PHLT 635: Health Policy - if not previously taken otherwise another supporting/general elective is required)

## 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

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

### 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 Non-Traditional/Evening Students earning a B.S. in Business Administration degrees complete a common set of 13 Business Core courses. In addition, the students select a major in either **Accounting** or **Business Administration**.

#### **The Business Administration Major**

**Business Administration** (BUS) is an interdisciplinary major in which Non-Traditional/Evening Students select four 4 upper-level business courses beyond the Business Core, with no more than two courses in any one discipline.

## Why take this major?

This major provides students with broad knowledge of different aspects of business. It prepares students to work in a wide range of for-profit, non-profit, and government organizations.

## 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

Lynn Miller  
[miller@lasalle.edu](mailto:miller@lasalle.edu)  
Founders' Hall 448  
215.951.1144

## Degree Earned

B.S.B.A.

## Number of Courses Required for Graduation

Major: 18

Total: 40

## Number of Credits Required for Graduation

Major: 54

Total: 120

## GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

## 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 40 courses in total in order to graduate. 18 courses will be from this major program.

**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)**

BUS 400 - Business Strategy

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

BUS 304 - Predictive Analytics

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

Fulfilled within major

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

BUS 303 - Legal and Ethical Environment of Business

**All Other Required Courses****Business Core**

The Business Core, required of all majors in business, provides students with skills and knowledge across a wide array of business disciplines. Courses in the Business Core introduce students to all areas in which they can major and provide a foundation upon which upper-level major courses build.

- [BUS 101 - Introduction to Financial Accounting](#)
- [BUS 102 - Accounting for Financial and Managerial Decision-Making](#)
- [BUS 202 - Descriptive and Predictive Analytics](#)
- [BUS 203 - Organizational Behavior and Skill Development](#)
- [BUS 204 - Principles of Marketing with Applications](#)
- [BUS 205 - Business Systems for Analytics](#)
- [BUS 206 - Financial Markets and Institutions: Principles and Applications](#)
- [BUS 208 - Fundamentals of Financial Management](#)
- [BUS 303 - Legal and Ethical Environment of Business](#)
- [BUS 304 - Prescriptive Analytics](#)
- [BUS 400 - Business Strategy](#)



- [ECN 201 - Introductory Microeconomics: Business Firm and Market Analysis I](#)
- 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 309, MGT 311, MGT 355, MKT 305, or MKT 402
- **Non-Traditional/Evening** students take 3 additional courses in ACC, BSA, FIN, MKT, or MGT, with no more than 2 in any one discipline.

### 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.

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 the sophomore year since many are prerequisites 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. Course descriptions may also be found within the "Courses: A-Z" listing.

## Course Descriptions

All course descriptions may be found in the main menu under [Undergraduate > Courses: A-Z](#).

## Business Core Course Descriptions

### BUS 100 - Business Perspectives

An integrative freshmen course that addresses business processes at an introductory level by examining key business areas through the preparation of a business plan. Students gain an appreciation for how each part of a business functions on its own and how business processes interact with each other. The course culminates in our signature Bankers Day event in which each team presents their final business plan to a panel of business executives for evaluation. The course emphasizes cross-disciplinary experiential learning, group dynamics, and personal interaction with faculty, business professionals 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 by focusing on the fundamental principles of recording business transaction with emphasis on the presentation and interpretation of corporate financial information. Topics include an overview of financial reporting and the accounting cycle, as well as, accounting and reporting of operating, investing and financing activities of a business. Assignments employ both Excel and SAP.

*Number of Credits: 3*

*When Offered: Fall, Spring, Summer*

*How Offered:* Face-to-Face, Online

## **BUS 102 – Accounting for Financial and Managerial Decision-Making**

An introduction to the fundamentals of managerial accounting with a special emphasis on using accounting information in decision making. Topics covered include corporate capital stock structure, planning and control systems, cost management systems, pricing decisions, and capital expenditure decisions. Assignments employ Excel.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* BUS 101, CSC 155 and MTH 114 (CSC 155 and/or MTH 114 can be taken concurrently)

## **BUS 200 – Business Professionalism and Career Preparation**

The course will focus on critical professional development skills to enable students to connect their education to experiential learning opportunities and post-graduation goals. Students will become aware of industry trends relating to job opportunities, current job search techniques, personal branding strategies, the value of developing a well-connected network, and how to deliver flawless documents to targeted organizations. The course will combine the theories on professional development with real-life applications through assignments and participation in professional events to allow students to see themselves as a professional, rather than just a student. At the end of the course, students will understand the importance of demonstrating these professional skills throughout their collegiate experience (e.g. dressing professionally for presentations, developing quality resumes and cover letters, networking with alumni and guests, etc.)

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Restrictions:* Sophomore standing

*Prerequisites:* None

*Corequisites:* None

## **BUS 202 – Descriptive and Predictive Analytics**

This course explains 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 challenges confronting business organizations in the information age and beyond. One major challenge is to efficiently and effectively use three most important organizational resources, information, technology, and people, to provide service and value. To meet this challenge, the course studies business systems and strategies that organizations can utilize to organize data into information and synthesize information into knowledge. The course examines design and development of relational database management systems using Microsoft Access (structured query language), decision support systems using Microsoft Excel (what-if analysis, pivot tables, and decision tree analysis), enterprise information systems using SAP (ERPsim), and web-based systems using Google Analytics. The concepts, models, and frameworks are derived from both academic and professional sources.

*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 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:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* BUS 101, MTH 114, CSC 155

## **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

## 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

## 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, students enrolled as Traditional/Day Students complete requirements for at least one 4-8 course major offered by the School of Business. Most students choose to specialize in one or more of the following areas: **Accounting, Business Systems & Analytics, Finance, International Business, Marketing, and Management & Leadership**. Some students, however, do not wish to complete a specialized major. For these students, a customizable, interdisciplinary major in **Business Administration (BUS)** is available. BUS majors in the Traditional/Day program complete six upper-level business courses beyond the Business Core, with no more than two courses in any one discipline.

Students who are new to La Salle and not ready to declare a major in Business can select **Undecided Business Administration (UBA)** as a major until they are ready to choose an area of specialization.

A six-course **minor** in Business Administration, described more fully under "Minor Requirements" below, is available only to non-business students. The minor requires the completion of various Business Core courses that introduce students to different aspects of business.

#### The Business Administration Major

The Business Administration major is a flexible course of study in which the student consults with Faculty Advisors to design a sequence of upper-level courses in line with his or her academic and career interests. Students are encouraged to develop multidisciplinary and generalizable skill sets in areas such as financial planning, risk management, analytics, cost management, contract law, human resource management, and sales. 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.

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.

#### 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

Business Administration **major**:

Lynn Miller  
Professor  
[miller@lasalle.edu](mailto:miller@lasalle.edu)  
Founders' Hall 448  
215.951.1144

Business Administration **minor**:  
Kristen Garry  
Undergraduate Advising Coordinator  
[garry@lasalle.edu](mailto:garry@lasalle.edu)

## Degree Earned

B.S.B.A.

## Number of Courses Required for Graduation

Major: 21

Total: 40

## Number of Credits Required for Graduation

Major: 64

Total: 120

## GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

## 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/12.1.1: 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 40 courses in total in order to graduate. 21 courses will be from this major program.

**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)**

BUS 400 - Business Strategy

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

BUS 304 - Prescriptive Analytics

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

Fulfilled within major

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

BUS 303 - Legal and Ethical Environment of Business

**All Other Required Courses**

**Business Core**

The Business Core, required of all majors in business, provides students with skills and knowledge across a wide array of business disciplines. Courses in the Business Core introduce students to all areas in which they can major and provide a foundation upon which upper-level major courses build.

- [BUS 100 - Business Perspectives](#)
- [BUS 101 - Introduction to Financial Accounting](#)
- [BUS 102 - Accounting for Financial and Managerial Decision-Making](#)
- [BUS 200 - Business Professionalism and Career Preparation](#)
- [BUS 202 - Descriptive and Predictive Analytics](#)
- [BUS 203 - Organizational Behavior and Skill Development](#)
- [BUS 204 - Principles of Marketing with Applications](#)
- [BUS 205 - Business Systems for Analytics](#)
- [BUS 206 - Financial Markets and Institutions: Principles and Applications](#)
- [BUS 208 - Fundamentals of Financial Management](#)
- [BUS 303 - Legal and Ethical Environment of Business](#)
- [BUS 304 - Prescriptive Analytics](#)
- [BUS 400 - Business Strategy](#)
- [ECN 201 - Introductory Microeconomics: Business Firm and Market Analysis I](#)
- 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 309, MGT 311, MGT 355, MKT 305, or MKT 402
- **Traditional/Day** BUS majors take 5 additional upper-level courses chosen from ACC, BSA, ENT, FIN, LAW, MKT, MGT, RMI, BUS 300 or BUS 370, with no more than two courses chosen from any of these disciplines

**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. (Non-business students should also consider specialized minors in Accounting, Business Systems & Analytics, Marketing, Management & Leadership and Risk Management & Insurance.)

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 Business Core 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. Course descriptions may also be found within the "Courses: A-Z" listing.**

## Course Descriptions

All course descriptions may be found in the main menu under [Undergraduate > Courses: A-Z](#).

## Business Core Course Descriptions

### BUS 100 - Business Perspectives

An integrative freshmen course that addresses business processes at an introductory level by examining key business areas through the preparation of a business plan. Students gain an appreciation for how each part of a business functions on its own and how business processes interact with each other. The course culminates in our signature Bankers Day event in which each team presents their final business plan to a panel of business executives for evaluation. The course emphasizes cross-disciplinary experiential learning, group dynamics, and personal interaction with faculty, business professionals 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 by focusing on the fundamental principles of recording business transaction with emphasis on the presentation and interpretation of corporate financial information. Topics include an overview of financial reporting and the accounting cycle, as well as, accounting and reporting of operating, investing and financing activities of a business. Assignments employ both Excel and SAP.

*Number of Credits: 3*

*When Offered: Fall, Spring, Summer*

*How Offered: Face-to-Face, Online*

### BUS 102 - Accounting for Financial and Managerial Decision-Making

An introduction to the fundamentals of managerial accounting with a special emphasis on using accounting information in decision making. Topics covered include corporate capital stock structure, planning and control systems, cost management systems, pricing decisions, and capital expenditure decisions. Assignments employ Excel.

*Number of Credits: 3*

*When Offered: Fall, Spring*

*How Offered: Face-to-Face*

*Prerequisites: BUS 101, CSC 155 and MTH 114 (CSC 155 and/or MTH 114 can be taken concurrently)*

## **BUS 200 – Business Professionalism and Career Preparation**

The course will focus on critical professional development skills to enable students to connect their education to experiential learning opportunities and post-graduation goals. Students will become aware of industry trends relating to job opportunities, current job search techniques, personal branding strategies, the value of developing a well-connected network, and how to deliver flawless documents to targeted organizations. The course will combine the theories on professional development with real-life applications through assignments and participation in professional events to allow students to see themselves as a professional, rather than just a student. At the end of the course, students will understand the importance of demonstrating these professional skills throughout their collegiate experience (e.g. dressing professionally for presentations, developing quality resumes and cover letters, networking with alumni and guests, etc.)

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Restrictions:* Sophomore standing

*Prerequisites:* None

*Corequisites:* None

## **BUS 202 – Descriptive and Predictive Analytics**

This course explains 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 challenges confronting business organizations in the information age and beyond. One major challenge is to efficiently and effectively use three most important organizational resources, information, technology, and people, to provide service and value. To meet this challenge, the course studies business systems and strategies that organizations can utilize to organize data into information and synthesize information into knowledge. The course examines design and development of relational database management systems using Microsoft Access (structured query language), decision support systems using Microsoft Excel (what-if analysis, pivot tables, and decision tree analysis), enterprise information systems using SAP (ERPsim), and web-based systems using Google Analytics. The concepts, models, and frameworks are derived from both academic and professional sources.

*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 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:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* BUS 101, MTH 114, CSC 155

## **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

## **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

## **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

Frank Mallon  
Assistant Professor  
[mallon@lasalle.edu](mailto:mallon@lasalle.edu)  
Olney Hall 269  
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.

## 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

Swee-Lim Chia  
Associate Professor and Program Director  
[chia@lasalle.edu](mailto:chia@lasalle.edu)  
Founders' Hall 331  
215.951.1627

## Degree Earned

B.S.B.A.

## Number of Courses Required for Graduation

**Major:** 18 (plus second major or minor in Risk Management and Insurance)

**Total:** 40

## Number of Credits Required for Graduation

**Major:** 55 (plus credits for second major or minor in Risk Management and Insurance)

**Total:** 120

## GPA Required for Graduation

**Major:** 2.0

**Cumulative:** 2.0

## 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 40 courses in total in order to graduate. 18 (plus second major or minor in Risk Management and Insurance) courses will be from this major program.

### **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**

The Business Core, required of all majors in business, provides students with skills and knowledge across a wide array of business disciplines. Courses in the Business Core introduce students to all areas in which they can major and provide a foundation upon which upper-level major courses build.

- [BUS 100 - Business Perspectives](#)
- [BUS 101 - Introduction to Financial Accounting](#)
- [BUS 102 - Accounting for Financial and Managerial Decision-Making](#)
- [BUS 200 - Business Professionalism and Career Preparation](#)
- [BUS 202 - Descriptive and Predictive Analytics](#)
- [BUS 203 - Organizational Behavior and Skill Development](#)
- [BUS 204 - Principles of Marketing with Applications](#)
- [BUS 205 - Business Systems for Analytics](#)
- [BUS 206 - Financial Markets and Institutions: Principles and Applications](#)
- [BUS 208 - Fundamentals of Financial Management](#)
- [BUS 303 - Legal and Ethical Environment of Business](#)
- [BUS 304 - Prescriptive Analytics](#)
- [BUS 400 - Business Strategy](#)
- [ECN 201 - Introductory Microeconomics: Business Firm and Market Analysis I](#)
- International Business Course/Experience (ECN 331, ECN 333, ECN 335, BUS 300, MKT 305, FIN 403 or MGT 356)

#### **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 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](#).

### Business Core Course Descriptions

#### **BUS 100 - Business Perspectives**

An integrative freshmen course that addresses business processes at an introductory level by examining key business areas through the preparation of a business plan. Students gain an appreciation for how each part of a business functions on its own and how business processes interact with each other. The course culminates in our signature Bankers Day event in which each team presents their final business plan to a panel of business executives for evaluation. The course emphasizes cross-disciplinary experiential learning, group dynamics, and personal interaction with faculty, business professionals 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 by focusing on the fundamental principles of recording business transaction with emphasis on the presentation and interpretation of corporate financial information. Topics include an overview of financial reporting and the accounting cycle, as well as, accounting and reporting of operating, investing and financing activities of a business. Assignments employ both Excel and SAP.

*Number of Credits: 3*

*When Offered: Fall, Spring, Summer*

*How Offered: Face-to-Face, Online*

#### **BUS 102 - Accounting for Financial and Managerial Decision-Making**

An introduction to the fundamentals of managerial accounting with a special emphasis on using accounting information in decision making. Topics covered include corporate capital stock structure, planning and control systems, cost management systems, pricing decisions, and capital expenditure decisions. Assignments employ Excel.

*Number of Credits: 3*

*When Offered: Fall, Spring*

*How Offered: Face-to-Face*

*Prerequisites: BUS 101, CSC 155 and MTH 114 (CSC 155 and/or MTH 114 can be taken concurrently)*

#### **BUS 200 - Business Professionalism and Career Preparation**

The course will focus on critical professional development skills to enable students to connect their education to experiential learning opportunities and post-graduation goals. Students will become aware of industry trends relating to job opportunities, current job search techniques, personal branding strategies, the value of developing a well-connected network, and how to deliver flawless documents to targeted organizations. The course will combine the theories on professional development with real-life applications through assignments and participation in professional events to allow students to see themselves as a professional, rather than just a student. At the end of the course, students will understand the importance of demonstrating these professional skills throughout their collegiate experience (e.g. dressing professionally for presentations, developing quality resumes and cover letters, networking with alumni and guests, etc.)

*Number of Credits: 3*

*When Offered: Fall, Spring*

*How Offered: Face-to-Face*

*Restrictions: Sophomore standing*

*Prerequisites: None*

*Corequisites: None*

#### **BUS 202 - Descriptive and Predictive Analytics**

This course explains 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 challenges confronting business organizations in the information age and beyond. One major challenge is to efficiently and effectively use three most important organizational resources, information, technology, and people, to provide service and value. To meet this challenge, the course studies business systems and strategies that organizations can utilize to organize data into information and synthesize information into knowledge. The course examines design and development of relational database management systems using Microsoft Access (structured query language), decision support systems using Microsoft Excel (what-if analysis, pivot tables, and decision tree analysis), enterprise information systems using SAP (ERPsim), and web-based systems using Google Analytics. The concepts, models, and frameworks are derived from both academic and professional sources.

*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 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:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

*Prerequisites:* BUS 101, MTH 114, CSC 155

## 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

## 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

## Liberal Arts – A.A.

### Program Description

**\*\*This program is currently in moratorium and is not accepting students for this degree with the exception of those students admitted to the BUSCA program. For information on that program, please consult the list of majors.\*\***

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.

## Degree Earned

A.A. – Liberal Arts

## Number of Courses Required for Graduation

Major: 4

Total: 20

## Number of Credits Required for Graduation

Major: 12

Total: 60

## GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

## Major Requirements

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.

## Course Descriptions

All course descriptions may be found in the main menu under [Undergraduate > Courses: A-Z](#).

## Liberal Studies

### Program Description

The Liberal Studies major develops students' knowledge and skills with coursework drawn from throughout the School of Arts and Sciences. Students engage in a self-directed program of study where, in consultation with an advisor, they select upper-level courses across two to three related disciplines. In these disciplines, students acquire key ideas, concepts and skills, examine questions with cross-disciplinary perspective, and complete a capstone project that allows them to integrate and apply prior learning.

### Why take this major?

This major prepares students for a wide array of possible careers or graduate level studies as it allows for great flexibility in selecting areas of interest.

### Student Learning Outcomes

1. Demonstrate knowledge of key ideas, concepts and skills of a single discipline
2. Examine questions that cross multiple disciplines and draw conclusions
3. Demonstrate effective expression within a discipline
4. Demonstrate active responsibility within a disciplinary or cross-disciplinary framework

### Program Contact Information

School of Arts and Sciences, Dean's Office

Holroyd Hall, Suite 104

[SASOffice@lasalle.edu](mailto:SASOffice@lasalle.edu)

(215)-951-1042

## Degree Earned

B.A. – Liberal Studies

## Number of Courses Required for Graduation

Major: 12

Total: Minimum of 38

## Number of Credits Required for Graduation

Major: 36

Total: 120

## GPA Required for Graduation

Major: 2.0

Cumulative: 2.0

## 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 **Minimum of 38** courses in total in order to graduate. **12** courses will be from this major program.

#### **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**

- Satisfy Core Level 1 requirements, two of which may be courses that count towards the below major requirements
- Complete six courses in a discipline, at least four must be at the 300-level or above
- Complete five courses in one to two related disciplines, four must be at the 300-level or above.
  - Disciplines are considered "related" if they fall within the same general grouping, social sciences, humanities, natural sciences, as the primary discipline (NB: some disciplines are understood to belong to two of those groupings). The student's primary advisor may permit an exception to this if the student purposefully seeks an interdisciplinary degree organized around a theme.
- Three of the above 11 courses must fulfill the three Level Two ILOs: active responsibility, expanded literacies, and effective expression. The course chosen must be designated to fulfill the ILO within a major.
- Capstone experience – a capstone course or an individually supervised research project or internship relevant to the student's major coursework. This course must fulfill the ILO Level 2 requirement of "Broader Identity."

#### **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 must complete all of the degree requirements for Liberal Studies regardless of whether it is a first or second major.

### **Minor Requirements**

There is no minor offered in Liberal Studies.

### **Recommended Course Sequence**

#### **Year 1**

Two courses that fulfill ILOs and count towards one of the disciplinary concentrations

#### **Year 2**

Two upper-level courses in a disciplinary concentration

One upper-level course in a related discipline/s

#### **Year 3**

Two upper-level courses in a disciplinary concentration

Two upper-level courses in a related discipline/s

**Year 4**

**Fall**

One upper-level course in a disciplinary concentration

One upper-level course in a related discipline/s

**Spring**

Capstone experience course

## **Course Descriptions**

All course descriptions may be found in the main menu under [Undergraduate > Courses: A-Z](#).

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# [University Catalog 2021-2022 \(Archive\)](#)

La Salle University

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## Print Compilation – Grad

### General Info

#### Overview and Policies

#### Who are we?

#### Mission

La Salle is a Lasallian Catholic university committed to the principle that [all knowledge is practical](#) and empowering, filled with the capacity to transform lives. Anchored in the living tradition of the Brothers of the Christian Schools and in association with a diverse and inclusive learning community, our mission is to educate the whole person by fostering a rigorous free search for truth. La Salle, in affirming the value of both liberal arts and professional studies, 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.

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

#### The Lasallian Tradition

Following in the footsteps of their founder, Saint John Baptist de La Salle, the Brothers of the Christian Schools' first permanent educational establishment in North America was founded in 1837, Montreal, Canada. In 1842, John McMullin became the first De La Salle Brother from the United States. He founded Calvert Hall College High School in 1845, in Baltimore, Md., becoming the first permanent Lasallian school in the United States. For more than 180 years, Lasallian education has spread throughout the United States and Canada with the establishment of schools, universities, and other centers of education. The mission of Lasallian education continually aims to adapt to emerging educational and spiritual needs of children, young people and adults, especially those who are economically poor.

Chartered in 1863 by the Commonwealth of Pennsylvania, La Salle College's incorporators were a group of De La Salle Brothers, a diocesan bishop, and laymen—a cooperative group unusual among boards of U.S. Catholic tertiary institutions. The co-founders of the College were Bishop James Wood, fifth bishop of Philadelphia, and Brother Teliow Fackelday, FSC, a German immigrant who joined the Brothers in the United States. Brother Teliow was the founding principal of Christian Brothers High School (later La Salle College High School) 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 Philadelphia's City Hall. There, the small collegiate department developed for some 20 years in tandem with the high school department; the borders between the two, in fact, were at times indistinct. Because crowding continued during the 1870s, the trustees sought more commodious space uptown at 1240 North Broad Street. La Salle relocated there in 1886, remaining in the former Bouvier Mansion until 1929, when the college and high school were established in the Belfield neighborhood of Northwest Philadelphia.

After the end of World War I, the College looked forward to further expansion in the 1920s. 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, when the country plunged into the Great Depression. Only belt-tight economy and persistence by Presidents Brother Alfred Kelly, FSC, and Brother Anselm Murphy, FSC, and help from other Brothers' schools got the College through its mortgage crisis and the Second World War, 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. In 2015, the Board of Trustees appointed Colleen Hanycz, Ph.D., as the first permanent University President who was neither male nor a Brother of the Christian Schools.

Anchored in Philadelphia, La Salle continues to provide an intellectual and spiritual space for students to blaze their paths with the support of an experienced and caring faculty and staff. La Salle remains committed to the values of the Gospel and the founding story and vision of Saint De La Salle. Those values remain integral to how we understand our Catholic identity and informs us in how we continue our mission of Lasallian education.

## The Campus

Learning occurs both in and out of the classroom. As a La Salle student, you'll find yourself in the sixth-most populous 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, where numerous buildings containing various administrative offices, classrooms, and laboratories are located. The [Connelly Library](#) is also located here, as well as nearby residence halls.

**West Campus:** Home to the [School of Business](#) (in Founders' Hall) and the [School of Nursing and Health Sciences](#) (in Benilde Tower), as well as offices for [University Advancement](#).

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

### Satellite Campus

- *Bucks County* (La Salle University-Newtown, 33 University Dr., Newtown, PA 18940):

## Nationally Recognized

La Salle provides an outcomes-based education, making it a true value and an investment in the future. The University is ranked among the top schools in the nation for value and providing a holistic education for our students. Our graduates go on to become top performers and top-earners in their respective fields.

- ranked in U.S. News & World Report, 2021, top 30, "Best Value Colleges" in the North Region
- ranked top 30 "Best Undergraduate Teaching" in the North Region 2021 by *U.S. News & World Report's*
- Money ranked La Salle Top 25 "Most Transformative Colleges" 2019
- listed in the top 100 nationally for 4-Year graduation rates by the Chronicle of Higher Education

Also, notably, in a 2019 study issued by Georgetown University's Center on Education and the Workforce, La Salle graduates are ranked in the top 4% nationally in 10-year earnings.

[Read more information about La Salle's 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.

La Salle 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

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.

La Salle University's Department of Communication Sciences and Disorders has received approval from the Commonwealth of Pennsylvania's Department of Education (PDE), Bureau of Teacher Preparation and Certification for Educational Specialist for Speech-Language Pathology and for the Certificate for Speech and Language Disabilities. Either certificate is needed to work in the various school systems in Pennsylvania.

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.

The Frank J. Tornetta School of Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, 222 S. Prospect Avenue, Park Ridge, Ill. 60068-4001, 847-655-1160.

The BSN, MSN, DNP, and APRN Post-master's Certificate programs at La Salle University are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791.

The undergraduate and graduate programs in Public Health are accredited by the Council on Education for Public Health (CEPH).

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.

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.

## **Undergraduate Admission**

The La Salle University Undergraduate Admission Office gives careful consideration to all applicants to the University. Each applicant is treated as an individual and is therefore reviewed holistically using academic, extracurricular and standardized testing measures. A thorough review of the applicant writing sample and letters of recommendation are also considered.

### **Freshman Admission**

Students can apply to La Salle any time after completing their junior year of high school as long as they fulfill the following admission requirements.

Freshman Admission Requirements High School Units

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

- English 4 units
  - Mathematics 3 units that must include at least 2 years of algebra
  - Foreign Language 2 units that must be of the same language
  - History 1 unit
  - Natural Science 2 units
- Total 12 units

The Committee on Admission will review only complete applications. All La Salle full-time, undergraduate applicants are given the option to choose either the Traditional or Test-Flexible Application Review as the path that best reflects a student's abilities, skills, life experiences, and potential for success. Students who choose the Test-Flexible Application Review are not required to submit their standardized test scores.

All applicants must indicate their preference on either their La Salle Application for Admission, The Coalition for Access, Success, and Affordability Application or La Salle's Common Application. Once the Test-Flexible Application Review is selected, the decision to not submit standardized test scores cannot be reversed.

If you are an International Student or if you are interested in Nursing, Communication Sciences and Disorders, The Honors Program, Business Scholars Co-Op program, or a four-year BS/MBA in Accounting you must apply with the Traditional Application.

### **La Salle University Traditional Application Review**

The following is required of all applicants to La Salle University applying via Traditional Application Review:

- An official transcript showing three years of high school scholastic records
- Your SAT or ACT scores
- An academic letter of recommendation from a teacher, counselor, parent, or school administrator
- Common Application, Coalition Application or La Salle Application Personal Statement/Essay

The required Common Application, Coalition Application or La Salle Application Essay is not graded. This essay is generally used to inform the Admissions Committee about the applicant's interests and/or background.

La Salle University Test-Flexible Application Review

You may not apply through the Test-Flexible Application if you are an international student or if you are interested in Nursing, Communication Sciences and Disorders, The Honors Program, Business Scholars Co-Op program, or a four-year BS/MBA in Accounting.

The following is required of all applicants to La Salle University applying via Test-Flexible Application Review:

- Application for admission
- An official transcript showing three years of high school scholastic records



- An academic letter of recommendation from a teacher, counselor, parent, or school administrator
- Common Application, Coalition Application or La Salle Application Personal Statement/Essay

The required Common Application, Coalition Application or La Salle Application Essay is not graded. This essay is generally used to inform the Admissions Committee about the applicant's interests and/or background.

Either an additional:

- Test-Flexible Essay or
- Test-Flexible Interview with either an admission counselor or alum

The Test-Flexible Essay and Interview are graded. Either the essay or interview will be evaluated by the La Salle Admissions Committee and used with the student's official transcripts, letters of recommendation, and extracurricular activities to evaluate an applicant's candidacy and academic scholarship.

La Salle reviews completed applications on a rolling basis. However, if a completed application is submitted on or before La Salle's non-binding, Early Explorer deadline (November 1), a decision is guaranteed by early December. Applications received after the Early Explorer deadline will be reviewed on a rolling basis.

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

Standardized Tests La Salle University reviews each application for admission individually; there is no single, inflexible set of standards—such as GPA, test score, or years of courses to determine admission eligibility. Instead, students will be asked to choose either the Traditional Application or Test-Flexible Application as the path that best reflects the students abilities, skills, life experiences, and potential for success at La Salle. There are however certain academic majors where submission of a standardized test score will continue to be necessary including but not limited to Nursing, Communication, Sciences and Disorders, The Honors Program, Business Scholars Co-Op program, or a four-year BS/MBA in Accounting. All applicants must indicate their preference whether to apply test flexible on their La Salle University Application for Admission. Test flexible admission candidates in lieu of their standardized test scores, must complete either a graded, written essay or an evaluative interview with either University staff member or alum. Once a prospective student indicates their interest to pursue La Salle University's test optional admission, that decision not to submit standardized test scores cannot be reversed.

## **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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Steven Siconolfi, Ph.D., *Interim Provost and Vice President of Academic Affairs*

Gabrielle St. Léger, Ed.D., *Vice President of Student Development and Campus Life*

## **University Offices and Services**

View the complete listing of [Departments/Offices](#) 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.

### **Financial Responsibility Agreement (FRA)**

All students are required to accept La Salle University's [Student Financial Responsibility Agreement](#) prior to looking up classes or registering for the first time each semester.

The purpose of the FRA is designed to make students aware of the financial terms and responsibilities associated with enrolling for classes. Registering for classes generates a bill that is the student's responsibility to pay. **To ensure that all students are aware of this responsibility, La Salle University requires all students to read the FRA and agree in order to register for the upcoming term.**

## Student Health Insurance Requirement

All Undergraduate day students, all undergraduate evening students taking 12 or more credits hours, resident graduate students, all registered international students, and all non-resident graduate students taking six or more credit hours or participating in full time programs are required to carry health insurance coverage, either through the University-sponsored plan or through an alternative comparable plan, such as coverage on a parent's health insurance plan. Prior to attending the University, and annually thereafter, registered students in the aforementioned categories must complete the online student health insurance enrollment/waiver process.

In order to complete the enrollment/waiver process, registered students should go to [www.firststudent.com](http://www.firststudent.com). Select La Salle University, click on the the Enroll Now button or Waive Your Schools Insurance button and follow the directions. Students with questions regarding coverage can contact customer service at [customerservice@firstriskadvisors.com](mailto:customerservice@firstriskadvisors.com) or call 800-505-4160.

## Tuition Insurance

We believe it's important to offer an easy, affordable way to protect the investment your family has made in higher education. That's why La Salle University has negotiated with **GradGuard** to provide our families with tuition insurance by Allianz Global Assistance featuring special plans and rates not available to the general public.

**This coverage expands the scope of our refund policy by ensuring reimbursement for tuition, room and board and other fees for covered withdrawals at any time during the semester.** Plans also include Student Life Assistance: a 24-hour emergency hotline that offers students and parents even greater peace of mind.

At La Salle University, we want the best for our students, and Allianz Global Assistance is a world-leader in specialty insurance and assistance—helping over 35 million people protect their tuition payments, travel plans and more each year. Visit our website for more [information](#).

## 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 making 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

### Acceptable Payment Types:

Credit card (American Express, Discover, MasterCard and VISA) and eCheck (ACH) payments can be made at <http://my.lasalle.edu>. An eCheck payment is an electronic debit of a checking or savings account. You must have your

account number and routing number available to make an eCheck payment.

\*Credit card payments are subject to a 2.85 percent convenience fee; however, eCheck payments are not subject to a convenience fee.

If you choose to pay via wire transfer, instructions are available on the secure portal. You must include your student ID number.

When making payment by personal check/money order, please 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 online. If full payment cannot be made, the La Salle Payment Plan is available. **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](mailto:studentar@lasalle.edu).

## Employer Assisted/Deferred Payment- Graduate Students Only

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 [Complete the Deferred Payment Plan Application](#).

**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](mailto: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.

## 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 and a half percent (1.5%) late payment fee per month and a one-time late administration fee of one hundred fifty dollars (\$150.) will be assessed to all students who have not made payment in full or acceptable arrangements by the tuition due date for the semester. Students using their VA educational benefits will be exempt from any late payment fees.

## **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.

## **Military Tuition Assistance (TA) Refund Policy**

The Department of Defense requires the University to return any unearned Military Tuition Assistance (TA) funds to the Department should a service member withdraw from a course that was paid for using TA. If a service member withdraws from any course on or before the 60% completion date (during week 9 for a 15-week course), a prorated refund will be issued back to the Department for the TA funds that were provided. The schedules below determine the prorated amount of TA funds refunded to the Department based on the date of service member's withdrawal from a course.

For example, if a service member withdraws from a course at the 60% mark (during week 9 for a 15-week course), 40% of TA funds used for the course will be returned to the Department. In instances when a service member stops attending due to a documented military service obligation, the University will work with the affected service member to identify solutions that may not result in a student debt to the University for the portion of TA funds returned to the Department.

See the refund schedules below.

### **Week-1 Course Drop when using Military TA**

Course drops before or during the first week of the course receive a 100% refund of tuition, including any technology fees charged per course.

Week 1 refunds will NOT include any late registration fees. Note: Week 1 ends at 11:59:59 p.m. ET on the first Sunday of the first week of the course.

### **Tuition Refund Schedule when using Military TA**

Your potential refund amount is based on the length of course in which you are enrolled and when you submit your withdrawal request, as follows:

#### **15-Week Course**

Withdraw submitted:

- before or during weeks 1–2 = 100% refund
- during weeks 3–4 = 90% refund
- during weeks 5–6 = 75% refund
- during weeks 7–8 = 50% refund
- during weeks 9 = 40% refund
- during week 10 to 15 = 0 % refund is eligible

### **Audit when using Military TA**

There are no refunds for students withdrawing from audit courses after the first week of class.

### **Involuntary Withdrawals when using Military TA**

You will receive the standard tuition refund based on the date of the withdrawal if you are involuntarily withdrawn from courses due to lack of academic progress or suspension due to student conduct issues, including plagiarism.

## **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, undergraduate students should contact an Assistant Dean in their respective School Dean's Office and graduate students should contact their 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.

## **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](http://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 should 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**

Under federal law, the authority for schools to make new Perkins Loans ended on September 30, 2017, and final disbursements were permitted through June 30, 2018. As a result, students can no longer receive Perkins Loans. A borrower who received a Perkins Loan at La Salle University can learn more about managing the repayment of the loan via [www.lasalle.edu/studentaccounts/perkins-loans/](http://www.lasalle.edu/studentaccounts/perkins-loans/).

### **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 posted through Handshake via the portal.

## **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.

Graduate students may borrow up to \$20,500 per year.

For both undergraduate and graduate students, 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](http://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](http://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](http://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](#).

Graduate program scholarships and graduate assistantships may be available through individual programs. Students should contact their graduate program Director for more information.

## **Veteran's Benefits**

Students who qualify for Veteran's benefits should email the Office of the University Registrar, [regacct@lasalle.edu](mailto:regacct@lasalle.edu). Information for full-time and part-time veteran students and their dependents is also available [La Salle's Military Services 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](http://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. As a teaching museum, the La Salle University Art Museum complements classroom instruction and provides experiential learning opportunities for students

Located in Hayman 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](mailto:artmuseum@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 graduate school planning. View [the Career Center website](#) for more information, call 215.951.1682, stop by Founders Hall or e-mail [baileyn@lasalle.edu](mailto:baileyn@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 success and achievement of all students at La Salle.

All incoming first year students to La Salle are assigned their own **Student Success Coach** who supports students throughout their first year journey. Student Success Coaches help students with the following challenges in the transition to college:

- **Lack of Motivation and Focus**
- **Balancing Commitments**



- **Transition to College**
- **Connecting to Campus**
- **Time Management**
- **Resetting Expectations for the Rigor of College Learning**
- **Demystifying the need to ask for help**
- **And More**

Other services offered at the Center include content-specific **Subject Tutoring** for many undergraduate courses, **Supplemental Instruction** in select undergraduate math, science, and accounting courses, and **Writing Tutoring** for all student writing at all levels.

Additionally, **Peer 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 also offers a variety of workshops on these topics and more.

To access services, students may make an appointment via **StarFish** 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 Program** and oversees the **Progress Reports/ Early Alert system**, which allows faculty to identify at-risk students in their courses and communicate concerns directly with students, adviser(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 resource for student athletes. The **Academic Support for Student Athletes** office is housed in the **Academic Achievement Center at Trumark**. 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](mailto:LCE@lasalle.edu)

## Connelly Library and Learning Commons

The faculty and staff of the **Connelly Library & Learning Commons** promote Lasallian learning and success by collaboratively advancing information access, engagement, literacy, and creation in a sustainable manner. The library is the academic hub of La Salle University, offering traditional and innovative library services including in-person and remote Information Literacy Instruction, in-person, chat, and Zoom reference support, interlibrary loan and other services. The library also offers inviting, high-tech individual and group study spaces that are open over 95 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.

[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 that 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.
- Most instructors will use this online space to post the syllabus and other important components of their courses. Others may use it to send messages, 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 [regacct@lasalle.edu](mailto:regacct@lasalle.edu).

Degree Works User Guides:

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

## International Students and Scholar Services

International students and scholars will experience American culture and share the rich aspects of their own culture with the Lasallian community. [The Multicultural and International Center](#) will help students navigate their way through their responsibilities and opportunities in the United States.

## IT Helpdesk

The La Salle University IT Helpdesk can assist students with a variety of technology issues they 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](#).

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](#), [major, minor, or concentration changes](#), [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](mailto:regacct@lasalle.edu) or visit [our website](#).

## Starfish

The Starfish Student Success Management System is a comprehensive student success platform that is accessible through the "Tools" menu of the [mylasalle Portal](#). At La Salle, Starfish is used to:

- connect students to their coordinated care network of instructors, advisers, and staff who are here to support their goals
- schedule tutoring, advising, success coaching, and other student support appointments
- alert students who are at-risk in their classes and outreach to students who need support
  
- send positive kudos to students who are doing well or showing improvement
- facilitate communication between instructors, students, and University staff
- analyze data to support student success

Questions on Starfish can be directed to Melissa Gallagher ([hediger@lasalle.edu](mailto:hediger@lasalle.edu)).

## Student Affairs

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 (Campus Activities Center, Union, and Summer Conference Services), University Ministry, Support and Services, the Multicultural and International 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 multi-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](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](#) for more information or stop by 1923 Olney Ave., call 215.951.1948, or e-mail [rush@lasalle.edu](mailto:rush@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 215-951-1916, or e-mail [studentconduct@lasalle.edu](mailto:studentconduct@lasalle.edu)

## Public Safety Department

The La Salle University Public Safety Department operates 24 hours a day, year round, and is committed to supporting and protecting students, faculty, staff, and visitors. Officers patrol campus by foot, bicycle, and vehicle to respond to campus crimes and emergencies and calls for service. Public safety provides escorts, jumpstarts, unlocks, shuttle service, and offers a variety of crime awareness programs. The department works closely with the Philadelphia Police Department to coordinate police services for students living off campus. Public Safety also maintains the Campus Emergency Management Plan, participates in campus planning processes to optimize safety, and maintains the University's CCTV and access control systems.

[View the Public Safety website](#) for more information. Public Safety Headquarters is located in Good Shepard Hall on West Campus in the Shoppes at La Salle. Call the 24-hour dispatch center at 215.951.1300 or email [publicsafety@lasalle.edu](mailto:publicsafety@lasalle.edu) for general questions and non-emergency situations.

**FOR EMERGENCIES, CALL 215.991.2111**

## 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 205, call 215.951.1370, or e-mail [housing@lasalle.edu](mailto:housing@lasalle.edu) or [holmest@lasalle.edu](mailto:holmest@lasalle.edu)

## 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. (Residential graduate students may also use these services; non residential graduate students and part-time students may access fee for service support through the Community Center for Psychological Services located in Benilde Tower 205 by calling 215.951.2006.)

View the [Student Wellness Service website](#) for general information and links to social media accounts where current information and events are posted regularly.

[View the Student Health Center website](#) for more information stop by St. Benilde Tower 1026, call 215.951.1357, or e-mail [studenthealth@lasalle.edu](mailto:studenthealth@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](mailto:brannan@lasalle.edu)

Substance abuse support and services are available through the [Student Counseling Center](#), Medical Office Building, Suite 112, call 215.951.1355, or e-mail [studentcounseling@lasalle.edu](mailto:studentcounseling@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 U-MSS website](#) for more information or stop by the lower level of College Hall, call 215.951.1048, or e-mail [umas@lasalle.edu](mailto:umas@lasalle.edu)

[View the Civic Engagement website](#) for more information or stop by the St. Neumann Annex, call 215-951-1804, or e-mail [gauss01@lasalle.edu](mailto:gauss01@lasalle.edu)

## Graduate Specific Policies & Procedures

### Overview and Mission

#### History of Graduate Studies

Graduate programs have been available at La Salle from the earliest days of its existence. The more modern development of graduate education on our campus began in 1950 in response to the needs of the sponsoring religious congregation, the Christian Brothers. That year saw the introduction of the master's program in religion, initially introduced to train the young Brothers in theology.

With the growth of the institution since the late 1940s, and the added distinction of university status granted by the Commonwealth of Pennsylvania in 1984, the graduate programs have grown in diversity. In 1998, La Salle introduced its first doctoral program—a Psy.D. in Clinical Psychology. The University now offers a variety of doctoral, master's and graduate certificate programs in face-to-face, hybrid, and online formats for the convenience of its students.

#### Graduate Studies Mission Statement

As a Catholic institution in the Lasallian tradition, our graduate programs educate students with theoretical and practical knowledge. These programs enhance the students' depth of knowledge in their discipline, develop professional competencies, prepare them for career growth, and foster an appreciation of lifelong learning. The faculty and staff engage in mentoring relationships with the students, and in modeling and encouraging excellence as scholars and practitioners. Enriched by personal attention, collaborative practice, and sound ethical principles, our students are prepared to make a significant contribution to global welfare.

#### Standards for Graduate Studies

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.

## Academics: Requirements, Expectations, and Policies

### 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, standing, 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.

### 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.

### Student Rights and Grievances

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.

## 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, 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.

## 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.

### **Provisions for Temporary Alternate Grades in the Event of Significant Disruption:**

When a Significant Disruption is declared the Provost, in consultation with key stakeholders, may authorize the use of the temporary alternate grades, as defined below, and establish the conditions for their use. The use of temporary alternative grades is reserved for situations in which the performance of a student is substantively impacted by a period of Significant Disruption. When a Significant Disruption is declared, instructors submit standard grades and students are given the opportunity to request their standard grade be converted to the appropriate alternative grade.

#### **Graduate/Doctoral**

- **S Satisfactory** – performance at the levels of A, A-, B+, B, or B-, and full course credit is earned.
- **P Pass** – performance at the level of C. Pass grade will earn full course credit but might not fulfill prerequisite requirement and student may be required to repeat the course.
- **U Unsatisfactory** – performance at the level of F and no course credit is earned.



The transcript of a student's record should contain a description of any Significant Disruption of the Institute's academic activities that occur during the student's enrollment. The S/P/U grades will not be included in calculations of grade point average.

## **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.

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.

## **Withdrawal**

It is the student's responsibility to notify the University in the event that he or she needs to withdraw from a course(s) 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 benefits from the Veterans Administration (VA) who do not meet the University's satisfactory academic progress will be withdrawn and the VA will be notified immediately. 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 benefits from the Veterans Administration (VA) who do not meet the University's satisfactory academic progress will be withdrawn and the VA will be notified immediately. 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.

## **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.

## **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.

## **Changing Programs**

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.

## **Graduation**

Successful completion of all required courses within a 7-year period is required for graduation. 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.

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.

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.

## **Seeking a Second Master's Degree**

Seeking a Second Master's Degree 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.

## **Transcripts**

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

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

## **Masters**

## **Analytics**

## **Program Description**

This program is currently not accepting new students.

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](mailto:mccoey@lasalle.edu)  
[www.lasalle.edu/analytics](http://www.lasalle.edu/analytics)

If you have any questions regarding the Analytics program, please contact: [analytics@lasalle.edu](mailto: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 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**

1. Define and explain differences between descriptive, predictive and prescriptive analytics.
2. Construct and transform relevant views of data sources based on independent variables.
3. Use statistical methods and develop models for data sources.
4. Construct data simulations based on data models.
5. Generate visual data solutions.

## **Program Specific Information**

### **Academic Requirements**

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

## Course Sequence

### Tentative Schedule

| Fall 1  | Spring 2 | Summer 1 |
|---------|----------|----------|
| ANA 601 | ANA 613  | ANA 658  |
| ANA 523 | ANA 615  | ANA 652  |
| Fall 2  | Spring 2 |          |
| ANA 624 | ANA 665  |          |
| ANA 617 | ANA 880  |          |

## Degree or Certificate Earned

M.S.

## Number of Courses Required for Program Completion

10

## Number of Credits Required for Program Completion

30

## GPA Required for Program Completion

3.0

## Program Contact Information

Margaret McCoey, M.S.  
Director  
(215) 951-1136  
[mccoey@lasalle.edu](mailto:mccoey@lasalle.edu)  
[www.lasalle.edu/analytics](http://www.lasalle.edu/analytics)

## Staff Contact Information

M.S. Analytics  
Holroyd 123  
[www.lasalle.edu/analytics](http://www.lasalle.edu/analytics)

## Faculty

Program Director: Margaret McCoey, M.S.  
Associate Professors: DiDio, Fierson, Highley, Redmond  
Assistant Professors: McCoey, Wang  
Lecturers: Crossen, Parker, McGinley, Smith



# Course Descriptions

## **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.

*Number of Credits: 3*

*Prerequisites: ANA 523*

## **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*

## **BSA 700 - Business Applications Programming**

This course is designed to introduce students to the principles of business application programming for business analytics using selected high-level languages such as R, Python, and Hadoop. 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. The focus is on accessing data from multiple sources, manipulating different types of programming objects, performing character manipulation, and generating reports. Students will design and develop several computer programs throughout the term.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 693

## **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.

### **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.

## Program Specific Information

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.

## Academic Requirements

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.

## Course Sequence

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 602 History of Spain and the Americas
- BLS 607 Art and Culture of Spanish America
- 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 602 History of Spain and the Americas
- 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 602 History of Spain and the Americas
  
- 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.)

## **Degree or Certificate Earned**

M.A.

## **Number of Courses Required for Program Completion**

11

## **Number of Credits Required for Program Completion**

33

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

Hayman Hall, room 128

[hispanicinstitute@lasalle.edu](mailto:hispanicinstitute@lasalle.edu)

(215) 991-3592

## **Staff Contact Information**

J. Manuel Gomez, Ph.D.

Director

Hayman Hall, room 128

[hispanicinstitute@lasalle.edu](mailto:hispanicinstitute@lasalle.edu)

(215) 951-1209

## Faculty

Director: Gomez

Full Professor: Ketz

Associate Professors: Biehl, Gomez, Ossa

Lecturers: Ezquerro-Hasbun, Hain-Poorman, Kopec, Natalini, Tellez, Toro, Zucker

## Course Descriptions

### **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 Spain and 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 Spanish America**

This course is designed to familiarize the student with Spanish American culture and literature as seen through major literary works. Students read novels, short stories, essays, and poetry from the pre-Columbian period to the 21st century. A cultural, sociological, and literary approach is emphasized in order to explore Spanish America's diverse societies.

*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 Spanish America**

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 703 - Internship and Portfolio**

This course is required for the completion of the MA in Translation and Interpretation English/Spanish. The candidate will conduct a supervised internship of 60 hours and prepare a final on-line portfolio. The project may focus on the application of particular techniques of translating as well as interpreting, and on the analysis of particular issues related to the translation/interpretation fields.

*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.

*Number of Credits: 3*

*Prerequisites: BLS 600 and BLS 601*

## **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.

*Number of Credits: 3*

*Prerequisites: BLS 600 and BLS 601*

## **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.

*Number of Credits: 3*

*Prerequisites: BLS 609 - Language Studies for Educators*

## **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.

*Number of Credits: 3*

*Prerequisites: BLS 609: Language Studies for Educators*

## **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. FT MBA 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 2018.
- 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 luncheon, networking events, Women's MBA Association, and a personal academic and career advisor.

Elizabeth Scofield, MBA  
Director  
215-951-1057  
scofield@lasalle.edu  
www.lasalle.edu/mba

If you have any questions regarding the Full-Time MBA program, please contact: [mba@lasalle.edu](mailto:mba@lasalle.edu) or visit our Website at [www.lasalle.edu/ftmba](http://www.lasalle.edu/ftmba).

## Mission

Experiential and engaged learning is at the heart of everything we do. We provide excellence in business education through the integration of current business concepts with diverse experiential learning opportunities. As a Catholic Lasallian university, we are committed to the principle that all knowledge is practical and empowering, filled with the capacity to transform lives. Anchored by a foundation which affirms the value of both liberal arts and professional studies, our students are prepared to lead engaged and fulfilling lives marked by a commitment to the common good.

## Program Goals

- Strategic thinking through integrating discipline-specific business knowledge
- Leadership skills
- Business-related oral and written communication skills
- Awareness of how the business environment influences decision-making
- Knowledge and skill concerning financial analysis, reporting, and markets

## Student Learning Outcomes

The MBA program's learning goals are structured to advance our students skills and knowledge in the following areas:

1. Strategic thinking through integrating discipline-specific business knowledge
  - (a) Demonstrate the ability to integrate business disciplines to achieve strategic objectives
  - (b) 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.

## 2. Leadership Skills

- (a) Demonstrates the ability to identify and analyze current leadership style and the ability to develop and enhance leadership skills
- (b) Demonstrate the ability to work effectively and collaboratively in a team.

## 3. Business-related oral and written communication skills

- (a) Demonstrate the ability to prepare and deliver a professional presentation on a business issue
- (b) Demonstrate the ability to write a clear, concise, and well-organized professional presentation of a business issue.

## 4. Awareness of how the business environment influences decision-making

- (a) Demonstrate the ability to identify and analyze ethical and legal business dilemmas and the ability to recommend and defend appropriate solutions and strategies
- (b) Demonstrate an understanding of how cultural, economic, and political factors shape the management of global business.

## 5. Knowledge and skill concerning financial analysis, reporting, and markets

- (a) 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 (management, shareholders, creditors, etc.) to understand a firm's progress in maximizing its value to stakeholders.

## Program Specific Information

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.

## Accreditation

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.

## The Full-Time Program has 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.

## Academic Requirements



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

The Basic skills courses in the program aid students in finding their career path, improving their job search skills, and learning to prepare required documents in their future jobs.

- 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 three 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. Through the use of a variety of analytical, problem-solving approaches to business situations, 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 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.

### Program Specializations:

- Accounting
- Business Systems and Analytics
- Finance
- General Business Administration
- Management

## 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

## **Integrative Capstone**

The following course is usually taken in the final semester of the program. This course provides the opportunity to integrate what has been learned in the Core, Specialization, and Executive Perspectives areas while adding a global perspective and the ethical dimension necessary to succeed in the global business area.

- MBA 902 - Competitive Strategy

## **Course Sequence**

Contact Program Director for suggested course sequence.

## **Degree or Certificate Earned**

M.B.A.

## **Number of Courses Required for Program Completion**

The Program requires students to complet 13 to 17 courses.

## **Number of Credits Required for Program Completion**

The number of credits required for Program Completion is 35-47.

## **GPA Required for Program Completion**

The GPA Required for Program Completion is 3.0

## **Program Contact Information**

### **Program Contact Information**

Full-Time MBA Program

Founders' Hall Room 233

MBA@lasalle.edu

215.951.1057

## **Staff Contact Information**

### **Staff Contact Information**

Elizabeth Scofield, MBA

Director

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Eileen O'Donnell

Administrative Assistant

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## Faculty

Dean: MarySheila McDonald, J.D.

Associate Dean: Patrick O'Brien, MHRM

Director, Full-time MBA Programs: Elizabeth Scofield, MBA

Professors: Ambrose, Barenbaum, Borkowski, Buch, Jiang, Tavana, Schubert, Van Buskirk

Associate Professors: Cooper, Lafond, Szabat, Ugras

Assistant Professor: Radetskiy, DiPietro

Dean Emeritus & Adjunct Instructor: Bruce

Adjunct Instructors: Mallon, O'Brien, Schwab, Walters

## Course Descriptions

### 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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 691

### ACC 731 - Accounting Analytics

This course is built from the premise that technology has changed the role of the accountant. A heightened awareness of systems, technology, and data analysis is becoming increasingly required of individuals in the different accounting fields. Data has proliferated in business, and managers and accountants need to understand the implications for decision-making and tap into the data to provide better insights into a firm/client/customer/supplier, etc. This course is intended to provide students with an understanding of data analytic thinking and terminology as well as hands-on experience with data analytics tools and techniques. Students should leave this course with the skills necessary to translate accounting and business problems into actionable proposals that they can competently present to managers and data scientists. While there will be some use of tools in this course, the focus of this class is on concepts, not algorithms or statistical math.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 691

## **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

*Prerequisites:* MBA 691

## **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.

*Number of Credits:* 3

*Prerequisites:* MBA 691, and ACC 704 or equivalent

## **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.

*Number of Credits:* 1 to 3

*Prerequisites:* MBA 691 and Approval of supervising professor and program director

## **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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 691

## **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.

*Number of Credits:* 3

*Prerequisites:* MBA 691, and other prerequisite(s) may be required depending on the topic

## **BSA 700 - Business Applications Programming**

This course is designed to introduce students to the principles of business application programming for business analytics using selected high-level languages such as R, Python, and Hadoop. 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. The focus is on accessing data from multiple sources, manipulating different types of programming objects, performing character manipulation, and generating reports. Students will design and develop several computer programs throughout the term.

*Number of Credits: 3*

*How Offered: Online*

*Prerequisites: MBA 693*

## **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*

*How Offered: Online*

*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.

*Number of Credits: 3*

*How Offered: Online*

*Prerequisites: MBA 693*

## **BSA 725 – Healthcare Analytics**

Today's healthcare organizations are under intense regulatory and financial pressures to improve quality, efficiency, patient safety, patient satisfaction, and positive outcomes. This course is concerned with the study of how descriptive, diagnostics, predictive, and prescriptive analytics tools and techniques can impact the overall performance of healthcare organizations. Students learn to extract, collect, analyze, visualize, and interpret data from patient health records, insurance claims, financial records, and tell a compelling and actionable story. Class exercises enable students to understand ways to improve the effectiveness and efficiency of healthcare organizations.

*Prerequisites: MBA 693*

## **BSA 730 – Optimization and Simulation**

This course introduces students to decision making and problem solving with simulation and optimization tools and techniques. Students learn to formulate and construct a decision model with spreadsheets and use the optimization tools, Monte Carlo simulation, and sensitivity analysis to generate and interpret solutions. The course covers different types of optimization and simulation models, including linear programming, sensitivity analysis, integer linear programming, goal programming, multiple objective optimization, simulation modeling, and queuing theory.

*Number of Credits: 3*

*How Offered:* Online

*Prerequisites:* MBA 693

## **BSA 740 - Data Visualization**

One of the skills that characterize great business data analysts is the ability to communicate practical implications of quantitative analyses to any kind of audience member. In this course, students will learn how to visualize data, tell a story, and explore data by reviewing the core principles of data visualizing and dashboarding. The course aims to focus on effective and high impact visualizations of common data analyses to help them convey conclusions directly and clearly. Students will be able to get practiced in designing and persuasively presenting business “data stories” that use these visualizations, helping stakeholders make decisions and take action based on their business data capitalizing on design principles.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 693

## **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.

*Number of Credits:* 1 to 3

*How Offered:* Online

*Prerequisites:* MBA 693 and Approval of supervising professor and program director

## **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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 693; other prerequisite(s) may be required depending on the topic

## **FIN 725 - Financing Health Systems**

This course looks at the various financing mechanisms which impact the structure and delivery of health care in the United States with particular emphasis upon governmental financing, managed care, employer sponsored health plans, and emerging insurance models. The course examines the impact of these financing mechanisms upon diverse health delivery systems including acute care, medical practice organizations, long term care, and the pharmaceutical and medical devices sector.

*Prerequisites:* MBA 691 and MBA 692

## **FIN 732 - Financial Analytics**

This course covers a broad overview of finance topics from a data analytics perspective. Students will learn the ins and outs of applied data analysis and a conceptual framework for thinking about data from both a statistical and machine-learning perspective with applications in finance. Students will learn to understand and apply concepts like capturing and analyzing new sources of financial data, building predictive models, and running simulations of market events, using concepts of data analysis and probability in investment science, risk management, valuations, rates of return and profitability analysis. The course aims to provide a theoretical and practical framework in which students will be challenged to solve real-world problems in the finance field and gain familiarity with commonly used stochastic models.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 692, MBA 693

## **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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 692

## **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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 692

## **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.

*Number of Credits:* 1 to 3

*Prerequisites:* MBA 692, and approval of supervising professor and program director

## **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.

*Number of Credits:* 3

*How Offered:* Face-to-Face

*Prerequisites:* MBA 692, MBA 830, FIN 764 and a minimum graduate GPA of 3.5 or permission of the instructor

## **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.

*Number of Credits:* 3

*Prerequisites:* MBA 692

## **MBA 590 - Professional Development Seminar**

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.

*Number of Credits:* 1

## **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 601 - Financial Accounting**

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:* 2

*When Offered:* Fall, Spring, Summer

*How Offered:* Online

## **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 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:* 2

*When Offered:* Fall, Spring, Summer

*How Offered:* Online

## **MBA 603 - Business Economics for Managers**

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:* 2

*When Offered:* Fall, Spring, Summer

*How Offered:* Online

## **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

*How Offered:* Hybrid

## **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

*How Offered:* Hybrid

*Prerequisites:* MBA 601

## **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

*How Offered:* Hybrid

*Prerequisites:* MBA 601, MBA 602, 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

*How Offered:* Online

*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

*How Offered:* Hybrid

## **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.

*Number of Credits: 3*

*How Offered: Online*

*Prerequisites: MBA 693*

## **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*

*How Offered: Hybrid*

*Prerequisites: All foundation courses, MBA 691, 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*

*How Offered: Hybrid*

*Prerequisites: All required foundation courses*

## **MGT 725 - Health Systems Management**

This course provides students with a comprehensive macro approach to health delivery systems and the competencies required to manage this transforming industry. Students will examine current and future health utilization trends from the perspective of the provider, consumer, insurer and regulator. Particular attention will be given to how these stakeholders impact the role of the manager in a health systems organization. The course will examine the relative strengths and weaknesses of our current system compared to other nations. We will explore the delivery of health services associated with population and public health and how behavior influences the provision of these services. The course will highlight the logistics of the health care system, its organization, workforce makeup, finances, its cost and related value, and how technology and information systems impact the industry. The course will also provide an overview of the future of health care delivery in the United States and health care policy.

## **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*

*How Offered: Online*

## **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.

*Number of Credits: 3*

*Prerequisites: MBA 810*

## **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*

*Prerequisites: MBA 810*

## **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*

*How Offered: Online*

*Prerequisites: MBA 810*

## **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*

*Prerequisites: MBA 810*

## **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.

*Number of Credits: 3*

*Prerequisites: MBA 602, MBA 810*

## **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

*Restrictions:* MBA 810

## **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.

*Number of Credits:* 3

*How Offered:* Face-to-Face

*Prerequisites:* MBA 810

## **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

*How Offered:* Online

*Prerequisites:* MBA 810

## **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

*Prerequisites:* MBA 810

## **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

*Prerequisites:* MBA 810

## **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.

*Number of Credits:* 1 to 3

*Prerequisites:* MBA 810 and approval of supervising professor and program director

## **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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 810, other prerequisite(s) may be required depending on the topic

## **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 Analytics**

Marketing analytics is an important component of managerial decision-making. A wide range of strategic and tactical decisions requires valid and reliable information if the firm's efforts are to be successful. The tools and techniques of marketing analytics allow managers to obtain valuable information about customers, competitors, and the market environment. It is imperative that managers understand research methods and data analysis so they can judge the appropriate use of market analytical information and understand its decision value. The objective of this course is to convey the effective application of rigorous marketing analytics to relevant managerial decisions. 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 exercises, assignments, 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, promotion, distribution, campaign management, brand valuation, and digital marketing strategy.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 690

## **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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 690

## **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.

*Number of Credits:* 3

*Prerequisites:* MBA 690

## **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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 690

## **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.

*Number of Credits:* 1 to 3

*Prerequisites:* MBA 690, and approval of supervising professor and program director

## **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.

*Number of Credits:* 3

*Prerequisites:* MBA 690; other prerequisite(s) may be required depending on the topic

# **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.

## Mission

Experiential and engaged learning is at the heart of everything we do. We provide excellence in business education through the integration of current business concepts with diverse experiential learning opportunities. As a Catholic Lasallian university, we are committed to the principle that all knowledge is practical and empowering, filled with the capacity to transform lives. Anchored by a foundation which affirms the value of both liberal arts and professional studies, our students are prepared to lead engaged and fulfilling lives marked by a commitment to the common good.

## Program Goals

- Strategic thinking through integrating discipline-specific business knowledge
- Leadership skills
- Business-related oral and written communication skills
- Awareness of how the business environment influences decision-making
- Knowledge and skill concerning financial analysis, reporting, and markets

## Student Learning Outcomes

**The MBA program's learning goals are structured to advance our students skills and knowledge in the following areas:**

1. Strategic thinking through integrating discipline-specific business knowledge
  - (a) Demonstrate the ability to integrate business disciplines to achieve strategic objectives
  - (b) 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.
2. Leadership Skills
  - (a) Demonstrates the ability to identify and analyze current leadership style and the ability to develop and enhance leadership skills
  - (b) Demonstrate the ability to work effectively and collaboratively in a team.
3. Business-related oral and written communication skills
  - (a) Demonstrate the ability to prepare and deliver a professional presentation on a business issue



(b) Demonstrate the ability to write a clear, concise, and well-organized professional presentation of a business issue.

#### 4. Awareness of how the business environment influences decision-making

(a) Demonstrate the ability to identify and analyze ethical and legal business dilemmas and the ability to recommend and defend appropriate solutions and strategies

(b) Demonstrate an understanding of how cultural, economic, and political factors shape the management of global business.

#### 5. Knowledge and skill concerning financial analysis, reporting, and markets

(a) 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 (management, shareholders, creditors, etc.) to understand a firm's progress in maximizing its value to stakeholders.

## Program Specific Information

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.

## Accreditation

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.

## 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 equivalent courses at other institutions and transfer the credits to La Salle. These courses must be completed prior to starting the One-Year MBA Program. The One-Year MBA Program begins each year in the Fall Semester.

## Academic Requirements

### 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. See "Course Sequence" for specific requirements.

### 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. See "Course Sequence" for specific requirements.

## **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. See "Course Sequence" for specific requirements.

## **Course Sequence**

### **Accounting Track**

#### ***Fall Semester***

- MBA 692 - Financial Performance: Control and Measurement 3.0
- MBA 820 - Information Technology for Decision Making 3.0
- ACC 770 - Advanced Accounting Topics and Governmental Accounting 3.0
- ACC 780 - Applied Research in Accounting 1.5
- MKT 771 - Services Marketing 1.5

#### ***Spring Semester***

- MBA 591 - Optional Travel Study (This course is not required for graduation)
- MBA 592 - Written Communication Skills for Business 1.0
- MBA 811 - Leadership: Theories and Skill Development 3.0
- MBA 693 - Business Analytics for Informed and Effective Decision Making 3.0
- MBA 830 - Financial Statement Analysis 3.0
- ACC 764 - Federal Taxation and Regulation 3.0

#### ***Summer Semester***

- ACC 782 - AIS, ERP, and Accounting Analytics 3.0
- MBA 840 - Frameworks for Socially Responsible Decision Making 3.0
- MBA 902 - Competitive Strategy 3.0

## **Business Systems and Analytics Track**

#### ***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

## **Investment Analysis Track (CFA) and the Managerial Finance Track**

### **Fall Semester**

- MBA 691 - Managerial Accounting for Decision Making, Planning and Control 3.0
- MBA 692 - Financial Performance
- 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
- Two of the three courses listed below:
- FIN 748 - Financial Instruments and Markets 1.5 **or**
- FIN 765 - Global Financial Management 1.5 **or**
- FIN 767 - Mergers and Acquisitions 1.5

## **Degree or Certificate Earned**

M.B.A.

## **Number of Courses Required for Program Completion**

Accounting Track: Business Systems and Analytics Track: 14, Finance Track 16

## **Number of Credits Required for Program Completion**

Accounting Track: 34/35; Business Systems and Analytics Track: 34/35; Finance Track: 38.5/39.5

## **GPA Required for Program Completion**

The GPA Required for Program Completion is 3.0

## **Program Contact Information**

### **Program Contact Information**

Full-Time MBA Program

Founders' Hall Room 233

MBA@lasalle.edu

215.951.1057

## **Staff Contact Information**

### **Staff Contact Information**

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## **Faculty**

Dean: MarySheila McDonald, J.D.

Associate Dean: Patrick O'Brien, MHRM

Director, One-Year MBA Program: Elizabeth Scofield, MBA

Professors: Ambrose, Borkowski, Jiang, Schubert, Tavana, Van Buskirk

Associate Professors: Cooper, Lafond, Szabat, Ugras

Assistant Professor: Radetskiy, DiPietro

Dean Emeritus & Adjunct Instructor: Bruce

Adjunct Instructors: Mallon, O'Brien, Schwab, Walters

## **Course Descriptions**

### **ACC 770 - Advanced Accounting Topics and Governmental Accounting**

This course assesses special topics in accounting including international accounting, estate and trust, bankruptcy and fund accounting, including governmental, not-for-profit, and hospital accounting. This course prepares students interested in sitting for the FAR section of the CPA exam.

*Number of Credits: 3.0*

*Prerequisites: A grade of "B" or better in MBA 615 or equivalent; A grade of "B" or better in MBA 691 or equivalent*

### **ACC 782 - AIS, ERP, and Accounting Analytics**

This course offers an enhanced understanding of accounting information systems (AIS) through hands-on exercises and internal control analyses. This course provides experience in a comprehensive enterprise resource planning (ERP) system, namely SAP. Using traditional business transactions, students will experience the complexities of an ERP system, become familiar with the internal control problems specific to ERP systems, and understand the similarities to, and differences from, traditional accounting systems. It includes hands-on experience creating and analyzing transactions in SAP modules; assessing the modules' internal controls; and synthesizing current AIS/ERP

issues, such as security and privacy, disaster recovery, block chain, cryptocurrencies, anti-fraud, and audit resources, control and audit systems, and XBRL. It also includes hands-on exercises in Lumira, a data visualization and accounting analytics application.

*Number of Credits:* 3.0

*Prerequisites:* A grade of "B" or better in MBA 615 or equivalent; A grade of "B" or better in MBA 691 or equivalent

## **BSA 700 - Business Applications Programming**

This course is designed to introduce students to the principles of business application programming for business analytics using selected high-level languages such as R, Python, and Hadoop. 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. The focus is on accessing data from multiple sources, manipulating different types of programming objects, performing character manipulation, and generating reports. Students will design and develop several computer programs throughout the term.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 693

## **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

*How Offered:* Online

*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.

*Number of Credits:* 3

*How Offered:* Online

*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.

*Number of Credits: 3*

*How Offered: Online*

*Prerequisites: MBA 693; other prerequisite(s) may be required depending on the topic*

## **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.

*Number of Credits: 3*

*How Offered: Online*

*Prerequisites: MBA 692*

## **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.

*Number of Credits: 3*

*How Offered: Online*

*Prerequisites: MBA 692*

## **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*

*How Offered: Hybrid*

## **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*

*How Offered: Hybrid*

*Prerequisites: All foundation courses, MBA 691, 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 business and 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.

### **Mission**

#### **School of Business' Mission**

Experiential and engaged learning is at the heart of everything we do. We provide excellence in business education through the integration of current business concepts with diverse experiential learning opportunities. As a Catholic Lasallian university, we are committed to the principle that all knowledge is practical and empowering, filled with the capacity to transform lives. Anchored by a foundation which affirms the value of both liberal arts and professional studies, our students are prepared to lead engaged and fulfilling lives marked by a commitment to the common good.

#### **Online MBA Program Mission**

La Salle University's Online MBA Program 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.

### **Program Goals**



The MBA program's goals are to deepen our student's business knowledge, develop their organizational and leadership skills, and sharpen their decision making.

- Strategic thinking through integrating discipline-specific business knowledge
- Leadership Skills
- Business-related oral and written communication skills
- Awareness of how the business environment influences decision-making
- Knowledge and skill concerning financial analysis, reporting, and markets

## **Student Learning Outcomes**

The MBA program's learning goals are structured to advance our students skills and knowledge in the following areas:

### **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 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 (management, shareholders, creditors, etc.) to understand a firm's progress in maximizing its value to stakeholders.

## **Program Specific Information**

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.

## **Accreditation**

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.

## Admission Deadlines

- **Application deadline** - the deadline to complete an application for consideration of admission for a particular term is 2 weeks prior to the start of that term.
- **Documentation deadline** - The deadline to submit all corresponding documentation for admission consideration is two Friday's prior to the start of that particular term.
- **Registration deadline** - The deadline to register is the Wednesday prior to the start of the term.
- **Tuition Payment deadline** - The deadline to submit tuition payment is the Friday prior to the start of each term.

The specific dates for each term can be found on our website. Contact the MBA office if you have any questions at [mba@lasalle.edu](mailto:mba@lasalle.edu).

## Admission Requirements

The Admission Committee of the MBA Program evaluates each applicant's interest, aptitude, professional experience and prior academic success to assess his/her potential for achievement in graduate business studies. **Note that an undergraduate business degree is not necessary for admission to the MBA Program.** The structure of the La Salle MBA 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  
215.951.1100/ Fax 215.951.1462  
[grad@lasalle.edu](mailto: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 evaluating 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.

## 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 an applicants if he/she meets the one of the following:

- Has an undergraduate business degree from an AACSB-accredited University and has
  - 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.
- Holds a CFA Charter or CPA license or has 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 are eligible to take up to 12

credits 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 a total six hours of graduate credit can be transferred; courses in the Core, Specialization (General Track), Foundation and Executive Perspectives will be considered for transfer.

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**

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

## **Tuition 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.

## **MBA Academic Standing and Graduation Requirements**

Every student in La Salle University's MBA 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 respective MBA program, and may be required to withdraw from the program, revise his/her course of study or repeat specific classes.

A student with a cumulative grade point average below 3.0 is automatically in academic jeopardy whether or not he/she receives written notification of this status, and regardless of the number of credits earned. Students with a G.P.A. below 3.0 should consult with their respective MBA Director and/or academic advisor to ascertain any potential actions to improve academic success within the program.

To graduate from the MBA Program at La Salle, a student must have:

- A minimum of a 3.0 G.P.A. overall within the MBA curriculum,
- A "C" or better in all the required core, foundation, executive perspectives, specialization and capstone courses, and,
- No more than two grades of "below" a B- in the core, foundation, specialization, executive perspectives and capstone courses.

Should a student complete all required courses, but fall below a 3.0 cumulative GPA, he/she will not be eligible to graduate.

## **Academic Requirements**

Students must complete between 33 and 42 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 in the context of decision-making and management skills. The following three courses (2 credits each) are required but may be waived based on a student's academic and professional background.

- MBA Math
- MBA 601- Financial Accounting
- MBA 602- Financial Markets
- MBA 603- Business Economics for Managers

## **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 situations, 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 track selected. Courses must be completed after the Core Courses and any other prerequisites for the courses. The specialization offerings have been determined by student interest and market need. The courses for each of the six specializations are outlined below.

### ***Accounting***

- ACC 704 -Financial Accounting and Theory and Current Practices
- ACC 782 - Accounting Information and ERP Systems
- ACC 791 - Decision Making Using Management Accounting

### ***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 739 - Managing Cultural Diversity in the Workplace
- MGT 760 - Human Resource Management
- MGT 790 - Special Topics in Management and Leadership

### ***Marketing***

- MKT 730 - Strategic Marketing Intelligence
- MKT 732 - Consumer Behavior

- MKT 739 - International 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

## **Course Sequence**

A student's course sequence and timing will be based upon prior academic achievement, professional experience and the student's program completion plans. (The sequencing is also dependent upon the university's course schedules for each academic year). Upon acceptance to the program, students will receive a Model Roster with the course requirements and a recommended course sequence to complete their degree. It is recommended for students to take one course per term.

We offer the online MBA courses in 8-week terms, five times per year. The terms begin in August, October, January, March, and May. New students can enroll in any of the five-starts.

We have implemented automatic enrollment for the online MBA students. All registration is done by the MBA office, and students will not have to register on their own. The MBA office will follow the recommended course sequence provided at the time of acceptance.

Students must complete the Foundation Courses before progressing in the program.

We offer all required Foundation, Core, Executive Perspective, and Integrative Reasoning course every term.

We offer the specialization tracks with courses on an every other term rotation. This means each specialization course is offered every 6 terms. It is important for student in the General Business track to determine which specialization courses they wish to complete early on in the program to properly build them into their course sequence.

## **Degree or Certificate Earned**

M.B.A.

## **Number of Courses Required for Program Completion**

Between 11 and 15 Courses

## Number of Credits Required for Program Completion

Between 33 and 42 Credit Hours

## GPA Required for Program Completion

3.0

## Program Contact Information

Online MBA Program

Founders' Hall Room 231

MBA@lasalle.edu

(215) 951-1057

## Staff Contact Information

Nicole Blair

Director of PT MBA and MS in Analytics Programs

215.438.6676

blairn@lasalle.edu

If you have any questions regarding the Part-Time Hybrid MBA program, please contact: mba@lasalle.edu or visit our website [www.lasalle.edu/mba](http://www.lasalle.edu/mba).

## Faculty

Dean: MarySheila McDonald, J.D.

Director: Nicole Blair, M.B.A., M.S.

Professors: Ambrose, Barenbaum, Buch, Borkowski, Cooper, Fornaciari, Jiang, Miller, Meisel, Schubert, Smither, Tavana, Wentzel

Associate Professors: Chia, Kennedy, Lafond, Leauby, Pierce, Plump, Reardon, Szabat, Ugras, Walsh

Assistant Professors: Adams, Bruce, Coyle, DiPietro, Dynan, Otto, Radetskiy, Varzani

## Course Descriptions

### 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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 691

### ACC 731 - Accounting Analytics

This course is built from the premise that technology has changed the role of the accountant. A heightened awareness of systems, technology, and data analysis is becoming increasingly required of individuals in the different

accounting fields. Data has proliferated in business, and managers and accountants need to understand the implications for decision-making and tap into the data to provide better insights into a firm/client/customer/supplier, etc. This course is intended to provide students with an understanding of data analytic thinking and terminology as well as hands-on experience with data analytics tools and techniques. Students should leave this course with the skills necessary to translate accounting and business problems into actionable proposals that they can competently present to managers and data scientists. While there will be some use of tools in this course, the focus of this class is on concepts, not algorithms or statistical math.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 691

## **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

*Prerequisites:* MBA 691

## **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.

*Number of Credits:* 3

*Prerequisites:* MBA 691, and ACC 704 or equivalent

## **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.

*Number of Credits:* 1 to 3

*Prerequisites:* MBA 691 and Approval of supervising professor and program director

## **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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 691

## **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.

*Number of Credits: 3*

*Prerequisites: MBA 691, and other prerequisite(s) may be required depending on the topic*

## **BSA 700 - Business Applications Programming**

This course is designed to introduce students to the principles of business application programming for business analytics using selected high-level languages such as R, Python, and Hadoop. 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. The focus is on accessing data from multiple sources, manipulating different types of programming objects, performing character manipulation, and generating reports. Students will design and develop several computer programs throughout the term.

*Number of Credits: 3*

*How Offered: Online*

*Prerequisites: MBA 693*

## **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*

*How Offered: Online*

*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.

*Number of Credits: 3*

*How Offered: Online*

*Prerequisites: MBA 693*

## **BSA 725 - Healthcare Analytics**

Today's healthcare organizations are under intense regulatory and financial pressures to improve quality, efficiency, patient safety, patient satisfaction, and positive outcomes. This course is concerned with the study of how descriptive, diagnostics, predictive, and prescriptive analytics tools and techniques can impact the overall performance of healthcare organizations. Students learn to extract, collect, analyze, visualize, and interpret data from patient health records, insurance claims, financial records, and tell a compelling and actionable story. Class exercises enable students to understand ways to improve the effectiveness and efficiency of healthcare organizations.



*Prerequisites: MBA 693*

## **BSA 730 - Optimization and Simulation**

This course introduces students to decision making and problem solving with simulation and optimization tools and techniques. Students learn to formulate and construct a decision model with spreadsheets and use the optimization tools, Monte Carlo simulation, and sensitivity analysis to generate and interpret solutions. The course covers different types of optimization and simulation models, including linear programming, sensitivity analysis, integer linear programming, goal programming, multiple objective optimization, simulation modeling, and queuing theory.

*Number of Credits: 3*

*How Offered: Online*

*Prerequisites: MBA 693*

## **BSA 740 - Data Visualization**

One of the skills that characterize great business data analysts is the ability to communicate practical implications of quantitative analyses to any kind of audience member. In this course, students will learn how to visualize data, tell a story, and explore data by reviewing the core principles of data visualizing and dashboarding. The course aims to focus on effective and high impact visualizations of common data analyses to help them convey conclusions directly and clearly. Students will be able to get practiced in designing and persuasively presenting business “data stories” that use these visualizations, helping stakeholders make decisions and take action based on their business data capitalizing on design principles.

*Number of Credits: 3*

*How Offered: Online*

*Prerequisites: MBA 693*

## **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.

*Number of Credits: 1 to 3*

*How Offered: Online*

*Prerequisites: MBA 693 and Approval of supervising professor and program director*

## **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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 693; other prerequisite(s) may be required depending on the topic

## **FIN 725 - Financing Health Systems**

This course looks at the various financing mechanisms which impact the structure and delivery of health care in the United States with particular emphasis upon governmental financing, managed care, employer sponsored health plans, and emerging insurance models. The course examines the impact of these financing mechanisms upon diverse health delivery systems including acute care, medical practice organizations, long term care, and the pharmaceutical and medical devices sector.

*Prerequisites:* MBA 691 and MBA 692

## **FIN 732 - Financial Analytics**

This course covers a broad overview of finance topics from a data analytics perspective. Students will learn the ins and outs of applied data analysis and a conceptual framework for thinking about data from both a statistical and machine-learning perspective with applications in finance. Students will learn to understand and apply concepts like capturing and analyzing new sources of financial data, building predictive models, and running simulations of market events, using concepts of data analysis and probability in investment science, risk management, valuations, rates of return and profitability analysis. The course aims to provide a theoretical and practical framework in which students will be challenged to solve real-world problems in the finance field and gain familiarity with commonly used stochastic models.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 692, MBA 693

## **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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 692

## **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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 692

## **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.

*Number of Credits:* 1 to 3

*Prerequisites:* MBA 692, and approval of supervising professor and program director

## **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.

*Number of Credits:* 3

*How Offered:* Face-to-Face

*Prerequisites:* MBA 692, MBA 830, FIN 764 and a minimum graduate GPA of 3.5 or permission of the instructor

## **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.

*Number of Credits:* 3

*Prerequisites:* MBA 692

## **MBA 601 - Financial Accounting**

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:* 2

*When Offered:* Fall, Spring, Summer

*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 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: 2*

*When Offered: Fall, Spring, Summer*

*How Offered: Online*

## **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 603 – Business Economics for Managers**

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: 2*

*When Offered: Fall, Spring, Summer*

*How Offered: Online*

## **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*

*How Offered: Hybrid*

## **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

*How Offered:* Hybrid

*Prerequisites:* MBA 601

## **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

*How Offered:* Hybrid

*Prerequisites:* MBA 601, MBA 602, 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

*How Offered:* Online

*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

*How Offered:* Hybrid

## **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

*How Offered:* Online

*Prerequisites:* MBA 693

## **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

*How Offered:* Hybrid

*Prerequisites:* All foundation courses, MBA 691, 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

*How Offered:* Hybrid

*Prerequisites:* All required foundation courses

## **MGT 725 - Health Systems Management**

This course provides students with a comprehensive macro approach to health delivery systems and the competencies required to manage this transforming industry. Students will examine current and future health utilization trends from the perspective of the provider, consumer, insurer and regulator. Particular attention will be given to how these stakeholders impact the role of the manager in a health systems organization. The course will examine the relative strengths and weaknesses of our current system compared to other nations. We will explore the delivery of health services associated with population and public health and how behavior influences the provision of these services. The course will highlight the logistics of the health care system, its organization, workforce makeup, finances, its cost and related value, and how technology and information systems impact the industry. The course will also provide an overview of the future of health care delivery in the United States and health care policy.

## **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

*How Offered:* Online

## **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.

*Number of Credits: 3*

*Prerequisites: MBA 810*

## **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*

*Prerequisites: MBA 810*

## **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*

*How Offered: Online*

*Prerequisites: MBA 810*

## **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*

*Prerequisites: MBA 810*

## **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.

*Number of Credits: 3*

*Prerequisites: MBA 602, MBA 810*

## **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

*Restrictions:* MBA 810

## **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.

*Number of Credits:* 3

*How Offered:* Face-to-Face

*Prerequisites:* MBA 810

## **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

*How Offered:* Online

*Prerequisites:* MBA 810

## **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

*Prerequisites:* MBA 810

## **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



*Prerequisites:* MBA 810

## **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.

*Number of Credits:* 1 to 3

*Prerequisites:* MBA 810 and approval of supervising professor and program director

## **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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 810, other prerequisite(s) may be required depending on the topic

## **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 Analytics**

Marketing analytics is an important component of managerial decision-making. A wide range of strategic and tactical decisions requires valid and reliable information if the firm's efforts are to be successful. The tools and techniques of marketing analytics allow managers to obtain valuable information about customers, competitors, and the market environment. It is imperative that managers understand research methods and data analysis so they can judge the appropriate use of market analytical information and understand its decision value. The objective of this course is to convey the effective application of rigorous marketing analytics to relevant managerial decisions. 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 exercises, assignments, 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, promotion, distribution, campaign management, brand valuation, and digital marketing strategy.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 690

## **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.

*Number of Credits: 3*

*How Offered: Online*

*Prerequisites: MBA 690*

## **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.

*Number of Credits: 3*

*Prerequisites: MBA 690*

## **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.

*Number of Credits: 3*

*How Offered: Online*

*Prerequisites: MBA 690*

## **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.

*Number of Credits: 1 to 3*

*Prerequisites: MBA 690, and approval of supervising professor and program director*

## **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.

*Number of Credits: 3*

*Prerequisites: MBA 690; other prerequisite(s) may be required depending on the topic*

# **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 and academic backgrounds come together in contemporary classroom setting to engage in rich, practical learning experiences.

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. Courses are delivered in mix of hybrid and fully online courses. The hybrid courses are 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 Hybrid 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 program is offered at the Main Campus in Northwest Philadelphia and select courses are offered at a satellite location 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.

## **Mission**

### **School of Business' Mission**

Experiential and engaged learning is at the heart of everything we do. We provide excellence in business education through the integration of current business concepts with diverse experiential learning opportunities. As a Catholic Lasallian university, we are committed to the principle that all knowledge is practical and empowering, filled with the capacity to transform lives. Anchored by a foundation which affirms the value of both liberal arts and professional studies, our students are prepared to lead engaged and fulfilling lives marked by a commitment to the common good.

### **Part-Time MBA Program Mission**

Our Part-Time Hybrid Master of Business Administration Program enables students to develop and strengthen the leadership skills and functional knowledge necessary for the advancement of their careers and life goals. It is a program where experienced people from diverse professional backgrounds come together in a contemporary classroom setting to integrate their broad range of professional experience with theoretical knowledge.

## **Program Goals**

The MBA program's goals are to deepen our student's business knowledge, develop their organizational and leadership skills, and sharpen their decision making.

- Strategic thinking through integrating discipline-specific business knowledge
- Leadership Skills
- Business-related oral and written communication skills
- Awareness of how the business environment influences decision-making
- Knowledge and skill concerning financial analysis, reporting, and markets

## **Student Learning Outcomes**

The MBA program's learning goals are structured to advance our students skills and knowledge in the following areas:

### **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 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 (management, shareholders, creditors, etc.) to understand a firm's progress in maximizing its value to stakeholders.

## **Program Specific Information**

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.

## **Accreditation**

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.

## **Admission 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 at [mba@lasalle.edu](mailto:mba@lasalle.edu).

## **Admission Requirements**

The Admission Committee of the MBA Program evaluates each applicant's interest, aptitude, professional experience and prior academic success to assess his/her potential for achievement in graduate business studies. **Note that an undergraduate business degree is not necessary for admission to the MBA Program.** The structure of the La Salle MBA 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  
215.951.1100/ Fax 215.951.1462  
[grad@lasalle.edu](mailto: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 evaluating 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.

## **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 an applicants if he/she meets the one of the following:

- Has an undergraduate business degree from an AACSB-accredited University and has
  - 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.
- Holds a CFA Charter or CPA license or has 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 are eligible to take up to 12 credits 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.

## **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 a total six hours of graduate credit can be transferred; courses in the Core, Specialization (General Track), Foundation and Executive Perspectives will be considered for transfer.

Transferred specialization courses will only count towards fulfilling the General Business Administration Specialization requirements, as specializations (Accounting, Finance, Marketing, Business Systems and Analytics, Management and Strategic Communication) are only granted for courses completed at La Salle University.

## **Tuition and Fees**

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

## **Tuition 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.

## **MBA Academic Standing and Graduation Requirements**

Every student in La Salle University’s MBA 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 respective MBA program, and may be required to withdraw from the program, revise his/her course of study or repeat specific classes.

A student with a cumulative grade point average below 3.0 is automatically in academic jeopardy whether or not he/she receives written notification of this status, and regardless of the number of credits earned. Students with a G.P.A. below 3.0 should consult with their respective MBA Director and/or academic advisor to ascertain any potential actions to improve academic success within the program.

To graduate from the MBA Program at La Salle, a student must have:

- A minimum of a 3.0 G.P.A. overall within the MBA curriculum,
- A “C” or better in all the required core, foundation, executive perspectives, specialization and capstone courses, and,
- No more than two grades of “below” a B- in the core, foundation, specialization, executive perspectives and capstone courses.

Should a student complete all required courses, but fall below a 3.0 cumulative GPA, he/she will not be eligible to graduate.

## **Academic Requirements**

Students must complete between 33 and 42 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 25<sup>th</sup> 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 management skills. The following three courses (2 credits each) are required but may be waived based on a student’s academic and professional background.

- MBA Math
- MBA 601- Financial Accounting
- MBA 602- Financial Markets
- MBA 603- Business Economics for Managers

## 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 situations, 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 track selected. Courses must be completed after the Core Courses and any other prerequisites for the courses. The specialization offerings have been determined by student interest and market need. ***These courses will be offered in a fully online, 8-week format.***

- Accounting - 700-level courses in ACC
- Business Systems and Analytics - 700-level courses in BSA
- Finance - 700-level courses in FIN
- General Business Administration- student selects three (3) courses in any of the specialization areas
- Management - 700-level courses in MGT
- Marketing - 700-level courses in MKT
- Strategic Communication - three courses from the following courses in the MBA and Master's in Strategic Communication Programs:
  - COM 680 Intercultural Communication and Organization Life\*, or MGT 739 Managing Cultural Diversity in the Workplace, (not both).
  - COM 610 Leadership and Interpersonal Communication\*
  - COM 614 Communication Conflict Management\*
  - COM 641 Social Media \*
  - MGT 742 Organizational Communication
    - \* course descriptions provided in the catalog section for Master's in Strategic Communication

## 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.

- MBA 902 - Competitive Strategy

## Course Sequence



A student's course sequence and timing will be based upon prior academic achievement, professional experience and the student's program completion plans. (The sequencing is also dependent upon the university's course schedules for each academic year). Upon acceptance to the program, students will receive a Model Roster with the course requirements and a recommended course sequence to complete their degree.

We offer the MBA courses in a 16-week hybrid format, as well as a select few courses in an 8-week, fully on-line format. New students can enroll at the start of the Fall (August), Spring (January) or Summer (May) semesters.

Students must complete the Foundation Courses, before progressing in the program.

We offer the specialization tracks in a fully online, 8-week term five times per year (August, October, January, March, and May), with courses on an every other term rotation. This means each specialization course is offered every 6 terms. It is important for student in the General Business track to determine which specialization courses they wish to complete early on in the program to properly build them into their course sequence.

## **Degree or Certificate Earned**

M.B.A.

## **Number of Courses Required for Program Completion**

Between 11 and 15 Courses

## **Number of Credits Required for Program Completion**

Between 33 and 42 Credit Hours

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

Part-Time Hybrid MBA Program

Founders' Hall Room 231

MBA@lasalle.edu

(215) 951-1057

## **Staff Contact Information**

Nicole Blair

Director of PT MBA and MS in Analytics Programs

215.438.6676

blairn@lasalle.edu

If you have any questions regarding the Part-Time Hybrid MBA program, please contact: [mba@lasalle.edu](mailto:mba@lasalle.edu) or visit our website [www.lasalle.edu/mba](http://www.lasalle.edu/mba).

## **Faculty**

Dean: MarySheila McDonald, J.D.

Director: Nicole Blair, M.B.A., M.S.

Professors: Ambrose, Barenbaum, Buch, Borkowski, Cooper, Fornaciari, Jiang, Miller, Meisel, Schubert, Smither, Tavana, Wentzel



Associate Professors: Chia, Kennedy, Lafond, Leauby, Pierce, Plump, Reardon, Szabat, Ugras, Walsh

Assistant Professors: Adams, Bruce, Coyle, DiPietro, Dynan, Otto, Radetskiy, Varzgani

## Course Descriptions

### **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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 691

### **ACC 731 - Accounting Analytics**

This course is built from the premise that technology has changed the role of the accountant. A heightened awareness of systems, technology, and data analysis is becoming increasingly required of individuals in the different accounting fields. Data has proliferated in business, and managers and accountants need to understand the implications for decision-making and tap into the data to provide better insights into a firm/client/customer/supplier, etc. This course is intended to provide students with an understanding of data analytic thinking and terminology as well as hands-on experience with data analytics tools and techniques. Students should leave this course with the skills necessary to translate accounting and business problems into actionable proposals that they can competently present to managers and data scientists. While there will be some use of tools in this course, the focus of this class is on concepts, not algorithms or statistical math.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 691

### **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

*Prerequisites:* MBA 691

### **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.

*Number of Credits:* 3

*Prerequisites:* MBA 691, and ACC 704 or equivalent

## **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.

*Number of Credits:* 1 to 3

*Prerequisites:* MBA 691 and Approval of supervising professor and program director

## **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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 691

## **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.

*Number of Credits:* 3

*Prerequisites:* MBA 691, and other prerequisite(s) may be required depending on the topic

## **BSA 700 - Business Applications Programming**

This course is designed to introduce students to the principles of business application programming for business analytics using selected high-level languages such as R, Python, and Hadoop. 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. The focus is on accessing data from multiple sources, manipulating different types of programming objects, performing character manipulation, and generating reports. Students will design and develop several computer programs throughout the term.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 693

## **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

*How Offered:* Online

*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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 693

## **BSA 725 - Healthcare Analytics**

Today's healthcare organizations are under intense regulatory and financial pressures to improve quality, efficiency, patient safety, patient satisfaction, and positive outcomes. This course is concerned with the study of how descriptive, diagnostics, predictive, and prescriptive analytics tools and techniques can impact the overall performance of healthcare organizations. Students learn to extract, collect, analyze, visualize, and interpret data from patient health records, insurance claims, financial records, and tell a compelling and actionable story. Class exercises enable students to understand ways to improve the effectiveness and efficiency of healthcare organizations.

*Prerequisites:* MBA 693

## **BSA 730 - Optimization and Simulation**

This course introduces students to decision making and problem solving with simulation and optimization tools and techniques. Students learn to formulate and construct a decision model with spreadsheets and use the optimization tools, Monte Carlo simulation, and sensitivity analysis to generate and interpret solutions. The course covers different types of optimization and simulation models, including linear programming, sensitivity analysis, integer linear programming, goal programming, multiple objective optimization, simulation modeling, and queuing theory.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 693

## **BSA 740 - Data Visualization**

One of the skills that characterize great business data analysts is the ability to communicate practical implications of quantitative analyses to any kind of audience member. In this course, students will learn how to visualize data, tell a story, and explore data by reviewing the core principles of data visualizing and dashboarding. The course aims to focus on effective and high impact visualizations of common data analyses to help them convey conclusions directly and clearly. Students will be able to get practiced in designing and persuasively presenting business "data stories" that use these visualizations, helping stakeholders make decisions and take action based on their business data capitalizing on design principles.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 693

## **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.

*Number of Credits:* 1 to 3

*How Offered:* Online

*Prerequisites:* MBA 693 and Approval of supervising professor and program director

## **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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 693; other prerequisite(s) may be required depending on the topic

## **FIN 725 - Financing Health Systems**

This course looks at the various financing mechanisms which impact the structure and delivery of health care in the United States with particular emphasis upon governmental financing, managed care, employer sponsored health plans, and emerging insurance models. The course examines the impact of these financing mechanisms upon diverse health delivery systems including acute care, medical practice organizations, long term care, and the pharmaceutical and medical devices sector.

*Prerequisites:* MBA 691 and MBA 692

## **FIN 732 - Financial Analytics**

This course covers a broad overview of finance topics from a data analytics perspective. Students will learn the ins and outs of applied data analysis and a conceptual framework for thinking about data from both a statistical and machine-learning perspective with applications in finance. Students will learn to understand and apply concepts like capturing and analyzing new sources of financial data, building predictive models, and running simulations of market events, using concepts of data analysis and probability in investment science, risk management, valuations, rates of return and profitability analysis. The course aims to provide a theoretical and practical framework in which students will be challenged to solve real-world problems in the finance field and gain familiarity with commonly used stochastic models.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 692, MBA 693

## **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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 692

## **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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 692

## **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.

*Number of Credits:* 1 to 3

*Prerequisites:* MBA 692, and approval of supervising professor and program director

## **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.

*Number of Credits:* 3

*How Offered:* Face-to-Face

*Prerequisites:* MBA 692, MBA 830, FIN 764 and a minimum graduate GPA of 3.5 or permission of the instructor

## **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.

*Number of Credits: 3*

*Prerequisites: MBA 692*

## **MBA 601 - Financial Accounting**

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: 2*

*When Offered: Fall, Spring, Summer*

*How Offered: Online*

## **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 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: 2*

*When Offered: Fall, Spring, Summer*

*How Offered: Online*

## **MBA 603 - Business Economics for Managers**

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: 2*

*When Offered: Fall, Spring, Summer*

*How Offered: Online*

## **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

*How Offered:* Hybrid

## **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

*How Offered:* Hybrid

*Prerequisites:* MBA 601

## **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

*How Offered:* Hybrid

*Prerequisites:* MBA 601, MBA 602, 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

*How Offered:* Online

*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



*How Offered:* Hybrid

## **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

*How Offered:* Online

*Prerequisites:* MBA 693

## **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

*How Offered:* Hybrid

*Prerequisites:* All foundation courses, MBA 691, 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

*How Offered:* Hybrid

*Prerequisites:* All required foundation courses

## **MGT 725 - Health Systems Management**

This course provides students with a comprehensive macro approach to health delivery systems and the competencies required to manage this transforming industry. Students will examine current and future health utilization trends from the perspective of the provider, consumer, insurer and regulator. Particular attention will be given to how these stakeholders impact the role of the manager in a health systems organization. The course will examine the relative strengths and weaknesses of our current system compared to other nations. We will explore the delivery of health services associated with population and public health and how behavior influences the provision of these services. The course will highlight the logistics of the health care system, its organization, workforce makeup, finances, its cost and related value, and how technology and information systems impact the industry. The course will also provide an overview of the future of health care delivery in the United States and health care policy.

## **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

*How Offered:* Online

## **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.

*Number of Credits:* 3

*Prerequisites:* MBA 810

## **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

*Prerequisites:* MBA 810

## **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

*How Offered:* Online

*Prerequisites:* MBA 810

## **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

*Prerequisites:* MBA 810

## **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.

*Number of Credits: 3*

*Prerequisites: MBA 602, MBA 810*

## **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*

*Restrictions: MBA 810*

## **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.

*Number of Credits: 3*

*How Offered: Face-to-Face*

*Prerequisites: MBA 810*

## **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*

*How Offered: Online*

*Prerequisites: MBA 810*

## **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*

*Prerequisites: MBA 810*

## **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

*Prerequisites:* MBA 810

## **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.

*Number of Credits:* 1 to 3

*Prerequisites:* MBA 810 and approval of supervising professor and program director

## **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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 810, other prerequisite(s) may be required depending on the topic

## **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 Analytics**

Marketing analytics is an important component of managerial decision-making. A wide range of strategic and tactical decisions requires valid and reliable information if the firm's efforts are to be successful. The tools and techniques of marketing analytics allow managers to obtain valuable information about customers, competitors, and the market environment. It is imperative that managers understand research methods and data analysis so they can judge the appropriate use of market analytical information and understand its decision value. The objective of this course is to convey the effective application of rigorous marketing analytics to relevant managerial decisions. 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 exercises, assignments, 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, promotion, distribution, campaign management, brand valuation, and digital marketing strategy.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 690

## **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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 690

## **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.

*Number of Credits:* 3

*Prerequisites:* MBA 690

## **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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 690

## **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.

*Number of Credits:* 1 to 3

*Prerequisites:* MBA 690, and approval of supervising professor and program director

## **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.

*Number of Credits:* 3

*Prerequisites:* MBA 690; other prerequisite(s) may be required depending on the topic

# **Business Systems and Analytics (M.S.)**

## **Program Description**

Business Systems & Analytics (BSA) is the process of transforming data into insights for informed business decision making. Data management, data visualization, predictive modeling, data mining, forecasting, business application programming and modeling, simulation, and optimization are some of the methodologies used in business analytics to create insights from data. The MS program in BSA is designed to reflect an interdisciplinary play between the business analytics fields of Statistics, Operations Research, and Information Systems; and the functional business fields of Accounting, Finance, and Marketing. The program provides students with a practical and theoretical understanding of the latest business analytics tools and technologies for effective and informed problem-solving and decision-making. The emphasis across required MS courses in BSA is on problem formulation, modeling, solution, visualization, and interpretation, and communication of analytical results, as well as the sound application of analytic frameworks and technologies.

The M.S. program is structured in a Hybrid and Online format which allows working professionals greater flexibility and convenience as they move through the program. Courses are delivered in mix of hybrid and fully online courses.

- The hybrid courses are 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.
- The fully online courses provide 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.

## **Mission**

### **School of Business' Mission**

Experiential and engaged learning is at the heart of everything we do. We provide excellence in business education through the integration of current business concepts with diverse experiential learning opportunities. As a Catholic Lasallian university, we are committed to the principle that all knowledge is practical and empowering, filled with the capacity to transform lives. Anchored by a foundation which affirms the value of both liberal arts and professional studies, our students are prepared to lead engaged and fulfilling lives marked by a commitment to the common good.

### **Master of Science in Business Systems and Analytics' Program Mission**

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

## **Program Goals**

The goal of the BSA program is to advance student knowledge, skills, and competency in developing business analytics and data science solutions that can improve productivity and business performance. In today's information age, professionals entering the marketplace require specialized training and education in problem-solving, creative thinking, analytical skills, organizational skills, technology skills, and communication skills. The BSA program and faculty are committed to developing these competencies through educational and extra-curricular activities.

## **Student Learning Outcomes**

**Learning Goal 1: To use analytic methods and information systems tools and technologies to drive effective and data-driven solutions to business problems and decisions.**

- Learning Outcome 1.1: Students should be able to perform data analysis using various analytical techniques, interpret results to solve business problems and make informed business decisions.
- Learning Outcome 1.2: Students should be able to use data management tools and technologies to improve organizational support of data-driven solutions to business problems and decisions.

- Learning Outcome 1.3: Students should be able to formulate problems and develop data-driven solutions to business problems and decisions using information systems and analytics tools and technologies.
- Learning Outcome 1.4: Students should be able to identify, formulate, and solve optimization problems, and perform sensitivity analysis and simulation to examine alternative scenarios.

**Learning Goal 2: To effectively communicate the results of analytic solutions to business problems and decisions.**

- Learning Outcome 2.1: Students should be able to effectively convey, through oral and written communication, the results of analytical solutions to business problems and decisions.
- Learning Outcome 2.2: Students should be able to perform exploratory analysis and design effective reports, visualizations, and dashboards.
- Learning Outcome 2.3: Students should be able to apply data visualization best practices.

**Learning Goal 3: To use analytics tools and technologies for effective functional business decision making.**

- Learning Outcome 3.1: Students should be able to utilize accounting analytics methods and technologies for financial and managerial accounting problem solving and decision making.
- Learning Outcome 3.2: Students should be able to use financial analytics tools and techniques in business decision making.
- Learning Outcome 3.3: Students should be able to apply marketing analytics tools and metrics to investigate the impact of marketing activities and strategies on business productivity.

## Program Specific Information

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.

## STEM Designation

The MS program in BSA meet the requirements of what the Department of Homeland Security considers to be a science, technology, engineering, or mathematics (STEM) field of study. International students who graduate from these programs may be eligible to apply for a 24-month OPT extension.

## Admission Deadlines

New students will be admitted each Fall and Spring semester. All application documents must be received one week prior to the start of the term. International student applications should be completed at least two months prior to the dates listed above.

- **Application deadline** - the deadline to complete an application for consideration of admission for a particular term is 2 weeks prior to the start of that term.
- **Documentation deadline** - The deadline to submit all corresponding documentation for admission consideration is two Wednesday's prior to the start of that particular term.
- **Registration deadline** - The deadline to register is the Monday prior to the start of the term.

## Admission Requirements

The Admission Committee evaluates each applicant's interest, aptitude, professional experience and prior academic success to assess his/her potential for achievement in graduate business studies. The structure of the La Salle MS in Business Analytics 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  
215.951.1100/ Fax 215.951.1462  
[grad@lasalle.edu](mailto: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 evaluating many factors to determine a student's potential for success in the MS 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.

## 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 an applicants if he/she meets the one of the following:

- Has an undergraduate business degree from an AACSB-accredited University and has
  - 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.
- Holds a CFA Charter or CPA license or has 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 are eligible to take up to 12 credits 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.

## Tuition and Fees

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

## Tuition Assistance

There are loan programs available for 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.

## M.S. Academic Standing and Graduation Requirements

Every student in La Salle University's M.S. program 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 Program Manager, and may be required to withdraw from the program, revise his/her course of study or repeat specific classes.

A student with a cumulative grade point average below 3.0 is automatically in academic jeopardy whether or not he/she receives written notification of this status, and regardless of the number of credits earned. Students with a G.P.A. below 3.0 should consult with the Program Manager to ascertain any potential actions to improve academic success within the program.

To graduate from the M.S. in Business Analytics Program at La Salle, a student must have:

- A minimum of a 3.0 G.P.A. overall within the M.S. curriculum, and,
- No more than two grades of "below" a B- in all courses.



Should a student complete all required courses, but fall below a 3.0 cumulative GPA, he/she will not be eligible to graduate.

## Academic Requirements

Students must complete between 30 and 34 credits to complete the M.S. degree at La Salle University.

### Pre-Program Courses

The **Pre-Program courses** are designed to provide students with a basic and functional knowledge of accounting and finance for managerial decision making and problem-solving. The two two-credit courses may be waived based on a student's academic and professional background.

- MBA 601- Financial Accounting
- MBA 602- Financial Markets

### Business Perspective

The **Business Perspective** courses are designed around a set of core courses in business analytics, marketing, accounting, and finance, enabling students to develop a general understanding and acquire core competencies in business before taking more advanced and technical courses in business systems and analytics.

- MBA 693 - Business Analytics for Informed and Effective Decision Making
- MKT 730 - Strategic Marketing Analytics
- ACC 731 - Accounting Analytics
- FIN 732 - Financial Analytics

### Data Perspective

The **Data Perspective** courses are designed to teach students the role of data in business analytics by studying data warehousing, data mining, simulation, and optimization. The students also learn to communicate the practical implications of quantitative analyses effectively through data visualizing and dashboarding.

- BSA 720 - Data Warehousing and Data Mining
- BSA 730 - Optimization and Simulations
- BSA 740 - Data Visualization

### Systems Perspective

The **Systems Perspective** courses are designed to teach students the 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 to solve big data problems by designing the solution logic and formal representation of program specifications using selected high-level languages. The students also learn about systems analysis and structured analysis, and design methodology for complex business systems.

- BSA 700 - Business Application Programming
- BSA 710 - Systems Analysis and Database Design

### Managerial Perspective

The **Managerial Perspective** course is designed to teach students 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 the selection of decision alternatives. Students learn about the role of data, information, and knowledge in managerial problem solving and decision making.

- MBA 820 - Information Technology for Decision Making



## Course Sequence

A student's course sequence and timing will be based upon their desired program completion plans. The program can be completed in one or two years.

We offer the M.S. courses in 8-week terms, five times per year. The terms begin in August, October, January, March, and May. New students can enroll in the August or January terms.

### One-Year Course Sequence for a Fall Start

Fall I Term (August - October)

- MBA 601
- MBA 693
- BSA 720

Fall II Term (October - December)

- MKT 730
- ACC 731

Spring I Term (January - March)

- MBA 602
- MBA 820
- BSA 740

Spring II Term (March - May)

- FIN 732
- BSA 710

Summer Term (May - July)

- BSA 700
- BSA 730

### One-Year Course Sequence for a Spring Start

Spring I Term (January - March)

- MBA 602
- MBA 693
- BSA 740

Spring II Term (March - May)

- FIN 732
- BSA 710

Summer Term (May - July)

- BSA 700
- BSA 730

Fall I Term (August - October)

- MBA 601
- MBA 820
- BSA 720

Fall II Term (October - December)

- MKT 730
- ACC 731

## **Degree or Certificate Earned**

M.S.

## **Number of Courses Required for Program Completion**

Between 10 and 12 courses

## **Number of Credits Required for Program Completion**

Between 30 and 34 Credit Hours

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

M.S. in Business Systems and Analytics

Founders' Hall Room 231

[blairn@lasalle.edu](mailto:blairn@lasalle.edu)

(215) 951-1057

## **Staff Contact Information**

Nicole Blair

Director of PT MBA and MS in Analytics Programs

215.438.6676

[blairn@lasalle.edu](mailto:blairn@lasalle.edu)

If you have any questions regarding the M.S. in Business Analytics program, please contact: [blairn@lasalle.edu](mailto:blairn@lasalle.edu) or visit our website [dev-lasalle.pantheonsite.io/ms-bsa](http://dev-lasalle.pantheonsite.io/ms-bsa)

## **Faculty**

Dean: MarySheila McDonald, J.D.

Department Chair: Madjid Tavana, Ph.D.

Director: Nicole Blair, M.B.A., M.S.

Professors: Jiang, Tavana

Associate Professors: Kennedy, Leaby, Szabat, Ugras

Assistant Professors: Radetskiy, Varzгани

## **Course Descriptions**

### **ACC 731 - Accounting Analytics**

This course is built from the premise that technology has changed the role of the accountant. A heightened awareness of systems, technology, and data analysis is becoming increasingly required of individuals in the different

accounting fields. Data has proliferated in business, and managers and accountants need to understand the implications for decision-making and tap into the data to provide better insights into a firm/client/customer/supplier, etc. This course is intended to provide students with an understanding of data analytic thinking and terminology as well as hands-on experience with data analytics tools and techniques. Students should leave this course with the skills necessary to translate accounting and business problems into actionable proposals that they can competently present to managers and data scientists. While there will be some use of tools in this course, the focus of this class is on concepts, not algorithms or statistical math.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 691

## **BSA 700 - Business Applications Programming**

This course is designed to introduce students to the principles of business application programming for business analytics using selected high-level languages such as R, Python, and Hadoop. 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. The focus is on accessing data from multiple sources, manipulating different types of programming objects, performing character manipulation, and generating reports. Students will design and develop several computer programs throughout the term.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 693

## **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

*How Offered:* Online

*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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 693

## **BSA 725 - Healthcare Analytics**

Today's healthcare organizations are under intense regulatory and financial pressures to improve quality, efficiency, patient safety, patient satisfaction, and positive outcomes. This course is concerned with the study of how

descriptive, diagnostics, predictive, and prescriptive analytics tools and techniques can impact the overall performance of healthcare organizations. Students learn to extract, collect, analyze, visualize, and interpret data from patient health records, insurance claims, financial records, and tell a compelling and actionable story. Class exercises enable students to understand ways to improve the effectiveness and efficiency of healthcare organizations.

*Prerequisites:* MBA 693

## **BSA 730 - Optimization and Simulation**

This course introduces students to decision making and problem solving with simulation and optimization tools and techniques. Students learn to formulate and construct a decision model with spreadsheets and use the optimization tools, Monte Carlo simulation, and sensitivity analysis to generate and interpret solutions. The course covers different types of optimization and simulation models, including linear programming, sensitivity analysis, integer linear programming, goal programming, multiple objective optimization, simulation modeling, and queuing theory.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 693

## **BSA 740 - Data Visualization**

One of the skills that characterize great business data analysts is the ability to communicate practical implications of quantitative analyses to any kind of audience member. In this course, students will learn how to visualize data, tell a story, and explore data by reviewing the core principles of data visualizing and dashboarding. The course aims to focus on effective and high impact visualizations of common data analyses to help them convey conclusions directly and clearly. Students will be able to get practiced in designing and persuasively presenting business “data stories” that use these visualizations, helping stakeholders make decisions and take action based on their business data capitalizing on design principles.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 693

## **FIN 732 - Financial Analytics**

This course covers a broad overview of finance topics from a data analytics perspective. Students will learn the ins and outs of applied data analysis and a conceptual framework for thinking about data from both a statistical and machine-learning perspective with applications in finance. Students will learn to understand and apply concepts like capturing and analyzing new sources of financial data, building predictive models, and running simulations of market events, using concepts of data analysis and probability in investment science, risk management, valuations, rates of return and profitability analysis. The course aims to provide a theoretical and practical framework in which students will be challenged to solve real-world problems in the finance field and gain familiarity with commonly used stochastic models.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 692, MBA 693

## **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

*How Offered:* Online

*Prerequisites:* Completion of online Math Assessment (if not waived).

## **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

*How Offered:* Online

*Prerequisites:* MBA 693

## **MKT 730 – Strategic Marketing Analytics**

Marketing analytics is an important component of managerial decision-making. A wide range of strategic and tactical decisions requires valid and reliable information if the firm's efforts are to be successful. The tools and techniques of marketing analytics allow managers to obtain valuable information about customers, competitors, and the market environment. It is imperative that managers understand research methods and data analysis so they can judge the appropriate use of market analytical information and understand its decision value. The objective of this course is to convey the effective application of rigorous marketing analytics to relevant managerial decisions. 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 exercises, assignments, 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, promotion, distribution, campaign management, brand valuation, and digital marketing strategy.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 690

## **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.

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.

## **Mission**

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**

- Prepare students to create, implement, manage and review a technical solution to a real world problem through all phases of the problem resolution
- Prepare students to use problem solving techniques and skills to analyze, design, and develop technical solutions using software engineering methodologies.
- Manage the problem solution through the gathering of requirements, problem refinement, design modeling, implementation, and user testing
- Prepare students to collaborate on problem solutions
- Prepare students for professional workforce.

## **Student Learning Outcomes**

- Create, plan, implement and test a technical problem solution.
- Develop problem definitions and solution designs.
- Create solutions specific to current technologies (such as mobile development, database services, and web services.)
- Create client side designs for problem solutions
- Create server side designs for problem solutions

## **Program Specific Information**

### **Progression through the Program**

Eleven courses (33 credits) are required for the degree. Each student is required to satisfy the all six required courses (which includes the capstone), a grouping of 5 additional courses.

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.

# 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. A maximum of three undergraduate courses (9 credits) may be applied toward the graduate credits if the student maintains a GPA of 3.0 or better and the undergraduate course grade was B or better. Upon completion of a bachelor's degree, students enter the M.S. in Computer Information Science program and complete the remaining 8 courses (24 credits).

## Academic Requirements

Students complete at least 11 courses, six core courses (including a capstone project) and 5 additional courses from the groupings. Students are expected to have a foundation in computer programming.

## Required Courses

The core courses provide the essential computing concepts and practical tools for the program. The courses provide a comprehensive study of current Web-centric, mobile-development, and data-driven computing concepts and emerging technologies.

- CIS 621 - Client Side Scripting
- CIS 626 - Web Services Development
- CIS 627 - Web Database Services Development
- CIS 629 - Mobile Development
- CIS 670-679 Special Topics

Students are required to complete a set of five courses selected from one of groups below..

### Group 1

- CIS 615 Project Management
- CYB 644 Information Technology
- CYB 612 Ethics Issues and Gov Reg
- CYB 652 Leadership Eval and Assessment
- CIS 619 Crisis Mgt and Business Continuity

### Group 2

- CIS 523 Database Mgt
- CIS 658 Data Mining
- CIS 633 Data Analysis w R (CIS 675)
- CIS 654 Artificial Intelligence
- ANA 615 Statistical Analysis

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

## Course Sequence

Tentative Schedule

**Fall 1**

**Spring 1**

**Summer 1**

CIS 621

CIS 629

CIS 627

CIS 626

CIS 627

Group 1 or 2 course

## **Fall 2**

## **Spring 2**

## **Summer 2**

Group 1 or 2 course

Group 1 or 2 course

CIS 685

Group 1 or 2 course

Group 1 or 2 course

## **Degree or Certificate Earned**

M.S.

## **Number of Courses Required for Program Completion**

11

## **Number of Credits Required for Program Completion**

33

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

If you have any questions regarding the Computer Information Science program, please contact:

[gradcis@lasalle.edu](mailto:gradcis@lasalle.edu)

## **Staff Contact Information**

Margaret McCoey, Program Director

Holroyd 129

[mccoey@lasalle.edu](mailto:mccoey@lasalle.edu)

(215)-951-1136

## **Faculty**

Program Director: Margaret McCoey, M.S.

Associate Professors: Blum, Highley, Kirsch, Redmond, Wang

Assistant Professors: McCoey

Lecturers: Casey, Cerenzio, Crossen, McGinley, McManus, Monaghan



## Course Descriptions

### **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 course focuses on the implementation of 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 619 - Crisis Management and Business Continuity**

This course explores the area of Risk Management with particular emphasis on Business Continuity Management. Risk Management involves assessing threats which may lead to disastrous events, evaluating control alternatives and implementing solutions. Potential threats include terrorist, criminal, industrial, natural, technological, environmental, economic and political. Practical solutions to enable an organization to protect assets, mitigate risk, manage crisis and recover after a disaster will be discussed. The role of business and government will be explored, as well as professional practices, standards and strategies. The course is designed to expose the student to all aspects of a holistic Business Continuity & Crisis Management program and to determine the most appropriate requirements.

*Number of Credits: 3*

*When Offered: Fall*

*How Offered: Online*

## **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.

*Number of Credits: 3*

*Prerequisites: CIS 523, CIS 622*

## **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.

*Number of Credits: 3*

*Prerequisites: CIS 523*

## **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.

*Number of Credits: 3*

*Prerequisites: CIS 523, CIS 622, or CIS 626*

## **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 633 - Data Analysis with R**

This course will require students to learn the R programming language and assess how to use it and find interesting features in data. Students will learn about R and statistical best practices and how to display data in a manner that will help you explain your findings to those who do not have a technical background. Moreover, the course introduces students to modeling and simulation. Topics may include basic queueing theory, the role of random numbers in simulations, and the identification of input probability distributions.

*Number of Credits: 3*

*When Offered: Fall*

*How Offered: Online*

## **CIS 654 - Artificial Intelligence**

This course introduces students to the field of artificial intelligence (AI). Students will learn how big data and data mining techniques are utilized by machines to create the AI models used by autonomous aircraft and automobiles, personal assistants, IT security software, fraud investigations and credit bureaus. The course will review the history, present day use, and future of artificial intelligence. Through case studies and current events, students will examine the benefits and risks associated with AI. The course will cover issues related to AI and privacy, ethics, and machine bias. Neuromorphic computing, the Open Neural Network Exchange (ONNX), and data analytics will also be discussed.

*Number of Credits: 3*

*When Offered: Spring*

*How Offered: Online*

## **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.

*Number of Credits: 3*

*Prerequisites: CIS 523*

## **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.

*Number of Credits: 3*

*Prerequisites: All Core courses*

# **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.

## **Mission**

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**

- Prepare students to explain Internet infrastructure and enterprise network connections.
- Prepare student to assess organizational security policies, plans and procedures and implementations.
- Prepare students to identify and assess legislation related to cybersecurity.
- Prepare students to enter specialized careers in cybersecurity..

## **Student Learning Outcomes**

- Explain Internet structures, enterprise network structures, and consulting services related to network infrastructures
- Identify and analyze federal global legislation related to security and data threats.
- Differentiate between cybercrime, cyber espionage, and cyberwar.
- Analyze plans to protect personal, corporate and national infrastructures.
- Formulate plans for securing and analyzing digital forensic data

## **Program Specific Information**

CYB 880 Capstone

Students culminate their learning with a capstone project under the supervision of a faculty advisor. Some students partner with an external company or work on a project associated with their employer as a project deliverable for that company.

## **Five-Year Bachelor's in Computer Science/Information Technology to Master's in Cybersecurity**

Students may earn both a B.S./B.A. in Computer Science or B.S. in Information Technology and a M.S. in Cybersecurity 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. Three undergraduate courses (9 credits) may be applied to the graduate credits if the student maintains at least a GPA of 3.0 and the undergraduate course grade was B or better. Students complete the remaining 8 graduate courses (24 credits) when they enter the M.S. in Cybersecurity program.

## **Academic Requirements**

Students are required to complete 10 courses (30 credits) for this program. The final course is a capstone.

- CYB 540 - Network Theory
- CYB 604 - The Computer and Internet Fraud
- CYB 628 - Cybercrime, Cyber Warfare, Cyber Espionage
- CYB 665 - Digital Computer Forensics
- CYB 668 - Computer and Network Security

Students select a series of 5 courses from Group 1 or Group 2

### **Group 1**

CIS 615 Project Management

CYB 644 Information Technology

CYB 612 Ethics Issues and Gov Reg

CYB 652 Leadership Eval and Assessment

CIS 619 Crisis Mgt and Business Continuity

## **Group 2**

CIS 523 Database Mgt

CIS 658 Data Mining

CIS 633 Data Analysis w R (CIS 675)

CIS 654 Artificial Intelligence

ANA 615 Statistical Analysis

Students select course

- CYB 880 - Cybersecurity Capstone

## **Course Sequence**

Tentative Schedule

|                           |                           |                           |
|---------------------------|---------------------------|---------------------------|
| Fall 1                    | Spring 1                  | Summer 1                  |
| CYB 540                   | CYB 604                   | CYB 668                   |
| CYB 628                   | CYB 665                   | Group 1 or Group 2 Course |
| Fall 2                    | Spring 2                  | Summer 2                  |
| Group 1 or Group 2 Course | Group 1 or Group 2 Course | Group 1 or Group 2 Course |
| Group 1 or Group 2 Course | Group 1 or Group 2 Course | CYB 880                   |

## **Degree or Certificate Earned**

M.S.

## **Number of Courses Required for Program Completion**

## **Number of Credits Required for Program Completion**

33

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

If you have any questions regarding the Cybersecurity program, please contact:

gradcis@lasalle.edu

## **Staff Contact Information**

Margaret McCoey

Program Director

Holroyd 129

mccoey@lasalle.edu

(215) 951-1136

## **Faculty**

Program Director: Margaret McCoey, M.S.

Associate Professors: Blum, Redmond, Wang

Assistant Professors: McCoey

Lecturers: Casey, Cerenzio, Crossen, Hilkowitz, McGinley, Monaghan, Smith, Walters

## **Course Descriptions**

### **CIS 619 - Crisis Management and Business Continuity**

This course explores the area of Risk Management with particular emphasis on Business Continuity Management. Risk Management involves assessing threats which may lead to disastrous events, evaluating control alternatives and implementing solutions. Potential threats include terrorist, criminal, industrial, natural, technological, environmental, economic and political. Practical solutions to enable an organization to protect assets, mitigate risk, manage crisis and recover after a disaster will be discussed. The role of business and government will be explored, as well as professional practices, standards and strategies. The course is designed to expose the student to all aspects of a holistic Business Continuity & Crisis Management program and to determine the most appropriate requirements.

*Number of Credits: 3*

*When Offered: Fall*

*How Offered: Online*

## **CIS 633 - Data Analysis with R**

This course will require students to learn the R programming language and assess how to use it and find interesting features in data. Students will learn about R and statistical best practices and how to display data in a manner that will help you explain your findings to those who do not have a technical background. Moreover, the course introduces students to modeling and simulation. Topics may include basic queueing theory, the role of random numbers in simulations, and the identification of input probability distributions.

*Number of Credits: 3*

*When Offered: Fall*

*How Offered: Online*

## **CIS 654 - Artificial Intelligence**

This course introduces students to the field of artificial intelligence (AI). Students will learn how big data and data mining techniques are utilized by machines to create the AI models used by autonomous aircraft and automobiles, personal assistants, IT security software, fraud investigations and credit bureaus. The course will review the history, present day use, and future of artificial intelligence. Through case studies and current events, students will examine the benefits and risks associated with AI. The course will cover issues related to AI and privacy, ethics, and machine bias. Neuromorphic computing, the Open Neural Network Exchange (ONNX), and data analytics will also be discussed.

*Number of Credits: 3*

*When Offered: Spring*

*How Offered: Online*

## **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.

*Number of Credits: 3*

*Prerequisites: CIS 540*

## **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.

*Number of Credits: 3*

## **Economic Crime Forensics**

### **Program Description**

The goal of this program is to prepare students to enter the field of economic crime in careers such as internal and external fraud auditors, criminal and economic crime investigators, litigation support analysts and anti-money laundering investigators. The program prepares individuals to detect, deter, and investigate instances of economic crime, misconduct, and abuse.

The M.S. in ECF incorporates key components from La Salle's graduate programs in Computer Information Science 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:

- Economic crime definition, analysis, and prevention;
- Legal and corporate compliance and ethical issues;
- Economic risk analysis and mitigation; and
- Investigative practices, principles, and prosecution.

### **Mission**

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**

- Prepare students to participate ethically and professionally in a global market.
- Prepare students to enter the field of economic crime prevention and detection and investigation.
- Prepare students to apply standards and best practices of forensics and litigation support.
- Prepare students to be corporate leaders in fraud prevention and deterrence.

- Prepare students to participate ethically and professionally in a global market.

## Student Learning Outcomes

A Propose business law standards, standards of ethics, and professional codes of conduct related to corporate leadership.

B Evaluate and support accounting and auditing concepts related to the causation of corporate economic crime.

C Develop standards of conduct relative to litigation services, including conflicts of interest and background considerations.

D Develop managerial and communication skills to measure and support fraud deterrence.

## Program Specific Information

ECF 880--Capstone

Students culminate their learning with a capstone project under the supervision of a faculty advisor. Some students partner with an external company or work on a project associated with their employer as a project deliverable for that company.

## Academic Requirements

Required Courses

ECF 610--Corporate Ethics and Compliance

FACC 702--Financial Statement Fraud

FACC 703--Occupational Fraud

FACC 704--The Computer and Internet Fraud

FACC 705--Fraud Detection and Prevention: Special Cases

Students select a series of 5 courses from Group 1 or Group 2

### Group 1

CIS 615 Project Management

CYB 644 Information Technology

CYB 612 Ethics Issues and Gov Reg

CYB 652 Leadership Eval and Assessment

CIS 619 Crisis Mgt and Business Continuity

### Group 2

CIS 523 Database Mgt

CIS 658 Data Mining

CIS 633 Data Analysis w R (CIS 675)

CIS 654 Artificial Intelligence

ANA 615 Statistical Analysis

*All students complete a capstone project:*

ECF 880 - Integrative Capstone

**TOTAL CREDITS: 33**

## Course Sequence

Tentative Schedule

| Fall 1   | Spring 1 | Summer 1                  |
|----------|----------|---------------------------|
| ECF 610  | FACC 703 | FACC 705                  |
| FACC 702 | FACC 704 | Group 1 or Group 2 Course |

| Fall 2                    | Spring 2                  | Summer 2                  |
|---------------------------|---------------------------|---------------------------|
| Group 1 or Group 2 Course | Group 1 or Group 2 Course | Group 1 or Group 2 Course |
| Group 1 or Group 2 Course | Group 1 or Group 2 Course | ECF 880                   |

## Degree or Certificate Earned

M.S.

## Number of Courses Required for Program Completion

11

## Number of Credits Required for Program Completion

33

## GPA Required for Program Completion

3.0

## Program Contact Information

M.S. ECF

Holroyd 123  
ecf@lasalle.edu  
(215) 951-1136

## **Staff Contact Information**

Margaret McCoey  
Program Director  
Holroyd 129  
mccoey@lasalle.edu  
(215) 951-1136

## **Faculty**

Program Director: Margaret McCoey, M.S.  
Associate Professors: Redmond  
Assistant Professors: McCoey  
Lecturers: Casey, Crossen, Hilkowitz, Monaghan, Smith, Walters, Zikmund

## **Course Descriptions**

### **CIS 619 - Crisis Management and Business Continuity**

This course explores the area of Risk Management with particular emphasis on Business Continuity Management. Risk Management involves assessing threats which may lead to disastrous events, evaluating control alternatives and implementing solutions. Potential threats include terrorist, criminal, industrial, natural, technological, environmental, economic and political. Practical solutions to enable an organization to protect assets, mitigate risk, manage crisis and recover after a disaster will be discussed. The role of business and government will be explored, as well as professional practices, standards and strategies. The course is designed to expose the student to all aspects of a holistic Business Continuity & Crisis Management program and to determine the most appropriate requirements.

*Number of Credits: 3*

*When Offered: Fall*

*How Offered: Online*

### **CIS 633 - Data Analysis with R**

This course will require students to learn the R programming language and assess how to use it and find interesting features in data. Students will learn about R and statistical best practices and how to display data in a manner that will help you explain your findings to those who do not have a technical background. Moreover, the course introduces students to modeling and simulation. Topics may include basic queueing theory, the role of random numbers in simulations, and the identification of input probability distributions.

*Number of Credits: 3*

*When Offered: Fall*

*How Offered: Online*

## **CIS 654 - Artificial Intelligence**

This course introduces students to the field of artificial intelligence (AI). Students will learn how big data and data mining techniques are utilized by machines to create the AI models used by autonomous aircraft and automobiles, personal assistants, IT security software, fraud investigations and credit bureaus. The course will review the history, present day use, and future of artificial intelligence. Through case studies and current events, students will examine the benefits and risks associated with AI. The course will cover issues related to AI and privacy, ethics, and machine bias. Neuromorphic computing, the Open Neural Network Exchange (ONNX), and data analytics will also be discussed.

*Number of Credits: 3*

*When Offered: Spring*

*How Offered: Online*

## **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.

*Number of Credits: 3*

*Prerequisites: ECF 610*

## **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.

*Number of Credits: 3*

*Prerequisites: ECF 604*

## **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.)**

## **Program Description**

For years, the traditional school-as-factory model has set the tone for most teacher education programs. In contrast, La Salle's Master of Arts in Education program offers unique alternatives that view each child as an individual learner with needs that often can't be met through an industrialized approach to education. This



assembly-line method of schooling encourages teachers to ignore individual differences and the interlocking parts of a child's education. Worse still, it causes them to think in terms of stereotypes of grade, label, and subject.

La Salle-prepared educators are not semi-skilled production workers. La Salle-educated teachers command a comprehensive understanding of the child or adolescent as a very individual learner. They know how to keep the differences of their students in mind and they know how to develop state-of-the-art instruction that works in the "real world" of the school. This focus on the individual as learner is the very embodiment of the expert teacher.

La Salle-educated teachers also are grounded in analytic techniques that promote their ability to analyze the meaning and effects of educational institutions, develop critical understanding of educational thought and practice, and provide resources for the development of educational policy-making skills. This develops genuinely reflective professional practitioners who are capable of leading and innovating rather than merely following orders.

To insure a union of theory with practice, clinical teaching begins early in the program. Moreover, these practica are managed and directed by La Salle University in order to ensure optimal conditions of professional growth. La Salle's Master of Arts in Education program offers: in-service continuing education for practicing teachers; dual certification in elementary, middle level, secondary and special education; certification in most secondary teaching areas: and add-on certifications in Instructional Coaching, Autism Spectrum Disorders and Special Education.

## **Mission**

Consistent with the mission of Graduate Studies, the mission of the Master of Arts in Education program is to prepare 21st century educators through project-based, problem-based service learning and community engagement grounded in Lasallian values.

## **Program Goals**

As students progress through the program, each will gain skills in the following areas:

### Professional Learning Stance

- Address practice through the lenses of learning and inquiry stances
- Develop critical habits of mind to address assumptions of practice by evaluating and interrogating significance, perspective, evidence, connection and supposition

### 21st Century Communication Skills

- Use effective and articulate expression of thoughts and ideas effectively using multiple modalities and technologies in multiple and diverse settings
- Use active and effective listening skills to surface underlying meaning, values, attitudes and intentions
- Infer message effectiveness and impact before, during and after delivery

### Social Justice and Leadership

- Engage in respectful collaboration to address professional and community issue
- Display an awareness and sensitivity to ethnically, linguistically, cognitively, physically, socially diverse group
- Demonstrate a belief in educational equity

## **Student Learning Outcomes**

At the conclusion of the program, students will accomplish the following student learning outcomes that are aligned with Institutional Learning Outcomes (ILOs):

SLO 1: Examine assumptions within disciplinary decision-making (ILO: Broader Identities #2-Reflective Thinking and Valuing)

SLO 2: Use evidence as a basis for disciplinary decision-making (ILO: Expanded Literacies #2-Critical Analysis and Reasoning)

SLO 3: Communicate effectively using the conventions of the discipline (ILO: Effective Expression #1-Oral and Written Communication)

SLO 4: Collaborate effectively to solve disciplinary problems (ILO: Active Responsibility #3-Collaborative Engagement)

## Program Specific Information

### Admission Requirements

To be accepted into the program:

Required

1. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education. Current official transcripts from each college attended to date (graduate and/or undergraduate) are required.
2. An overall GPA of 3.0 or hold an existing master's degree. For a GPA below 3.0, applicants will submit additional documentation to support the application profile. (e.g., Graduate Record Examination General Test (GRE) or Miller's Analogies Test (MAT), interview, praxis test, etc.)
3. Provide two letters of recommendation from colleagues or supervisors who can address the candidate's ability and motivation for enrollment.
4. Complete the [Online Application for Admission](#) (fee is waived).
5. Provisionally meet the criteria, both academic and professional, for Candidacy for Teaching Certification

Optional

1. Professional resume (can be uploaded onto the Online Application).
2. Attend a personal interview with the Director of the program, if requested by the Director.
3. Provide a personal statement of your interest in the program, if requested by the Director.

Send all materials to the address provided with the online application.

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  
grad@lasalle.edu

### Tuition and Fees

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

### Tuition, Fees, and Assistance

#### *TUITION ASSISTANCE*

Information about financial aid, deferred payments and application forms may be obtained from the Director of Student Financial Services, La Salle University, Philadelphia, PA 19141-1119, or by calling 215.951.1070.

## **SCHOLARSHIPS AND ASSISTANTSHIPS**

There are several additional financial support options for graduate students in the MA and certification programs.

### **Noyce Scholars Program**

Current or recently graduated STEM major (Biology, Chemistry, Physics or Mathematics) who are interested in teaching within the STEM disciplines while supporting students in the Philadelphia region may consider the Noyce Scholars Programs. The scholarship award is \$15,000. See <https://www.lasalle.edu/prnp/> for program details.

### **Annenberg Scholarship Program**

For those interested in teaching STEM subjects, needs-based scholarships are available through the Annenberg Scholarship Program. Candidates are required to have a 3.0 GPA and show financial need. Scholarship awards are available up to \$10,000. Submit the Annenberg application that is available at [www.lasalle.edu/finaidforms](http://www.lasalle.edu/finaidforms).

### **Graduate Assistantships**

Students can receive the equivalent of up to 3 graduate credits in exchange for administrative work in the Graduate Education offices or research support for faculty. Students typically work up to 20 hrs. per week each semester. Support is awarded each semester on an as-needed basis.

### **Other Funding**

A modest amount of need-based, tuition-reduction funding is available for new students.

### **Additional Information**

For more information contact the Graduate Education Program Office at 215.951.1593 or [graded@lasalle.edu](mailto:graded@lasalle.edu).

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.

## **Academic Requirements**

Individual plans for progression will be determined for each student in consultation with the program director and program adviser.

Courses are offered in an 8-week hybrid or online format. Students complete courses during the fall, spring, summer and winter intersession terms.

## **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 Master of Arts in Education**

- 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.)**

## ***Endorsement Certifications***

M.A. candidates may choose to specialize in one of the concentrations listed below. Each concentration is also offered as a stand alone endorsement certification.

### **Autism Spectrum Disorders-Fully Online (12 credits)**

### **Instructional Coaching-Fully Online (12 credits)**

## ***Certification Candidates - Field Experience/Integrated Coursework***

M. A. degree with certification candidates will engage in field experience and integrated coursework:

### **Elementary and/or 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)

### **Middle Level and/or 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 and/or Special Education Certification Candidates**

- Secondary Education Practicum (Combines EDC 647 and EDC 648 or EDC 647, EDC 648 and EDC 661)
- Professional Semester (Combines EDC 680 and EDC 689 or EDC 680 and EDC 668)

### **Special Education Certification Only Candidates**

- Inclusion Practicum (Combines EDC 643, and EDC 645 and EDC 661)

### **Autism Spectrum Disorders and Instructional Coach Endorsement Certifications**

- field experiences embedded the courses.

**\*Visit the individual program pages for courses of study for each certification option offered.**

## **Course Sequence**

Program courses are offered in 8-week hybrid or online formats. Students complete coursework across the fall, spring, summer and winter intersession terms. The MA degree has the following course sequence:

- EDC 503 Cognitive, Social, and Emotional Development
- EDC 510 Human Diversity
- EDC 602 Educational Technology
- EDC 604 Foundations of Schooling
- EDC 613 The Role of the Developmentally Oriented Teacher
- EDC 751 Transformative Pedagogy: A Capstone Experience
- 4 Electives

## ELECTIVES

Students can choose up to additional four graduate-level courses (equal to 12 credits) to complete the program. Two of the electives must be in the field of education. Certification courses can be used as electives for the M.A.

## CERTIFICATIONS

Students should consult with the Academic Advisor of the MA degree program for more information regarding the sequencing of certification courses.

## Degree or Certificate Earned

M.A.

## Number of Courses Required for Program Completion

10

## Number of Credits Required for Program Completion

30

## GPA Required for Program Completion

3.0

## Program Contact Information

Master of Arts in Education

Hayman Hall 112

1900 W. Olney Ave.  
Philadelphia, PA 19141  
graded@lasalle.edu  
215-951-1593 (p)  
215-951-1843 (f)

## Staff Contact Information

Kimberly E. Lewinski, PhD

Program Director

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Mariama Quist

Academic Advisor, Graduate Education

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Philadelphia, PA 19141  
[Quist@lasalle.edu](mailto:Quist@lasalle.edu)  
P: 215-991-2037

## Faculty

Director: Kimberly Lewinski (Interim)

Professors: Bednar, Richardson, Williams

Associate Professors: Lewinski, Liang, Mosca, Roy

Assistant Professors: Baker, Byrne

Lecturers: Auletta-Singer, Brown, Conway, Davis, Dougans, Finore, Foote, Innocenzo, Kersul-Wiener, Ricci, Vassallo, Rulli, Tarducci

Professors *Emeritus*: Clabaugh, Feden, Vogel, Yost

## Course Descriptions

### 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, Summer

*How Offered:* Online, Hybrid

### 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

*How Offered:* Online

*Prerequisites:* EDC 613 or equivalent

### 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, Summer*

*How Offered: Online, Hybrid*

## **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: Spring*

*How Offered: Hybrid*

## **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: Hybrid*

## **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: Spring*

*How Offered: 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:* Spring

*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:* Spring

*How Offered:* 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:* Summer

*How Offered:* Hybrid

## **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:* Spring

*How Offered:* 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*

*How Offered: Online*

*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: Hybrid*

## **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: Spring*

*How Offered: Hybrid*

*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: Spring*

*How Offered: Hybrid*

*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:* Spring

*How Offered:* Hybrid

*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:* Hybrid

## **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

*How Offered:* Hybrid

*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

*How Offered:* Hybrid

*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

*How Offered:* Hybrid

*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:* Spring

*How Offered:* 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:* Hybrid

*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:* Summer

*How Offered:* Hybrid

*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:* Spring

*How Offered:* Online

*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:* Spring

*How Offered:* Online

*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

## **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

*How Offered:* Online

*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.

*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: Spring*

*How Offered: Online*

*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: Spring*

*How Offered: Online*

*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.

*Number of Credits: 3*

*When Offered: Fall, Spring*

*How Offered: Face-to-Face, Online, Hybrid*

*Restrictions: Requires faculty sponsor and permission of the Director.*

### **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: Summer*

*How Offered: Hybrid*

### **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.

*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:* Spring, Summer

*How Offered:* Online, Hybrid

*Prerequisites:* EDC 501, EDC 502, EDC 504, EDC 604, EDC 613

## **Education – La Salle/RTC (M.Ed.)**

### **Program Description**

La Salle University has partnered with the Regional Training Center (RTC) to provide a 30-credit Master of Education (M.Ed.) program with a concentration in instruction for licensed K-12 classroom practitioners offered throughout Pennsylvania and Maryland. 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.

Non-degree seeking students can also enroll in the program for graduate-level professional development courses.

The goal of the La Salle/RTC M.Ed. program is to develop the teacher as a master educator in the classroom and beyond. The program, focused on advanced pedagogy, gives teachers the skills to stimulate and challenge their students to become more actively involved in the learning process, to think critically and problem-solve, to become more creative, to communicate more effectively, and to collaborate as they learn in the 21st-century classroom.

As professional educators, teachers in the La Salle/RTC M. Ed. program focus on understanding not only what works in the teaching process but why it works. Meaningful inquiry into the link between theory and practice is built into all of the courses in this 30-credit program, which has the concentration choices that allow the teachers to specialize in their area of interest.

Students can choose from one of three concentrations from within the La Salle/RTC M.Ed. program: Teaching Strategies for the 21st Century Learner; The Differentiated Classroom; or Building Positive Classroom Communities.

Courses for professional development and for the M.Ed. are offered on convenient weekend and week-long intensive time schedules.

Courses are offered at face-to-face locations, online, and in hybrid formats.

**\*New for 2019**-All M.Ed. courses may be taken in an online format for distance learners who want to pursue their degree at La Salle.

Online courses run six weeks in length with the seventh week reserved for the Learning Extension Project (LEP) completion.

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 the 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.

### **Mission**



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 Pre K-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 director. Elective credit requirements vary by concentration and students must contact their graduate program advisor prior to registration for course approval.

## Program Goals

Graduate Programs in Education will:

- Foster programming focused on leadership, social justice, and equity.
- Offer quality graduate programs in various learning formats (online, hybrid, executive) to support student needs.
- 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.
- Ensures program sustainability through human and capital acquisition and management.
- Engage in ongoing program assessment to measure the short- and long-term impacts of Graduate Education programs on teacher practice.
- 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 the 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 issues. Students will display awareness and sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups. Students will demonstrate a belief in educational equity.

## 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

- Teachers will analyze diverse assessment tools and strategies.
- Teachers will identify principles of cooperative discipline in the context of 21st Century learners and apply knowledge to P-12 contexts.
- Teachers will apply research on learning to P-12 contexts.
- Teachers will conduct an action research project in their specific P-12 classroom context.
- Teachers will be able to apply knowledge of 21st-century learning to P-12 contexts.

## **Option 2: The Differentiated Classroom**

- Teachers will analyze diverse assessment tools and strategies.
- Teachers will identify principles of cooperative discipline in the context of 21st Century learners and apply knowledge to P-12 contexts.
- Teachers will apply research on learning to P-12 contexts.
- Teachers will conduct an action research project in their specific P-12 classroom context.
- Teachers will be able to apply knowledge of diverse learners to P-12 contexts.

## **Option 3: Building Positive Classroom Communities**

- Teachers will analyze diverse assessment tools and strategies.
- Teachers will identify principles of cooperative discipline in the context of 21st Century learners and apply knowledge to P-12 contexts.
- Teachers will apply research on learning to P-12 contexts.
- Teachers will conduct an action research project in their specific P-12 classroom context.
- Teachers will apply knowledge of positive classroom management theories and strategies to P-12 contexts.

## **Option 4: Classroom Well-Being and Physical Activity**

- Teachers will analyze diverse assessment tools and strategies.
- Teachers will identify principles of cooperative discipline in the context of 21st Century learners and apply knowledge to P-12 contexts.
- Teachers will apply research on learning to P-12 contexts.
- Teachers will conduct an action research project in their specific P-12 classroom context.
- Teachers will apply knowledge of classroom well-being and movement strategies to P-12 contexts.

## **Program Specific Information**

Candidates are expected to complete the application process prior to completing six credits in the program.

Candidates must:

- hold an appropriate bachelor's degree from a regionally accredited institution with at least a 3.0 undergraduate grade point average;
- complete the online application;
- submit all official undergraduate (and any graduate) transcripts;
- provide a professional résumé; and
- provide two names of individuals that La Salle University will contact to request a letter of recommendation.

## **Academic Requirements**

*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 advisor.

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.

Four (4) 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 techniques to increase the 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 645 - The Mindful Classroom
- 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 645 - The Mindful Classroom
- 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.

### **Option 4: Classroom Wellbeing and Physical Activity**

This area of concentration is designed for the practitioner interested in gaining new insights and skills to effectively teach utilizing strategies through the use of dynamic movement and kinesthetic activity.

#### ***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 555 - The Kinesthetic Classroom I: Teaching and Learning Through Movement
- EDM 620 - The Kinesthetic Classroom II: Movement Across Standards
- EDM 511 - Creating Health and Balance in Today's Classroom

## **Elective Course**

**(Choose One 3-credit course or any other RTC course: 3 Total Credits)**

- EDM 640- Movement and Technology Balance
- EDM 645- The Mindful Classroom
- EDM 570- Motivation: The Art and Science of Inspiring Classroom Success

The LEP requirement for these courses supports the Reflective Practice in Teaching Course LEP project.

\*New for 2021:

## **"Area of Advanced Study"**

A 15-credit graduate non-degree program for licensed K-12 classroom practitioners

Note: The Graduate Area of Advanced Study offerings are not the same as the state certification or licensure.

\*Any course listed below can be taken online, virtually, or off-campus

### **Classroom Climate and Culture (five 3-credit courses)**

- EDM 540: Cooperative Discipline
- EDM 565: Increasing Student Responsibility and Self-Discipline in Learning Communities
- EDM 585: Styles of Teaching: Personality Type in the Classroom
- EDM 570: Motivation: The Art and Science of Inspiring Classroom Success
- EDM 605: The Bully Proof Classroom

### **Differentiated Instruction (five 3-credit courses)**

- EDM 580: Differentiated Instruction
- EDM 520: Universal Design for Learning: Reaching All Learners in the Digital Age
- EDM 630: Skills for Building the Collaborative Classroom
- EDM 555: Skills and Strategies for Inclusion and Disability Awareness
- EDM 615 From Challenge to Success: ADHD, LD, and the Spectrum

### **The Brain Compatible Classroom (five 3-credit courses)**

- EDM 535: Brain-Based Teaching and Learning
- EDM 515: The Gendered Brain
- EDM 555: The Kinesthetic Classroom: Teaching and Learning Through Movement
- EDM 620: The Kinesthetic Classroom II: Moving Across the Standards
- EDM 530: Encouraging Skillful, Critical, and Creative Thinking

### **Classroom Well-Being and Physical Activity (five 3-credit courses)**

- EDM 555: The Kinesthetic Classroom: Teaching and Learning through Movement
- EDM 620: The Kinesthetic Classroom II: Moving Across the Standards

- EDM 511: Creating Health and Balance in Today's Classroom
- EDM 645: The Mindful Classroom EDM 645
- EDM 640: The Movement and Technology Balance: Classroom Strategies for Student Success

## **Course Sequence**

EDM courses may be taken in any order with the exception of EDM-635 Reflective Practices.

\*EDM-635 Reflective Practices may only be taken after the completion of the five courses:

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

## **Degree or Certificate Earned**

M.Ed.

## **Number of Courses Required for Program Completion**

10

## **Number of Credits Required for Program Completion**

30

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

Master of Education/RTC

Hayman Hall 110 (Formerly Olney Hall)

1900 West Olney Ave

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gradRTC@lasalle.edu

215-951-1955 (p)

215-951-1843 (f)

## **Staff Contact Information**

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Christopher Packard

Graduate Education Academic Advisor

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## Faculty

Director: January M. Baker, Ph.D.

Academic Advisor: Christopher Packard

Instructors: Designed to enhance classroom instruction, courses are taught by veteran educators with years of experience in elementary, middle school, and secondary settings.

## Course Descriptions

### **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

## **Information Technology Leadership**

### **Program Description**

This program is currently not accepting new students.

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**

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**

- Prepare students to create, implement, manage and review a technical solution to a real world problem through all phases of the problem resolution
- Prepare students to use problem solving techniques and skills to analyze, design, and develop technical solutions using software engineering methodologies.
- Manage the problem solution through the gathering of requirements, problem refinement, design modeling, implementation, and user testing
- Prepare students to collaborate on problem solutions
- Prepare students for professional workforce.

## **Student Learning Outcomes**

1. Describe, evaluate and plan and illustrate the technology systems needed to support enterprise operations.
2. Formulate and manage effective technology project plans.
3. Develop resource and personnel plans to meet the enterprise strategic needs.
4. Manage development of technology and software solutions.
5. Assess technology resources to meet organizational goals.
6. Develop leadership skills involving team management and motivation.
7. Develop organizational practices to comply with legal requirements

## **Program Specific Information**

### **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.

## **Academic Requirements**

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

## Course Sequence

| <b>Fall 1</b>     | <b>Spring 1</b>   | <b>Summer 1</b>      |
|-------------------|-------------------|----------------------|
| INL 632           | CIS 615           | CIS 658 (INL 631)    |
| INL 653           | CIS 612           | Elective (INL 665)   |
| <b>Fall 2</b>     | <b>Spring 2</b>   | <b>Summer 2</b>      |
| INL 660           | INL 736 (HCD 630) | Elective (See above) |
| INL 644 (CIS 624) | INL 652           | Capstone             |

## Degree or Certificate Earned

M.S.

## Number of Courses Required for Program Completion

12

## Number of Credits Required for Program Completion

36

## GPA Required for Program Completion

3.0



## **Program Contact Information**

M.S. IT Leadership  
Holroyd 123  
mccoey@lasalle.edu  
(215) 951-1136

## **Staff Contact Information**

Margaret McCoey  
Program Director  
Holroyd 123  
mccoey@lasalle.edu  
(215) 951-1136

## **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, Walters

## **Course Descriptions**

### **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*

# **Marriage and Family Therapy**

## **Program Description**

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.

## **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 program at La Salle University are committed to diversity, inclusivity, and social justice. This is accomplished through courses and coursework, internship and clinical experiences, professional activities, and developmental opportunities.

Issues of diversity and social justice are addressed and integrated throughout the MFT curricula.

## **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/>

## **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.

## **Program Goals**

### MFT Program Goals

- 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.
- Graduates will demonstrate clinical competency in systems skills and delivering MFT interventions and services.
- 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:

- Demonstrate sensitivity for diversity within the coursework;
- Incorporate clinical experience, marriage and family therapy literature and research in their teaching;
- Incorporate COAMFTE Core Competencies and ethical practice in their teaching;
- Participate in professional development in the Marriage and Family Therapy field or field related to mental health;
- Participate in scholarly activities within the MFT program, department, university and community.

## **Student Learning Outcomes**

At the completion of the Program, the student will be able to do the following:

- Use an ethical approach with developmental and cultural sensitivity.
- Use MFT/systems theories to guide case conceptualization, treatment planning, & clinical practice.
- Utilize appropriate systemic techniques and interventions to maintain collaborative relationships with clients.
- Demonstrate the ability to assess and diagnose in their clinical practice.
- Demonstrate the ability to apply research relevant to their clinical practice.
- Develop professional identities as marriage and family therapists.
- Demonstrate an understanding of oneself and professional maturity in their approach to responsibilities.

## Program Specific Information

### Supervised Practical Training: (Field Placement)

#### Includes 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 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 an Internship that is conducive to their academic and personal schedules.

Marriage and Family Therapy students preparing for licensing complete three or four semesters of Internship (PMFT 680/681/682/683) of at least 700 clock hours, 300 or 500 of which need to be direct client hours—the usual clinical internship placement involves 14 to 18 hours per week of on-site service. While engaged in the internship, students also attend Professional Seminar (PMFT 690/691/692/693).

### 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 Internship.

Both the Written Comprehensive Examination and the Oral Comprehensive Examination are specific to the student's degree.

### Preparation for Licensure

The Marriage and Family Therapy degree (60 credit hours) prepares students to become licensed Marriage and Family Therapists (LMFTs).

## Academic Requirements

### Master's Degree Program (60 Credit Hours)

#### Required Courses

- PCC 500 - Introduction to Counseling and Psychotherapy (3)
- PMFT 502 - Counseling Lab I (3)
- PCMF 503 - Psychopathology (3)
- PCMF 504 - Human Behavior: A Developmental Perspective (3)
- PMFT 505 - Systems and Systemic Thinking (F/TR) (3)
- PCMF 506 - Basic Principles of Research and Design (3)
- PMFT 516 - Ethical, Legal, & Contemporary Issues for Systemic Therapists (3)
- PCMF 602 - Advanced Counseling Lab (F/TP) (3)
- PMFT 603 - Human Sexuality (3)
- PMFT 608 - Therapeutic Approaches for Children and Adolescents (F/TP) (3)
- PMFT 614 - Working with Families (F/TP) (3)
- PMFT 616 - Contextual Family Therapy (F/TP) (3)
- PCMF 619 - Multicultural Counseling and Therapy (3)
- PMFT 624 - Marital and Couples' Therapy (F/TP) (3)
- PMFT 628 - Understanding Relationships (F/TR) (3)
- PMFT 634 - Addictions & the Family (F/TR) (3)
- PMFT 680/81/82/83 - Internship (6 or 8)
- PMFT 690/91/92/93 - Professional Seminar (3 or 4)

**Total 57**

F/TR = Family Theory

F/TP = Family Therapy

**Additional 3 credit hours required to meet 60 credits**

Choose one of the following:

- PCC 601 - Grief, Loss and Trauma Counseling (3)
- PCC 612 - Group Processes (3)
- PMFT 646 - Sex Therapy (3)
- PCMF 607 - Graduate Research (3) As approved by the Director

Total 3 credits

## Course Sequence

### Progression through the Program

The Marriage and Family Therapy requires 60 credits, as specified in the curriculum section.

- 15-21 credits—Theories and processes in Marriage and Family Therapy
- 15-27 credits—Advanced training in specific approaches in the degree program
- 9-12 credits—Supervised practical training through practicum, internships, case seminar, and professional seminar for Marriage and Family Therapy

Students are provided with a Plan of Study when accepted into the program based on their preference to complete the program full-time (2 years, 1 semester) or part-time (3 years or 4 years).

### Degree or Certificate Earned

M.A.

### Number of Courses Required for Program Completion

23

### Number of Credits Required for Program Completion

60

### GPA Required for Program Completion

3.0

### Program Contact Information

Dr. Michael Sude, Director

Marriage and Family Therapy Master's Programs

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215-951-1767

### Staff Contact Information

Sue Morano, Graduate Advisor

Counseling and Family Therapy Master's Programs

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## Faculty

Director of Marriage and Family Therapy Master's Program: Michael Sude, Ph.D.

Interim Director Professional Clinical Counseling Master's Program, LeeAnn Cardaciotto, Ph.D.

Associate Professors: Cardaciotto, Moon, Roth, Sude

Assistant Professors: Mendez

Lecturers: Albert, Boyll, Cos, Evans-Weaver, Landon-Freeman, Maida, Saraga, Silva-Casullo, Slaff, Walker

## Course Descriptions

### **PCC 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*

### **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, 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*

*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*

*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*

*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*

*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*

*How Offered: Face-to-Face*

## **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, Summer*

*How Offered: Face-to-Face*



## **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*

*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*

*How Offered: Face-to-Face*

## **PCC 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, Summer*

*How Offered: Face-to-Face*

*Prerequisites: PCC 500 and PCC/PMFT 502*

## **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: Spring*

*How Offered: Face-to-Face*

*Prerequisites: PCC 500 and PCC/PMFT 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: Spring*

*How Offered: Face-to-Face*

*Prerequisites: PCC 500, PCC/PMFT 502*

## **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, Spring*

*How Offered: Face-to-Face*

*Prerequisites: PCC 500 and PCC/PMFT 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*

*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*

*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*

*How Offered: Face-to-Face*

*Prerequisites: PCC 500*

## **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

*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 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 will include working knowledge of the Codes of Ethical Conduct of the American Counseling 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

*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

*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

*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 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 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.

## **PCC/PMFT 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

*Restrictions:* PCC majors register for PCC section; MFT majors register for MFT section

## **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*

*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: 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, Summer*

*How Offered: Face-to-Face*

## **PCMF 602 - Advanced Counseling Laboratory**

This course builds on the basic skills practiced and developed in the first counseling laboratory—PCMF 502. It provides the student with an intermediate experience and opportunity (prior to field placement) to develop a range of additional counseling skills and strategies, with particular attention given to distinguishing between the content and the process of therapy. While it emphasizes those skills and techniques common to many, if not most, approaches, it also highlights those emphasized and represented in the respective concentrations of the program. Students are assigned to sections of this course according to their concentration. 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: Spring, Summer*

*How Offered: Face-to-Face*

*Prerequisites: PCC/PMFT 502; MFT Students: PCMF 505; PCC Students: PCC 501*

## **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, Summer

*How Offered:* Face-to-Face

## **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.

## **PMFT 505 - Systems and Systemic Thinking**

This course provides the student with an overview of systemic concepts and systemic functioning. It includes structure, development, health, and dysfunction from traditional systemic theoretical constructs and approaches. Particular emphasis is placed on acquiring a systems perspective and applying that perspective to families and other systems.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face

## **PMFT 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:* Summer

*How Offered:* Face-to-Face

## **PMFT 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

*How Offered:* Face-to-Face

*Prerequisites:* PCC/PMFT 502

## **PMFT 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

*How Offered:* Face-to-Face

*Prerequisites:* PMFT 505

## **PMFT 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:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* PMFT 505

## **PMFT 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

*How Offered:* Face-to-Face

*Prerequisites:* PMFT 505

## **PMFT 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

*How Offered:* Face-to-Face



*Prerequisites:* PMFT 505

## **PMFT 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

*How Offered:* Face-to-Face

*Prerequisites:* PMFT 505

## **PMFT 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:* Summer

*How Offered:* Face-to-Face

*Prerequisites:* PCC/PMFT 502 and PMFT 603

# **Nonprofit Leadership**

## **Program Description**

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 21<sup>st</sup> century requires competency in many different disciplines. Thus, the program draws from the disciplines of psychology, planning, evaluation, fund raising, ethics, law, human resources, finance, marketing and more for students to develop the understanding needed to be a successful nonprofit leader and run a successful nonprofit organization. Graduates of this program, however, will not only have gained the 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.

- 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.

- 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, board committee and/or be a volunteer to help implement the mission..

- Graduate programs promote lifelong learning in response to the changing and diverse needs of the 21<sup>st</sup> 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.

## **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 the particular nonprofit in which they lead and 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:

- To give students a theoretically based, practice-oriented, best practices framework for leading in the nonprofit sector of the 21<sup>st</sup> century, which translates into competencies in psychology, planning, evaluation, fund raising, ethics, law, human resources, finance and marketing;
- 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
- 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 tasks 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.

## **Program Specific Information**

### **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.

## Academic Requirements

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 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 - 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 - 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)

## Course Sequence

With the exception of three classes, students may take the remaining classes in any order they choose.

- The first class a student must take is NPL 605 - Nonprofit Management.

- A student may take NPL 650 - Issues and Trends in the Nonprofit Sector *only after completing at least four other classes.*
- The last class a student takes is NPL 700 - Capstone.

## **Degree or Certificate Earned**

M.S.

## **Number of Courses Required for Program Completion**

11

## **Number of Credits Required for Program Completion**

33

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

Masters in Nonprofit Leadership

NPL@lasalle.edu

## **Staff Contact Information**

Laura Otten, Ph.D.

Director

Founders Hall, Room 434

otten@lasalle.edu

215.951.1118

## **Faculty**

Program Director, Laura Otten, Ph.D.

Lecturers: Otten, Piff, M. Reilly, Scurto-Davis, Shropshire, Simmons, Smith

## **Course Descriptions**

### **NPL 605 - 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*

*When Offered: Fall, Spring*

*How Offered:* Online

## **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 to introduce the idea of 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

*When Offered:* Fall, Spring

*How Offered:* Online

## **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

*When Offered:* Fall, Summer

*How Offered:* Online

## **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

*When Offered:* Fall, Spring

*How Offered:* Online

## **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

*When Offered:* Fall, Spring

*How Offered:* Online

## **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*

*When Offered: Fall, Spring*

*How Offered: Online*

## **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*

*When Offered: Fall, Summer*

*How Offered: Online*

## **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*

*When Offered: Fall, Spring*

*How Offered: Online*

## **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*

*When Offered: Spring, Summer*

*How Offered: Online*

*Prerequisites: Students must have taken at least four other classes before this class.*

## **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

*When Offered:* Spring, Summer

*How Offered:* Online

## **NPL 700 - Capstone**

The Capstone Project is a semester-long, 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 is required to present her/his capstone project both orally and in written form.

*Number of Credits:* 3

*When Offered:* Fall, Spring, Summer

*How Offered:* Online

*Prerequisites:* All other classes in the program must have been completed before a student may enroll in NPL 700.

# **Nursing**

## **Program Description**

The program of study may be completed in any of ten tracks:

- Adult-Gerontology Clinical Nurse Specialist, (On Hold)
- Clinical Nurse Leader,
- Nursing Administration/MBA (dual degree), (On Hold)
- Nursing Service Administration (for those with a prior MBA), (On Hold)
- Nursing Administration (On Hold)
- Nurse Anesthetist
- Adult-Gerontology Primary Care Nurse Practitioner,
- Family Primary Care Primary Care Nurse Practitioner,
- Psychiatric Mental Health Nurse Practitioner

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.

## **Mission**

### **Mission**

Consistent with Lasallian values, the Mission of the Nursing Program is to provide scientifically based nursing curricula to educate clinically competent, caring, nursing professionals with a commitment to excellence in practice, service, life-long learning, and scholarship.

### **Vision**

The Nursing Program educates professionals prepared as leaders in practice, service, scholarship, and education, contributing to the advancement of the health and well-being of communities. Explore, Experience, Excel

## Philosophy for Nursing Programs

Nursing is a practice-based profession encompassing both arts and sciences. Nursing provides health services to diverse individuals and groups. Nurses collaborate with multidisciplinary professionals and clients. Nursing care is aimed at facilitating health and wellness, thus fulfilling a contract between society and the profession. Safe, quality nursing interventions are evidence-based.

The nursing community at La Salle University respects the humanity of the people they serve and recognizes the potential for healing within the person, integrating mind, body, and spirit. Students bring their experience to the process of development as ethical, caring practitioners. Students and faculty relationships foster scholarship, collegiality, respect, and collaboration.

1. Science 2. Holistic care 3. Professionalism 4. Population health 5. Environment

## Program Goals

- Prepare students to provide professional nursing services in health care agencies and communities with an emphasis on vulnerable populations,
- Facilitate students' professional development in the knowledge, skills, and values to advocate for a healthy society,
- Foster student and faculty engagement in interprofessional and collaborative health care services, programs, and research,
- Educate students to strengthen the nursing profession and to contribute to the health of society through service and practice
- Develop a community of life-long learners among students, faculty, alumni, and community partners.

## Student Learning Outcomes

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

- Integrate advanced theoretical, research-based, scientific, and clinical knowledge into clinical practice to provide nursing care to diverse clients. (Essential 1)
- 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)
- 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)
- Use ethical decision-making to promote the well-being of individuals, families, health care professionals in local, national, and international communities. (Essential 6)
- 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)
- Demonstrate communication skills, including health information management to enhance the quality of care provided at individual and aggregate levels. (Essential 5)
- 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)
- 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)
- 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)
- Demonstrate responsibility and accountability for on-going professional development (Essential 9).

## Program Specific Information

### Accreditation

The Master of Science in Nursing degree program is accredited by the Commission on Collegiate Nursing Education.



# Academic Requirements

## Master of Science in Nursing

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 709 - Nursing Research for Evidence-Based Practice
- NUR 607 - Advanced Nursing Roles in Healthcare
- NUR 608 - Advanced Education Nursing: Population-Based Care
- Elective

## Course Sequence

### **Tracks**

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**

***Psychiatric Mental Health Nurse Practitioner***

- NUR 615
- NUR 616
- NUR 617
- NUR 618
- NUR 622
- NUR 627
- NUR 657
- NUR 628
- NUR 658

**Total Credits: 46**

### ***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**

## **Dual Degree Information**

Dual degree programs are offered for: MSN/MBA

## **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](mailto: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 (On Hold)***

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 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.

### ***Psychiatric Mental Health Nurse Practitioner***

This post-master's certificate option is available for nurses who hold a Master of Science in Nursing degree.

The Psychiatric Mental Health Nurse Practitioner Program prepares nurse practitioner students to provide a full range of mental health services to clients across the life span. This specialty emphasizes prevention, diagnosis, and management of both acute episodic and chronic mental illnesses. Although not setting specific, clinical rotations will primarily occur in in-patient, outpatient, and community residential settings. Upon completion of this track, students are eligible for certification in the Commonwealth of Pennsylvania and for national certification as a Psychiatric Mental Health Nurse Practitioner.

This track requires a total of 692 clinical hours. The clinical experiences are in NUR 665, NUR 667, NUR 668, NUR 669.

### **Master of Science in Nursing/Master of Business Administration (MSN/MBA) (On Hold)**

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***

- NUR 604
- NUR 605
- NUR 607
- NUR 608
- NUR 640
- NUR 645
- NUR 646
- MBA 810
- MBA 820
- MBA 830
- MBA 901
- MBA 902

#### ***MBA Courses***

- MBA 610
- MBA 615
- MBA 625
- MBA 630
- MBA 690
- MBA 691
- MBA 692

**Total Credits: 59**

### **Degree or Certificate Earned**

MSN

### **Number of Courses Required for Program Completion**

## **Number of Credits Required for Program Completion**

34-59 credits

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

Patricia Dillon, PhD, RN

Chair of the Graduate Nursing and RN to BSN Programs

dillonp@lasalle.edu

215-951-1322

## **Staff Contact Information**

Christine Beerman

Administrative Assistant

mcglinn@lasalle.edu

215-951-1413

## **Faculty**

Chair: Patricia A. Dillon, Ph.D, R.N.

Professors: Czekanski, Dillon, Wolf

Associate Professors: Donohue-Smith, Frizzell, Kinder, Wilby

Assistant Professors: Alberts, Hoerst, Palovcak, Uribe

## **Course Descriptions**

### **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*

*When Offered:* Fall, Spring, Summer

*How Offered:* Online

## **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.

*Number of Credits:* 3

*How Offered:* Online

## **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.

*Number of Credits:* 4

*How Offered:* Online

*Prerequisites:* NUR 581

## **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

*When Offered:* Fall, Spring, Summer

*How Offered:* Online

## **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

*When Offered:* Fall, Spring, Summer

*How Offered:* Online

## **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

*When Offered:* Fall, Spring, Summer

*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.

*Number of Credits:* 3

*When Offered:* Fall, Spring, Summer

*How Offered:* Online

*Prerequisites:* Core, NUR 617, NUR 618

## **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.

*Number of Credits:* 3

*When Offered:* Fall, Spring, Summer

*How Offered:* Online

*Prerequisites:* NUR 618

*Corequisites:* NUR 618

## **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.

*Number of Credits:* 3

*When Offered:* Fall, Spring, Summer



*How Offered:* Online

## **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

*When Offered:* Fall

*How Offered:* Online

## **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

*When Offered:* Spring

*How Offered:* Online

## **NUR 622 - Psychopharmacology**

This course provides advanced knowledge of the neurophysiological processes, risks, benefits, and outcomes of the use of psychotropic drugs in mental health practice. Scientific foundations and best practices for the clinical application of medication in treating mental disorders across the lifespan are discussed. Pharmacotherapy for promoting health and treating clinical disorders in the advanced practice nursing role is discussed in the context of the legal and professional guidelines for prescribing. Students synthesize knowledge of drug therapy and metabolism and the use of genetic assays in the selection of pharmacological agents in clinical prescribing.

*Number of Credits:* 3

*When Offered:* Summer

*How Offered:* Online

*Prerequisites:* NUR617: Advanced Pharmacology; NUR 618: Advanced Pathophysiology

## **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.

*Number of Credits:* 4

*When Offered:* Fall

*How Offered:* Online

*Prerequisites:* NUR 616, Core

*Corequisites:* NUR 621

## **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.

*Number of Credits:* 4

*When Offered:* Spring

*How Offered:* Online

*Prerequisites:* NUR 625

*Corequisites:* NUR 621

## **NUR 627 - Psychiatric Mental Health Nurse Practitioner Role 1 Course**

This foundational course introduces students to the roles and responsibilities of the Psychiatric Mental Health Nurse Practitioner (PMHNP) to meet the needs of clients across the lifespan, with focus on vulnerable populations. Legal and ethical guidelines for advanced practice are reviewed. The course also introduces basic competencies in therapeutic communication and conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students will draw upon diagnostic criteria outlined in the current Diagnostic and Statistical Manual (DSM-5).

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Online

*Prerequisites:* Core and Advanced Core

*Corequisites:* NUR 657: Clinical Practicum Role I

## **NUR 628 - Psychiatric Mental Health Nurse Practitioner Role 2 Course**

This course focuses on treatment models for prevention, intervention, and psychoeducation for selected acute and chronic psychiatric conditions of clients across the lifespan. Students review legal and ethical guidelines for advanced practice, with special attention to vulnerable

populations. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Online

*Prerequisites:* Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role I; Psychiatric Mental Health Nurse Practitioner Field Study I

*Corequisites:* NUR 658: Clinical Practicum Role II

## **NUR 629 - Psychiatric Mental Health Nurse Practitioner Role 3 Course**

This course focuses on family level interventions, group therapy, and crisis intervention. Approaches also incorporate evidence-based complementary and alternative healthcare interventions. Examination of the consultation liaison role, the benefits and challenges to interprofessional practice, and the collaborative functions of the PMHNP in integrated medical practice are included. Issues related to independent professional practice are also addressed.

*Number of Credits:* 2

*When Offered:* Summer

*How Offered:* Online

*Prerequisites:* Core and Advanced Core: Psychiatric Mental Health Nurse Practitioner: Role I and II; Psychiatric Nurse Practitioner: Field Study I and II

*Corequisites:* NUR 659: Field Study Role III

## **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

*When Offered:* Fall

*How Offered:* Online

## **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

*When Offered:* Spring

*How Offered:* Online

## **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.

*When Offered:* Spring

*How Offered:* Online

## **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.

*Number of Credits:* 3

*Prerequisites:* Core, MBA Foundation, MBA Executive Perspectives, and acceptance into the MBA program.

*Corequisites:* NUR 645

## **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.

*Number of Credits:* 4

*Prerequisites:* MBA Core, MBA Foundation, MBA Executive Perspectives

*Corequisites:* NUR 640

## **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.

*Required MBA courses are previously listed and described elsewhere in this catalog.*

*Number of Credits: 4*

*Prerequisites: NUR 645*

## **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.

*Number of Credits: 3*

*Prerequisites: Core, NUR 635, NUR 637*

*Corequisites: NUR 655*

## **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.

*Number of Credits: 3*

*Prerequisites: NUR 650, NUR 655*

*Corequisites: NUR 656*

## **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.

*Number of Credits: 4*

*Prerequisites: NUR 635, NUR 637, HCA 731, or MBA 610*

*Corequisites: NUR 650*

## **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.

*Number of Credits:* 4

*Prerequisites:* NUR 650, NUR 655

*Corequisites:* NUR 651

## **NUR 657 - Field Study: Psychiatric Mental Health Nurse Practitioner Role 1**

This course focuses on clinical practice with clients with mental health conditions in accordance with the role expectations and scope of practice of the advanced practice psychiatric nurse. Students apply principles of legal and ethical guidelines for advanced practice by conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students utilize appropriate assessment tools and protocols to develop primary and differential diagnoses according to the diagnostic criteria outlined in the current Diagnostic and Statistical Manual (DSM-5).

*Number of Credits:* 4

*When Offered:* Fall

*How Offered:* Online

## **NUR 658 - Field Study: Psychiatric Mental Health Nurse Practitioner Role 2**

Students provide care to clients with mental health conditions according to the role expectations and scope of practice of the advanced practice psychiatric nurse. Students practice in accordance with legal and ethical guidelines for advanced practice in conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. The course focuses on development of skills in psychotherapeutic intervention, including pharmacological and alternative and complementary health therapies. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed.

*Number of Credits:* 4

*When Offered:* Spring

*How Offered:* Online

*Prerequisites:* Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role I; Psychiatric Mental Health Nurse Practitioner Field Study I

*Corequisites:* NUR 628: Clinical Practicum Role II

## **NUR 659 - Field Study: Psychiatric Mental Health Nurse Practitioner Role 3**

Students will provide care to clients with mental health conditions according to the role expectations and scope of practice of the advanced practice psychiatric nurse. Students will practice in accordance with legal and ethical guidelines for advanced practice in conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students demonstrate competence in psychotherapeutic intervention, including pharmacological and alternative and complementary health therapies. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed.

*Number of Credits:* 3

*When Offered:* Summer

*How Offered:* Online

*Prerequisites:* Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role and II; Psychiatric Mental Health Nurse Practitioner Field Study I and II

*Corequisites:* NUR 629: Psychiatric Mental Health Nurse Practitioner: Role III

## **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.

*Number of Credits:* 3

*When Offered:* Fall, Spring, Summer

*How Offered:* Online

*Prerequisites:* Core, NUR 616, NUR 617, NUR 618

*Corequisites:* NUR 665

## **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.

*Number of Credits:* 3

*When Offered:* Fall, Spring, Summer

*How Offered:* Online

*Prerequisites:* NUR 660

*Corequisites:* NUR 666 or NUR 667

## **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.

*Number of Credits:* 2

*When Offered:* Fall, Spring, Summer

*How Offered:* Online

*Prerequisites:* NUR 616, 617, 618, 660, 665

*Corequisites:* NUR 668

## **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

*When Offered:* Fall, Spring, Summer

*How Offered:* Online

## **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)

*Number of Credits:* 4

*When Offered:* Fall, Spring, Summer

*How Offered:* Online

*Corequisites:* NUR 660

## **NUR 666 - Field Study in Primary Care of Adults II**

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).

*Number of Credits:* 4

*When Offered:* Fall, Spring, Summer

*How Offered:* Online

*Prerequisites:* Core, NUR 616, NUR 617, NUR 618, NUR 665

*Corequisites:* NUR 661



## **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).

*Number of Credits:* 2

*When Offered:* Fall, Spring, Summer

*How Offered:* Online

*Prerequisites:* Core, NUR 616, NUR 617, NUR 618, NUR 665

*Corequisites:* NUR 661

## **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

*When Offered:* Fall, Spring, Summer

*How Offered:* Online

## **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

*When Offered:* Fall, Spring, Summer

*How Offered:* Online

## **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.

*Number of Credits: 4*

*Prerequisites:* Graduate Core, Advanced Core, special permission

## **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, Spring, Summer

*How Offered:* Online

## **Professional Clinical Counseling**

### **Program Description**

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.

### **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 PCC program 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 PCC curricula.

### **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/>

### **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.

# Program Goals

## Professional Clinical Counseling

1. The program will create and structure learning opportunities so that students can demonstrate foundational knowledge in the field of counseling and be prepared to take the examination for licensure as a mental health counselor.
2. The program will emphasize clinical skill training and experiential learning, enabling students to develop therapeutic relationships, demonstrate clinical competency in their counseling skills, and effectively deliver counseling interventions.
3. The program will prepare students for employment in a culturally diverse and pluralistic environment by: striving to recruit, admit, and retain a diverse student body and faculty instructors; and facilitating self-reflective learning experiences for students to understand how their own sociocultural identities are essential to providing culturally sensitive counseling.
4. While offering multidisciplinary learning opportunities to students, the program will maintain a counseling identity through students and faculty demonstrating their commitment to the counseling profession and one's own professional development.
5. The program will follow the Lasallian tradition of developing the whole person, encouraging students' professional and personal growth, and maintaining a faculty who demonstrate excellence in teaching and mentorship.

## Student Learning Outcomes

### PCC Program Student Learning Outcomes

At the completion of the Program, the student will be able to do the following:

- Use an ethical approach with developmental and cultural sensitivity.
- Use counseling theories to guide case conceptualization, treatment planning, & clinical practice.
- Utilize appropriate counseling techniques and interventions to maintain collaborative relationships with clients.
- Demonstrate the ability to assess and diagnose in their clinical practice.
- Demonstrate the ability to apply research relevant to their clinical practice.
- Develop professional identities as counselors.
- Demonstrate an understanding of oneself and professional maturity in their approach to responsibilities.

## Program Specific Information

### 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.

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 690/691/692).

## 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.

## Preparation for Licensure

The Professional Clinical Counseling degree (60 credit hours) prepares students to become licensed Professional Counselors (LPCs).

## Academic Requirements

### Professional Clinical Counseling

#### Master's Degree Program (60 Credit Hours)

##### Required Courses

- PCC 500 - Counseling & Psychotherapy: Theories and Interventions (3)
- PCC 501 - Professional Orientation and Ethical Practice of Counseling\* (3)
- PCC 502 - Counseling Laboratory I\* (3)
- PCMF 503 - Psychopathology (3)
- PCMF 504 - Human Behavior: A Developmental Perspective\* (3)
- PMFT 505 - Systems, Systemic Thinking, and Ethics (3)
- PCMF 506 - Basic Principles of Research Design, Statistics, Program Development and Evaluation\* (3)
- PCC 509 - Psychological Assessment I: Assessment in Clinical and Career Counseling\* (3)
- PCC 512 - Addictions Counseling (3)
- PCC 601 - Grief, Loss, and Trauma Counseling (3)
- PCC/PCMF 602 - Advanced Counseling Laboratory (3)
- PCC 612 - Group Processes in Counseling and Psychotherapy\* (3)
- PCMF 619 - Multicultural Counseling & Therapy\* (3)
- PCC 644 - Career Counseling\* (3)
- PCC 660 - Counseling Practicum\* (3)
- PCC 661 - Professional/Case Practicum Seminar (1)
- PCC 680/81/82 - Internship\* (6)
- PCC 690/91/92 - Professional Seminar (3)

#### Total 54

\*Required for NBCC Licensure Examination

#### Additional 6 credit hours required to meet 60 credits

3 credits: Students must choose one of the following electives:

- PCC 608 - Therapeutic Approaches for Children and Adolescents (3)
- PCC 610 - Cognitive-Behavioral Approaches in Counseling (3)
- PCC 611 - Insight-Oriented Approaches in Counseling and Psychotherapy (3)
- PCC 607 - Graduate Research (3) As approved by the Director

3 credits: Students must choose an additional "open elective" (i.e., any PCC, PCMF, or PMFT course)

## Course Sequence

### Progression through the Program

Students take a total of 60 credits, as specified in the curriculum section.

- 15-21 credits—Theories and processes in Professional Clinical Counseling
- 15-27 credits—Advanced training in specific approaches in the degree program
- 12 credits—Supervised practical training through practicum, internships, case seminar, and professional seminar for Professional Clinical Counseling

Students are provided with a Plan of Study when accepted into the program based on their preference to complete the program full-time (2 years, 1 semester) or part-time (3 years or 4 years).

## **Degree or Certificate Earned**

M.A.

## **Number of Courses Required for Program Completion**

20

## **Number of Credits Required for Program Completion**

60

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

Dr. LeeAnn Cardaciotto, Interim Director

Professional Clinical Counseling Master's Program

[cftma@lasalle.edu](mailto:cftma@lasalle.edu)

(215) 951-1767

## **Staff Contact Information**

TBD, Administrative Assistant

Counseling and Family Therapy Master's Programs

208 Wister Hall

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## **Faculty**

Director of Marriage and Family Therapy Master's Program: Michael Sude, Ph.D.

Interim Director Professional Clinical Counseling Master's Program, LeeAnn Cardaciotto, Ph.D.

Associate Professors: Cardaciotto, Roth, Sude

Assistant Professors: Mendez

Lecturers: Albert, Boyll, Cos, Landon-Freeman, Maida, Saraga

## **Course Descriptions**

### **PCC 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*

## **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, 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*

*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*

*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*

*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*

*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*

*How Offered: Face-to-Face*

## **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, Summer*

*How Offered: Face-to-Face*

## **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*

*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*

*How Offered: Face-to-Face*

## **PCC 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, Summer*

*How Offered: Face-to-Face*

*Prerequisites: PCC 500 and PCC/PMFT 502*

## **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: Spring*

*How Offered: Face-to-Face*

*Prerequisites: PCC 500 and PCC/PMFT 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: Spring*

*How Offered: Face-to-Face*

*Prerequisites: PCC 500, PCC/PMFT 502*

## **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, Spring*

*How Offered: Face-to-Face*

*Prerequisites: PCC 500 and PCC/PMFT 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

*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

*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

*How Offered:* Face-to-Face

*Prerequisites:* PCC 500

## **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

*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 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 will include working knowledge of the Codes of Ethical Conduct of the American Counseling 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*

*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*

*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*

*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 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 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.

## **PCC/PMFT 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

*Restrictions:* PCC majors register for PCC section; MFT majors register for MFT section

## **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

*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:* 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, Summer

*How Offered:* Face-to-Face

## **PCMF 602 - Advanced Counseling Laboratory**

This course builds on the basic skills practiced and developed in the first counseling laboratory—PCMF 502. It provides the student with an intermediate experience and opportunity (prior to field placement) to develop a range of additional counseling skills and strategies, with particular attention given to distinguishing between the content and the process of therapy. While it emphasizes those skills and techniques common to many, if not most, approaches, it also highlights those emphasized and represented in the respective concentrations of the program. Students are assigned to sections of this course according to their concentration. 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:* Spring, Summer

*How Offered:* Face-to-Face

*Prerequisites:* PCC/PMFT 502; MFT Students: PCMF 505; PCC Students: PCC 501

## **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, Summer

*How Offered:* Face-to-Face

## **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.

## **PMFT 505 - Systems and Systemic Thinking**

This course provides the student with an overview of systemic concepts and systemic functioning. It includes structure, development, health, and dysfunction from traditional systemic theoretical constructs and approaches. Particular emphasis is placed on acquiring a systems perspective and applying that perspective to families and other systems.

*Number of Credits: 3*

*When Offered: Fall, Spring*

*How Offered: Face-to-Face*

### **PMFT 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: Summer*

*How Offered: Face-to-Face*

### **PMFT 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*

*How Offered: Face-to-Face*

*Prerequisites: PCC/PMFT 502*

### **PMFT 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*

*How Offered: Face-to-Face*

*Prerequisites: PMFT 505*

### **PMFT 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:* Spring

*How Offered:* Face-to-Face

*Prerequisites:* PMFT 505

## **PMFT 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

*How Offered:* Face-to-Face

*Prerequisites:* PMFT 505

## **PMFT 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

*How Offered:* Face-to-Face

*Prerequisites:* PMFT 505

## **PMFT 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

*How Offered:* Face-to-Face

*Prerequisites:* PMFT 505

## **PMFT 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:* Summer

*How Offered:* Face-to-Face

*Prerequisites:* PCC/PMFT 502 and PMFT 603

## **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.

### **Mission**

#### **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:

- Excellence in teaching that fosters idealism, creativity, and innovation.
- Service to marginalized and underserved populations which helps to 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 orientation, socioeconomic status, or ability.
- Commitment to lifelong professional and personal development.

### **Program Goals**

#### **Instructional Goals**

Goal: Graduates demonstrate competency in public health practice in urban communities reflecting the Council on Education for Public Health identified criteria.

## **Faculty Goal**

Goal: Faculty demonstrate public health expertise through effective teaching and advising.

## **Research Goal**

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

## **Service Goal**

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

## **Diversity Goal**

Goal: The Program will integrate the contributions of underrepresented groups into the curriculum. Faculty will report plans for this integration annually.

## **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.

## **Program Specific Information**

### **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.

## Academic Requirements

**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

## **Course Sequence**

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.

## **Degree or Certificate Earned**

MPH

## **Number of Courses Required for Program Completion**

16

## **Number of Credits Required for Program Completion**

48

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

**Candace Robertson-James, DrPH, MPH**

Program Director

St. Benilde Tower – Office 3333

215-951-5032

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## **Staff Contact Information**

Valerie Bradley

Administrative Assistant

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If you have questions mail to: mph@lasalle.edu

## **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

## **Course Descriptions**

### **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.

# Mission

## Mission

Consistent with Lasallian values, the Mission of the Nursing Program is to provide scientifically based nursing curricula to educate clinically competent, caring, nursing professionals with a commitment to excellence in practice, service, life-long learning, and scholarship.

## Vision

The Nursing Program educates professionals prepared as leaders in practice, service, scholarship, and education, contributing to the advancement of the health and well-being of communities. Explore, Experience, Excel

## 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.

## Program Goals

To prepare students to provide nursing services in health care agencies and communities with an emphasis on vulnerable populations.

- Prepare students to provide professional nursing services in health care agencies and communities with an emphasis on vulnerable populations,
- Facilitate students' professional development in the knowledge, skills, and values to advocate for a healthy society,
- Foster student and faculty engagement in interprofessional and collaborative health care services, programs, and research,
- Educate students to strengthen the nursing profession and to contribute to the health of society through service and practice
- Develop a community of life-long learners among students, faculty, alumni, and community partners.

## Student Learning Outcomes

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

- Integrate advanced theoretical, research-based, scientific, and clinical knowledge into clinical practice to provide nursing care to diverse clients. (Essential 1)
- 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)
- 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)
- Use ethical decision-making to promote the well-being of individuals, families, health care professionals in local, national, and international communities. (Essential 6)
- 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)
- Demonstrate communication skills, including health information management to enhance the quality of care provided at individual and aggregate levels. (Essential 5)
- 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)

- 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)
- 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)
- Demonstrate responsibility and accountability for on-going professional development (Essential 9).

## **Program Specific Information**

### **Accreditation**

The Master of Science in Nursing degree program is accredited by the Commission on Collegiate Nursing Education.

### **Academic Requirements**

Students must 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 student is eligible to apply to the MSN program.

### **Course Sequence**

- NUR 314 Health Assessment
- NUR 408 Nursing Research
- NUR 413 International Public Health Nursing
- Statistics

### **Degree or Certificate Earned**

Bridge to MSN

### **Number of Courses Required for Program Completion**

4

### **Number of Credits Required for Program Completion**

12

### **GPA Required for Program Completion**

3.0

### **Program Contact Information**

Patricia Dillon, PhD, RN

Chair of the Graduate Nursing and RN to BSN Programs



dillonp@lasalle.edu

215-951-1322

## **Staff Contact Information**

Christine Beerman

Administrative Assistant

mcglinn@lasalle.edu

215-951-1413

## **Faculty**

Same as RN to BSN and MSN Faculty

## **Course Descriptions**

All course descriptions may be found in the main menu under [Graduate > Courses: A-Z](#).

## **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.

### **Mission**

#### **Mission**

Consistent with Lasallian values, the Mission of the Nursing Program is to provide scientifically based nursing curricula to educate clinically competent, caring, nursing professionals with a commitment to excellence in practice, service, life-long learning, and scholarship.

#### **Vision**

The Nursing Program educates professionals prepared as leaders in practice, service, scholarship, and education, contributing to the advancement of the health and well-being of communities. Explore, Experience, Excel

### **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.

## **Program Goals**

To prepare students to provide nursing services in health care agencies and communities with an emphasis on vulnerable populations.

- Prepare students to provide professional nursing services in health care agencies and communities with an emphasis on vulnerable populations,
- Facilitate students' professional development in the knowledge, skills, and values to advocate for a healthy society,
- Foster student and faculty engagement in interprofessional and collaborative health care services, programs, and research,
- Educate students to strengthen the nursing profession and to contribute to the health of society through service and practice
- Develop a community of life-long learners among students, faculty, alumni, and community partners.

## **Student Learning Outcomes**

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

- Integrate advanced theoretical, research-based, scientific, and clinical knowledge into clinical practice to provide nursing care to diverse clients. (Essential 1)
- 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)
- 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)
- Use ethical decision-making to promote the well-being of individuals, families, health care professionals in local, national, and international communities. (Essential 6)
- 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)
- Demonstrate communication skills, including health information management to enhance the quality of care provided at individual and aggregate levels. (Essential 5)
- 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)
- 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)
- 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)
- Demonstrate responsibility and accountability for on-going professional development (Essential 9).

## **Program Specific Information**

This program serves as a bridge between the RN-BSN and the MSN degrees. Keeping with the Lasallian mission students learn to function as a leader and change agent in nursing and health care delivery systems with an emphasis on ensuring quality care for vulnerable and underserved populations.

## **Academic Requirements**

Enrollment in RN to BSN Program plus the following course sequence.

## **Course Sequence**

NUR 607, NUR 608, and any NUR 500-level and above course

## **Degree or Certificate Earned**

no degree - courses towards MSN

## **Number of Courses Required for Program Completion**

up to 3

## **Number of Credits Required for Program Completion**

9

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

Patricia Dillon, PhD, RN

Chair of the Graduate Nursing and RN to BSN Programs

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215-951-1322

## **Staff Contact Information**

Christine Beerman

Administrative Assistant

mcglinn@lasalle.edu

215-951-1413

## **Faculty**

Same as RN to BSN and MSN

## **Course Descriptions**

### **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.

*Number of Credits:* 3

*Prerequisites:* NUR 301

## **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.

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Online

*Prerequisites:* HSC 217 and 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 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

*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.

*Number of Credits:* 3

*When Offered:* Spring

*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

*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 Practice 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.

## **Social Work – (MSW)**

### **Program Description**

The MSW Program prepares professional social workers with knowledge, values, and skills to enhance individual, family, and community well-being. The curriculum is rooted in an understanding of the mutuality between individuals, families, and communities and the collaborative role social workers play in fostering well-being. Integrating theory and practice, the program offers a variety of inter-professional concentrations students can choose based on their interests and career goals.

Both full and part-time options are available for the 60-credit traditional program and the 30-credit advanced standing program. Courses are offered in the evening face-to-face and in hybrid or online formats to accommodate adult learners.

### **Mission**

The Master of Social Work Program is committed to educating students for a “commitment to the common good” and the well-being of society. The MSW Program is rooted in the Lasallian tradition of care and concern for others with a commitment to working with others in “solidarity and justice” so that lives can be improved. The MSW Program builds on a person-in-environment perspective as it prepares students with knowledge, values and skills for advanced social work practice to promote and ensure the well-being of individuals, families, and communities.

### **Program Goals**

- To prepare advanced social work practitioners who contribute to individual, family, community, and societal well-being.
- To prepare social workers who commit and contribute to the common good.
- To prepare practitioners who intentionally engage in reflective and reflexive practice.
- To prepare social workers who act as change agents and critically reflect on historical oppression and its consequences.
- To prepare social workers for leadership roles within and beyond the profession.
- To prepare social workers who engage in career-long learning including the development and dissemination of social work knowledge.

### **Student Learning Outcomes**

- 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 Specific Information

The criteria for admission to the MSW Program follow:

### Advanced Standing

- Earned baccalaureate degree in Social Work from a CSWE–accredited program within the past seven (7) years
- Minimum SWK GPA: 3.25
- Minimum cumulative GPA: 3.0
- Provisional admission for applicants with GPAs below the minimum requirement: Students may be accepted provisionally for one semester and must achieve a minimum GPA of 3.25 in SWK courses by the end of the semester to continue in the program.

### Traditional Program

- Earned baccalaureate degree from an accredited college or university
- Minimum undergraduate cumulative GPA: 2.75
- Provisional admission for applicants with GPAs below the minimum requirement: Students may be accepted provisionally for one semester and must achieve a minimum GPA of 3.0 in SWK course by the end of the semester to continue in the program.

To continue in the MSW Program, students must meet the following academic criteria:

- Students must maintain an overall GPA of 3.0
- Advanced Standing: A student can earn a B- in no more than one (1) course while maintaining a 3.0 GPA, excepting the practice and practicum courses, in which students must earn a minimum final grade of B.
- Traditional Program: A student can earn a B- in no more than two (2) courses while maintaining a 3.0 GPA, excepting the practice and practicum courses, in which students must earn a minimum final grade of B.
- If a student's GPA falls below 3.0, the student will be placed on provisional status for no more than two semesters. The student will meet with their advisor to develop a plan of action to successfully meet the requirements of the program.
- Students graduate with a minimum GPA of 3.0.
- A final course grade of "F" grade constitutes grounds for dismissal from the program.
- For Advanced Standing students, a final grade below a B in a total of two (2) courses is grounds for dismissal from the program.
- For Traditional Program students, a final grade below a B in a total of four (4) courses is grounds for dismissal from the program.

### **Five-Year BSW-to-MSW Program**

Students may earn both the B.S.W. and M.S.W. degrees by participating in the University's Five-Year Program. Students satisfy the undergraduate social work major requirements during their first four years at the University, earning a minimum of 120 credits. Students who meet specified criteria proceed to the MSW Program.

Students who previously earned a master's degree in a related field may transfer as social work electives a maximum of three (3) courses in which they earned a grade of B or better.

Students in the Traditional MSW Program who previously earned a degree from an accredited undergraduate social work (BSW) program may transfer a maximum of three (3) courses in which they earned a grade of B or better.

### **Course equivalencies:**

| <u>BSW</u> | <u>MSW</u> |
|------------|------------|
| SWK 340    | SWK 540    |
| SWK 341    | SWK 541    |
| SWK 365    | SWK 565    |
| SWK 460    | SWK 560    |
| SWK 461    | SWK 561    |
| SWK 480    | SWK 580    |
| SWK 481    | SWK 581    |

**Accreditation**

La Salle University's MSW program has applied for Candidacy for Accreditation by the Council on Social Work Education's Commission on Accreditation (CSWE). Students who enter the program on or after Fall 2021 will be retroactively recognized as having graduated from a CSWE-accredited program.

**Academic Requirements****Required Generalist Courses**

SWK 510 – Multidimensional Approaches to Human Development

SWK 540 – Preparation for Professional Practice

SWK 541 – Generalist Practice with Individuals

SWK 565 – Social Work Research

SWK 560 – Generalist Practice with Families and Groups

SWK 561 – Generalist Practice with Organizations and Communities

SWK 580 – Generalist Field Practicum: Part A

SWK 581 – Generalist Field Practicum: Part B

SWK 591 – Social Work and Social Policy

**Required Specialized Courses**

SWK 620 – Anti-Racist & Anti-Oppressive Practice

SWK 641 – Social Work Leadership

SWK 660 – Advanced Practice for Individual & Family Well-Being

SWK 661 – Advanced Community & Policy Practice for Well-being

SWK 680 – Advanced Field Practicum: Part A

SWK 681 – Advanced Field Practicum: Part B

SWK 695 – Integrative Seminar in Social Work

3-4 Electives in area of concentration

### Areas of Concentration

- Clinical Practice
- Children & Family Practice
- Social Work in Schools
- Health & Public Health
- Substance Use & Recovery
- Strategic Communication
- Nonprofit Leadership
- Business Administration

### Course Sequence

#### *TRADITIONAL PROGRAM (Full-Time, 2 Years)*

| Year          | Fall     | Credits | Spring   | Credits |
|---------------|----------|---------|----------|---------|
| <b>Year 1</b> | SWK 510  | 3       | SWK 565  | 3       |
|               | SWK 540  | 3       | SWK 541  | 3       |
|               | SWK 560  | 3       | SWK 561  | 3       |
|               | SWK 580  | 3       | SWK 581  | 3       |
|               | SWK 591  | 3       | Elective | 3       |
|               | SWK 620  | 3       | SWK 641  | 3       |
| <b>Year 2</b> | SWK 660  | 3       | SWK 661  | 3       |
|               | SWK 680  | 3       | SWK 681  | 3       |
|               | Elective | 3       | SWK 695  | 3       |
|               | Elective | 3       | Elective | 3       |

#### *TRADITIONAL PROGRAM (Part-Time, 3 Years)*

| Year | Fall | Credits | Spring | Credits |
|------|------|---------|--------|---------|
|------|------|---------|--------|---------|



|               |          |   |          |   |
|---------------|----------|---|----------|---|
|               | SWK 510  | 3 | SWK 565  | 3 |
|               | SWK 540  | 3 | Elective | 3 |
| <b>Year 1</b> | SWK 591  | 3 | Elective | 3 |
|               | SWK 620  | 3 | SWK 541  | 3 |
|               | SWK 560  | 3 | SWK 561  | 3 |
| <b>Year 2</b> | SWK 580  | 3 | SWK 581  | 3 |
|               | SWK 660  | 3 | SWK 661  | 3 |
|               | SWK 680  | 3 | SWK 681  | 3 |
| <b>Year 3</b> | Elective | 3 | SWK 641  | 3 |
|               | Elective | 3 | SWK 695  | 3 |

**TRADITIONAL PROGRAM (Part-Time, 4 Years)**

| <b>Year</b>   | <b>Fall</b> | <b>Credits</b> | <b>Spring</b> | <b>Credits</b> |
|---------------|-------------|----------------|---------------|----------------|
|               | SWK 510     | 3              | SWK 565       | 3              |
|               | SWK 540     | 3              | Elective      | 3              |
| <b>Year 1</b> | SWK 591     | 3              | Elective      | 3              |
|               | SWK 620     | 3              | SWK 541       | 3              |
|               | SWK 560     | 3              | SWK 561       | 3              |
| <b>Year 2</b> | SWK 580     | 3              | SWK 581       | 3              |

|               |          |   |         |   |
|---------------|----------|---|---------|---|
|               | SWK 660  | 3 | SWK 661 | 3 |
| <b>Year 3</b> | SWK 680  | 3 | SWK 681 | 3 |
|               | Elective | 3 | SWK 641 | 3 |
| <b>Year 4</b> | Elective | 3 | SWK 695 | 3 |

**ADVANCED STANDING PROGRAM (Full-Time, 1 Year)**

| <b>Year</b>   | <b>Fall</b> | <b>Credits</b> | <b>Spring</b> | <b>Credits</b> |
|---------------|-------------|----------------|---------------|----------------|
|               | SWK 620     | 3              | SWK 641       | 3              |
|               | SWK 660     | 3              | SWK 661       | 3              |
| <b>Year 1</b> | SWK 680     | 3              | SWK 681       | 3              |
|               | Elective    | 3              | SWK 695       | 3              |
|               | Elective    | 3              | Elective      | 3              |

**ADVANCED STANDING PROGRAM (Part-Time, 2 Years)**

| <b>Year</b>   | <b>Fall</b> | <b>Credits</b> | <b>Spring</b> | <b>Credits</b> |
|---------------|-------------|----------------|---------------|----------------|
|               | SWK 620     | 3              | SWK 641       | 3              |
| <b>Year 1</b> | Elective    | 3              | Elective      | 3              |
|               | SWK 660     | 3              | SWK 661       | 3              |
| <b>Year 2</b> | SWK 680     | 3              | SWK 681       | 3              |
|               | Elective    | 3              | SWK 695       | 3              |

SWK 510 – Multidimensional Approaches to Human Development  
SWK 540 – Preparation for Professional Practice  
SWK 541 – Generalist Practice with Individuals  
SWK 560 – Generalist Practice with Families and Groups  
SWK 561 – Generalist Practice with Organizations and Communities  
SWK 565 – Social Work Research  
SWK 580 – Generalist Field Practicum: Part A  
SWK 581 – Generalist Field Practicum: Part B  
SWK 591 – Social Work and Social Policy

SWK 620 – Anti-Racist & Anti-Oppressive Practice  
SWK 641 – Social Work Leadership  
SWK 660 – Advanced Practice for Individual & Family Well-Being  
SWK 661 – Advanced Community & Policy Practice for Well-being  
SWK 680 – Advanced Field Practicum: Part A  
SWK 681 – Advanced Field Practicum: Part B  
SWK 695 – Integrative Seminar in Social Work

## **Degree or Certificate Earned**

M.S.W.

## **Number of Courses Required for Program Completion**

Traditional Program: 20 courses Advanced Standing Program: 10 courses

## **Number of Credits Required for Program Completion**

Traditional Program: 60 credits Advanced Standing Program: 30 credits

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

Department of Social Work

Hayman Hall 361

(215) 951-1151

socialwork@lasalle.edu

## **Staff Contact Information**

Janine Mariscotti, MSW, LCSW

MSW Program Director  
Hayman Hall, Room 369  
mariscot@lasalle.edu  
(215) 951-1114

## **Faculty**

Associate Professors: Barbera

Assistant Professors: DeCarlo, Lynch, Mariscotti

Instructor: Pollichemi

## **Course Descriptions**

### **SWK 510 - Multidimensional Approaches to Human Development**

This course examines the foundational aspect of social work practice, that is, the development of the “person in environment.” The course is designed to provide knowledge and understanding of theory, research and practice issues related to human behavior and development. Human behavior is presented as a bio-psycho-socio-cultural phenomenon. The course focuses on people as individual and as members of families, groups, organizations, communities and global society. Course content covers life course and life span development from conception through later adulthood and death and examines the impacts of racial, ethnic, socio-cultural, religious/spiritual and gender diversity on human behavior. These impacts 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*

*How Offered: Face-to-Face, Online, Hybrid*

### **SWK 520 - Human Rights & Social Justice for Social Work**

This course will examine social issues and injustices as they relate to social work. A central focus will be the struggles of individuals, families, and communities from around the country and around the world. This course will deepen the student’s understanding to the concepts of social justice, human rights, social welfare, liberation and oppression, and explore how these concepts are understood at different times and in different places. In addition, they will discuss ways to promote human rights and social, economic and environmental justice in social work.

*Number of Credits: 3*

*How Offered: Face-to-Face, Online, Hybrid*

### **SWK 530 - Working with Children & Families**

This 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, Online, Hybrid

## **SWK 540 - 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

## **SWK 541 - Generalist Practice with Individuals**

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:* Fall

*How Offered:* Face-to-Face, Hybrid

*Prerequisites:* SWK 540

*Corequisites:* SWK 540

## **SWK 550 - Loss & 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 grief counseling and companioning skills are presented.

*When Offered:* Fall, Spring, Summer

*How Offered:* Face-to-Face, Online, Hybrid

## **SWK 552 - Resilience & 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.

*Number of Credits:* 3

*How Offered:* Face-to-Face, Online, Hybrid

## **SWK 560 - Generalist Practice with Families and Groups**

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, Hybrid

*Prerequisites:* SWK 540

*Corequisites:* SWK 540, SWK 580

## **SWK 561 – Generalist Practice with Organizations and Communities**

This course specifically focuses on engagement, assessment, intervention, and evaluation with organizations and communities. Social work values and ethics provide a foundation for this course, which highlights the integration of micro, mezzo, and macro skills for effective generalist practice.

Students will be introduced to a variety of approaches to macro social work practice. Students will acquire knowledge and skills for engagement, assessment, interventions, and evaluation with organizations and communities utilizing a systems framework within the empowerment tradition in social work.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face, Hybrid

*Prerequisites:* SWK 540

*Corequisites:* SWK 540, SWK 581

## **SWK 565 – Social Work Research**

Research Methods for Generalist Social Work Practice is a one-semester course. The purpose of this course is to prepare the generalist social work practitioner to understand the research process, develop the steps of research design, including a survey instrument, and seek approval for the project from the La Salle University Institutional Review Board. 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 examine ethical dilemmas facing researchers and those studying research, especially as this relates to work with vulnerable populations. This course highlights how research interfaces with successful social work practice.

*Number of Credits:* 3

*When Offered:* Spring, Summer

*How Offered:* Face-to-Face, Hybrid

## **SWK 580 – Generalist Field Practicum: Part A**

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 250 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, Hybrid

*Prerequisites:* SWK 540

*Corequisites:* SWK 540, SWK 560

## **SWK 581 – Generalist Field Practicum: Part B**

A continuation of SWK 580: Generalist Field Practicum Part A, 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 250 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, Hybrid

*Prerequisites:* SWK 540

*Corequisites:* SWK 561

## **SWK 585 - Mental Health & Substance Use: Support & Recovery**

This course will provide students with an understanding of co-occurring disorders, related concepts and theories, and the inter-relationship between mental health issues and substance use and abuse. Mental health issues and substance abuse will be examined using the DSM, with specific attention to key symptomology and increased risk. Screening and assessment tools and intervention strategies for co-occurring disorders will be explored. The use of self in a professional setting, and cultural considerations will also be examined. Students will gain an understanding of the implications of current policy on individuals, families, communities and agencies as it relates to mental health and substance use disorders.

*Number of Credits:* 3

*How Offered:* Face-to-Face, Hybrid

## **SWK 591 - Social Work and Social 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, Spring, Summer

*How Offered:* Face-to-Face, Online, Hybrid

## **SWK 620 - Anti-Racist & Anti-Oppressive Practice**

This course will offer a critical examination of the development of racism in the U.S. and within social work as a discipline and profession in the United States with a focus on how social work practice, theories, and interventions perpetuate racism and oppression. The course will use critical race theory and intersectionality to discuss how different forms of oppression – discrimination based on race, ethnicity, immigration status, ability, gender identity, sexual orientation, class, to name a few – are connected and how the dominant culture, both inside and outside social work, misuses power to maintain their advantage and privilege knowingly and unknowingly. It will then offer frameworks for practice that are anti-racist, anti-oppressive, abolitionist, and that promote social, economic, and environmental justice.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face, Online, Hybrid

## **SWK 641 – Social Work Leadership**

Social service agencies and nonprofit organizations permeate society and are a main source of enhancing well-being for individuals, families, and communities. Social workers are often employed by these agencies for service provision and program management and development. Increasingly, social workers are tasked with leading complex social services agencies and non-profit organizations. This course aims to provide students with the necessary skills to manage and lead in complex environments. Students will identify their own theory of leadership and how leadership applies to organizational management. Additionally, students will identify organizational structures and the processes for managing and developing programs within these structures. Students will also learn how to mentor employees and develop skills for providing supervision. Through course work, students can expect to gain knowledge in evaluating and implementing programs. Ultimately this course prepares students for the arduous, but necessary task, of transitioning from direct practice to a leadership role within the social work profession.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face, Online, Hybrid

*Prerequisites:* SWK 510, 540, 541, 565, 560, 561, 580, 581, 591

## **SWK 650 – Advanced Integrative Practice with Children & Families**

Advanced Integrative Practice with Children and Families emphasizes the application of advanced theory and practice principles for working with children and families in diverse practice settings. This course provides students an opportunity to consider approaches of current and emerging models of service delivery across the spectrum of settings where clinical intervention may be necessary, as well as more systemic intervention, which would address needs in a setting where social work may be one of many services offered (such as educational, healthcare or child welfare agencies). Models of child and family practice that emphasize promotion of wellbeing for the child and their family are considered.

*Number of Credits:* 3

*How Offered:* Face-to-Face, Online, Hybrid

## **SWK 660 – Advanced Practice for Individual & Family Well-Being**

This course builds on the generalist practice courses (SWK 541, SWK 560 and SWK 561) and explores theories and models for advanced social work practice with individuals and families with an emphasis on clinical practice methods. The course explores and critiques evidence-informed models for practice, emerging models of practice, and traditional/indigenous healing practices. The course reinforces the integration of theory and practice interventions as well as culturally appropriate, trauma-informed, and anti-oppressive stances toward social work practice. The overarching goal of the course is to integrate direct practice approaches that are client-centered, strengths-based, and relational with a primary focus on individual and family well-being.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face, Hybrid

*Prerequisites:* SWK 510, 540, 541, 565, 560, 561, 580, 581, 591

*Corequisites:* SWK 680

## **SWK 661 – Advanced Community & Policy Practice for Well-being**

This course focuses on social work at the community level and social work in policy arenas, connecting the two. The context for all social work practice is community. All people are members of communities and given social work's commitment to the person-in-environment perspective, community and policy practice are essential for social work. Likewise, since social policy affects all aspects of life – both personal and professional – social workers must be aware of how policy is developed and implemented, and how to influence policy. This course provides students with the advanced skills for work in communities and policy areas. Students will learn basic concepts and strategic



approaches related to practicing in these settings, including the concepts of economic, environmental and social justice; social transformation; empowerment; and, participatory democracy.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face, Hybrid

*Prerequisites:* SWK 510, 540, 541, 565, 560, 561, 580, 581, 591

*Corequisites:* SWK 681

## **SWK 680 – Advanced Field Practicum: Part A**

Advanced Field Practicum: Part A is the first, in a two-part practicum that provides the student with an educationally directed advanced social work practice experience. The student integrates social work theory and skills related to their area of concentration, while guided by a field instructor to practice within an ethical and professional framework. This practicum is based in an agency or organization within the community. Students are expected to complete 300 hours in the field and participate in a weekly seminar class. This practicum must be taken concurrently with SWK 680: Advanced Practice for Individual & Family Well-Being.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face, Hybrid

*Prerequisites:* SWK 510, 540, 541, 565, 560, 561, 580, 581, 591

*Corequisites:* SWK 660

## **SWK 681 – Advanced Field Practicum: Part B**

Advanced Field Practicum: Part B is the second in a two-part practicum that provides the student with an educationally directed advanced social work practice experience. The student integrates social work theory and skills related to their area of concentration, while guided by a field instructor to practice within an ethical and professional framework. This practicum is based in an agency or organization within the community. Students are expected to complete 300 hours in the field and participate in a weekly seminar class. This practicum must be taken concurrently with SWK 661: Advanced Community & Policy Practice for Well-Being.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*Prerequisites:* SWK 510, 540, 541, 565, 560, 561, 580, 581, 591

*Corequisites:* SWK 661

## **SWK 695 – Integrative Seminar in Social Work**

This course is designed for social work students to integrate learning from the advanced social work practice curriculum and the student's area of concentration. Students will develop and disseminate a culminating experience that contributes to individual, family and/or community well-being. With a focus on professional and ethical practice, students will demonstrate competency at the advanced practice level by synthesizing the values, ethics, knowledge, and skills learned throughout the MSW Program. In consultation with their colleagues and faculty, students will create a capstone project that advances social work research and/or practice and prepares them for lifelong learning.

*When Offered:* Fall, Spring

*How Offered:* Face-to-Face, Online, Hybrid

*Prerequisites:* SWK 661, SWK 681

# Speech-Language Pathology

## Program Description

La Salle University's Department of Communication Sciences and Disorders offers a Master of Science in Speech-Language Pathology.

Speech-language pathologists care for clients of all ages and cultural backgrounds with communication and swallowing disorders. Speech-language pathologists assess, treat, and help prevent speech, language, cognitive-communication, voice, swallowing, fluency, and related disorders.

This graduate program is a full-time program. Academic classes are scheduled in the late afternoon and early evening. Clinical practicum experiences in our on-campus clinic and affiliate sites are predominantly scheduled during business hours. Students have the opportunity to participate in diverse clinical practicum experiences in a variety of professional settings.

## Mission

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 prepare 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 in Speech-Language Pathology.

- 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 skills in assessment, intervention, and prevention of human communication and swallowing disorders. (IV-C; IV-D; IV-E; V-B)
- Integrate and demonstrate ethical, legal, and professional standards in the provision of speech-language pathology services. (IV-E; IV-G; V-B)

- Integrate research with clinical knowledge to improve the evaluation and treatment of individuals with communication and swallowing disorders. (IV-B; IV-C; IV-D; IV-E; IV-F; IV-G; V-B)
- 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. Pursue ongoing professional development. (IV-G; IV-H; V-C; V-D; V-E; V-F, VI)
- Implement appropriate assessment and intervention for diverse client populations across the lifespan. (IV-B; IV-C; IV-D, V-B; V-F)
- Evaluate individuals with communication and swallowing disorders utilizing appropriate diagnostic tools. (IV-C; IV-D; V-B; V-F)
- Provide intervention for individuals with communication and swallowing disorders utilizing appropriate clinical methods and strategies. (IV-C, IV-D; V-B; V-F)
- Practice independently and collaboratively in various health-care and educational systems in an appropriate professional manner. (IV-A through IV-H; V-A through V-F)

## Program Specific Information

### Accreditation

The Master of Science (M.S.) in Speech-Language Pathology program at La Salle University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard, Rockville, MD 20850-3289, 800-498-2071.

### Certification and Licensure

The American Speech-Language-Hearing Association (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 is called the Certificate of Clinical Competence (CCC) and requires completing specific program coursework, including practicum, a supervised Clinical Fellowship (CF), and passing a national examination.

For more information about ASHA certification, please visit <https://www.asha.org/certification/>.

All 50 states require speech-language pathologists to be licensed to practice. For state-specific licensure information (including Pennsylvania, New Jersey, and Delaware), please visit [State-by-State \(asha.org\)](http://www.asha.org/state-by-state/).

La Salle University's Department of Communication Sciences and Disorders has received approval for teacher certification for the Educational Specialist I School Speech & Language Pathologist PK-12 or the Teacher Instructional Certificate I for Speech and Language Impaired PK-12 from the Pennsylvania Department of Education (PDE) of the Commonwealth of Pennsylvania. Earning one of these certificates is required to work in the various school systems in Pennsylvania. Pennsylvania State Board regulations require candidates applying for either certificate to pass the appropriate Praxis test administered by the Educational Testing Service. Information about the Praxis Series Tests is available at <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 completing the Master's degree, the Department of Communication Sciences and Disorders faculty must recommend candidates for Instructional I certificates. Recommendations are predicated upon completing all course requirements with a minimum cumulative GPA of 3.0 and a minimum GPA of 3.0 in CSD courses.

### Clinical Experiences

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; and private practices in Pennsylvania, New Jersey, and Delaware.

### The National Student Speech-Language-Hearing Association

The National Student Speech-Language-Hearing Association (NSSLHA) is a pre-professional membership association for students interested in 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 our 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.

Visit the NSSLHA Web site: [www.nsslha.org](http://www.nsslha.org).

## **CSD Student Handbook**

The Communication Sciences and Disorders Student Handbook contains program-specific rules, guidelines, and procedures for progression and will be made available to all students.

## **Academic Requirements**

### Curriculum

Course selection is made with an adviser and includes undergraduate transcript review. If a student has deficiencies in undergraduate prerequisites, the student must complete the missing coursework during the graduate course of study.

### Required Courses

- COSD 501 – Introduction to Clinical Practicum
- COSD 502 – Introduction to Aural Habilitation/Rehabilitation
- COSD 503 – Speech Sound Disorders
- 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

Electives (Students must take two electives.)

- COSD 517 – Clinical Practicum in Audiology

COSD 519 – Cleft Palate and Other Maxillofacial Disorders  
COSD 526 – Alternative and Augmentative Communication  
COSD 530 – Special Topics in Communication Disorders  
COSD 537 – Geriatric communication Disorders  
COSD 538 – Atypical Language Development and Disorders  
COSD 611 – Fluency and Stuttering II  
COSD 613 – Acquired Language Disorders II  
COSD 617 – Advanced Pediatric Aural Habilitation for SLPs  
COSD 618 – Communication and Autism Spectrum Disorders  
COSD 620 – Pediatric Dysphagia  
COSD 622 – Applied Instrumentation in Speech-Language Pathology  
COSD 630 – Seminar in Communication and Swallowing Disorders  
COSD 640 – Thesis Research in Communication Disorders  
COSD 670 – Management of Cognitive-Communication Disorders

## **Course Sequence**

Year One Fall Semester

COSD 501- Introduction to Clinical Practicum  
COSD 503- Disorders of Articulation and Phonology  
COSD 512- Language Disorders in Young Children  
COSD 518- Research Design in Communication Disorders

Year One Spring Semester

COSD 513- Acquired Language Disorders  
COSD 515- Voice Disorders  
COSD 516- Clinical Practicum and Procedures  
COSD 520- Dysphagia  
Optional COSD Graduate Elective

Summer

COSD 614- Clinical Diagnostics in Speech-Language Pathology  
COSD 619- Medical Speech-Language Pathology  
Optional 1 or 2 COSD Graduate Elective(s)

Year Two Fall

COSD 514- Language Learning Disabilities in School-Age Children and Adolescents

COSD 521- Advanced School Practicum in Speech-Language Pathology or COSD 616- Advanced Clinical Practicum and Case Study

COSD 527- Motor Speech Disorders

COSD 528- Counseling Seminar in Communication Disorders

Optional COSD Graduate Elective

Year 2 Spring

COSD 502- Introduction to Aural Habilitation/Rehabilitation

COSD 511- Fluency and Stuttering

COSD 635- Integrative Capstone in Communication Disorders

COSD 521- Advanced School Practicum in Speech-Language Pathology or COSD 616- Advanced Clinical Practicum and Case Study

Optional COSD Graduate Elective

All MS in SLP students must complete two COSD graduate electives.

## **Degree or Certificate Earned**

M.S.

## **Number of Courses Required for Program Completion**

20

## **Number of Credits Required for Program Completion**

60

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

Jennifer Kleinow, Ph.D., CCC-SLP

Professor, Chair, and Graduate Program Director

2203 St. Benilde Tower

[kleinow@lasalle.edu](mailto:kleinow@lasalle.edu)

(215) 951-1232

## **Staff Contact Information**

Erica Nix

Administrative Assistant/ASHA Continuing Education Administrator

2201 St. Benilde Tower

215.951.1982

[nixe1@lasalle.edu](mailto:nixe1@lasalle.edu)

## Faculty

Jennifer Kleinow, Ph.D., CCC-SLP, Professor, Chair, Graduate Director

Evelyn R. Klein, Ph.D., CCC-SLP, Professor

Cesar Ruiz, SLP.D., CCC-SLP, Professor

Dana Bitetti, Ph.D., CCC-SLP, Assistant Professor

Ryan Husak, Ph.D., CCC-SLP, Assistant Professor

James M. Mancinelli, Ph.D., CCC-SLP, Assistant Professor

Maureen Costello-Yacono, Ph.D., CCC-SLP, Assistant Professor and Director of Clinical Education

Amanda Santarlas, M.B.A., M.S., CCC-SLP, BCS-S, Clinic Director

## Course Descriptions

### **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 - Speech Sound Disorders**

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*

*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 and CSD five-year seniors

## **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-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

*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.

*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.

*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

*How Offered:* Face-to-Face

*Restrictions:* CSD Graduate Students

*Prerequisites:* COSD 516

## **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.

*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, and treatment methodologies including augmentative-alternative communication (AAC) to promote social-communication. Appropriate materials and practical supports to enhance communication are discussed.

*Number of Credits:* 3

*When Offered:* Spring, Summer

*How Offered:* Face-to-Face

*Restrictions:* CSD graduate students and CSD five-year seniors

## **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

*How Offered:* Face-to-Face

*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 Student

*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 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. 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

## **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. Permission of faculty member and program director.

*Prerequisites:* COSD 518

## **COSD 670 - Management of Cognitive-Communication Disorders**

This course is designed to provide students with a comprehensive understanding of the cognitive-communication disorders associated with traumatic brain injury (TBI), right hemisphere brain damage (RHBD), and dementia. Students will learn clinical methods for differential diagnosis and treatment of these disorders. Topics to be covered include:

- Neuropathology of TBI, RHBD, and dementia
- Variables of recovery pertaining to TBI, RHBD, dementia
- Assessment and treatment of individuals with TBI, RHBD, dementia
- Patient and family education pertaining to TBI, RHD, and dementia

*Number of Credits:* 3

*When Offered:* Summer

*How Offered:* Face-to-Face

*Restrictions:* CSD graduate students

# Strategic Communication

## Program Description

The Master of Arts in Strategic Communication is a 33-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.

## 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 and articulate the communication principles and processes involved in creating and sustaining meaning
- Recognize, articulate, and demonstrate the influence and power of messages
- 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
- Communicate strategically

## Student Learning Outcomes

1. Adapt to the ways diverse perspectives affect communication.
2. Construct messages to achieve strategic communication goals.
3. Diagnose professional communication challenges and provide informed recommendations.
4. Use reflective techniques to inform the development of communication skills.

## Program Specific Information

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.

## Academic Requirements

### One-Year Program

The One-Year Master of Arts in Strategic Communication is a 33-credit program intended to be completed within 12 months. 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**

**(8 courses, 24 credits)**

- Com 602 Effective Presentations
- Com 604 Strategic Communication Research
- Com 612 Internal Communications
- Com 615 Persuasion
- Com 620 Strategic Communication Capstone
- Com 641 Social Media
- External Communication Requirement (Choose 1 of):
- Com 606 Integrated Marketing Com
- Com 613 Strategic Public Relations
- Com 619 Communication Campaigns
- Writing Requirement (choose 1 of):
- Com 603 Proposal Writing
- Com 623 Public Relations Writing

\*Note: alternative writing courses may be taken by permission of the Graduate Director.

## **Possible Electives**

**(3 courses, 9 credits)**

- Com 608 Diversity and Inclusion
- Com 610 Leadership Communication
- Com 614 Conflict Resolution, Negotiation, and Mediation
- Com 616 Group Decision-Making and Problem-Solving
- Com 621 Training and Development
- Com 630-635 Topics in Professional Development
- Com 640 Professional Media Development
- Com 661/662 Graduate Internship I/II
- Com 670 Special Topics in Strategic Communication

\*Note, students may take additional courses from the two “choose 1” required courses and those courses would count as an elective.

## **Part-Time Program**

The part-time Master of Arts in Strategic Communication is a 33-credit program requiring all degree recipients to complete the following course:

- The core (8 courses, 24 credits)
- The completion of 9 credits toward electives

## **Course Sequence**

Students enrolled in the one-year M.A. program (this includes BA/MA) in Strategic Communication complete coursework as follows:

- Four 3-credit courses during the fall semester
- One 3-credit course during the winter intersession
- Four 3-credit courses during the spring semester
- Two 3-credit courses during the summer session(s)

## **Degree or Certificate Earned**

M.A.

## **Number of Courses Required for Program Completion**

11

## **Number of Credits Required for Program Completion**

33

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

Strategic Communication

Communication Center

[gradcomm@lasalle.edu](mailto:gradcomm@lasalle.edu)

(215) 951-1844

## **Staff Contact Information**

Katie Dunleavy, Ph.D.

Director

Communication Center

(215) 991-3520

## **Faculty**

Director: Katie Dunleavy, Ph.D.

Professors: Dainton

Associate Professors: Daily, Dunleavy, M. Smith, Texter, Zelley

Assistant Professors: Lashley

## **Course Descriptions**

### **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 - Proposal Writing**

This is an advanced writing course designed to show participants how to write documents commonly used to acquire investments, donations and other types of funding for non-profit and for-profit organizations. This course focuses particularly on developing the skills needed for writing proposals for grants, including interpreting a RFP, identifying and gathering content and information from multiple sources, creating a budget, and developing narratives that are competitive and compelling.

*Number of Credits: 3*

## **COM 604 - Strategic Communication Research**

This course focuses on the essential knowledge and skills needed to engage in data-based strategic decision making in communication professions. The course focuses on the role of research in setting and achieving goals, understanding research concepts, as well as the skills needed to conduct surveys, interviews, and focus groups. The course addresses how to translate and report research.

*Number of Credits: 3*

## **COM 606 - Integrated Marketing Communication**

This course examines the ways in which various external communication elements (advertising, public relations, and marketing) can be coordinated in order to achieve organizational goals. As part of the course, students will learn how to leverage various techniques, including social media, event marketing, media relations, and publicity to effectively promote a business or organization.

*Number of Credits: 3*

## **COM 608 - Diversity and Inclusion**

This course focuses on understanding and appreciating diverse perspectives and backgrounds of those in the workplace and increasing inclusive communication practices. The course uses self-reflection as a tool for understanding one's own perspectives and communication as they relate to diverse workforces and teaches students how to identify and engage in more inclusive professional communication.

*Number of Credits: 3*

## **COM 610 - Leadership Communication**

This course examines the role of communication in realizing effective leadership. Through exploration of leadership perspectives and communication principles, students will learn to recognize and analyze effective versus ineffective strategies, while considering situational factors such as context and audiences. Additionally, students will engage in several personal and peer skill assessments with an eye toward development and growth as effective leaders.

*Number of Credits: 3*

## **COM 612 - Internal Communication**

This course focuses on the strategic function of internal communications, with a specific focus on organizational climate and culture, change communication, and employee engagement.

*Number of Credits: 3*

## **COM 613 - Strategic Public Relations**

This course focuses on the strategic function of public relations, which includes an analysis of the public relations situation, organization and its key publics; establishment of goals and measurable objectives; formulation of appropriate action and response strategies; development of the message strategy; selection of communication tactics together with their budgets and timelines; and evaluation of the plan.

*Number of Credits: 3*

## **COM 614 - Conflict Resolution, Negotiation, and Mediation**

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 Decision-Making and Problem-Solving**

This course focuses on the development and processes of effective groups and teams. Students will work in groups to learn how to utilize decision making strategies in order to solve problems. They will develop practical skills in leading a group and working virtually.

*Number of Credits: 3*

## **COM 619 - Communication Campaigns**

In this course, students will be introduced to the strategic process of planning, producing, implementing, and evaluating campaigns for internal and external audiences. Students will examine the approaches used to develop and manage campaigns for diverse publics. Students will also analyze contemporary campaigns for their effectiveness and societal 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 - Training and Development**

Developing organizational members and leaders is vital to advancing today's organization, and training provides a key means for fostering these professional skills. In this course, students gain both theoretical and practical foundations of training and development. Students will learn how to identify communication needs in an organization, and then to design, deliver, and assess employee learning through training and development initiatives.

*Number of Credits: 3*

## **COM 623 - Public Relations Writing**

This course involves strategies and practices for writing, media planning, and digital content creation with a focus on owned and earned media. The emphasis is on producing narrative content that achieves integrated marketing communication goals.

*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.

### **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.

## Program Specific Information

Students earning the M.A. in TESOL will also receive ESL certification in Pennsylvania—provided that the student meets state requirements.

## Academic Requirements

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.

## Course Sequence

### 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

## **Degree or Certificate Earned**

M.A.

## **Number of Courses Required for Program Completion**

12

## **Number of Credits Required for Program Completion**

36

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

Hayman Hall, room 128

[hispanicinstitute@lasalle.edu](mailto:hispanicinstitute@lasalle.edu)

(215) 991-3592



## **Staff Contact Information**

J. Manuel Gomez, Ph.D.

Director

Hayman Hall, room 128

[hispanicinstitute@lasalle.edu](mailto:hispanicinstitute@lasalle.edu)

(215) 951-1209

## **Faculty**

Director: Gomez

Full Professor: Ketz

Associate Professors: Biehl, Gomez, Ossa

Lecturers: Kopec, Zucker, Li

## **Course Descriptions**

### **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 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*

## **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.

*Number of Credits: 3*

*Prerequisites: BLS 600 and BLS 601*

## **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.

*Number of Credits: 3*

*Prerequisites: BLS 609 - Language Studies for Educators*

## **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.

*Number of Credits: 3*

*Prerequisites: BLS 609: Language Studies for Educators*

## **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*

## **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 12 courses (three credits each) to be taken in a predetermined fashion. Therefore, a total of 36 credits are required to complete the M.A. in Translation and Interpretation.

### **Mission**

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.

## Program Specific Information

As part of the program requirements, the student will complete the following:

- A 60-hour internship with the state courts, a health-care institution, or a translation or interpretation company
- A final portfolio of work on the application of particular techniques to translating as well as interpreting, and the analysis of particular issues related to the translation/interpretation field

## Academic Requirements

**A minimum of thirty-six (36) credits is required for the degree. All courses are three (3) credits each.**

## Course Sequence

The recommended course sequence is as follows:

| Year     | Fall    | Credits | Spring  | Credits | Summer       | Credits |
|----------|---------|---------|---------|---------|--------------|---------|
| <b>1</b> | BLS 610 | 3       | BLS 612 | 3       | BLS 614      | 3       |
|          | BLS 617 | 3       | BLS 641 | 3       | BLS 642      | 3       |
| <b>2</b> | BLS 615 | 3       | BLS 616 | 3       | BLS Elective | 3       |
|          | BLS 643 | 3       | BLS 703 | 3       | BLS Elective | 3       |

BLS 610 Comparative Analysis of English / Spanish

BLS 612 Consecutive Interpretation and Sight Translation

BLS 614 Legal Interpretation

BLS 615 Health Interpretation

BLS 616 Business Interpretation

BLS 617: Technology in Translation and Interpretation

BLS 641 Professional Uses of Spanish: Health Care

BLS 642 Professional Uses of Spanish: Business

BLS 643 Professional uses of Spanish: Legal

BLS 703 Internship and Portfolio

## Degree or Certificate Earned

M.A.

## **Number of Courses Required for Program Completion**

12

## **Number of Credits Required for Program Completion**

36

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

Hayman Hall, room 128

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(215) 991-3592

## **Staff Contact Information**

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Director

Hayman Hall, room 128

[hispanicinstitute@lasalle.edu](mailto:hispanicinstitute@lasalle.edu)

(215) 951-1209

## **Faculty**

Director: Gomez

Full Professor: Ketz

Associate Professors: Biehl, Gomez, Ossa

Lecturers: Ezquerro-Hasbun, Fischetti, Leahy, Natalini, Tellez, Vergara-Mery

## **Course Descriptions**

### **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 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 703 - Internship and Portfolio**

This course is required for the completion of the MA in Translation and Interpretation English/Spanish. The candidate will conduct a supervised internship of 60 hours and prepare a final on-line portfolio. The project may focus on the application of particular techniques of translating as well as interpreting, and on the analysis of particular issues related to the translation/interpretation fields.

*Number of Credits: 3*

## **Certificates, Endorsements, and Preparatory Programs**

### **Business Systems and Analytics (Certificate)**

#### **Program Description**

Business Systems & Analytics (BSA) is the process of transforming data into insights for informed business decision making. Data management, data visualization, predictive modeling, data mining, forecasting, business application programming and modeling, simulation, and optimization are some of the methodologies used in business analytics to create insights from data. The MS program in BSA is designed to reflect an interdisciplinary play between the business analytics fields of Statistics, Operations Research, and Information Systems; and the functional business fields of Accounting, Finance, and Marketing. The program provides students with a practical and theoretical understanding of the latest business analytics tools and technologies for effective and informed problem-solving and decision-making. The emphasis across required MS courses in BSA is on problem formulation, modeling, solution, visualization, and interpretation, and communication of analytical results, as well as the sound application of analytic frameworks and technologies.

The M.S. program is structured in a Hybrid and Online format which allows working professionals greater flexibility and convenience as they move through the program. Courses are delivered in mix of hybrid and fully online courses.

- The hybrid courses are 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.
- The fully online courses provide 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.

## **Mission**

### **School of Business' Mission**

Experiential and engaged learning is at the heart of everything we do. We provide excellence in business education through the integration of current business concepts with diverse experiential learning opportunities. As a Catholic Lasallian university, we are committed to the principle that all knowledge is practical and empowering, filled with the capacity to transform lives. Anchored by a foundation which affirms the value of both liberal arts and

professional studies, our students are prepared to lead engaged and fulfilling lives marked by a commitment to the common good.

## **Master of Science in Business Systems and Analytics' Program Mission**

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

## **Program Goals**

The goal of the BSA program is to advance student knowledge, skills, and competency in developing business analytics and data science solutions that can improve productivity and business performance. In today's information age, professionals entering the marketplace require specialized training and education in problem-solving, creative thinking, analytical skills, organizational skills, technology skills, and communication skills. The BSA program and faculty are committed to developing these competencies through educational and extra-curricular activities.

## **Student Learning Outcomes**

**Learning Goal 1: To use analytic methods and information systems tools and technologies to drive effective and data-driven solutions to business problems and decisions.**

- Learning Outcome 1.1: Students should be able to perform data analysis using various analytical techniques, interpret results to solve business problems and make informed business decisions.
- Learning Outcome 1.2: Students should be able to use data management tools and technologies to improve organizational support of data-driven solutions to business problems and decisions.
- Learning Outcome 1.3: Students should be able to formulate problems and develop data-driven solutions to business problems and decisions using information systems and analytics tools and technologies.
- Learning Outcome 1.4: Students should be able to identify, formulate, and solve optimization problems, and perform sensitivity analysis and simulation to examine alternative scenarios.

**Learning Goal 2: To effectively communicate the results of analytic solutions to business problems and decisions.**

- Learning Outcome 2.1: Students should be able to effectively convey, through oral and written communication, the results of analytical solutions to business problems and decisions.
- Learning Outcome 2.2: Students should be able to perform exploratory analysis and design effective reports, visualizations, and dashboards.
- Learning Outcome 2.3: Students should be able to apply data visualization best practices.

**Learning Goal 3: To use analytics tools and technologies for effective functional business decision making.**

- Learning Outcome 3.1: Students should be able to utilize accounting analytics methods and technologies for financial and managerial accounting problem solving and decision making.
- Learning Outcome 3.2: Students should be able to use financial analytics tools and techniques in business decision making.
- Learning Outcome 3.3: Students should be able to apply marketing analytics tools and metrics to investigate the impact of marketing activities and strategies on business productivity.

## **Program Specific Information**

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.

## **STEM Designation**

The MS program in BSA meet the requirements of what the Department of Homeland Security considers to be a science, technology, engineering, or mathematics (STEM) field of study. International students who graduate from

these programs may be eligible to apply for a 24-month OPT extension.

## Admission Deadlines

New students will be admitted each Fall and Spring semester. All application documents must be received one week prior to the start of the term. International student applications should be completed at least two months prior to the dates listed above.

- **Application deadline** - the deadline to complete an application for consideration of admission for a particular term is 2 weeks prior to the start of that term.
- **Documentation deadline** - The deadline to submit all corresponding documentation for admission consideration is two Wednesday's prior to the start of that particular term.
- **Registration deadline** - The deadline to register is the Monday prior to the start of the term.

## Admission Requirements

The Admission Committee evaluates each applicant's interest, aptitude, professional experience and prior academic success to assess his/her potential for achievement in graduate business studies. The structure of the La Salle MS in Business Analytics 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  
215.951.1100/ Fax 215.951.1462  
[grad@lasalle.edu](mailto: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 evaluating many factors to determine a student's potential for success in the MS 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.

## 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 an applicants if he/she meets the one of the following:

- Has an undergraduate business degree from an AACSB-accredited University and has
  - 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.
- Holds a CFA Charter or CPA license or has 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 are eligible to take up to 12

credits 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.

## Tuition and Fees

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

## Tuition Assistance

There are loan programs available for 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.

## M.S. Academic Standing and Graduation Requirements

Every student in La Salle University's M.S. program 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 Program Manager, and may be required to withdraw from the program, revise his/her course of study or repeat specific classes.

A student with a cumulative grade point average below 3.0 is automatically in academic jeopardy whether or not he/she receives written notification of this status, and regardless of the number of credits earned. Students with a G.P.A. below 3.0 should consult with the Program Manager to ascertain any potential actions to improve academic success within the program.

To graduate from the M.S. in Business Analytics Program at La Salle, a student must have:

- A minimum of a 3.0 G.P.A. overall within the M.S. curriculum, and,
- No more than two grades of "below" a B- in all courses.

Should a student complete all required courses, but fall below a 3.0 cumulative GPA, he/she will not be eligible to graduate.

## Academic Requirements

Students must complete 12 credits to complete the Certificate in Business Systems & Analytics at La Salle University.

## Business Perspective

The **Business Perspective** course is designed to develop a general understanding and acquire core competencies in business analytics before taking more advanced and technical courses.

- MBA 693 - Business Analytics for Informed and Effective Decision Making

## Data Perspective

The **Data Perspective** courses are designed to teach students the role of data in business analytics by studying data warehousing, data mining, simulation, and optimization. The students also learn to communicate the practical implications of quantitative analyses effectively through data visualizing and dashboarding.

Students will complete:

- BSA 720 - Data Warehousing and Data Mining

And, students will select one of the following courses:

- BSA 730 - Optimization and Simulations
- BSA 740 - Data Visualization

## **Systems Perspective**

The **Systems Perspective** courses are designed to teach students the 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 to solve big data problems by designing the solution logic and formal representation of program specifications using selected high-level languages. The students also learn about systems analysis and structured analysis, and design methodology for complex business systems.

Students will select one of the following courses

- BSA 700 - Business Application Programming
- BSA 710 - Systems Analysis and Database Design

## **Course Sequence**

A student's course sequence and timing will be based upon their desired program completion plans. The certificate can be completed in one year, but can extend to two years if the timing works better for the student.

We offer the courses in 8-week terms, five times per year. The terms begin in August, October, January, March, and May. New students can enroll in the August or January terms.

At the time of admittance, students will work with an advisor to develop an appropriate course sequence.

## **Degree or Certificate Earned**

Certificate in Business Systems & Analytics

## **Number of Courses Required for Program Completion**

4 Courses

## **Number of Credits Required for Program Completion**

12 Credit Hours

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

M.S. in Business Systems and Analytics

Founders' Hall Room 231

blairn@lasalle.edu

(215) 951-1057

## **Staff Contact Information**

Nicole Blair

Director of PT MBA and MS in Analytics Programs

215.438.6676

blairn@lasalle.edu

If you have any questions regarding the M.S. in Business Analytics program, please contact: [blairn@lasalle.edu](mailto:blairn@lasalle.edu) or visit our website [dev-lasalle.pantheonsite.io/ms-bsa](http://dev-lasalle.pantheonsite.io/ms-bsa)

## Faculty

Dean: MarySheila McDonald, J.D.

Department Chair: Madjid Tavana, Ph.D.

Director: Nicole Blair, M.B.A., M.S.

Professors: Jiang, Tavana

Associate Professors: Kennedy, Leaby, Szabat, Ugras

Assistant Professors: Radetskiy, Varzгани

## Course Descriptions

### BSA 700 - Business Applications Programming

This course is designed to introduce students to the principles of business application programming for business analytics using selected high-level languages such as R, Python, and Hadoop. 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. The focus is on accessing data from multiple sources, manipulating different types of programming objects, performing character manipulation, and generating reports. Students will design and develop several computer programs throughout the term.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* MBA 693

### 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

*How Offered:* Online

*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.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites: MBA 693*

## **BSA 730 – Optimization and Simulation**

This course introduces students to decision making and problem solving with simulation and optimization tools and techniques. Students learn to formulate and construct a decision model with spreadsheets and use the optimization tools, Monte Carlo simulation, and sensitivity analysis to generate and interpret solutions. The course covers different types of optimization and simulation models, including linear programming, sensitivity analysis, integer linear programming, goal programming, multiple objective optimization, simulation modeling, and queuing theory.

*Number of Credits: 3*

*How Offered: Online*

*Prerequisites: MBA 693*

## **BSA 740 – Data Visualization**

One of the skills that characterize great business data analysts is the ability to communicate practical implications of quantitative analyses to any kind of audience member. In this course, students will learn how to visualize data, tell a story, and explore data by reviewing the core principles of data visualizing and dashboarding. The course aims to focus on effective and high impact visualizations of common data analyses to help them convey conclusions directly and clearly. Students will be able to get practiced in designing and persuasively presenting business “data stories” that use these visualizations, helping stakeholders make decisions and take action based on their business data capitalizing on design principles.

*Number of Credits: 3*

*How Offered: Online*

*Prerequisites: MBA 693*

## **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*

*How Offered: Online*

*Prerequisites: Completion of online Math Assessment (if not waived).*

## **Data Science (Certificate)**

### **Program Description**

The certificate provides students with the knowledge and skills to review and integrate big data sets and provide visual representation of results. The program mixes statistical analysis with data preparation to provide visual results to questions. The program includes coding skills specifically for Big Data.

### **Mission**



The Data Science Certificate educates students in theoretical and practical concepts related to Big Data. Students develop data connections and use analytical techniques to answer specific questions related to the data.

## Program Goals

- Prepare students to enter the field of data science
- Prepare students to extend data analysis through the use of data science methods

## Student Learning Outcomes

- Explain data relationships based on real world variables
- Use statistical methods to develop data models
- Construct and transform views of relevant data sources based on independent variables
- Prepare data learning based on data views

## Program Specific Information

This certificate may be applied as an option for the M.S. Computer Information Science, M.S. Cybersecurity or M.S. Economic Crime Forensics programs.

## Academic Requirements

- CIS 523 Database Management Systems
- CIS 658 Data Mining
- ANA 615 Statistical Analysis
- CIS 633 Data Analysis with R
- CIS 654 Artificial Intelligence

## Course Sequence

| Fall 1  | Spring 1 | Summer 2 |
|---------|----------|----------|
| CIS 523 | CIS 654  | CIS 658  |
| CIS 633 | ANA 615  |          |

## Degree or Certificate Earned

Certificate

## Number of Courses Required for Program Completion

5

## Number of Credits Required for Program Completion

15

## GPA Required for Program Completion

3.0

## **Program Contact Information**

Data Science Certificate

Holroyd Hall, Room 129

gradcis@lasalle.edu

## **Staff Contact Information**

Margaret McCoey

Program Director

Holroyd 129

mccoey@lasalle.edu

(215) 951-1136

## **Faculty**

Director: Margaret M. McCoey, M.S.

Associate Professors: Blum, Redmond, Wang

Assistant Professors: McCoey

Lecturers: Casey, Crossen, McGinley, McManus

## **Course Descriptions**

### **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.

## **Program Specific Information**

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  
1900 W. Olney Avenue  
Philadelphia, PA 19141  
215.951.1100/ Fax 215.951.1462  
[grad@lasalle.edu](mailto:grad@lasalle.edu)

## **Academic Requirements**

A foundation course may be required based on the student's background.

- ECF 610 - Criminal Justice and Legal Concepts
- 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

## **Course Sequence**

ECF 610

FACC 702

FACC 703

FACC 704

FACC 705

## **Degree or Certificate Earned**

Certificate

## **Number of Courses Required for Program Completion**

5

## **Number of Credits Required for Program Completion**

15

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

M.S. Economic Crime Forensics

Holroyd Hall, Room 129

ecf@lasalle.edu

215-951-1136

## **Staff Contact Information**

Margaret McCoey, M.S.

Program Director

Assistant Professor

Holroyd Hall, Rm 129

215-951-11

## **Faculty**

Lecturer: Hilkwitz, McCoey, Monaghan, Zikmund

## **Course Descriptions**

### **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*

## **Freedoms Foundation/Graduate History Courses**

### **Program Description**

La Salle University has established a partnership with Valley Forge Freedoms Foundation. Through this program teachers from around the country take one-week courses during the summer, taught by college and university professors from leading institutions. These courses emphasize civics and civic engagement as manifested throughout the history of America.

### **Program Contact Information**

Stuart Leibiger, Ph.D.

341 Hayman Hall

[leibiger@lasalle.edu](mailto:leibiger@lasalle.edu)

(215) 951-1093

### **Course Descriptions**

#### **HIS 870-879 - Special Topics**

DESCRIPTION NEEDED

Several courses are included under the Special Topics rubric. Among these are "Medal of Honor Legacy," "American Revolution: Philadelphia Campaign," and "The Presidency and Electoral Power."

*Number of Credits: 1 to 3*

*When Offered:* Summer

*How Offered:* Face-to-Face

*Restrictions:* The Special Topics courses are available only to students who have been admitted to the Freedoms Foundation/Graduate History Courses program.

## **Full Stack Engineering (Certificate)**

### **Program Description**

This certificate introduces students to the current technologies used to automate processes. The program includes content in cloud scenarios, big data, mobile development, and emerging technologies such as Artificial Intelligence and Blockchain.

### **Mission**

The mission of the Full Stack Engineering Certificate is to provide learners with development opportunities related to emerging technology processes and platforms. The certificate seeks to prepare computing professionals to keep pace with the dynamic nature of the technology enhancements and provide a foundation to adapt the new technologies for current needs.

### **Program Goals**

- Students will manage the end-to-end life cycle for the production of software and applications.
- Students will analyze, write, build, and deploy software application solutions.
- Students will modify and test new technologies enhancements to developed solutions.

### **Student Learning Outcomes**

- Design and develop user friendly interfaces
- Design and develop internet processing applications for multiple device types
- Perform database maintenance processing
- Evaluate the use of new technology systems

### **Program Specific Information**

Students may complete this certificate and apply it towards the M.S. Computer Information Science masters program.

### **Academic Requirements**

CIS 621 Client Side Development

CIS 626 Web Services Development

CIS 627 Web Database Services Development

CIS 629 Mobile Development

CIS 670-679 Special Topics

## Course Sequence

| Fall 1  | Spring 1 | Summer 1    |
|---------|----------|-------------|
| CIS 621 | CIS 629  | CIS 670-679 |
| CIS 627 | CIS 626  |             |

## Degree or Certificate Earned

Certificate

## Number of Courses Required for Program Completion

5

## Number of Credits Required for Program Completion

15

## GPA Required for Program Completion

3.0

## Program Contact Information

Full Stack Engineering Certificate

Holroyd Hall, Room 129

215-951-1136

gradcis@lasalle.edu

## Staff Contact Information

Margaret McCoey, Program Director

Holroyd Hall, Room 129

mccoey@lasalle.edu

215-951-1136

## Faculty

Program Director: McCoey

Associate: Blum, Highley, Redmond, Wang

Assistant: McCoey

Lecturer: Casey, Crossen, McGinley, Monaghan

## Course Descriptions

# Instructional Leadership (Endorsement)

## Program Description

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.

## Academic Requirements

### 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

## Course Descriptions

All course descriptions may be found in the main menu under [Graduate > Courses: A-Z](#).

# Interpretation: English/Spanish-Spanish/English (Certificate)

## Program Description

The Certificate in Interpretation addresses the legal, healthcare, and business environments.

The program consists of six courses (3 credits each) to be taken in a predetermined fashion. Therefore, a total of 18 credits is required to complete the certificate.

## 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.

## Program Specific Information

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.

## Academic Requirements

There are six (6) courses, three (3) credits each, and all are required, for a total of 18 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.

## Course Sequence

The required courses and recommended sequence are as follows:

| Year | Fall    | Credits | Spring  | Credits | Summer  | Credits |
|------|---------|---------|---------|---------|---------|---------|
| 1    | BLS 610 | 3       | BLS 612 | 3       | BLS 615 | 3       |
|      | BLS 617 | 3       | BLS 614 | 3       | BLS 616 | 3       |

- BLS 610 - Comparative Analysis English/Spanish
- BLS 612 - Consecutive Interpretation and Sight Translation
- BLS 614 - Legal Interpretation
- BLS 615 - Health-care Interpretation
- BLS 616 - Business Interpretation
- BLS 617: Technology in Translation and Interpretation

## Degree or Certificate Earned

Certificate

## Number of Courses Required for Program Completion

## Number of Credits Required for Program Completion

18

## GPA Required for Program Completion

3.0

## Program Contact Information

Hayman Hall, room 128

[hispanicinstitute@lasalle.edu](mailto:hispanicinstitute@lasalle.edu)

(215) 991-3592

## Staff Contact Information

J. Manuel Gomez, Ph.D.

Director

Hayman Hall, room 128

[hispanicinstitute@lasalle.edu](mailto:hispanicinstitute@lasalle.edu)

(215) 951-1209

## Faculty

Full: Ketz

Associate Professors: Biehl, Gomez, Ossa

Lecturers: Ezquerro-Hasbun, Fischetti, Hain-Poorman, Natalini, Tellez

## Course Descriptions

All course descriptions may be found in the main menu under [Graduate > Courses: A-Z](#).

## IT and Cybersecurity Policy (Certificate)

### Program Description

This certificate provides students with the necessary knowledge and skills to adapt and respond to security risks. Students develop skills to implement security processes along with preparing for business resilience and continuity based on unplanned enterprise disasters. This certificate focuses on management strategies to mitigate cyber breaches and enforce technology security policies.

### Mission

The mission of the IT and Cybersecurity Policy Certificate is to address the integration of security and compliance issues related to electronic user data and enterprise usage. This certificate provides the foundation to develop and manage security issues and policies. The approach is consistent with the philosophy of graduate education at La Salle.

### Program Goals

- Prepare student to assess organizational security policies, plans and procedures and implementations
- Prepare students to develop compliance programs related legislation cybersecurity legislation
- Prepare students to manage IT and cybersecurity processes

## Student Learning Outcomes

- Develop, propose, plan and manage an organization's security policies
- Identify federal and global legislation related to security and security threats
- Develop corporate plans for mitigating business disruptions and disasters

## Program Specific Information

This certificate may be applied as an option for the M.S. Computer Information Science, M.S. Cybersecurity or M.S. Economic Crime Forensics programs.

## Academic Requirements

CIS 615 Project Management  
 CYB 644 Information Security  
 CYB 612 Ethics, Issues and Government Regulations  
 CYB 652 Leadership Evaluation and Self Assessment  
 CIS 619 Crisis Management and Business Continuity

## Course Sequence

|         |          |          |
|---------|----------|----------|
| Fall 1  | Spring 1 | Summer 1 |
| CIS 619 | CYB 612  | CYB 652  |
| CYB 644 | CIS 615  |          |

## Degree or Certificate Earned

Certificate

## Number of Courses Required for Program Completion

5

## Number of Credits Required for Program Completion

15

## GPA Required for Program Completion

3.0

## Program Contact Information

IT and Cybersecurity Policy Certificate

Holroyd Hall, Room 129

gradcis@lasalle.edu

215-951-1136

## **Staff Contact Information**

Margaret McCoey, M.S.

Program Director

Holroyd Hall, Room 129

mccoey@lasalle.edu

215-951-1136

## **Faculty**

Director: Margaret M. McCoey, M.S.

Associate Professors: Blum, Redmond, Wang

Assistant Professors: McCoey

Lecturers: Casey, Cerenzio, Hilkowitz, Monahan, Smith, Walters, Zikmund

## **Course Descriptions**

### **Nursing (Certificates)**

#### **Program Description**

This post-master's certificate option is available for nurses who hold a Master of Science in Nursing degree. A gap analysis is done to determine which courses would be needed to complete the certificate. Post-Master certificates are available for Adult Gerontology Primary Care Nurse Practitioner, Adult-Gerontology Clinical Nurse Specialist, Psychiatric Mental Health Nurse Practitioner, and Family Primary Care Nurse Practitioner.

#### **Post-Master's Certificate Adult Gerontology Primary Care Nurse Practitioner**

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 Gerontology Primary Care Practitioner.

#### **Post-Master's Family Nurse Practitioner Certificate**

The Family Nurse Practitioner online program is designed to prepare nurses with the skills needed to deliver cutting-edge, community-based primary health care to individuals and families across the lifespan. Upon completion of this track, students are eligible for licensure in the Commonwealth of Pennsylvania and for national certification as a Family Nurse Practitioner.

#### **Post-Master's Psychiatric Mental Health Nurse Practitioner Certificate**

The Psychiatric Mental Health Nurse Practitioner Program prepares nurse practitioner students to provide a full range of mental health services to clients across the life span. This specialty emphasizes prevention, diagnosis, and management of both acute episodic and chronic mental illnesses. Although not setting specific, clinical rotations will primarily occur in in-patient, outpatient, and community residential settings. Upon completion of this track, students are eligible for licensure in the Commonwealth of Pennsylvania and for national certification as a Psychiatric Mental Health Nurse Practitioner.

#### **Post-Master's Adult-Gerontology Clinical Nurse Specialists Certificate**

**At this time, La Salle University is not accepting or enrolling new students into this program. Please [complete this form](#) as an expression of interest and to receive information about this program from La Salle University at a later date.**

**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.

## **Mission**

Consistent with Lasallian values, the Mission of the Nursing Program is to provide scientifically based nursing curricula to educate clinically competent, caring, nursing professionals with a commitment to excellence in practice, service, life-long learning, and scholarship.

## **Program Goals**

- Prepare students to provide nursing services in health care agencies and communities with an emphasis on vulnerable populations
- Prepare students to provide professional nursing services in health care agencies and communities with an emphasis on vulnerable populations
- Facilitate students' professional development in the knowledge, skills, and values to advocate for a healthy society
- Foster student and faculty engagement in inter-professional and collaborative health care services, programs, and research
- Educate students to strengthen the nursing profession and to contribute to the health of society through service and practice
- Develop a community of life-long learners among students, faculty, alumni, and community partners.

## **Student Learning Outcomes**

- Integrate advanced theoretical, research-based, scientific, and clinical knowledge into clinical practice to provide nursing care to diverse clients. (Essential 1)
- 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)
- 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)
- Use ethical decision-making to promote the well-being of individuals, families, health care professionals in local, national, and international communities. (Essential 6)
- 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)
- Demonstrate communication skills, including health information management to enhance the quality of care provided at individual and aggregate levels. (Essential 5)
- 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)
- 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)
- 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)
- Demonstrate responsibility and accountability for ongoing professional development (Essential 9)

## **Program Specific Information**

The BSN, MSN, DNP, and APRN Post-master's Certificate programs at La Salle University are accredited by the [Commission on Collegiate Nursing Education](#), 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791.

Please refer to the handbook which can be found at <https://www.lasalle.edu/nursing-msn/wp-content/uploads/sites/135/2018/08/grad-nursing-rnbsn-handbook-2018.pdf>

## Academic Requirements

Dependent upon certificate.

## Course Sequence

Adult Gerontology Nurse Practitioner

This track requires a total of 512 clinical hours. The clinical experiences are in NUR 665 and NUR 666.

### Advanced Core Courses

NUR 615 Family Systems Concepts for Primary Care

NUR 616 Advanced Health Assessment

NUR 617 Advanced Pharmacology

NUR 618 Advanced Pathophysiology

### Adult Gerontology Primary Care Nurse Practitioner Track Courses

NUR 660 Adult Gerontology Primary Care I

NUR 661 Adult Gerontology Primary Care II

NUR 665 Field Study: Adult Gerontology Primary Care I (256 hrs.)

NUR 666 Field Study: Adult Gerontology Primary Care II (256 hrs.)

Family Nurse Practitioner

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For the Master of Science in Nursing Family Nurse Practitioner certificate, the nursing curriculum is comprised of 16 courses (45 credits), including 9 credits of core courses, 12 credits of advanced core courses, 10 credits of concentration/theory courses, 11 credits of field study/clinical courses, and 3 credits for one elective. 692 clinical hours are associated with the field study/clinical courses.

[NUR 615: Family System Concepts for Primary Care](#)

[NUR 618: Advanced Pathophysiology](#)

[NUR 617: Advanced Pharmacology](#)

[NUR 616: Advanced Health Assessment](#)

[NUR 660: Adult Gerontology Primary Care I](#)

[NUR 665: Field Study: Adult Gerontology Primary Care I](#)

[NUR 661: Adult Gerontology Primary Care II](#)

[NUR 667: Field Study: Adult Gerontology Primary Care II](#)

[NUR 663: Primary Care of Women](#)

[NUR 668: Field Study: Primary Care of Women](#)

[NUR 664: Primary Care of Children](#)

[NUR 669: FNP Field Study II](#)

## Psychiatric Mental Health Nurse Practitioner

### Advanced Core Courses

NUR 615 Family Systems Concepts for Primary Care

NUR 616 Advanced Health Assessment  
NUR 617 Advanced Pharmacology  
NUR 618 Advanced Pathophysiology  
NUR 622: Psychopharmacology

#### **Psychiatric Mental Health Nurse Practitioner Track Courses**

NUR 627 Psychiatric Mental Health Nurse Practitioner Role I  
NUR 657 Field Study: Psychiatric Mental Health Nurse Practitioner Role I  
NUR 628 Psychiatric Mental Health Nurse Practitioner Role II  
NUR 658 Field Study: Psychiatric Mental Health Nurse Practitioner Role II  
NUR 629 Psychiatric Mental Health Nurse Practitioner Role III  
NUR 659 Field Study: Psychiatric Mental Health Nurse Practitioner Role III

#### **Adult Gerontology Clinical Nurse Specialists**

#### **Advanced Core Courses**

NUR 512 Introduction to Nursing Informatics  
NUR 616 Advanced Health Assessment  
NUR 617 Advanced Pharmacology  
NUR 618 Advanced Pathophysiology

#### **Clinical Nurse Specialist Track Courses**

NUR 620 Biopsychosocial Processes I  
NUR 621 Biopsychosocial Processes II  
NUR 625 Field Study in Adult Health and Illness I (256 hrs.)  
NUR 626 Field Study in Adult Health and Illness II (256 hrs.)

### **Degree or Certificate Earned**

Certificate

### **Number of Courses Required for Program Completion**

dependent upon gap analysis

### **Number of Credits Required for Program Completion**

dependent upon gap analysis

### **GPA Required for Program Completion**

3.0

### **Program Contact Information**

Patricia Dillon, Ph.D., R.N.

Chair of Graduate Nursing and R.N.-BSN and R.N.-MSN Programs, Associate Professor

[dillonp@lasalle.edu](mailto:dillonp@lasalle.edu)

215.951.1322

St. Benilde Tower 4413

### **Staff Contact Information**

Christine Beerman  
Administrative Assistant  
mcglinn@lasalle.edu  
215-951-1413

## Faculty

Chair: Patricia A. Dillon, Ph.D, R.N.

Professors: Dillon, Wolf

Associate Professors: Bicknell, Czekanski, Donohue-Smith, Frizzell, Kinder, Wilby

Assistant Professors: Alberts, Hoerst, Palovcak, Uribe

## Course Descriptions

All course descriptions may be found in the main menu under [Graduate > Courses: A-Z](#).

## Post-Baccalaureate Premedical (Certificate)

La Salle University's Post-Baccalaureate Premedical Certificate Program affords individuals an opportunity to change their current career path with one in the health professions. This program provides students with the necessary prerequisites for admissions into medical school or another health professions program. The program is not intended for post-baccalaureate students who need to enhance their academic profile by retaking these undergraduate prerequisites. Students in La Salle's post-baccalaureate program have undergraduate degrees in engineering, business, and liberal arts.

Post-baccalaureate premedical students can choose to complete the program in 15 months or 21 months. The premedical prerequisites include general chemistry, organic chemistry, physics, biology and math, and additional elective courses. At La Salle these courses would be CHM 111-112, CHM 201-202, PHY 105-106, BIO 210-220, and MTH 113. All courses are taken with La Salle undergraduates. Students who complete a minimum of seven science/math courses in this program receive a Certificate in Premedical Sciences.

The post-baccalaureate program has established Accelerated Acceptance programs with Robert Wood Johnson Medical School and The Philadelphia College of Osteopathic Medicine. Eligible candidates can apply and be accepted and matriculate within the same year. Requirements for each of the accelerated programs can be found at the Post-Baccalaureate Premedical Certificate Program Web site: (<https://www.lasalle.edu/post-bacc/>).

## 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 eight undergraduate-level courses that are commonly recommended and/or required courses for graduate school preparation in speech-language pathology. They are offered online, affording students the choice of a flexible schedule.

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 better 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.



# Mission

## PreSLP Mission Statement

The Pre-Speech-Language Pathology (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 successfully pursue a master's degree in Speech-Language Pathology.

## Program Goals

- Post-baccalaureate students will complete prerequisite courses in basic human communication sciences needed to apply to a Master's degree 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.

## Student Learning Outcomes

- The student will demonstrate knowledge in the biological and physical sciences, statistics, and social/behavioral sciences.
- The student will demonstrate knowledge of basic communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic, and cultural bases.
- 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 pathology.

## Program Specific Information

### 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. Students who have not completed these requirements on the undergraduate level may take these courses at La Salle.

### Academic Requirements

The following courses are the recommended PreSLP courses and will be offered online. Note that "W" indicates that the course is online and the "P" indicates that the course is 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

### Course Sequence

- COSD 100P W
- COSD 102P W
- COSD 200P W
- COSD 202P W
- COSD 203P W
- COSD 211P W
- COSD 304P W
- COSD 306P W

Students can complete one or more courses in PreSLP as needed and available.

## **Degree or Certificate Earned**

none

## **Number of Courses Required for Program Completion**

N/A

## **Number of Credits Required for Program Completion**

N/A

## **GPA Required for Program Completion**

N/A

## **Program Contact Information**

Maureen Costello, Ph.D, CCC-SLP

Advisor for the PreSLP Program

[costellm3@lasalle.edu](mailto:costellm3@lasalle.edu)

215.951.1888 / Fax: 215.951.5171

St. Benilde Tower 2208

## **Staff Contact Information**

Latasha Lipscomb

[grad@lasalle.edu](mailto:grad@lasalle.edu)

Office of Graduate and Adult Enrollment

La Salle University- Box 826

1900 W Olney Ave

Philadelphia, PA 19141

## **Faculty**

Courses in the PreSLP program are taught by full-time CSD faculty, as well as adjunct faculty.

## **Course Descriptions**

### **COSD 100P W - Introduction to Language and Communication**

This course presents an introduction to linguistics, which is the study of human language and communication. Each major branch of linguistics is surveyed with an emphasis on the structure, content, and use of English. This course

also explores language variation and the relationship between language and culture, language and the brain, and how children develop language. Students practice techniques for linguistic analysis, and clinical applications to the fields of speech-language pathology and psychology are discussed.

*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.

*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:* BIO 158 or BIO 210 or BIO 161 and BIO 162, or BIO 164P WB, or permission of instructor.

## **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.

*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 speech production, hearing, and speech perception. This course introduces the physical properties of sound waves, resonance, the source-filter theory, spectrogram reading, decibels, and speech perception. 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.

*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.

*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 (Certification)**

### **Academic Requirements**

#### **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***

**(9 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

- 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

## Course Descriptions

All course descriptions may be found in the main menu under [Graduate > Courses: A-Z](#).

## Strategic Communication (Certificate)

### Program Description

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.

### 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

## **Program Specific Information**

N/A

## **Academic Requirements**

**18 credits (six courses)**

### ***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
- COM 641 - Social Media
- COM 670-677 - Professional Communication Special Topic Courses

## **Course Sequence**

Course sequence may vary.

## **Degree or Certificate Earned**

Certificate

## **Number of Courses Required for Program Completion**

6

## **Number of Credits Required for Program Completion**

18

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

Strategic Communication

Communication Center

[gradcomm@lasalle.edu](mailto:gradcomm@lasalle.edu)

(215) 951-1844

## Staff Contact Information

Katie Dunleavy, Ph.D.

Director

Communication Center

(215) 991-3520

## Faculty

Director: Katie Dunleavy, Ph.D.

Professors: Dainton

Associate Professors: Daily, Dunleavy, M. Smith, Texter, Zelley

Assistant Professors: Lashley

## Course Descriptions

All course descriptions may be found in the main menu under [Graduate > Courses: A-Z](#).

## 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 include legal, health care, and business environments. In addition, governing translation principles are also studied for application to language environments not covered by the program.

### Mission

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.

## Program Specific Information

The program is flexible. 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.

## Academic Requirements

A total of 18 credits—six (6) graduate courses—are required to earn the Certificate.

## Course Sequence

The required courses and recommended course sequence are as follows:

| Year | Fall    | Credits | Spring       | Credits | Summer  | Credits |
|------|---------|---------|--------------|---------|---------|---------|
| 1    | BLS 610 | 3       | BLS 641      | 3       | BLS 642 | 3       |
|      | BLS 617 | 3       | BLS Elective | 3       | BLS 643 | 3       |

- BLS 610 Comparative Analysis of English/Spanish
- BLS 617 Technology Applications in Translation and Interpretation
- BLS 641 - Professional Uses of Spanish: Medical
- BLS 642 - Professional Uses of Spanish: Business
- BLS 643 - Professional Uses of Spanish: Legal
- Any other course offered in the Master in Translation and Interpretation program

## Degree or Certificate Earned

Certificate

## Number of Courses Required for Program Completion

6

## Number of Credits Required for Program Completion

18

## GPA Required for Program Completion

3.0

## Program Contact Information

Hayman Hall, room 128

[hispanicinstitute@lasalle.edu](mailto:hispanicinstitute@lasalle.edu)

(215) 991-3592

## Staff Contact Information

J. Manuel Gomez, Ph.D.

Director

Hayman Hall, room 128

[hispanicinstitute@lasalle.edu](mailto:hispanicinstitute@lasalle.edu)

(215) 951-1209

## Faculty

Director: Gomez

Full: Ketz

Associate Professors: Biehl, Gomez, Ossa

Lecturers: Ezquerra-Hasbun, Fischetti, Hain-Poorman, Natalini, Tellez

## Course Descriptions

All course descriptions may be found in the main menu under [Graduate > Courses: A-Z](#).

## Wound, Ostomy, and Continence Nursing (Certificates)

### Program Description

The Wound, Ostomy, and Continence Nursing Program prepares nurses to provide acute and rehabilitative care for people with disorders of the gastrointestinal, genitourinary, and integumentary systems. Wound, Ostomy, and Continence nurses provide direct and consultative care for persons with abdominal stomas, wounds, fistulas, pressure ulcers, and incontinence problems. La Salle University Post-BSN Wound, Ostomy and Continence Nursing Certificate Program is currently seeking approval to be accredited by the Wound, Ostomy, and Continence Nurses Society™ (WOCN®). Upon successful accreditation in the Fall 2021, graduates of La Salle University Post-BSN Wound, Ostomy and Continence Nursing Certificate Program are eligible to become certified by the [Wound, Ostomy and Continence Nursing Certification Board \(WOCNCB®\)](#).

### Mission

Consistent with Lasallian values, and the Mission of the Nursing Program, the mission of the Wound, Ostomy, and Continence Nursing Education Program is to provide scientifically based nursing curricula to educate clinically competent, caring, nurse professionals who are specialists in caring for patients with wound, ostomy and continence needs with a commitment to excellence in practice, service, life-long learning, and scholarship.

## Program Goals

- To prepare students to become specialists in providing care for patients/clients with wound, ostomy and continence needs.
- To facilitate students' professional development by preparing them for certification in wound, ostomy and continence nursing
- To foster interprofessional, collaborative practice in the caring for patients with wound, ostomy and continence needs.

## Student Learning Outcomes

1. Integrate advanced theoretical, research-based, scientific, and clinical knowledge into clinical practice to provide wound, ostomy and continence nursing care to diverse clients.
2. Practice independently and collaboratively with an interprofessional team while delivering direct and indirect wound, ostomy and continence care services in various types of health care systems..
3. Use ethical decision-making to promote the well-being of individuals, families, health care professionals in local, national, and international communities.
4. Utilize evidence-based practice recommendations, research findings and professional standards of wound, ostomy and continence care to promote health, prevent disease and improve the health status of individuals, families, groups, communities, and populations.
5. Demonstrate safe, effective assessment, planning, implementation, and evaluation wound, ostomy and continence skills in caring for individuals and groups regardless of race, sex, sexual orientation, age, socioeconomic status, culture, health care beliefs, and religion, while working in interprofessional collaborative relationships.
6. Demonstrate responsibility and accountability for ongoing professional development.

## Program Specific Information

### Admission Criteria:

- 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.
- Grade point average of 3.0 in baccalaureate nursing program
- Current RN licensure in Pennsylvania
- One year clinical experience following RN licensure. Current clinical experience within 5 years prior to application to program (current, active practice, completion of a nurse refresher course, or a clinical performance examination)
- Resume
- Provide two professional reference contact information from professors or supervisors.
- A statement of interest in the Post-BSN Wound, Ostomy and Continence Nursing Certificate Program

## Academic Requirements

- NUR 720 – Professional Wound Ostomy Continence Model
- NUR 721 – Wound and Skin Care Specialty Course
- NUR 722 – Wound and Skin Care Specialty Practicum
- NUR 723 – Ostomy Care Specialty Course
- NUR 724 – Ostomy Care Specialty Practicum\*
- NUR 725 – Urinary and Fecal Continence Care Specialty Course
- NUR 726 – Urinary and Fecal Continence Care Specialty Practicum \*

\*Clinical practicum begin upon completion of the specialty course. When doing more than one specialty, clinical practicums start after at the completion of all specialty courses.

## Course Sequence

- NUR 720 – Professional Wound Ostomy Continence Model – the role of the WOC Nurse (required for all specialties) 1 credit Fall 1 -7 weeks
- NUR 721 – Wound and Skin Care Specialty Course 3 Credits Fall 2 -7 weeks
- NUR 722 – Wound and Skin Care Specialty Practicum (50 hrs.)1 credit\*
- NUR 723 – Ostomy Care Specialty Course 3 Credits 7 weeks Spring 1 -7 weeks
- NUR 724 – Ostomy Care Specialty Practicum (50 hrs.) 1 credit\*

- NUR 725 – Urinary and Fecal Continence Care Specialty Course 3 Credits - 7 weeks

Spring 2

- NUR 726 – Urinary and Fecal Continence Care Specialty Practicum (50 hrs.) 1 credit\*

\*Clinical practicum begin upon completion of the specialty course. When doing more than one specialty, clinical practicums start after at the completion of all specialty courses.

## **Degree or Certificate Earned**

Certificate

## **Number of Courses Required for Program Completion**

7

## **Number of Credits Required for Program Completion**

13

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

Patricia Dillon, PhD, Rn, CWOCN Educational Director Administrator

St. Benilde Tower 4413

[dillonp@lasalle.edu](mailto:dillonp@lasalle.edu)

(215)951-1322

## **Staff Contact Information**

Christine Beerman, Administrative Assistant

[mcglinn@lasalle.edu](mailto:mcglinn@lasalle.edu)

(215)951-1413

## **Faculty**

PROFESSOR: Dillon

INSTRUCTORS: Carson, Quigel

## **Course Descriptions**

### **NUR 720 - Role of the WOC Nurse**

This course introduces the student to the role of the Wound, Ostomy and Continence Nurse (WOC). The historical evolution of the WOC Nurse is reviewed. Students compare role responsibilities of the WOC nurse, including clinician/consultant, patient/staff education, and leadership/management. The process of research utilization and

the contributions of evidence-based practice to the implementation of the WOC Nurse role responsibilities are examined. The collaborative interprofessional functions of the WOC nurse are explored. Professional issues, such as legal and ethical considerations, accountability, professional standards, budgetary management, data management, reimbursement issue, and national health policy are addressed.

*Number of Credits:* 1

*How Offered:* Online

## **NUR 721 - Wound and Skin Care Specialty**

Student examine principles of skin and wound care for clients across the lifespan. The pathophysiology of acute and chronic wound and skin disorders is presented to expand student understanding of normal anatomy and physiology of the integumentary system and wound healing. Assessment and diagnostic methods and treatment and preventive plans are developed for clients at risk for wound development or threats to wound healing. Students combine principles of wound care to identify actual or potential wound and skin problems, safe, evidence-based interventions, and characteristics of competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with skin and wound needs.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* NUR 720

## **NUR 722 - Wound and Skin Care Specialty Practicum**

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:* 1

*How Offered:* Online

*Prerequisites:* NUR 720, NUR 721

## **NUR 723 - Ostomy Care Specialty Course**

Principles for the care of patients with ostomy (fecal and urinary diversion), fistulas and percutaneous tubes are applied to the nursing care for clients across the lifespan in a variety of settings. Students use evidence-based strategies pertinent to ostomy care to identify actual or potential wound and skin problems, provide safe, competent care. They advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with ostomy needs. Students integrate research and evidence-based practice guidelines in developing plans of care and educational plans for patients with fecal, urinary diversions, fistulas and percutaneous tubes. Clinical reasoning process foster accurate diagnosis and management of fecal and urinary diversions, fistulas and percutaneous tubes.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* NUR 720, NUR 721

## **NUR 724 - Ostomy Care Practicum**

Students investigate principles of fecal and urinary diversion care for clients across the lifespan. The pathophysiology of acute and chronic GI/GU disorders are examined in the context of normal anatomy and

physiology of the GI/GU. Assessment, diagnosis, treatment and preventive plans are developed based on student integration of principles of fecal and urinary diversion. Actual and potential problems, safe strategies, are evidence-based intervention explored in relation to competent patient care. Students develop increased theoretical knowledge as applied to differential diagnosis, clinical judgment, decision-making skills in caring for clients with fecal and urinary diversion needs.

*Number of Credits:* 1

*How Offered:* Online

*Prerequisites:* NUR 720

## **NUR 725 - Urinary & Fecal Continence**

Students investigate the principles supporting urinary and fecal incontinence care for clients across the lifespan. They apply knowledge of normal anatomy and physiology of the genitourinary and gastrointestinal systems, to pathophysiology of acute and chronic genitourinary and gastrointestinal incontinence disorders. assessment and diagnostic methods and treatment, and preventive plans of care are developed. Students apply knowledge of urinary and fecal incontinence to identification of actual or potential client problems in order to provide safe, evidence-based, competent patient care. They advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with urinary and fecal incontinence needs.

*Number of Credits:* 3

*How Offered:* Online

*Prerequisites:* NUR 720

## **NUR 726 - Urinary/Fecal Continence Pract**

Students apply the principles of urinary and fecal incontinence management to care of clients across the lifespan in a variety of settings. they integrate knowledge of gastrointestinal/genitourinary anatomy and physiology and pathophysiology to actual or potential urinary and fecal incontinence problems, and provide safe, evidence-based, competent care. Students advance in theoretical knowledge, clinical judgment. differential diagnosis and decision-making skills in caring for clients to meet the needs of urinary and fecal incontinence disorders. Student integrate research and evidence-based practice guidelines in developing plans of care for patients with urinary and fecal incontinence disorders. The process of clinical reasoning is developed for accurate diagnosis and management of urinary and fecal incontinence problems.

*Number of Credits:* 1

*How Offered:* Online

*Prerequisites:* NUR 720

## **Doctorates**

### **Doctor of Nursing Practice (DNP) – Nurse Anesthesia – Post-BSN**

#### **Program Description**

The La Salle Doctor of Nursing Practice (DNP) program is in response to the call for health care improvement and innovation. The Post-BSN curriculum plan is designed in accord with the American Association of Colleges of Nursing (AACN) Position Statement on Doctoral Education, The Essentials of Doctoral Education for Advanced Nursing Practice, and the Council on Accreditation of Nurse Anesthesia Programs.

The post-BSN for nurse anesthesia is 51 months in length. The first two years are delivered fully online, and include yearly on-campus Immersion experiences. After the first 24 months, Post-BSN students complete a 29 month clinical residency on-site at the Frank J. Tornetta campus, and a final DNP Scholarly Project. Upon completion of all degree requirements the student will be awarded a Doctor of Nursing Practice degree from La Salle University and

after recommendation from the Anesthesia Director, will be eligible to sit for the National Certification Examination to gain NBCRNA certification.

## Mission

The mission of the La Salle university Nursing Programs 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.

The Frank J. Tornetta School of Anesthesia mission can be found here:

<http://fjtsa.com/mission/>

## Program Goals

- Educate professional nurses 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.
- Support faculty and student scholarly activity that informs quality and safety in healthcare systems

The Frank J. Tornetta School of Anesthesia program terminal objectives can be found here:

<http://fjtsa.com/program-terminal-objectives/>

## Student Learning Outcomes

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

- 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 practicum 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

## Program Specific Information

Students enroll in the post-BSN program on a full-time (six credits/semester) basis after acceptance by the Frank J. Tornetta School of Anesthesia. Admission criteria can be found at <http://fjtsa.com/admission-requirements/>

The Post-BSN nurse anesthesia curriculum plan is accredited by [Council on Accreditation of Nurse Anesthesia Educational Programs](#). Full details regarding the Frank J. Tornetta School of Anesthesia can be found at: [www.fjtsa.com](http://www.fjtsa.com)

The DNP Student Handbook and Scholarly Manual can be found at <https://www.lasalle.edu/doctor-of-nursing-practice/>

## Academic Requirements

The post-BSN program is 51 months in length- fall, spring, and summer. Students complete the first two years of Core and Advanced Core course work completely online with an opportunity to continue paid employment.

### Core

### **(3 credits per semester)**

- NUR 702 - Theoretical Foundations of Doctoral Nursing Practice
- 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

Additional online course work during the 29-month clinical residency include:

## **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 - DNP Scholarly Project
- NUR 882 - DNP Residency (4 credits) anesthesia courses NUR 711 through 728 (see course sequence)

### **Anesthesia Courses**

Fourteen anesthesia courses NUR 711 through NUR 738 are completed on site at the Tornetta School beginning the summer of year II.

## **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 publication.

## **Course Sequence**

NUR 702: Advanced Therapeutics Seminar

NUR 703: Professional Ethics

NUR 704: Statistics and Biostatistics

NUR 706: Healthcare Economics

NUR 637: Epidemiology

NUR 695: Public Policy and Global Initiatives



NUR 709: Research for Evidence Based Practice

NUR 618: Pathophysiology

NUR 617: Advanced Pharmacology

NUR 616 Advanced Health Assessment

ANES 711: Principles of Anesthesia Practice

ANES 712: Physics, Chemistry and Equipment in Anesthesia

NUR 705: Patient Safety and Health Care Outcomes

ANES 713: Pharmacology of Anesthetic Agents

ANES 714: Advanced Physiology & Pathophysiology for Anesthetists

ANES 715: Clinical Practicum I

ANES 716: Advanced Principles of Anesthesia Practice

ANES 717: Regional Anesthetic Management

ANES 718: Obstetric and Pediatric Anesthesia

ANES 719: Clinical Practicum II

NUR 751: Clinical Leadership and Interprofessional Collaboration

ANES 730: Advanced Anesthetic Management for Special Procedures I

ANES 731: Clinical Practicum III

NUR 750: Translating Research into Practice

ANES 732: Advanced Anesthetic Management for Special Procedures II

ANES 733: Clinical Practicum IV

NUR 880: DNP Project

ANES 734: Professional Aspects of Anesthesia Practice

ANES 735: Clinical Practicum V full time 500  
hours min

NUR 882: DNP Project Residency

ANES 736: Crisis Management in  
Anesthesia

ANES 737: Clinical Practicum VI

ANES 738: Transition to Advanced Nurse  
Anesthesia Practice

## **Degree or Certificate Earned**

DNP

## **Number of Courses Required for Program Completion**

33

## **Number of Credits Required for Program Completion**

84

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

Patricia Dillon, PhD, RN

Chair of Graduate, RN to BSN and RN to MSN Nursing Programs

Professor

Room 4413

Phone # 215-951-1322

## **Staff Contact Information**

Christine M. McGlenn - Beerman, MS

Graduate Nursing Programs

La Salle University

School Of Nursing and Health Sciences

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1900 W. Olney Avenue

Philadelphia, PA 19141

215-951-1413

(F) 215-951-1896

[mcglinn@lasalle.edu](mailto:mcglinn@lasalle.edu)

## Faculty

### Program Administration and Faculty

Kathleen Czekanski, Ph.D., RN, CNE

Dean, School of Nursing and Health Sciences

Patricia Dillon, Ph.D., RN, CNE

Professor and Chair Graduate Programs

Michael Kost, DNP, CRNA, CHSE

Director, Frank J. Tornetta School of Anesthesia

Faculty, La Salle University School of Nursing and Health Sciences

Cynthia Betron, DNP, CRNA, CHSE, CNE

Associate Director, and Simulation Lab Director, Frank J. Tornetta School of Anesthesia

Faculty, La Salle University School of Nursing and Health Sciences

### DNP Faculty

Joan Frizzell, Ph.D., CRNP, ANP-BC, RN

Barbara Hoerst, Ph.D., RN

Jeannine Uribe, Ph.D., RN

Mary Wilby, Ph.D. RN, CRNP, ANP-BC

Zane Robinson Wolf, Ph.D., RN, CNE, FAAN

## Course Descriptions

### NUR 609 - Health Care Economics

This course introduces students to key concepts, models, and empirical findings in the field of health economics. Students examine the markets for health insurance, health care services, and prescription drugs, along with the labor markets for health care professionals. Students also consider the efficiency and equity aspects of the U.S. health care system and health care 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.

*Number of Credits:* 3

*When Offered:* Fall, Spring, Summer

*How Offered:* Online

*Prerequisites:* Core, NUR 617, NUR 618

## **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.

*Number of Credits:* 3

*When Offered:* Fall, Spring, Summer

*How Offered:* Online

*Prerequisites:* NUR 618

*Corequisites:* NUR 618

## **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.

*Number of Credits:* 3

*When Offered:* Fall, Spring, Summer

*How Offered:* Online

## **NUR 637 - Epidemiology and Population Health**

This course introduces methods of analysis, concepts and nursing strategies related to improving individual, aggregate and population health. Epidemiological concepts are examined with emphasis on determinants of health, disease distribution, environmental influences, cultural diversity, health promotion, clinical prevention and disaster preparedness. Epidemiological, biostatistical, environmental data and statistical measures are used to integrate, analyze and evaluate nursing science practice and outcomes within the dimensions of population health.

*Number of Credits: 3*

*When Offered: Summer*

*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 provides an overview of commonly used statistical methods employed in evidence-based nursing practice and interprofessional health care practices. The use of data is emphasized as it is influential in making decisions to treat, in developing policies within acute and chronic health care delivery organizations and systems, and in evaluating health care quality, processes, and outcomes. Students critique data analyses presented in selected published research studies across health disciplines. Experience is attained in data entry and data analysis using IBM® -SPSS Statistics.

*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

*When Offered:* Fall

*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, Spring, Summer

*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

*Prerequisites:* NUR 616, NUR 617, NUR 618

## **NUR 713 - Pharmacology of Anesthetic Agents**

This course expands upon the knowledge gained in prior pharmacology courses. The pharmacokinetics and pharmacodynamics of anesthetic agents will be addressed comprehensively. Potential adverse effects, drug interactions and appropriate interventions will be discussed. Individual patient variations, age, gender, morbidity and other variables that impact drug selection and dosing will be explored. Students will develop strategies for the safe administration of intravenous, inhalation and injected anesthetic agents to a diverse patient population.

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Face-to-Face

*Prerequisites:* NUR 617, NUR 711, NUR 712

## **NUR 714 - Advanced Physiology and Pathophysiology for Anesthesia Practice**

This course expands upon knowledge gained in prior physiology and pathophysiology courses. Normal physiology as it relates to the practice of anesthesia is extensively discussed. The anesthetic implications of various comorbidities are explored in depth. Common pathological conditions are discussed in a systematic approach, focusing on indicated anesthetic considerations. Management of potential adverse reactions to anesthetics and surgery related to comorbidities will be analyzed. Students will develop strategies to optimize patients' conditions and to synthesize patient centered anesthesia management plans, supported by evidence.

*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, pathological 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, and 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*

*Prerequisites: NUR 711, NUR 712, NUR 713, NUR 714*

## **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 beginners* skills in this course.

*Number of Credits: 2*

*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*

*When Offered: Summer*

*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*

*When Offered: Summer*

*How Offered: Online*

## **NUR 880 - Clinical DNP Scholarly Project**

*135 clinical hours; 15 didactic hours*

Students develop and defend a project proposal and explore practice issues that influence project success with committee members and other stakeholders. They confer with clinical practice leaders when implementing the outcomes-focused project. The project proposal is shaped by needs assessment data, literature review, and program evaluation strategies. Students implement the project, having critiqued, revised, and disseminated the approved 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 implementation of the project.

*Number of Credits: 3*

*When Offered: Spring*

*How Offered: Online*

## **NUR 882 - DNP Project 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 Scholarly Project is completed. Students implement an evidence-based project in a healthcare or community agency. They successfully defend their doctoral project. The required project end-product is the basis of 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 Essentials of Doctoral Education for Advanced Nursing Practice.

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 final Scholarly Project. The program delivered online includes yearly Immersion experiences.

## Mission

The mission of the La Salle University Nursing Programs 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.

## 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

## Program Specific Information

Students may enroll in the post-MSN 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 plans of study are individualized and include at least 500, of the required 1000, clinical hours. Advanced Practice Nurses (CNS, CRNA, NP, and Nurse Midwives), as well as other Master's prepared nurses with a BSN may apply.

The DNP Student Handbook and Scholarly Manual can be found at <https://www.lasalle.edu/doctor-of-nursing-practice/>

## Academic Requirements

The DNP Program consists of 34 credit hours beyond the master's degree. A statistics course and a graduate research course is required for admission. These courses are available as pre-requisites to the DNP.

Optional courses for project completion, if needed, are NUR 881 (Capstone Project Seminar), NUR 883 (Clinical Capstone Residency Seminar), or NUR 887 (Clinical Practicum), one credit each

Clinical practice hours for DNP students with less than 500 master's-level clinical hours will be individually evaluated based on their transcripts. Additional clinical hours can be completed in the Program in NUR 887 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 based on a gap analysis, and negotiated between the student and 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 publication.

## Course Sequence

### Core

**(3 credits per course)**

- NUR 702 - Theoretical Foundations of Doctoral Nursing Practice
- 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 - DNP Scholarly Project
- NUR 882 - DNP Residency (4 credits)

### Optional

**(1-2 credits per course)**

- NUR 881 - DNP Scholarly Project Seminar (Pass/Fail)
- NUR 883 - DNP Residency Seminar (Pass/Fail)
- NUR 887 - Clinical Practicum (Pass/Fail)

## **Degree or Certificate Earned**

DNP

## **Number of Courses Required for Program Completion**

11-14

## **Number of Credits Required for Program Completion**

34-37 credits

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

Patricia Dillon, PhD, RN

Chair of Graduate, RN to BSN and RN to MSN Nursing Programs

Professor

Room 4413

Phone # 215-951-1322

## **Staff Contact Information**

Christine M. McGlinn - Beerman, MS

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## **Faculty**

Program Administration and Faculty:

Kathleen Czekanski, Ph.D., RN, CNE

Dean, School of Nursing and Health Sciences

Patricia Dillon, Ph.D., RN, CNE

Professor and Chair Graduate Programs

Joan Frizzell, Ph.D., CRNP, ANP-BC, RN

Barbara Hoerst, Ph.D., RN

Jeannine Uribe, Ph.D., RN

Mary Wilby, Ph.D. RN, CRNP, ANP-BC

Zane Robinson Wolf, Ph.D., RN, CNE, FAAN

## **Course Descriptions**

### **NUR 609 - Health Care Economics**

This course introduces students to key concepts, models, and empirical findings in the field of health economics. Students examine the markets for health insurance, health care services, and prescription drugs, along with the labor markets for health care professionals. Students also consider the efficiency and equity aspects of the U.S. health care system and health care systems in other countries.

*Number of Credits: 3*

*When Offered: Spring*

*How Offered: Online*

### **NUR 637 - Epidemiology and Population Health**

This course introduces methods of analysis, concepts and nursing strategies related to improving individual, aggregate and population health. Epidemiological concepts are examined with emphasis on determinants of health, disease distribution, environmental influences, cultural diversity, health promotion, clinical prevention and disaster preparedness. Epidemiological, biostatistical, environmental data and statistical measures are used to integrate, analyze and evaluate nursing science practice and outcomes within the dimensions of population health.

*Number of Credits: 3*

*When Offered: Summer*

*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 provides an overview of commonly used statistical methods employed in evidence-based nursing practice and interprofessional health care practices. The use of data is emphasized as it is influential in making decisions to treat, in developing policies within acute and chronic health care delivery organizations and systems, and in evaluating health care quality, processes, and outcomes. Students critique data analyses presented in selected published research studies across health disciplines. Experience is attained in data entry and data analysis using IBM® -SPSS Statistics.

*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*

*When Offered: Fall*

*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*

*When Offered: Summer*

*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*

*When Offered: Summer*

*How Offered: Online*

## **NUR 880 - Clinical DNP Scholarly Project**

*135 clinical hours; 15 didactic hours*

Students develop and defend a project proposal and explore practice issues that influence project success with committee members and other stakeholders. They confer with clinical practice leaders when implementing the outcomes-focused project. The project proposal is shaped by needs assessment data, literature review, and program evaluation strategies. Students implement the project, having critiqued, revised, and disseminated the approved 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 implementation of the project.

*Number of Credits: 3*

*When Offered: Spring*

*How Offered: Online*

## **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 - DNP Project 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 Scholarly Project is completed. Students implement an evidence-based project in a healthcare or community agency. They successfully defend their doctoral project. The required project end-product is the basis of 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.



## **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.

## **Program Specific Information**

### **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 6 11:59 EST. Any application materials received after December 6 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](http://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](http://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

## 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 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:

- 111 graduate credits of course work as designated.
- The Comprehensive Examination, Parts I and II (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.

## Financial Aid

For financial aid information, please visit the [Financial Aid website](#).

## 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

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

## 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.

## Academic Requirements

In its entirety, the program is 111 graduate credits—72 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 and II, 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 [here](#).

**A typical course progression can be found [here](#).**

## Courses Required of All Students

(72 hours)

- PSY 700 - Psychotherapy I: Individual Approaches (3)
- PSY 701 - Biological Bases of Behavior (3)
- PSY 702 - Foundations of Psychotherapy: Mechanisms of Change and the Therapeutic Process (3)
- PSY 703 - Human Behavior IV: Social Bases (3)
- PSY 704 - Psychopathology I: Adult Psychopathology (3)
- PSY 705 - Psychotherapy II: Group and Systemic Approaches (3)
- PSY 706 - Interviewing and Psychotherapy Lab (3)
- PSY 707 - Psychopathology II: Child and Adolescent Psychopathology (3)

- PSY 708 - Human Behavior I: Developmental Bases (3)
- PSY 709 - Psychological Assessment I: Cognitive Assessment (3)
- PSY 710 - Psychological Assessment III: Integrative Battery (3)
- PSY 711 - Human Diversity (3)
- PSY 713 - Human Behavior II: Cognitive Psychology (3)
- PSY 714 - Human Behavior III: Personality and Individual Differences (3)
- PSY 724 - History and Systems of Psychology (3)
- PSY 730 - Psychological Assessment II: Personality and Behavioral Assessment—Objective Approaches (3)
- PSY 740 - Advanced Cognitive Behavior Therapy: Theory and Application (3)
- PSY 750 - Psychopharmacology (3)
- PSY 766 - Working with Families in Clinical Psychology (3)
- PSY 770 - Psychological Measurement and Statistical Analysis (3)
- PSY 771 - Research Methodology (3)
- PSY 784 - Consultation and Education (3)
- PSY 785 - Introduction to Professional Practice, Ethics, and Conduct (3)
- PSY 787 - Supervision and Management (3)

## General Clinical Practice

(12 hours)

- PSY 741 - Advanced Seminar in Psychotherapy and Clinical Practice (3)
- Clinical Elective (3)
- Clinical Elective (3)
- Clinical Elective (3)

## Child Clinical Psychology

(12 hours)

- PSY 719 - Psychological Assessment of Children and Adolescents I (3)
- PSY 753 - Pediatric Psychology (3)
- PSY 762 - Advanced Seminar in Clinical Child and Family Psychology (3)
- PSY 765 - Child and Adolescent Psychotherapy (3)

## Clinical Health Psychology

(12 hours)

- PSY 751 - Clinical Health Psychology I (3)
- PSY 752 - Clinical Health Psychology II (3)
- PSY 757 - Neuropsychological Assessment I (3) or  
PSY 753 - Pediatric Psychology (3)
- Clinical Elective (3)

## Doctoral Practicum

(12 hours)

- PSY 782 - Doctoral Practicum I / Practicum Seminar I (3)
- PSY 783 - Doctoral Practicum I / Practicum Seminar I (3)
- PSY 788 - Doctoral Practicum II / Practicum Seminar II (3)
- PSY 789 - Doctoral Practicum II / Practicum Seminar II (3)
- PSY 794 - Doctoral Practicum III / Practicum Seminar III (3) (OPTIONAL)
- PSY 795 - Doctoral Practicum III / Practicum Seminar III (3) (OPTIONAL)

## Clinical Dissertation

- PSY 882 - Clinical Dissertation Seminar I (1)
- PSY 883 - Clinical Dissertation Seminar II (2)
- PSY 884 - Clinical Dissertation Seminar III (2)
- PSY 885 - Clinical Dissertation Seminar IV (1)
- PSY 886 - Clinical Dissertation Seminar V (3) (If necessary)

## **Clinical Internship**

- PSY 800, 801, 802 - Clinical Internship (Full Time) (9)
- PSY 870, 871, 872 - Clinical Internship (Part Time) (6)
- PSY 873, 874, 875 - Clinical Internship (Part Time) (3)

## **Degree or Certificate Earned**

M.A., Clinical Psychology, Psy.D., Clinical Psychology

## **Number of Courses Required for Program Completion**

39

## **Number of Credits Required for Program Completion**

111 credits

## **GPA Required for Program Completion**

3.0

## **Program Contact Information**

Psy.D. in Clinical Psychology

Wister Hall, Room M-10

psyd@lasalle.edu

215-951-1350

## **Staff Contact Information**

Jennifer Taffe

Administrative Assistant

Wister Hall

[taffe@lasalle.edu](mailto:taffe@lasalle.edu)

215-951-1350

## **Faculty**

Program Director: TBD

Director of Clinical Training: Nataliya Zelikovsky, Ph.D.

Director, La Salle University Community Psychological Services: Kathleen Murphy-Eberenz, Ph.D.

Director of Psy.D. Research and Dissertations: Sharon Armstrong, Ph.D.

Full Professors: Fingerhut

Associate Professors: Armstrong, Cardaciotto, Goldbacher, McClure, Montague, Moon, Roth, Spokas, Sude, Wilson, Zelikovsky

Assistant Professors: Kratz, Shadowen

Core Adjunct Faculty (Instructors): Gold, Johnson, Mattei, Palmer, Sposato, Virtue

## **Course Descriptions**

### **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.

*Prerequisites: 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.

*Prerequisites:* 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.

*Number of Credits:* 3

*Corequisites:* PSY 770

## **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.

*Number of Credits: 3*

*Prerequisites: PSY 709 and 730*

### **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.

*Prerequisites: PSY 719*

### **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.

*Number of Credits: 3*

*Prerequisites: PSY 709*

### **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.

*Prerequisites:* 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.

*Prerequisites:* 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.

*Prerequisites:* 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.

*Prerequisites:* 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.

*Prerequisites:* 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.

*Number of Credits: 3*

*Prerequisites: PSY 751*

## **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.

*Prerequisites: PSY 701*

*Corequisites: 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.

*Prerequisites: 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.

*Prerequisites: PSY 770*

## **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 792 - Professional Ethics**

An examination of professional and ethical issues, with particular reference to the everyday issues of practice. The student will be 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 American Psychological Association Code of Ethical Conduct and relevant State of Pennsylvania Laws and Statutes.

*Number of Credits: 3*

## **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.

*Restrictions: 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.

*Restrictions: With Permission of Director of Clinical Training*

## **PSY 882 - Clinical Dissertation Seminar I**

This seminar introduces students to the first step in the clinical dissertation process: developing a research topic in conjunction with securing a dissertation Chair and Committee. Students will learn how to conduct a preliminary literature search, effective methods for managing and organizing information obtained, and strategies for developing proposal introductions. They will identify the general type of research method they will employ for their projects.

*Number of Credits: 1*

*Prerequisites: PSY 771*

## **PSY 883 - Clinical Dissertation Seminar II**

In this seminar students continue the clinical dissertation process by refining their research topics, specifying their research questions or hypotheses, and developing the research methods for their projects. Students will write drafts of their Introduction and Methods sections of their dissertation proposals, outline their Discussion sections, and create drafts of Powerpoint presentations of their projects.

*Number of Credits: 2*

*Prerequisites: PSY 882*

## **PSY 884 - Clinical Dissertation Seminar III**

In this seminar students continue the clinical dissertation process. Students will complete all sections of their dissertation proposals and IRB applications (if applicable), present their proposals to the class, and defend their proposals to their dissertation committees. After IRB approval, students will begin executing their projects, which may include recruiting research subjects, data collection, data entry, data checking and cleaning, or data analyses.

*Number of Credits: 2*

*Prerequisites: PSY 883*

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