

2013

La Salle University Undergraduate Catalog 2013-2014

La Salle University

Follow this and additional works at: http://digitalcommons.lasalle.edu/course_catalogs

Recommended Citation

La Salle University, "La Salle University Undergraduate Catalog 2013-2014" (2013). *La Salle Course Catalogs*. 197.
http://digitalcommons.lasalle.edu/course_catalogs/197

This Book is brought to you for free and open access by the University Publications at La Salle University Digital Commons. It has been accepted for inclusion in La Salle Course Catalogs by an authorized administrator of La Salle University Digital Commons. For more information, please contact careyc@lasalle.edu.

UNDERGRADUATE CATALOG
2013 – 2014



Philadelphia, Pennsylvania 19141
215.951.1500
www.lasalle.edu

TABLE OF CONTENTS

General Reference	5	Sociology	106
Introduction	5	Social Work	108
Admission	5	Criminal Justice	111
Campus Services	8	Thematic Minors	114
Division of Student Affairs	9	Asian Studies Minor	114
Tuition and Fee Schedule	10	Catholic Studies Minor	114
Financial Services	10	Central and Eastern European Studies Minor	115
Programs and Procedures	17	Environmental Studies Minor	115
School of Arts and Sciences		Health Care Administration Minor	115
Curriculum	28	Life Science Minor	116
Areas of Study	31	Urban Studies Minor	116
American Studies	31	School of Business	
Biology	32	Curriculum	118
Chemistry/Biochemistry	35	Areas of Study	127
Communication	38	Accounting	127
Economics	42	Business Administration	129
Economics and International Studies	44	Business Administration Minor	129
Education	45	Business Systems and Analytics	131
English	50	Entrepreneurship Minor	133
Environmental Studies	56	Finance	134
Fine Arts	56	International Business	136
Art and Art History	56	International Studies Minor	136
Music History Minor	56	Law	137
Foreign Languages and Literatures	60	Management and Leadership	137
Classical Languages	61	Marketing	139
Modern Languages	62	Risk Management and Insurance Minor	141
French	62	School of Nursing and Health Sciences	
German	63	Degree Programs	144
Italian	64	Nursing	
Japanese	64	Curriculum	144
Russian	65	Course Descriptions	148
Spanish	65	Health Studies	
Geology, Environmental Science, and Physics	67	Curriculum	150
Geology	67	Course Descriptions	153
Environmental Science	70	Public Health	157
Physics	71	Nutrition	
History	72	Curriculum	159
Integrated Science, Business, and Technology (ISBT)	76	Course Descriptions	165
Integrative Studies	80	Speech-Language-Hearing Science	
Film Studies Minor	80	Curriculum	167
Forensic Studies Minor	81	Course Descriptions	173
Leadership and Global Understanding Minor	82	Evening and Weekend Programs	
Women's Studies Minor	83	College of Professional and Continuing Studies	179
Mathematics and Computer Science	83	English Language Institute	192
Mathematics	83	Bachelor of Arts in Organizational Leadership	192
Computer Science	86	Pre-Business Administration Program (PBA)	194
Information Technology	89	Pre-Nursing Program	194
Digital Arts and Multimedia Design (DArt)	90	Pre-Speech-Language Pathology Program	195
Military Science	92	Premedical Certificate Program	196
Philosophy	93	School of Arts and Sciences	197
Political Science	96	School of Business	235
Psychology	99	School of Nursing and Health Sciences	245
Public Administration	102	Directory	
Religion	102	Board of Trustees, Administration, and Faculty	A-1
Sociology, Social Work, and Criminal Justice	106	Calendar	A-13

This catalog has been prepared for students, faculty, and officers of La Salle University and others wishing to know more about the University's academic programs. The information contained herein is accurate as of the date of publication (06/2013). However, the University reserves the right to make from time to time and without prior notice such changes in its academic programs as University administrators consider appropriate and in the best interest of La Salle University and its students. For updated changes, please consult the online version of this catalog, which is available at www.lasalle.edu/academ/descrip.htm.

LA SALLE UNIVERSITY

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

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

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

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

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

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

ACCREDITATION AND MEMBERSHIPS

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

La Salle is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market St., Philadelphia, PA 19104 (215.662.5606). The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

La Salle is also accredited by:

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

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

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

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

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

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

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

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

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

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

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

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

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

The Marriage and Family Therapy Master's program at La Salle University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the Association for Marriage and Family Therapy (AAMFT), 112 S. Alfred Street, Alexandria, VA 22314, (703) 838-9808.

Member of: Council of Colleges of Arts and Sciences, American Council on Education, Association of American Colleges and Universities, National Collegiate Honors Council, AACSB International (The Association to Advance Collegiate Schools of Business), College Entrance Examination Board, American Association of Collegiate Registrars and Admissions Officers, Association of College Admissions Counselors, National Catholic

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

NONDISCRIMINATION POLICY

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

RIGHTS AND PRIVACY ACT PROVISIONS

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

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

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

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

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

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

ADMISSION

La Salle University is a dynamic educational community shaped by traditional Catholic and Lasallian values: a deep respect for each individual, a belief that intellectual and spiritual development go hand-in-hand, a passion for creative teaching and learning, and a conviction that education should be useful—for personal growth, professional advancement, and service to others.

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

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

CAMPUS VISITS

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

Campus Tour and Interview

Take a small, student-led group tour of La Salle's campus and receive a personal interview from an admission counselor. You can schedule a combination tour and interview Monday through Friday, hourly, from 9 a.m. to 3 p.m. Please call to set up an appointment. Also, the Office of Undergraduate Admission is available for individual admission interviews by appointment (215.951.1500 or 800.328.1910) Monday through Friday. A campus tour can be taken either before or after your interview.

Group Information Session

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

Open House

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

Departmental Workshops

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

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

APPLYING FOR ADMISSION

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

1. A completed application form
 - La Salle accepts the University's Web Application as well as The Common Application. Both applications are treated equally by the Admission staff.
2. An application essay or personal statement
 - Topics are provided in the application
3. An official transcript showing three years of high school scholastic records
4. An academic letter of recommendation from a teacher, counselor, parent, or school administrator
5. Official results of the College Board Scholastic Aptitude Test (SAT) or of the American College Testing Program (ACT)
6. \$35 application fee
 - This fee can be waived if applying online using either the University Web Application or The Common Application.

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

In exceptional cases, students may be admitted after completion of the junior year, but only on the recommendation of their high school counselor and with evidence of superior academic achievement. All students who are accepted must graduate from high school with creditable grades, attendance, and disciplinary records.

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

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

ADMISSION REQUIREMENTS

HIGH SCHOOL UNITS

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

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

The remaining five units may be distributed as follows:

Applicants for the Liberal Arts program

- 5 other academic units

Applicants for the Science, Mathematics, or Computer Science programs

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

Applicants for the School of Business Administration

- 5 other academic or commercial units, excluding typing

Applicants for the School of Nursing and Health Sciences

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

STANDARDIZED TESTS

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

SAT

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

ACT

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

La Salle University's identification numbers are as follows:

SAT / CEEB: 2363
ACT: 3608

SAT II SUBJECT TESTS

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

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

ADVANCED PLACEMENT (AP)

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

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

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

INTERNATIONAL STUDENT ADMISSION

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

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

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

- o ACT
- o SAT
- o TOEFL (Test of English as a Foreign Language). The required internet-based TOEFL score is 80 or higher (with a score of 20 or more in each section).
- o IELTS (International English Language Testing System). The required IELTS score is 6.0 or higher.

All documents submitted by international students must be official; no photocopies or electronic versions will be accepted under any circumstances. No need-based financial aid is available to international students.

More information on international admission can be found online at <http://www.lasalle.edu/admission/#/international/>.

TRANSFER STUDENTS

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

La Salle's academics, campus, and easy access to the city are all important, but perhaps the most important consideration of a transfer student is that of transfer credit. To be considered as a qualified applicant, a transfer student must have a minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale, but a 2.7 or higher is preferred. Students interested in the nursing program are required to have at least a 3.0 cumulative GPA, as well as a 3.0 science GPA (anatomy and physiology I and II, microbiology, and chemistry). Individually, credit for courses will be given if the course has a quality point value equivalent to or above the La Salle "C" grade (2.0). Seventy credits is the maximum allowable amount to transfer into La Salle. Furthermore, transfer students may be required to make up certain courses that belong to the sequence required in the program of studies for which they are applying.

While transfer credit is one major factor affecting transfer students, another is the availability of scholarship money. Transfer scholarships are available and are based primarily on college GPA and the number of transferable credits. To be considered for a transfer scholarship, students must have a minimum GPA of 3.0. Transfer scholarships are renewable, provided certain academic criteria are met.

ACADEMIC DISCOVERY PROGRAM (ADP)

The Academic Discovery Program (Pennsylvania ACT 101) is a special program that provides free support services for students whose records indicate that they could benefit from extra academic assistance and who meet certain criteria for financial need. ADP helps students to develop good study habits, establish clear career goals, and compete successfully in an accelerated academic setting. Students who are selected to participate in ADP must attend a free pre-college summer program involving courses in mathematics, composition, study skills, and critical thinking before the start of their freshmen year. During the academic year, students take courses from the standard La Salle University curriculum, but they are

assigned counselors, tutors, and an academic adviser to support the students in their efforts. As much as possible, each student's program is tailored to his or her individual needs. To obtain application materials, please contact the Admission Office at 215.951.1500. For further information specific to ADP, call the ADP office at 215.951.1084.

ADMISSION FOR VETERANS

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

RE-ADMISSION

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

COURSE SELECTION

All confirmed students will receive a course selection form in the mail sometime in May. At this time, students may indicate their preference for selected core courses for the fall semester. Additional academic counseling will be available to incoming freshmen during the Day ONE Program that all are required to attend in the summer prior to their start.

PARKING

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

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

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

Office phone: 215.951.1066

DINING SERVICES

La Salle Dining provides the campus community with a complete range of services including two all-you-care-to-eat residential dining locations and a variety of retail locations including Starbucks, Subway, and the Union Food Court. Students on a La Salle Dining meal plan have a generous balance of Meals and Special Food Account (SFA) dollars that provide a great value along with the flexibility and convenience that they need.

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

The La Salle Union Building is a favorite spot for all students to gather and see friends throughout the week. The retail dining locations within it create destinations where memories can be shared and created over a meal or a favorite beverage. Starbucks, Subway, and each of the stations in the Union Food Court accept SFA along with cash, credit, Gold Card, and Explorer Dollars. The Union Market, also in the La Salle Union, provides students a quick, convenient solution for a variety of needs when they are on the go. Students can also visit Elements Café, located in St. Benilde Tower on West Campus, which offers a large self-service salad bar, deli, and grill.

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

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

For more information concerning the La Salle Dining program and meal plans, please visit www.lasalle.campusdish.com.

THE LIBRARY

The Connelly Library offers a combination of traditional and innovative technical library services, plus warm and inviting areas for students to study and work in small groups on class projects. The building, which opened in 1988 with seating for more than 1,000 people, contains areas for quiet study, various-sized rooms designed to accommodate collaborative learning processes, and attractive lounge seating for leisure reading. Reference and circulation services are on the first floor, while audiovisual materials on the lower level include more than 7,000 feature films and documentaries,

multimedia CD-ROMs, and instructional materials for education students. A Special Collections area on the second level contains manuscripts, rare books, and videos on subjects such as the Japanese tea ceremony, imaginative representations of the Vietnam War, imaginative representations of the Holocaust, and trauma literature, as well as a number of unique holdings of the works of major authors.

The online databases, periodical subscriptions, and book collections in the library reflect the courses offered by the University. The library subscribes to many databases accessible from the library home page (www.lasalle.edu/library). Many of these link to the full text of periodical articles. In addition, the library catalog links students to more than 20,000 full-text periodicals plus statistical sources and other materials. Students have access to these Internet sources not only in the library, but also wherever they have access to the Internet, on or off campus. The Collection Development Librarian consults with the teaching faculty to purchase the most useful books for the collection. Materials not available in the library are borrowed from other libraries, or photocopies of articles are requested at no charge to the student.

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

ART MUSEUM

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

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

INFORMATION TECHNOLOGY

The University offers a broad variety of technology services for students. Services include wireless access in all classrooms and residence halls, as well as many common areas. We also offer a 24-7 telephone help desk line, a high-bandwidth wired Internet connection for every resident, numerous computer labs and classrooms. Students can access a comprehensive portal that permits them to register for classes, view grades, submit housing applications, and complete many other tasks via the Internet.

The University strongly recommends specific La Salle-configured computers for our incoming students. Dell Inspiron and Apple Macbook computers are sold at extremely favorable prices. These computers are pre-configured to work in La Salle's environment and include the advanced software suite (pre-installed) that students will need for classes. These computers are supported and repaired on site by certified La Salle technicians. Please visit

<http://www.lasalle.edu/IT/notebook> to learn more, view system and warranty specifications, or order.

DIVISION OF STUDENT AFFAIRS

DEAN OF STUDENTS

La Salle Union 123
215.951.1017

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

ADMINISTRATIVE SERVICES

La Salle Union 205
215.951.1371

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

CAREER AND EMPLOYMENT SERVICES

Administration Center 409
215.951.1075

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

COMMUNITY DEVELOPMENT

La Salle Union 305
215.951.1916
and
North Residence Halls
215.951.1550

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

COUNSELING AND HEALTH SERVICES

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

Counseling and Health Services supervised by the Associate Dean of Students, Lane B. Neubauer, Ph.D. provides health care, personal counseling, crisis intervention and alcohol and other drug intervention for all full

time La Salle University undergraduate students. In addition, Counseling and Health Services supports the La Salle University Peer Educators, a student group trained to heighten awareness among their peers about relevant social health issues.

UNIVERSITY LIFE

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

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

UNIVERSITY MINISTRY AND SERVICE

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

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

TUITION AND FEE SCHEDULE

DAY DIVISION

Basic full-time tuition, per semester (all programs)	\$18,850
Part-time and extra, per credit hour	1,180
Student Activities Fee, per semester	150
Technology Fee, full time	100
Technology Fee, part time	50
Freshman/Transfer Counseling and Orientation Fee	120
Freshman/Transfer Commuter Orientation Fee	30
Freshman/Transfer Resident Orientation Fee	100
Nursing Test Assessment Fee	100
Nursing Clinical Fee, per clinical	100

RESIDENCE HALLS AND DINING SERVICE

ALL FEES ARE PER SEMESTER

Single room rent	\$3,635
Premium single room rent	4,035
Double room rent	3,345
Standard triple room rent	2,980
Quad room rent	3,460
St. Basil single room rent	3,745
St. Basil double room rent	3,520
St. Basil premium double room rent	3,865
St. Basil suite rent	3,815
St. Basil premium suite rent	4,205
Apartment rent	3,700
Graduate standard apartment rent	3,815
Graduate single apartment rent	4,185
Townhouse rent	4,155

Meal Plans

Residence Hall Plans (must select one)

7 Day All Access plus \$200	\$3,185
7 Day All Access plus \$400	3,365
15 Meal Plan (weekly) plus \$200	2,690
15 Meal Plan (weekly) plus \$400	2,870
5 Day All Access (Mon-Fri) plus \$200	2,665
5 Day All Access (Mon-Fri) plus \$400	2,845

Voluntary Plans

8 Meal Plan (weekly) plus \$150	\$1,250
Block 25 plus \$300	500
Block 50 plus \$200	575
Block 75 plus \$150	700

CONTINUING STUDIES AND SUMMER SESSIONS

Tuition, per credit hour

Continuing Studies	\$520
Pre-Med Certificate	655
Pre-Speech-Language Pathology Program	655
Nutrition	655
RN-BSN Program	520
ACHIEVE Program	575
LPN-BSN Program	575
Nursing Test Assessment Fee	100
Technology Fee, full time	100
Technology Fee, part time	50
General University Fee	75
Nursing Clinical Fee, per clinical	100

UNLIMITED ACCESS MEAL PLANS

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

TRADITIONAL MEAL PLANS

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

BLOCK MEAL PLANS

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

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

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

All fees and deposits are nonrefundable.

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

Meal Plan Changes

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

SEMESTER INVOICES

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

Fall semester: First Wednesday in August

Spring semester: First Friday in January

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

If you choose to mail your payment, make your check or money order payable to La Salle University and forward to: La Salle University, P.O. Box 347316, Pittsburgh PA 15251-4316

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

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

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

THIRD-PARTY PAYMENTS

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

MONTHLY PAYMENT PLAN

The Actively Managed Payment Plan (AMPP) is an interest-free option that allows you to pay your education expenses with monthly installments during the school year (fall and spring). The plan begins July 5, 2013, and ends April 5, 2014. For additional information, call Nelnet Business Solutions at 800.609.8056. Customer service representatives are available Monday through Thursday, from 7:30 a.m. to 7 p.m. (CST), and Friday 7:30 a.m. to 5 p.m. (CST).

LATE FEES

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

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

FINANCIAL OBLIGATIONS

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

REFUNDS

The following refund policies apply to all students.

ROOM AND BOARD REFUND POLICY

Meal Plan

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

Room Rent

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

REFUND OF TUITION

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

Fall, Spring, and Full-term Summer Semesters

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

Accelerated and Five and a Half-Week Summer Semesters

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

Interession Semester

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

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

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

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

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

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

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

LA SALLE SCHOLARSHIPS AND GRANTS

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

FULL-TUITION CHRISTIAN BROTHERS SCHOLARSHIPS

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

FOUNDER'S SCHOLARSHIPS

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

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

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

LA SALLE GRANTS

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

ATHLETIC GRANTS

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

COMMUNITY SERVICE SCHOLARSHIPS

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

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

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

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

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

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

While all Professional and Continuing Studies 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 a Professional and Continuing Studies or graduate student wishes to have a refund check for books and living expenses at the start of the term, and to pay all outstanding balances to avoid late fees, then the student should apply early for aid.

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

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

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

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

DEADLINE DATES

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

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

TYPES OF FEDERAL AND STATE FINANCIAL AID

FEDERAL PELL GRANTS

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

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

FEDERAL PERKINS LOANS

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

PENNSYLVANIA STATE GRANTS (PHEAA) AND OTHER STATE GRANT PROGRAMS

Pennsylvania state grants are administered by the Pennsylvania Higher Education Assistance Agency (PHEAA). Eligible students must demon-

strate 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 to be eligible.

PHEAA requires students to have at least 50 percent of their registered credits to be on campus. If more than 50 percent of a student's registered credits during a given semester are for online classes, the student will not be eligible to receive a PHEAA State Grant for that semester.

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

FEDERAL WORK STUDY PROGRAM

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

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (FSEOG)

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

FEDERAL DIRECT SUBSIDIZED LOAN

This is a low-interest loan awarded on the basis of need made directly by the federal government. Repayment begins six months after leaving school or enrolling less than half-time with a maximum of 10 years to repay. Depending on need, students may borrow up to \$3,500 a year as freshmen, \$4,500 as sophomores, and \$5,500 as upperclassmen. Students must be enrolled half-time to be eligible (half-time enrollment is a minimum of 6 credits/semester for undergraduate students). The federal government has done away with the subsidized loan program for graduate students.

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

This is a low-interest loan offered to students who are ineligible to borrow the maximum amount of the Direct Subsidized Loan and to independent students who need additional funds. This loan is the same as the regular Direct Subsidized Loan except students must make interest payments while in school and during the grace period. The loan maximums are the same as those listed above for the Federal Direct Subsidized Loan, except dependent students may borrow an additional \$2,000 each year, while independent students may borrow the additional amounts as follows: \$6,000 as freshmen and sophomores, \$7,000 as upperclassmen, and \$20,500 as grad-

uate students. Students must be enrolled at least half-time to be eligible (half-time enrollment is a minimum of 6 credits/semester for undergraduate students; minimum of 3 credits/semester for graduate students). The financial aid award letter will provide application instructions.

FEDERAL DIRECT PARENT LOANS FOR UNDERGRADUATE STUDENTS

The Federal PLUS Loan is a non-need-based, fixed-rate loan for the parents of undergraduate students who are enrolled as at least half-time students. This loan is subject to an origination fee assessed by the federal government.

Repayment of Direct PLUS loans begins 60 days after the loan is fully disbursed. Other repayment options include deferment on principal and interest or interest-only payments while the student is enrolled as at least half-time status. Repayment options may be selected at the time of application.

CHARLOTTE W. NEWCOMBE FOUNDATION SCHOLARSHIPS

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

INSTITUTIONALLY ADMINISTERED SCHOLARSHIPS

Through the generous contributions of foundations, corporations, and individuals, La Salle students are eligible for a variety of private scholarships. You can apply for these additional scholarships by submitting a filling out a single Common Scholarship Application, available via www.lasalle.edu/commonscholarship. Students are required to reapply each year in order to be considered or renewed.

Scholarships available through La Salle include the following:

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

- Mary and C. Gerard Kramer Scholarship
- Gregory LeCerff Grant
- Danielle Marie Leonard Scholarship
- Maureen E. Lodge Scholarship
- Walter and Beverly Lomax Endowment Scholarship
- S. Ruth Mahar Scholarship
- Markmann Endowed Scholarship
- Francis X. McErlean University Scholarship
- James A. McGovern Scholarship
- Thomas F. McGowan, '58, Endowed Memorial Scholarship
- John McHale Award
- John J. (Jack) McNally Scholarship
- John McShain Scholarship
- Kathleen T. Meehan Scholarship for Women
- Mercedes Benz/Lionel Simmons Scholarship
- Bruce V. MacLeod Scholarship in Earth and Environmental Science
- Charles E. Merrill Trust Scholarship
- Barbara C. Millard Memorial Scholarship
- Lillian Beresnack Miller Memorial Scholarship
- William F. Miller Sr. Scholarship
- Modern Handling Scholarship
- Jacques and Blanche Moore Scholarship Fund
- Joseph Moran Scholarship Fund
- Mable Morris Scholarship
- Brother James Muldoon Scholarship
- James V. Mulvihill Scholarship
- National Science Foundation Scholarship in Science, Technology, Engineering, and Mathematics Program
- Charlotte W. Newcombe Foundation Scholarship
- James and Margaret Newell Endowed Scholarship
- Anthony J., '66, and Ruth Nocella University Scholarship
- James Patrick Noone Scholarship
- Northeast Catholic High School Scholarship
- Pfizer Scholarship
- Philadelphia Ostomy Association Scholarship
- Philopatrian Institute Scholarship
- Mary Pinter Memorial Scholarship
- Pyle Endowment Scholarship
- Richard S. Rueda Scholarship
- Erwin and Carolyn Rye von Allman Scholarship
- Joseph R. Sadowski Endowed Scholarship Fund
- Joseph Lawrence Scheiter Memorial Scholarship
- Sigma Phi Epsilon Scholarship
- Sigma Phi Lambda Scholarship
- SIM Scholarship
- SLH-OD Graduate Scholarship
- Warren E. Smith, M.D., Endowed Scholarship
- W. W. Smith Charitable Trust Scholarship
- Michael J. Tanney Scholarship
- Lillian and Ralph Tekel Scholarship
- UPS Scholarship
- U.S. Department of Health and Human Services, Advanced Education Nursing Traineeship
- U.S. Department of Health and Human Services, Nurse Anesthetist Traineeship
- U.S. Department of Health and Human Services, Scholarships for Disadvantaged Students

- John H. Veen Memorial Scholarship
- Wachovia Foundation BUSCA Scholarship
- Wachovia Grant
- Nancy and Milton Washington Scholarship
- Thomas H. White Memorial Scholarship
- John T. Zook Memorial Scholarship

SATISFACTORY STANDARDS OF ACADEMIC PROGRESS FOR ALL FINANCIAL AID

In order to continue receiving federal and state financial aid, a student must be maintaining satisfactory academic progress toward 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.

In addition to completing a certain number of attempted credits, if students are to continue to receive institutional and federal financial aid, they are required to achieve the cumulative GPA as listed below:

Credits Earned	Required CUM 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 a student does not meet these 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 the death of a relative, a serious personal illness or injury, 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 had mitigating circumstances preventing completion of the program within the 150 percent time frame, then an appeal may be made based on this.

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.

If the Student Financial Services 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 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.

STANDARDS OF ACADEMIC PROGRESS FOR THE PHEAA STATE GRANT PROGRAM

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

For study abroad, students are permitted to use a maximum of \$1,000 from any one La Salle University grant or scholarship funding. This would include Founder's Scholarship, Mission Grant, SEOG Grant, and any endowed scholarship that La Salle has a hand in awarding. These are the only La Salle aid funds that may be awarded for study abroad. Athletic money cannot be used during the semester abroad. Also, students using \$1,000 from the Founder's Grant should be aware that this will be counted as one of the eight semesters of eligibility.

If a student is doing a co-op/internship and will be enrolled in fewer than 12 credits during that semester, he or she must come to the Office of Student Financial Services to see how his or 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 or her financial aid will not change.

Students interested in study abroad should make an appointment in the Office of Student Financial Services as soon as possible to discuss their individual situations.

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

1. When the total of a student's grants and scholarships exceeds the student's direct costs for tuition, room, board, and fees, La Salle University reserves the right to reduce institutional funding, either need-based or merit-based. All outside grants and scholarships will be applied first to University charges. University grants and scholarships will then be applied to subsequent University charges. The one exception to this policy is athletic aid, as the NCAA regulations take precedent.
2. If a student receives more funding than the student's federally calculated need allows, the University is required to resolve the overaward per federal and institutional policy, which prohibits a student from receiving aid in excess of need.
 - a. If a student is awarded additional aid, which causes the total of all aid to exceed the federally calculated need, then there must be a

reduction in the financial aid. To resolve this overaward, financial aid will be reduced in the following order: Perkins Loan, Federal Work Study, SEOG, La Salle grant, and Direct Loan.

3. If a student has been awarded one or more La Salle University merit-based scholarships and then is subsequently awarded a half-tuition or greater scholarship, then the student becomes ineligible for those La Salle University merit-based scholarships.
4. The total amount of all financial aid for a student cannot exceed that student's financial aid cost of attendance. Financial aid includes Federal PLUS loans and alternative loans.
5. If a student earns in excess of the Federal Work Study award, then La Salle University reserves the right to reduce other need-based aid.

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

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

REFUNDS

REFUND OF EXCESS AID

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

WITHDRAWALS AND RETURN OF TITLE IV FUNDS

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

WITHDRAWAL DATE

For a federal financial aid recipient, the withdrawal date is the date the student notifies the Dean of his or her school that he or she is withdrawing from the University. This can be done orally or in writing. The student may rescind the official notification of withdrawal. This must be done in writing.

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

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

RETURN OF TITLE IV FUNDS

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

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

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

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

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

STUDENTS’ RIGHTS AND RESPONSIBILITIES

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

You have the right to ask a school:

- The names of its accrediting or licensing organizations.
- About its programs, about its instructional, laboratory, and other physical facilities, and about its faculty.
- About its cost of attendance and its policy on refunds to students who drop out.
- What financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.
- What the procedures and deadlines are for submitting applications for each available financial aid program.
- What criteria it uses to select financial aid recipients and how it determines your financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, and personal miscellaneous expenses are considered in your cost of education. It also includes how resources (such as parental contribution, other financial aid, assets, etc.) are considered in calculating your need.
- How much of your financial need, as determined by the institution, has been met. and how and when you will be paid.
- To explain each type and amount of assistance in your financial aid package.
- What the interest rate is on any loan that you have, the total amount you must repay, the length of time you have to repay, when you must start repayment, and what cancellation or deferment privileges apply.
- How the school determines whether you are making satisfactory progress, and what happens if you are not.
- What special facilities and services are available to people with disabilities.
- If you are offered a federal work-study job, what kind of job it is, what hours you must work, what your duties will be, and how and when you will be paid.

- To reconsider your aid package, if you believe a mistake has been made or if your enrollment or financial circumstances have changed.

It is your responsibility to:

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

THE CORE CURRICULUM

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

Its aim is to help students find an engaging living as part of an engaged life. As future competitors in a rapidly re-forming world, students need intellectual resources that keep pace with current innovations; as future innovators, students need spiritual resources that guide human beings toward humane reforms.

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

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

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

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

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

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

CORE COURSES

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

POWERS COURSES

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

FRAMEWORKS OF SCIENTIFIC UNDERSTANDING COURSES

Natural Sciences (one course from the following disciplines)

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

Social Sciences (two courses, one from each area)

- Economics or Political Science
- Psychology or Sociology

PATTERNS OF MEANING COURSES

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

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

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

PROGRAM OF STUDIES

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

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

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

DUAL MAJORS

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

MINORS

In addition to their majors, students may also complete up to two minors. These minors will be officially noted on the transcript. Minors may be constructed in these subjects: Accounting, Art History, Biochemistry, Biology, Chemistry, Communication, Computer Science, Criminal Justice, Digital Arts and Multimedia Design, Economics, Education, English, Film Studies, Foreign Language, Geology, History, Information Technology, Mathematics, Music History, Nutrition, Philosophy, Physics, Political Science, Psychology, Religion, Sociology, Social Work, and Speech-Language-Hearing Science. These minors require six courses within the discipline, not counting foundation courses. Students interested in minoring in a subject should consult with the chair of that department for advice on the requirements.

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

THE FIRST-YEAR ODYSSEY AT LA SALLE UNIVERSITY

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

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

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

EXPLORE U PROGRAM

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

Stage 1: Explore Your Potential—as a Freshman

Stage 2: Explore Your Possibilities—as a Sophomore

Stage 3: Explore Through Performance—as a Junior

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

Stage 5: Explore Always—as Alumni

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

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

EXPERIENTIAL EDUCATION PROGRAMS

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

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

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

Internships may take a variety of forms from part-time, non-paid, to full-time, paid employment opportunities. Internships are available throughout the year (especially during the fall or spring semester) and may range in length from three to six months. Internships are open to students of all

majors who have completed at least their sophomore year as well as appropriate academic requirements. Students must be in “good academic standing” but may also be required to maintain a minimum GPA set by their academic department.

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

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

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

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

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

HONORS PROGRAM

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

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

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

A typical week would have the student spending three hours of class time in each of the three disciplines and three hours of time in a special situation in which an attempt is made to integrate the three seemingly distinct disciplines. This last three-hour period of time brings together all of the students in the program and their professors in a variety of experiences. Some of the sessions will be held on campus and others will make use of

the many museums and resources in the Philadelphia area. In recent years this has meant afternoons or evenings spent at the Kimmel Center for the Performing Arts with the Philadelphia Orchestra, at the Philadelphia Museum of Art with the curator of the medieval collection, at the Arden Theater with the artistic director, or at the National Constitution Center. Each activity is designed to complement and supplement the work of the classroom—a humanities lab, in effect.

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

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

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

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

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

INTERNATIONAL EDUCATION OPPORTUNITIES

STUDY ABROAD

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

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

A student wishing to attend a university or study abroad program that is not currently affiliated with La Salle, or is not currently on La Salle's list of approved programs, must petition to participate in a non-approved program. If permission is granted, the specific courses would then also need to

be approved. A petition may only be used for students who have specific academic needs that cannot be met in any of the current La Salle affiliated/approved programs. The student must demonstrate how the program has an academic component that the already-approved programs do not. More information regarding Studying Abroad and the Petition Process can be found on the Study Abroad website.

TRAVEL/STUDY

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

EXCHANGE PROGRAMS WITH LASALLIAN SCHOOLS IN MEXICO

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

THE WRITING FELLOWS PROGRAM

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

ARMY ROTC

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

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

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

The primary purpose of ROTC is to commission the future officer leadership of the United States Army and motivate young people to be better citizens. Students enrolled in the ROTC program receive instruction in the fundamentals of leadership with emphasis on self-discipline, integrity, confidence, and responsibility. ROTC is the only college elective that teaches leadership and management skills that enhance your future success in either a military or civilian career.

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

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

AIR FORCE ROTC

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

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

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

COURSES AT CHESTNUT HILL COLLEGE

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

SUMMER SESSIONS

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

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

For more information, call 215.951.1234.

CLASSIFICATION OF STUDENTS

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

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

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

Students who do not fulfill certain admission requirements may be admitted to follow particular courses and are considered as non-degree students.

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

CHANGE IN DIVISION

Students who have earned fewer than 90 credits and are in good academic standing may change from Undergraduate Day to Undergraduate Evening status, and vice versa.

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

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

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

UNIVERSITY ATTENDANCE POLICY

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

EXAMINATIONS

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

CLEP EXAMINATIONS

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 their Dean's office to determine which examinations are acceptable to La Salle and to obtain permission for participation availability.

While the academic Dean determines the credits to be granted for CLEP, the individual department designates the subject examinations, which are applicable to specific courses at La Salle University. Students may not be granted credit for a general examination CLEP course after completion of the freshman year, and a student who has received credit through conventional courses or through standardized testing for one or more advanced

courses in a discipline may not challenge a beginning course in that discipline. No grades are assigned to courses credited through CLEP.

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. Any CLEP exam taken after those dates will be counted toward the following semester's coursework. If these deadlines are not met, graduation will be postponed to the next conferral date.

*Refer to the CLEP section of the Evening and Weekend Programs for fees information. For the CLEP application, visit www.lasalle.edu/schools/cpcs/ and click on Academic Resources.

STUDENT RESPONSIBILITIES

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

GRADES AND GRADING SYSTEM

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

Grades

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

The final course grade is determined through diverse evaluation examinations.

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

+/- Grading System:

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

Incomplete:

The I grade is a provisional grade given by an instructor to a student who has otherwise maintained throughout the semester a passing grade in the course, but who has failed to take the semester examination or complete the final project for reasons beyond his or her control. All I grades that have not been removed within three weeks of the last regular examination

of the semester become Fs. When it is physically impossible for the student to remove this grade within the time limit, he or she must obtain a written extension of time from the Dean of his or her school.

Withdrawal:

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

Satisfactory or Unsatisfactory:

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

Audit:

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

Courses Repeated:

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

Grade Change:

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

SCHOLARSHIP INDEX

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

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

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

the grade point scores for all courses by the total number of semester hours of course work attempted.

ACADEMIC PROGRESS

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

1. completed within the academic year (fall, spring, and summer) 18 hours of new course work at satisfactory academic levels as indicated:

a) completed freshman status	1.50 or above*
b) completed sophomore status	1.75 or above*
c) completed junior status	2.00 or above*
d) within the senior year	2.00 or above*
2. completed graduation requirements within a maximum of seven years of full-time study. For justifiable reason, exceptions may be determined by the Dean.

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

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

DEANS' HONOR LIST

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

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

ACADEMIC CENSURE

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

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

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

I. Probation:

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

II. Suspension:

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

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

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

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

Time frame #1

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

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

Time frame #2

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

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

UNDERGRADUATE STUDENTS TAKING GRADUATE COURSES

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

CREDIT FOR COURSES TAKEN AT OTHER INSTITUTIONS

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

Please note:

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

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

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

Transfer Credit requirement

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

Residency requirement

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

TRANSFER POLICY

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

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

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

RENEWAL POLICY FOR RETURNING STUDENTS

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

REQUIREMENTS FOR A DEGREE

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

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

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

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

REQUIREMENTS FOR A SECOND BACHELOR’S DEGREE:

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

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

HONORS

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

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

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

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

REGISTRATION

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

Fall, spring, and full-term summer semesters, students may register through the first week.

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

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

COURSE WITHDRAWAL/WITHDRAWAL FROM THE UNIVERSITY

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

COURSE WITHDRAWAL

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

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

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

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

Ceasing to attend a class does not constitute a withdrawal; students must officially withdraw by filling out the Course Withdrawal form in their

Dean's office. Ceasing to attend without officially withdrawing will result in the student receiving a grade for the course, possibly a failing grade. A **"W" designation will only be assigned upon official withdrawal from a course.**

WITHDRAWAL FROM THE UNIVERSITY

Students who opt to withdraw from the University must:

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

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

2. Meet with an Assistant Dean in their Dean's Office. Athletes must first meet with the Director of Academic Support for Athletes.
3. Contact the offices of Student Financial Services and Student and Accounts Receivable to determine whether an outstanding balance is due, to inquire about the financial implications of withdrawal, and to make arrangements to meet financial obligations.
4. Contact the Housing Services Coordinator and Food Services if utilizing these amenities.
5. Students should also consult their veteran's benefits coordinator to understand how this change in their enrollment status may affect their future aid. Additionally, international students should contact one of the international education associates at the Multicultural and International Center.

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

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

TRANSCRIPTS

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

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

**SCHOOL OF
ARTS AND SCIENCES**

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

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

PREPARATION FOR THE HEALTH PROFESSIONS

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

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

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

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

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

PREPARATION FOR TEACHING

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

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

PREPARATION FOR LAW

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

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

PREPARATION FOR CRIMINAL JUSTICE PROFESSIONS

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

PREPARATION FOR SOCIAL WORK

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

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

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

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

REQUIREMENTS FOR A MINOR

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

UNDERGRADUATE STUDENTS TAKING GRADUATE COURSES

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

MODEL ROSTER — ARTS AND SCIENCES

Freshman Year

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

Sophomore Year

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

Junior Year

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

Senior Year

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

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

BACHELOR OF ARTS OR SCIENCE PROGRESS RECORD*

I. Powers (5 courses)

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

II. Frameworks of Scientific Understanding (3 courses)

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

III. Patterns of Meaning (11 courses)

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

IV. Major Requirements (number varies by department)





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

V. Electives (number varies)

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

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

KEY

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

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

AMERICAN STUDIES**FACULTY**

Francis J. Ryan, Ed.D., Director

Professors: Musser, Ryan

Associate Professors: Grauke, Jarvinen, Leibiger

American Studies is an interdisciplinary program that examines American life and culture through the content and methodologies of multiple academic disciplines. Within this interdisciplinary context, students will understand that American civilization is a rich tapestry of numerous cultures marked by, among other features, an intersection of race, ethnicity, gender, and class. These many cultures ideally participate in a larger tradition that is guided by the principles of equality, freedom, and democracy and that is embedded in the myths, rituals, and symbols that undergird and animate American beliefs, values, institutions, and public forms of expression. These principles and traditions are reflected in varying degrees in American history, literature, religion, fine arts, film, social science, and philosophy. Students will examine the American experience as depicted in these disciplines and as presented in three interdisciplinary courses that are designed to foster interdisciplinary perspectives and related modes of analysis.

REQUIREMENTS

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

Three integrating courses:

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

Three courses in American topics that may meet “Patterns” requirements:

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

Five controlled electives:

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

Four elective courses:

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

■ **REQUIRED FOR MINOR IN AMERICAN STUDIES: 6 COURSES.**

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

COURSE DESCRIPTIONS**AMST 100 (F, S)**

INTRODUCTION TO AMERICAN STUDIES

3 credits

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

AMST 200 (F, S)

THEMES AND TOPICS IN AMERICAN CULTURE

3 credits

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

AMST 360 (F, S)

INTERNSHIP

3 credits

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

AMST 400 (F, S)

CAPSTONE SEMINAR IN AMERICAN STUDIES

3 credits

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

American Studies Core Courses:

- **COM 204** Film As Art
- **ECN 340** American Economic History
- **ECN 351** Environmental Economics
- **ECN 455** Public Finance
- **ENG 266** Literature and Culture of America Beginnings to 1860*
- **ENG 267** Literature and Culture of America 1861-1911*
- **ENG 268** Literature and Culture of America Since 1912*
- **ART 211** American Architecture*
- **ART 320** Art After 1945*
- **MUS 110** Jazz*
- **MUS 203** America’s Music*
- **MUS 214** America’s Popular Music*
- **HIS 300** The United States to 1877*
- **HIS 305** The United States from 1877 to the Present*
- **HIS 324** History of Philadelphia*
- **HIS 329** The American Woman*
- **HIS 331** America’s Military Past*

- **HIS 333** The American Immigrant*
- **HIS 337** The Black Experience in America*
- **HIS 342** History of Westward Movement*
- **HIS 347** Presidential Politics: Roosevelt to Reagan*
- **HIS 402** The American Revolution*
- **HIS 413** Jeffersonian-Jacksonian Democracy*
- **HIS 415** The Civil War*
- **HIS 429** The Emergence of Modern America, 1877-1913*
- **PHL 303** American Philosophy
- **POL 215** Public Administration
- **POL 301** State and Local Government
- **POL 302** American Constitutional Law I
- **POL 303** American Constitutional Law II
- **POL 304** Congress and the Legislative Process
- **POL 305** The President and the Executive Branch
- **POL 310** Political Parties Elections
- **POL 311** Women in Politics
- **POL 314** Media and Politics
- **POL 363** The American Political Tradition
- **REL 244** Religion in America
- **REL 345** Religion in Philadelphia
- **SOC 260** Sex, Power, and Socialization
- **SOC 262** Dynamics of Diversity
- **SOC 308** Class, Status, and Power
- **SOC 309** Health, Healing, and Health Care
- **SOC 312** Social Change and Social Movements

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

ART HISTORY

(See Fine Arts)

BIOLOGY**FACULTY**

James Pierce, Ph.D., Chair

Professors: Ballough, Pierce

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

Assistant Professor: Zuzga

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

FRAMEWORKS COURSES■ **NATURAL SCIENCE**

- **BIO 157, 158**

REQUIREMENTS■ **REQUIRED FOR MAJOR IN BIOLOGY:**

- **BIO 210**
- **BIO 220**

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

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

■ **REQUIRED FOR MINOR IN BIOLOGY:**

- **BIO 210**
- **BIO 220**
- **BIO 230**
- Three additional courses from the 300/400 level (these courses must be approved by the Biology Department Chair)

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

■ **REQUIRED FOR LIFE SCIENCE MINOR:**

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

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

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

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

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

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

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

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

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

COURSE DESCRIPTIONS

BIO 157 (F, S)

LIFE SCIENCE: AN ENVIRONMENTAL APPROACH
3 credits/Frameworks

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

BIO 158 (F, S)

LIFE SCIENCE: A HUMAN APPROACH
3 credits / Frameworks

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

BIO 161-162 (F, S)

ANATOMY AND PHYSIOLOGY
4 credits

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

BIO 163 (F, S)

CLINICAL MICROBIOLOGY
4 credits

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

BIO 210 (F, S)

CELLULAR BIOLOGY AND GENETICS
4 credits

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

BIO 220 (F, S)

STRUCTURE AND FUNCTION OF ORGANISMS
4 credits

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

BIO 230 (F, S)

DIVERSITY, EVOLUTION, AND ECOLOGY
4 credits

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

BIO 301

COMPARATIVE VERTEBRATE ANATOMY
4 credits

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

BIO 303

MICROBIOLOGY
3 credits

This course addresses the structure, growth, identification, and control of microorganisms of major medical, environmental, and industrial importance; molecular control and genetics of bacteria and viruses; immunology; microbial pathogenesis; and epidemiology of infectious diseases of humans. Two hours lecture; two hours laboratory.

BIO 305

GENERAL PHYSIOLOGY
3 credits

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

BIO 306

NEUROBIOLOGY
3 credits

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

BIO 310

GENETICS
3 credits

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

BIO 314

BIOMETRICS
3 credits

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

BIO 317

INVERTEBRATE ZOOLOGY
4 credits

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

BIO 318

EVOLUTION
3 credits

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

BIO 319

THE PLANT KINGDOM
3 credits

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

BIO 400

MARINE BIOLOGY
3 credits

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

BIO 402

CELL BIOLOGY
3 credits

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

BIO 403

PRINCIPLES OF ECOLOGY
3 credits

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

BIO 404 (F, odd numbered years)

FIELD ECOLOGY
3 credits

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

BIO 405
HISTOLOGY
4 credits


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

BIO 406
DEVELOPMENTAL BIOLOGY
3 credits

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

BIO 412 (F)
BIOCHEMISTRY
4 credits

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

BIO 413 (S) 
MOLECULAR BIOLOGY
4 credits

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

BIO 420
GENOMICS
3 credits

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

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

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

BIO 470
SPECIAL TOPICS IN BIOLOGY
3 credits

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

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

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

CHEMISTRY/BIOCHEMISTRY

FACULTY

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

FRAMEWORKS COURSE

- NATURAL SCIENCE
- CHM 150, 152

REQUIREMENTS

- REQUIRED FOR B.A. IN CHEMISTRY:
 - CHM 111-112
 - CHM 201-202
 - CHM 212
 - CHM 311
 - CHM 320
 - CHM 331-332
 - CHM 403
 - CHM 411
 - MTH 120 (It is strongly suggested that chemistry majors begin with Mathematics 120 as freshmen.)
 - MTH 221
 - PHY 105-106
- REQUIRED FOR B.S. IN CHEMISTRY:
 - CHM 111-112
 - CHM 201-202
 - CHM 212
 - CHM 301-302
 - CHM 311
 - CHM 320
 - CHM 403
 - CHM 411
 - CHM 480

- **MTH 120** (It is strongly suggested that chemistry majors begin with Mathematics 120 as freshmen.)
- **MTH 221**
- **PHY 105-106**

■ **REQUIRED FOR B.A. IN BIOCHEMISTRY:**

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

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

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

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

■ **REQUIRED FOR MINOR IN CHEMISTRY:**

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

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

COURSE DESCRIPTIONS

CHM 111 (F, Summer)

GENERAL CHEMISTRY I
4 credits

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

CHM 112 (S, Summer)

GENERAL CHEMISTRY II
4 credits

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

CHM 150 (F, S)

CONSUMER CHEMISTRY
3 credits/Core: Frameworks of Scientific Understanding

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

CHM 152 (F, S)

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

This course is for non-science majors who are interested in learning more about how evidence from a crime scene is collected, analyzed, and evaluated. Of necessity, the course will be numerical in nature, but not math-intensive. As a multidisciplinary area of study, the course will use concepts from chemistry, biology, biochemistry, physics, toxicology, statistics, and other fields and will employ hands-on learning activities and laboratories, group work, and the traditional lecture format to convey the course material. The class consists of four hours of lecture/laboratory sessions.

CHM 161 (F, S, Summer)

CHEMISTRY OF THE LIFE SCIENCES
4 credits

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

CHM 201 (F, Summer)

ORGANIC CHEMISTRY I
4 credits

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

CHM 202 (S, Summer)

ORGANIC CHEMISTRY II
4 credits

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

CHM 212 (S)

QUANTITATIVE ANALYSIS
4 credits

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

CHM 262 (F)

ORGANIC CHEMISTRY FOR THE LIFE SCIENCES
3 credits

CHM 262 is a one-semester course in organic chemistry designed to be particularly applicable to students majoring in nutrition and other

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

CHM 263 (S)
BIOCHEMISTRY FOR THE LIFE SCIENCES
3 credits

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

CHM 265 (S)
CRIMINALISTICS FOR PHYSICAL SCIENCE MAJORS
4 credits


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

CHM 306 (S)
QUANTUM CHEMISTRY
3 credits

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

CHM 311 (F)
INSTRUMENTAL ANALYSIS
4 credits

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

CHM 320 (S) 
ORGANIC LABORATORY METHODS
4 credits

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

CHM 331 (F)
THERMODYNAMICS AND KINETICS
4 credits

This course applies the principles of thermodynamics and kinetics to explain the behavior of gases, liquids, solids, and solutions. Topics include the elucidation of chemical equilibria, phase transitions, reaction mechanisms, and statistical ensembles of energy states. CHM 112, MTH 221, and CHM 212 are prerequisites for the course. The class consists of three hours of lecture and three hours of laboratory.

CHM 332 (S)
QUANTUM MECHANICS AND SPECTROSCOPY
4 credits

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

CHM 350, 450 (F, S, Summer)
COOPERATIVE EDUCATION
3 credits

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

CHM 403 (F)
ADVANCED INORGANIC CHEMISTRY
4 credits

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

CHM 404 (S)
ADVANCED ORGANIC TOPICS
3 credits

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

CHM 411 (F)
BIOCHEMISTRY I
4 credits

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

CHM 412 (S)

BIOCHEMISTRY II

4 credits

Biochemistry II focuses on the storage, replication, transmission, and expression of genetic information, . It also examines recombinant DNA methodology, and physiological processes at the molecular level. Laboratory work includes the isolation and analysis of plasmid DNA, creation of a new plasmid, and transformation into bacterial cells. CHM 411 is a prerequisite for the course. The class consists of three hours of lecture and three hours of laboratory.

CHM 470 (F, S)

SPECIAL TOPICS

3 credits

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

CHM 480-481 (F, S)

CHEMICAL RESEARCH

4-8 credits

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

COMMUNICATION**FACULTY**

Lynne A. Texter, Ph.D., Chair

Professors: Dainton, Molyneaux

Associate Professors: Aylor, Dunleavy, Smith, Texter, Wine, Zelle

Assistant Professors: Celano, Collins, MacLeod, Pampaloni

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

POWERS COURSE■ **SPEECH**

- **COM 150**

REQUIREMENTS■ **REQUIRED FOR MAJOR IN COMMUNICATION: 16 COURSES**

- Communication Core:
 1. **COM 101**
 2. **COM 102**
 3. **COM 150**
 4. **COM 205**
- Tracks: (8 courses)

Communication Management Track:

1. **COM 215**

2. **COM 312**
3. **COM 319**
4. **COM 315**
5. **ENG 303**
6. **COM 316**
7. **COM 317**
8. **COM 415**

Journalism Track:

1. **COM 206**
2. **COM 208**
3. **COM 302**
4. **COM 306**
5. **COM 357**
6. **COM 308**
7. **COM 356**
8. **COM 406**

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

Mass Media Track

1. **COM 204**
2. **COM 208**
3. **COM 302** or **303**
4. **COM 301**
5. **COM 348**
6. **COM 358**
7. **COM 308**
8. **COM 408**

Public Relations Track

1. **COM 207**
2. **COM 206**
3. **COM 312**
4. **COM 316**
5. **COM 317**
6. **COM 357**
7. **COM 387**
8. **COM 407**

• **ELECTIVES**

There are two communication electives. Internship and co-operative education experiences may count as ONE communication elective.

- **CAPSTONE COURSES** (Two courses—must be taken during the same semester)

1. **COM 400—2 CREDITS**
2. **COM 401—1 CREDIT**

COMMUNICATION MINORS■ **GENERAL COMMUNICATION**

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

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

■ JOURNALISM

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

■ PUBLIC RELATIONS

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

■ MASS MEDIA

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

■ COMMUNICATION MANAGEMENT

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

COURSE DESCRIPTIONS

COM 101 (F, S)

INTRODUCTION TO MASS MEDIA
3 credits



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

COM 102 (F, S)

INTERPERSONAL COMMUNICATION
3 credits



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

COM 150 (F, S)

PRESENTATION SKILLS
3 credits/Powers Course

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

COM 204 (F, S)

INTRODUCTION TO FILM STUDIES
3 credits

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

COM 205 (F, S)

COMMUNICATION THEORY AND RESEARCH
3 credits

This course introduces students to interpersonal communication, mass communication, and persuasion theories. The nature of—and differences between—social scientific and humanistic theories will be discussed. A focus will be the research methods used to develop and/or test communication theories. The course is geared toward sophomore students with limited exposure to communication coursework. Prerequisites: COM 101, 102

COM 206 (F, S)

FUNDAMENTALS OF JOURNALISM
3 credits



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

COM 207 (F, S)

PRINCIPLES OF PUBLIC RELATIONS
3 credits

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

COM 208 (F, S)

VIDEO FIELD PRODUCTION
3 credits

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

COM 215 (S)

GROUP AND TEAM COMMUNICATION
3 credits

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

COM 301 (F, S)

MEDIA IN AMERICA
3 credits

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

COM 302 (F, S)

BROADCAST JOURNALISM
3 credits

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

COM 303 (F, S)

SCRIPTWRITING
3 credits

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

COM 306 (F, S)

IN-DEPTH REPORTING
3 credits

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

COM 308 (F, S)

COMMUNICATION LAW
3 credits

The course is designed to review the history, development, and interpretation of the First Amendment in the U.S. by our court system and its impact upon journalists, mass communicators, and citizens. Prerequisite: COM 101

COM 312 (F, S)

PERSUASION, POWER, AND INFLUENCE
3 credits

This course examines theories and techniques associated with persuasion, ranging from those centered on interpersonal settings to those featured in mass-mediated campaigns. Assignments will focus on both oral

and written persuasion with the goal of enhancing the student's abilities as both consumer and practitioner.

COM 315 (F)

ADVANCED INTERPERSONAL COMMUNICATION
3 credits

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

COM 316 (F, S)

COMMUNICATION RESEARCH AND ANALYSIS
3 credits

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

COM 317 (F, S)

ORGANIZATIONAL COMMUNICATION
3 credits

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

COM 319 (S)

ADVANCED PERSONAL AND PROFESSIONAL PRESENTATIONS
3 credits

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

COM 320

COMMUNICATION AND CULTURE
3 credits

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

COM 337

ADVERTISING COPYWRITING
3 credits

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

COM 348 (F, S)
 MEDIA RESEARCH
 3 credits


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

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

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

COM 356 (F, S)
 ONLINE JOURNALISM
 3 credits

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

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

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

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

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

COM 365
 COMMUNICATION IN RELATIONSHIPS
 3 credits

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

COM 368
 VIDEO EDITING
 3 credits

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

COM 387 (F, S)
 PUBLIC RELATIONS CASES AND CAMPAIGNS
 3 credits

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

COM 400 (F, S) 
 COMMUNICATION ETHICS
 3 credits

This course provides students with an overview of ethical standards relevant to social behavior and an in-depth study of contemporary ethical issues facing communicators. Concepts of truth, confidentiality, conflict of interest, social justice, and other issues will be studied from the perspective of several sub-disciplines of communication. NOTE: COM 400 is taken the same semester as COM 401. Corequisites/Prerequisites: COM 401; COM 406, 407, 408, or 415; senior standing.

COM 401 (F, S)
 COMMUNICATION PORTFOLIO
 1 credit

The portfolio assists students with synthesizing and applying what they have learned in Communication courses to the task of bridging from undergraduate studies to post-graduation. Students will build a portfolio that can be used to demonstrate knowledge and skills. COM 401 is taken the same semester as COM 400. Corequisites/Prerequisites: COM 400; COM 406, 407, 408, or 415; senior standing.

COM 403 (F)
 FILM SEMINAR
 3 credits

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

COM 406 (F, S) 
 COMMUNITY JOURNALISM
 3 credits

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

COM 407 (F, S)

PUBLIC RELATIONS MANAGEMENT

3 credits



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

COM 408 (F, S)

MEDIA PRODUCTION PRACTICUM

3 credits

The capstone builds upon previous skills: concept, needs analysis, budget, writing, shooting, editing, law, and promotion, while integrating research and criticism to determine media effects. Students will produce a media project for a specific client that pulls together all aspects of the production process. Prerequisites: COM 208 and COM 358.

COM 415 (S)

COMMUNICATION MANAGEMENT CAPSTONE

3 credits



Students will integrate the knowledge and skills they have acquired in their previous coursework in order to demonstrate their ability to solve real-world interpersonal, group, and organizational problems. The culmination of the course will be an individual project that requires an in-depth analysis of a communication issue of interest to the student, with a particular focus on social issues. Prerequisites: COM 315.

COM 461/462/463 (F, S)

INTERNSHIP

3 credits

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

COMPUTER SCIENCE

(See Mathematics and Computer Science)

CRIMINAL JUSTICE

(See Sociology, Social Work, and Criminal Justice)

DIGITAL ARTS AND MULTIMEDIA DESIGN

(See Mathematics and Computer Science)

ECONOMICS**FACULTY**

H. David Robison, Ph.D., Chair

Professors: George, Mshomba, Robison

Associate Professors: Paulin

Lecturers: Baffoe-Bonnie, Colistra, Mallon, Scott

FRAMEWORKS COURSE**Social Science**

- ECN 150

REQUIREMENTS**■ REQUIRED FOR MAJOR IN ECONOMICS: 15 COURSES**

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

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

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

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

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

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

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

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

ECN 156

PRINCIPLES OF ECONOMICS IN A US HISTORICAL CONTEXT
3 credits

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

ECN 201 (F, S)

INTRODUCTORY MICROECONOMICS:
BUSINESS FIRM AND MARKET ANALYSIS I
3 credits

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

ECN/POL 213 (F)

STATISTICS FOR ECONOMICS AND POLITICAL SCIENCE
3 credits

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

ECN 214 (S)

ECONOMETRICS
4 credits

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

ECN 221 (F)

INTERMEDIATE MICROECONOMICS:
BUSINESS FIRM AND MARKET ANALYSIS II
4 credits

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

ECN 222 (S)

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

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

ECN 270, 370, 470 (F, S)

SPECIAL TOPICS IN ECONOMICS
3 credits

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

ECN 330  

THIRD WORLD POVERTY AND ECONOMIC DEVELOPMENT
3 credits

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

ECN 331 (F) 

INTERNATIONAL ECONOMICS
3 credits

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

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

POLITICAL ECONOMY OF AFRICA
3 credits

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

ECN 333 (F, S)

ECONOMICS OF INTERNATIONAL BUSINESS
3 credits



This course examines trade theory and applies the theory to business firms. It introduces the cultural, environmental, and ethical issues facing international businesses and examines the impact of trade policies, foreign exchange, and the balance of payments on businesses' decision making. Prerequisites: ECN 150, 201; MTH 114 or 120; junior standing.

ECN 334 (S, Even years)

THE POLITICAL ECONOMY OF LATIN AMERICA
3 credits



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

ECN 340 (S, Odd years)

AMERICAN ECONOMIC HISTORY
3 credits



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

ECN 351 (S, Even years)

ENVIRONMENTAL ECONOMICS
3 credits

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

ECN 354 (S, Odd years)

ECONOMICS OF THE ENTERTAINMENT INDUSTRY
3 credits/Elective

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

ECN 287, 288 (F, S)

ECONOMICS INTERNSHIP
3 or 6 credits

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

and an oral presentation that describe their duties and interpret their intern experience. Prerequisites: ECN 201, at least sophomore standing, and permission of Department Chair.

ECN 441 (F)

HISTORY OF ECONOMIC THOUGHT
3 credits

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

ECN 455

PUBLIC FINANCE
3 credits

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

ECN 481 (F)

SEMINAR IN ECONOMICS
3 credits



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

ECN 485 (F)

SEMINAR IN ECONOMICS AND INTERNATIONAL STUDIES
3 credits



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

ECN 385, 386 (F, S)

COOPERATIVE EDUCATION
3 or 6 credits

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

ECONOMICS AND INTERNATIONAL STUDIES

(Administered by the Chair, Economics Department)

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

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

EDUCATION

FACULTY

Mary M. Williams, Ed.D., Chair

Michele Fowler, Assistant Chair

Megan Lawler, Administrative Director of Field Placements

Professors: Bednar, Feden, Vogel, Williams, Yost

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

Assistant Professors: Lewinski, Patrylo

Professor *Emeritus*: Clabaugh

REQUIREMENTS

La Salle University offers teacher preparation programs in secondary education (SE), early elementary PreK–4/special education PreK–8 (ESEC), and middle-level social studies (ESML) grades 4–8. These programs are approved by the Pennsylvania Department of Education and lead to a B.A. Upon successful completion, recommendation for Instructional I certification in the area(s) pursued by the certification candidate is made by the Department. Students may declare a major in education in the freshman year. However, formal application for admission to the teacher education programs must be made to the chair after completion of two introductory courses (EDC 103 and EDC 104), which typically occurs at the end of the freshman year. The policies and procedures for applying for admission to the programs and for advancement through the various stages of candidacy are contained in the Candidacy Requirements in the Department of Education Student Handbook. All education majors are responsible for knowing and adhering to these policies and procedures for candidacy.

Note:

Students are required to complete a minimum of two hours per week of fieldwork each semester. Early Elementary and Middle Level juniors are required to complete one full day of field work in partnership schools.

The Administrative Director of Education Field Placements makes placements for all teacher candidates enrolled in education programs.

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

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

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

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

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

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

MINOR IN EDUCATION

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

■ REQUIREMENTS FOR A MINOR IN EDUCATION:

- EDC 103
- EDC 104
- EDC 120
- EDC 217, 218 or 219
- EDC 220, 224, OR 324

- **EDC 306**
- * Substitutions for courses may be made by the Chair of Education.

SECONDARY EDUCATION

■ REQUIREMENTS FOR A MAJOR IN SECONDARY EDUCATION (SE):

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

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

■ REQUIREMENTS FOR RELIGION-EDUCATION:

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

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

■ REQUIREMENTS FOR MIDDLE-LEVEL-SOCIAL STUDIES (4–8) AND SPECIAL EDUCATION (PRE K–8):

- **EDC 103**
- **EDC 104**
- **EDC 120**
- **EDC 217**
- **EDC 218**
- **EDC 219**
- **EDC 220**
- **EDC 307**
- **EDC 308**
- **EDC 309**
- **EDC 310**
- **EDC 320**
- **EDC 325**
- **EDC 431**
- **EDC 474**
- **EDC 475**

Middle level Social Studies certification students are preparing for 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 social studies in grades 7 and 8. Students in this program will also

earn certification in special education (PreK–8). ESML majors will also minor in American Studies.

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

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

EARLY ELEMENTARY AND SPECIAL EDUCATION

Early elementary and special education (ESE) majors are also required to major in American Studies. La Salle University's ESE 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 meets individually with each student during pre-registration throughout the four-year program. This process ensures that all students are following the prescribed sequence of courses leading to a B.A. and a recommendation for certification. ESEC majors will also major in American Studies. To meet state requirements, ESEC majors must choose Art for their Fine Arts requirement.

5TH YEAR OPTIONS

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

M.A./Reading Specialist Certification

M.A./Special Education Certification

M.A./Choice of Concentration Options

- Autism Endorsement
- Instructional Coach Endorsement
- Classroom Management

■ REQUIREMENTS FOR MASTER OF ARTS IN EDUCATION:

See the Director of Graduate Education (Olney Hall 112)

**COURSE DESCRIPTIONS****EDC 103 (F, S)**

HUMAN LEARNING, COGNITION AND DEVELOPMENT
3 credits

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

EDC 104 (F, S)

EDUCATIONAL DIVERSITY IN AMERICA
3 credits



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

EDC 120 (F, S)

FOUNDATIONS OF LITERACY
3 credits

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

EDC 217 (F, S)

TEACHING AND LEARNING OF MATHEMATICS
3 credits

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

EDC 218 (S)

PHYSICAL AND CULTURAL GEOGRAPHY
3 credits

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

EDC 219 (F, S)

INTEGRATED SOCIAL SCIENCES
3 credits

This course and its related fieldwork addresses social sciences subject matter pedagogy content in accordance with standards required by the Commonwealth of Pennsylvania Department of Education. It integrates social sciences into a thematic whole and addresses core concepts in each discipline while simultaneously addressing pedagogical methods of teaching these disciplines to young children using evidence-based instructional practices. A field experience (two hours each week) is required in conjunction with this course.

EDC 220 (F, S)

READING, WRITING, AND THINKING IN THE CONTENT AREAS
3 credits

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

EDC 223 (S)

AUTISM: A FAMILY FOCUS
3 credits

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

EDC 224 (F)

ADOLESCENT DEVELOPMENT
3 credits

Using an educational technology framework, this course explores the unique universe of the adolescent. Issues under discussion will include

cognitive, moral, language, sexual, physical, and social development. Students use an educational technology framework to examine the adolescent in a variety of contexts, including family, peers, school, work, and leisure. This course is developed for secondary education majors only and is open to students in other majors to study adolescent development. Prerequisites: EDC 103 and EDC 104.

EDC 304 (S)

READING FOR SECONDARY EDUCATORS

3 credits

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

EDC 306 (F, S)

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

3 credits

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

EDC 307 (F, S)

DIFFERENTIATED INSTRUCTION, ASSESSMENT, AND TECHNOLOGY INTEGRATION

6 credits

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

EDC 308 (S)

ASSESSMENT, ACCOMMODATIONS, AND ADAPTATIONS FOR STUDENTS WITH DISABILITIES

6 credits

This course provides students with a thorough understanding of pedagogy as it relates to students who are placed in inclusion classrooms or special education settings. Students are enrolled in field experiences (EDC 310 lab) that allow them to apply knowledge related to diagnostic assessment, individualized education plans, transition plans, special education law, assistive technology, behavior management, conflict resolution, instructional accommodations, special education populations, and special methods. In addition, a major focus is placed upon critical think-

ing and reflective practice. The course is designed in accordance with the Pennsylvania Standards for certification in early elementary and special education.

EDC 309 (F, S)

DIATI LAB

1 credit (for each semester enrolled in EDC 307)

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.

EDC 310 (F, S)

AAASD LAB

1 credit (for each semester enrolled in EDC 308)

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.

EDC 320 (F, S)

TEACHING LITERACY IN THE INCLUSIVE CLASSROOM

3 credits

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

EDC 324 (S)

DIFFERENTIATING INSTRUCTION FOR ADOLESCENTS THROUGH EDUCATIONAL TECHNOLOGY

This course will extend and refine the core concepts first developed in EDC 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. Prerequisite: EDC 224.

EDC 325 (F, S)

TEACHING ENGLISH LANGUAGE LEARNERS

3 credits

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

EDC 401 (F)

THE ART AND SCIENCE OF TEACHING

6 credits

This course emphasizes teaching and learning within an educational technology framework. The focus is on elements of the educational pro-



cess characterized by teacher involvement in decision-making: school-based curriculum development, instructional design, instructional methods, instructional materials and resources, educational technology using idea and product technologies, methods of evaluation, classroom management, and adjusting curriculum and instruction to the needs of special populations. Emphasis is placed upon the act of teaching as both art and science. Field experiences (two hours each week) and research papers are required. For Secondary Education majors only. This course has been designated as the writing emphasis course for Secondary Education majors. Students will be required to purchase approximately \$50.00 in additional materials. Prerequisites: senior standing and acceptance into Stage II candidacy, and EDC 103, 104, 224, 225, 304, 306.

EDC 410 (F, S)

PHYSICAL EDUCATION AND HEALTH FOR THE DEVELOPING CHILD

2 credits

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

EDC 412 (F, S)

SCHOOLS, FAMILIES AND COMMUNITIES

3 credits

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

EDC 415 (F, S)

CREATIVITY AND THE ARTS FOR THE DEVELOPING CHILD

2 credits

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

EDC 470 (S)

SPECIAL METHODS OF TEACHING (THE PROFESSIONAL SEMESTER)

12 credits

This course provides the secondary education major with full-time student-teaching experience in a selected middle, junior, or senior high school. 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. The seminars are held for two weeks at the start of the semester on a five-day-a-week, full-day schedule. The student is required to make formal application to the student-teaching program. SE Prerequisites: senior standing, acceptance into candidacy, and EDC 103, 104, 224, 225, 304, 306, and 401.

EDC 473 (F, S)

THE PROFESSIONAL SEMESTER: STUDENT TEACHING

12 credits

For one semester of the professional year, pre-service teachers are engaged in student teaching in classrooms under the guidance of experienced teachers and a University supervisor. This experience takes place in a school in Philadelphia or the surrounding suburbs.

EDC 475 (F, S)

THE PROFESSIONAL SEMESTER: TEACHING AND RESEARCH METHODS

3 credits

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

EDC 478 (F, S)

SPECIAL EDUCATION PRACTICUM

10 credits

La Salle students will be placed in special education settings for eight 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.

EDC 477 (F, S)

SEMINAR IN SPECIAL EDUCATION

3 credits

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

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

This integrated science and mathematics course is designed for the early childhood, 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 their confidence in teaching integrated science and mathematics in the school.

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

This integrated science/math and methods course, with a focus on both 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 education majors. Special attention is given to how children learn science and how science should be taught in line with the academic standards documents and science education research findings. The course also aims to expose the teacher candidates—at a university level—to fundamental scientific/mathematical ideas and processes of science, and develop their skills in critical thinking and communication. Prerequisite: IMS 162.

OTHER PROFESSIONAL REQUIREMENTS

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

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

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

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

ENGLISH**FACULTY**

Kevin J. Harty, Ph.D., Chair
 Stephen P. Smith, Ph.D., Graduate Director
 Bryan Narendorf, Ph.D., Assistant Chair
 Craig Franson, Ph.D., Coordinator, University Writing Program
 Internship Coordinator: Harty
 Professors: Harty, Musser, Soven
 Associate Professors: Allen, Beatty, Busse, Franson, Grauke, Mollenhauer, Narendorf, Smith
 Assistant Professors: Betz, Jesson, Langemak, O'Dowd, Schoen
 Instructors: Bennett, Hibschan
 Professors *Emeriti*: Burke, Butler, Fallon

POWERS COURSES■ **WRITING**

- **ENG 110, 210**

PATTERNS COURSES■ **LITERATURE**

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

CONCENTRATION OPTION

Any 300- or 400-level literature course

REQUIREMENTS

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

The English major at La Salle focuses on the study of literature but complements such study with additional attention to examining the various modes of writing (through courses in creative, professional, business, legal, and Web-based writing) and 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 of society as a whole.

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

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

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

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

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

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

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

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

The usual requirements for the major, the double major, or the minor in English are as follows. Exceptions to and substitution of Advanced Placement credit, transfer courses, or Honors courses for these requirements require the approval of the Chair or the Assistant Chair.

■ THE MAJOR IN ENGLISH (13 COURSES)

Group A: The Foundation (7 courses)

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

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

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

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

Group B1: One course in literature before 1900

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

Group B2: two courses at the 400 level

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

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

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

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

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

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

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

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

- **ENG 243** Religion and Contemporary Literature
- **ENG 302** Language and Prejudice

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

■ THE DOUBLE MAJOR IN ENGLISH (10 COURSES)

Group A: The Foundation (6 courses)

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

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

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

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

Group B1: one course in literature before 1900

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

Group B2: one course at the 400 level

- **ENG 402** Topics in Creative and Professional Writing

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

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

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

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

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

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

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

■ THE MINOR IN ENGLISH (6 COURSES)

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

First course in literature in the University core

- **ENG 150** Introduction to Literature

or

- **ENG 180** Introduction to Literary Study

Second course in literature in the University core

One of the following survey courses

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

or

- **ENG 250** Literature and Culture

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

COURSE DESCRIPTIONS

ENG 110 (F, S)

COLLEGE WRITING I: PERSUASION

3 credits / Powers

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

ENG 150 (F, S)

INTRODUCTION TO LITERATURE

3 credits/Patterns 1

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

ENG 180 (F, S)

INTRODUCTION TO LITERARY STUDY

3 credits / Patterns 1

Required of all day English majors in lieu of English 150, this introductory course acquaints students with fundamental principles and practices of studying literature, with a general overview of literary periods and genres and theories, and with library and database resources essential for this discipline.

ENG 210 (F, S)

COLLEGE WRITING II: RESEARCH

3 credits / Powers

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

ENG 243

RELIGION AND CONTEMPORARY LITERATURE

3 credits

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

ENG 245

SURVEY OF BRITISH LITERATURE AND CULTURE TO 1798

3 credits/Patterns 2

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

ENG 246

SURVEY OF BRITISH LITERATURE AND CULTURE SINCE 1798

3 credits/Patterns 2

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

ENG 248

SURVEY OF AMERICAN LITERATURE AND CULTURE TO 1865

3 credits/Patterns 2

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

ENG 249

SURVEY OF AMERICAN LITERATURE AND CULTURE SINCE 1865

3 credits/Patterns 2

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

Students will also improve their familiarity with the works of important writers during this period.

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

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

ENG 302
LANGUAGE AND PREJUDICE
3 credits



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

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



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

ENG 305
FICTION WRITING I
3 credits



An introduction to the writing of fiction.

ENG 306
POETRY WRITING
3 credits



A workshop in the writing of poetry.

ENG 307
PLAYWRITING
3 credits



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

ENG 308
LEGAL WRITING
3 credits



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

ENG 309
TOPICS IN CREATIVE AND PROFESSIONAL WRITING I
3 credits

A course in various types of specialized writing such as grant writing, creative nonfiction, and satire. May be repeated for credit.

ENG 310
EDITING AND PUBLISHING
3 credits

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

ENG 315
YOUNG ADULT LITERATURE
3 credits/Concentration Option

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

ENG 316
LITERARY THEORY AND CRITICISM
3 credits



Readings and discussion of major critical texts in their historical setting, emphasizing the critical theories of the last several decades.

ENG 318 (F, S)
ADVANCED COMPOSITION AND THE WRITING PROCESS
3 credits



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

ENG 324 (F, S)
SHAKESPEARE
3 credits/Concentration Option



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

ENG 330
WEB DESIGN
3 credits

Web Design 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. Not to be taken with DART 230.

ENG 351GENDER AND ETHNICITY
3 credits / Concentration Option

The course focuses on texts that represent the various ethnic representations of Western literature (primarily American ethnic literature and/or writers representing diaspora) combined with a discussion of gender. The course may include literature from any time period, and, depending on the professor, the course can 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). Students in the course will apply race theory and current approaches of gender theory to various genres of literature.

ENG 352GENRE AND FORM
3 credits / Concentration Option

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

ENG 353CONTEMPORARY LITERATURE
3 credits / Concentration Option

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

ENG 357LIVING AMERICAN WRITERS
3 credits / Concentration Option

Students read from the works of four or five well-known American writers who visit the class to discuss their work. Although topics of discussion will vary according to the writers being studied, consideration will be given to such matters as canonicity, the role of the writer in the broader culture, literary form, theme as it evolves over the course of an author's career, and the business of publishing.

ENG 367LITERATURE AND FILM
3 credits

This course examines the uneasy relationship between literature and film, a relation long debated by writers and filmmakers alike. Specifically, students will study an eclectic selection of literary works and an equally eclectic collection of films based on those works. The literary texts will be drawn from different genres and national literary traditions, and the films will be drawn from different cinematic traditions and genres. Cross listed as FLMS 367.

ENG 370-79SPECIAL TOPICS
3 credits/Concentration Option

Specially designed courses in literature built around a topic chosen by the instructor. Topics vary from semester to semester.

ENG 402TOPICS IN CREATIVE AND PROFESSIONAL WRITING II
3 credits

This course includes special topics in advanced writing, including memoir writing, magazine writing, advanced business writing, advanced poetry writing, and writing about the environment. It may be repeated for credit.

ENG 405-06ADVANCED FICTION WORKSHOP
3 credits

Workshop format in the writing of fiction. Prerequisites: ENG 305. May be repeated for credit.

ENG 410PUBLICATION DESIGN
3 credits

Publication Design reviews and extends knowledge of copyediting and layout and design for both print and Web. The emphasis is on the use of Adobe InDesign to produce a range of documents, from logos, advertisements, and personal identity packages to magazine pages, magazine dummies, and Web layouts. Copy from La Salle journalism students will be used for some layout and photography exercises, and posted to the Web as the next edition of La Salon. Experience with InDesign (e.g., from ENG 310) is helpful but not required.

ENG 417HISTORY AND STRUCTURE OF THE ENGLISH LANGUAGE
3 credits

This course studies the ways in which the language we call English has developed over the centuries, the kinds of English that are spoken in the world today, and the underlying structure of these Englishes and their grammars. It combines theory with text, using works by authors from the 7th century to the 21st as base texts in which to analyze how English has continued to develop as an important linguistic force throughout the world.

ENG 437WORLD LITERATURE, THE WESTERN TRADITION
3 credits / Concentration Option

This course surveys the literature of Western Europe from the ancient Greeks to the modern period, emphasizing drama and narrative in their many forms. Literary works will be studied in relationship to their historical and cultural contexts.

ENG 438WORLD LITERATURE, THE NON-WESTERN TRADITION
3 credits / Concentration Option

This course considers primarily 20th- and 21st-century readings in selected works from Africa, Asia, Latin America, Europe, and the Pacific Rim, emphasizing literature as a reflection of its cultural background.

ENG 441STUDIES IN BRITISH LITERATURE AND CULTURE TO 1700
3 credits / Concentration Option

In this course, students intensively study aspects of Medieval British literature and culture up to the beginnings of the modern period. Although topics may vary from section to section, this course concen-

trates on selected authors, examining them in light of their historical and cultural contexts, as well as their continental counterparts.

ENG 442 
STUDIES IN BRITISH LITERATURE AND CULTURE 1700–1900
3 credits / Concentration Option

In this course, students intensively study British Restoration and 18th- and 19th-century literature and the culture. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in the light of their historical, literary, and cultural contexts, as well as competitive or complementary continental traditions.

ENG 443 
STUDIES IN BRITISH LITERATURE AND CULTURE SINCE 1900
3 credits / Concentration Option

In this course, students intensively study British literature and culture from 1900 to the present. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in the light of their historical and cultural contexts, as well as continental traditions.

ENG 446 
STUDIES IN AMERICAN LITERATURE AND CULTURE TO 1900
3 credits / Concentration Option

In this course, students intensively study American literature from its beginnings to 1900. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in the light of their historical and cultural contexts.

ENG 447 
STUDIES IN AMERICAN LITERATURE AND CULTURE SINCE 1900
3 credits / Concentration Option

In this course, students intensively study American literature from 1900 to the present. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in the light of their historical and cultural contexts.

ENG 461-462 (F, S) 
INTERNSHIP
3-6 credits

Students may intern at a variety of sites including advertising and public relations firms, publishing and broadcasting companies, for-profit and nonprofit organizations, and social service and health care agencies. Working under professional supervision 12 to 15 hours a week (3 credits) or 24 to 30 hours a week (6 credits), students learn how to apply their education to the everyday demands of the world of work. Required: junior or senior standing, 2.75 grade point average both overall and in the major, and recommendation of the internship coordinator.

ENG 480 (S) 
CAPSTONE SEMINAR
3 credits / Concentration Option

The major and double major in English conclude with a capstone seminar in which students pursue an independent research, pedagogical, or writing project of significant depth and scope directed by a faculty facilitator and in consultation with faculty knowledgeable in each student's field of inquiry. The goal of the capstone seminar is to provide students with the opportunity to pursue a topic of interest in a sustained way and to support each student's project through the discussion and application

of advanced research in the discipline and a workshop in which the student is able to present material in draft on the way to the production of the final project. The capstone provides a forum in which students can share ideas, provide feedback to one another, and solve problems related to scholarly research, pedagogy, and creative projects. ENG 480 may also be taken by students minoring in English.

ENVIRONMENTAL SCIENCE

(See Geology, Environmental Science, and Physics)

ENVIRONMENTAL STUDIES

EVS 460
INTERNSHIP
3 credits

This experience involves part-time employment at a company related to environmental policy or science. This experience is designed to provide job-related learning under faculty supervision. Ordinarily, this experience is done concurrently with coursework at the University. Positions must be approved by Department Chair. Minimum student GPA of 2.75 is required for consideration.

EVS 480
RESEARCH
3 credits

This course involves supervised research in environmental studies. It can be elected in fall, spring, or summer. Permission of Chair required.

FINE ARTS

FACULTY

Susan Dixon, Ph.D., Chair

Art History

Associate Professors: Conaty, Dixon

Assistant Professors: Holochwost, Moriuchi

Lecturers: Farrell, Heise, Scarborough, Troxell, Valenti, Vendelin, Weiss

Professor *Emeritus*: Haberstroh

Studio Art

Music

Lecturers: Galvan, Haffley, Reese

ART AND ART HISTORY

PATTERNS COURSES

Fine Arts

- **ARTH 150**
- Any 200- level course in the Art History section.
- Any 300- level course in the Art History section.

Students should take **ARTH 150** before taking 200-300 level courses.

ART (studio) courses do not count for Patterns requirements.

REQUIREMENTS

■ Required for Major in Art History: 12 courses

- **ARTH 150**
- **ARTH 201**
- **ARTH 202**
- Two 200-level ARTH courses
- One studio art course
- A second ART course or a third 200-level ARTH course
- Four 300-level art history courses
- **ARTH 380**
- **ARTH 460** recommended

Requirements for double majors (generally 10 courses) are determined in consultation with the Chair and may include a combination of art history, studio, and DArt courses.

■ REQUIRED FOR MINOR IN ART HISTORY: 6 COURSES, ADHERING TO THE FOLLOWING GUIDELINES:

- One (and only one) course at the 100 level
- At least two courses at the 300 level
- The remaining three courses may be distributed between 200- and 300-level courses as the student wishes.
- One (and only one) ART course may be counted toward the minor.
- The art history minor may, with permission of the Chair, ARTH460, which will count toward the minor.

Students are advised to elect related courses in other disciplines that will be meaningful in enriching their concentration in art history. It is recommended that art history majors take at least two years of either German or French, especially if they intend to pursue graduate study. The art history major should consider ARTH 201-202 as prerequisite for other art history courses.

The Fine Arts Department also participates in the multidisciplinary program in Digital Arts and Multimedia Design. For a description of this program, please see page 81.

COURSE DESCRIPTIONS

ARTH 150 (F, S)

INTRODUCTION TO ART
3 credits/Patterns 1

This course will introduce students to basic elements of visual literacy through the exploration of art history in a variety of cultural traditions, geographic locations, and chronological periods. Students will learn about principles of design, form, and iconography while exploring the art of different societies and cultures.

ARTH 201-202 (F, S)

HISTORY OF ART I AND II
3-6 credits

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

ARTH 203

ANCIENT ART
3 credits

This course is a study of selected early civilizations to the 4th century A.D. and the Early Christian era, emphasizing Greek, Roman, and other Mediterranean cultures. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 205

MEDIEVAL ART
3 credits

This course examines the development of the visual arts from the late Roman period to the late Gothic of the 15th century. Special emphasis is on the establishment of Christian iconography and the evolution of church types. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 213

THE RENAISSANCE IN ITALY
3 credits

This course is a study of Renaissance civilization concentrating on the architecture, painting, and sculpture of Italy from 1200 to 1570. Emphasis will be on such masters as Donatello, Michelangelo, Raphael, Leonardo da Vinci, and Titian. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 216

BAROQUE AND ROCOCO ART
3 credits

This course addresses the styles, trends, and major forces in the visual arts of Western Europe during the 17th and 18th centuries, with special focus on the works of Bernini, Rubens, and Rembrandt. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 217

19TH-CENTURY ART
3 credits

This course focuses on painting's evolution, content, and style, from circa 1780 to the turn of the 20th century. Emphasis is on major schools and artists, including Romanticism, Realism, Impressionism, and Post-Impressionism. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 222

AMERICAN ART: NATIVE AMERICAN TO MODERN
3 credits



This survey course introduces American art through the study of selected artists and works of art, many of them in local museums. It traces the evolution of American art from Native American beginnings, through the Colonial and Federal periods, concluding in the World War II era and contemporary eras. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 223

AMERICAN ARCHITECTURE
3 credits



This course is a study of representative types, movements, and styles of American architecture from colonial to post-modern. Issues covered in the course include the tension between aesthetics and usefulness and the relationship of architecture to culture and context. Some empha-

sis is placed on urban architecture, including Philadelphia. Field trips to significant architectural sites are included. Prerequisite: 100- or 200-level art history or permission of the instructor.

ARTH 226

INTRODUCTION TO MUSEUMS

3 credits

Students will learn about the history and evolution of the museum and consider some of its main objectives. Topics will include the mission and function of art museums—collection, care of objects, exhibition, and education—as well as the politics of interpretation and display. Site visits to local art museums and presentations by curators and museum directors from the area complement readings and lectures by the instructor.

ARTH 227

MUSEUMS OF PHILADELPHIA

3 credits

In this course, students visit at least 10 of Philadelphia's art museums and galleries and study such works as Egyptian and other African sculpture, Renaissance and Impressionist paintings, contemporary photographs, American furniture, and Japanese prints. The on-site excursions are supplemented by class discussions and presentations.

ARTH 270

SPECIAL TOPICS IN ART HISTORY

3 credits

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

ARTH 316

WOMEN AND ART

3 credits

This course encourages students to think critically about the contributions of women artists, collectors, critics, models, and viewers to the fields of art and art history. These are areas that have been historically dominated by men, and this course requires that students look beyond the traditional models of art criticism to consider how gender has shaped women's artistic practice and their response to works of art. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 319

MODERN ART

3 credits

This course is a study of developments in late 19th and early 20th century art as they pertain to the rise of Modernism. Movements to be examined include Post-Impressionism, Expressionism, Cubism, Futurism, and Surrealism. While the focus will be on painting and sculpture, related developments in architecture and the decorative arts may also be considered. Particular attention will be paid to the social and historical context for the production of the works of art studied. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 320

ART AFTER 1945

3 credits

This course will explore late 20th-century and early 21st-century developments in the arts, with a particular focus on the rise of the American art scene in the years following World War II. Abstract Expressionism, Minimalism, Pop Art, Body and Performance Art, and Land Art will be

discussed in depth. Contemporary art (art produced since 1980), including important contemporary movements outside the United States and museum culture of the late 20th and early 21st century, will also be a focus. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 322

TOPICS IN AMERICAN ART

3 credits

This is an advanced course that takes an in-depth look at a particular topic in American Art. Possible subject include The Hudson River School, American Genre Painters, The Art and Artists of Mexico, and American Impressionism. Prerequisite: 100 or 200 level Art History course or permission of Chair.

ARTH 325

TOPICS IN GLOBAL ART

3 credits

This is an advanced art history course that surveys the visual arts in selected non-Western societies. Students will study and analyze the styles, methods and cultural contexts of the visual arts from Africa, Asia, Mesoamerica and Oceania. Prerequisite: 100 or 200 level Art History course or permission of Chair.

ARTH 340

ART AND CULTURE

3 credits

This is an advanced art history course that takes an in-depth look at the art and society of one particular culture or historical period. This course offers a thematic approach to understanding art in a cultural context such as Art and Politics or Urban Art. Prerequisite: 100 or 200 level Art History course or permission of Chair.

ARTH 370

SPECIAL TOPICS IN ART HISTORY

3 credits

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

ARTH 380

RESEARCH TOPICS IN ART HISTORY

3 credits/Capstone

This course focuses on an analysis and application of methods used in art criticism and research, with the emphasis on writing. Subjects will vary. This course is required for Art History majors but open to qualified advanced general students, with permission of the instructor.

ARTH 460

INTERNSHIP

3 credits

The internship is designed to give art history majors and minors the opportunity to gain real-world experience in the art field. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between their coursework and their internship experience. Prerequisite: Cumulative GPA of at least 3.0 overall and in the major and approval of the Chair. Students must apply for internships. Application forms, available in the Fine Arts Department office, should be returned to the office during the pre-registration period before internships can be approved.



ARTH 480
EXHIBITION SEMINAR
3 credits

This course is an upper-level elective for art history majors or for any major (with instructor permission) with an interest in museum studies. It gives our students practical, yet rigorous training in anticipation of a museum or gallery career, one of the major career options for the B.A. Art History. The exhibition seminar is a special course with the outcome of an exhibition, most often in the La Salle University Art Museum.

Studio Courses

ART 102
DIGITAL ART STUDIO
3 credits

In this course, students will learn the fundamental principles and techniques associated with creating and modifying digital images, and how to prepare these images for viewing on screen and in print. Both raster (paint) and vector (draw) type graphics will be studied, using appropriate software applications. The concepts and skills learned in this course will prepare students to handle all subsequent visual communication more effectively. Prerequisite: CSC 151.

ART 215
COLOR THEORY
3 credits

This course is an introduction to color models, color interaction, and the human perception of color. The course will address color in both subtractive (pigmented) and additive (electronic) environments, and theoretical work will be reinforced by practical exercises in various media. Prerequisite: ART 102.

ART 220
ELECTRONIC VISUAL COMMUNICATION
3 credits

This course provides an overview of issues related to the history and theory of images and their cultural function; assessment and analysis of digital images and their effectiveness, primarily through the World Wide Web; application of newly gained knowledge to the creation of students' own visual projects. Emphasis will be on looking at the interactive potential of images in digital media and on devising analytical, assessment, and production strategies that focus on the dynamic potential of these interactive images. Prerequisite: ART 102.

ART 260-261
PAINTING
3-6 credits

The course introduces the fundamentals of painting. Students learn the skills of manipulating paint to solve a sequence of problems exploring color theory, compositional structure, and figure/ground relationships. The course may be repeated for additional credit (Art 261) after the completion of Art 260.

ART 262
PRINT MAKING
3 credits

This course is a introduction to basic print processes. Relief, intaglio, collograph printing, followed by mixed-media projects will be included. Experimentation is encouraged.

ART 263
DRAWING
3 credits

This course provides students with mastery of basic principles of observation and familiarity with the potential and limitation of various media. This course provides studies of proportion, volume, perspective, and anatomy. Representation of still lives, the human figure, and landscape using various media is also included.

ART 265-66
SCULPTING
3-6 credits

This is an introduction to the fundamentals and concepts of organizing forms in three dimensions. Students use basic materials for a sequence of problems exploring such aspects as line, plane, volume, texture, and scale with modeled and constructed forms. The course may be repeated for additional credit (Art 266) after the completion of Art 265.

ART 268
INTRODUCTION TO DIGITAL PHOTOGRAPHY
3 credits

This is a course that introduces basic concepts, techniques and terminology in digital photography such as how sharpness and exposure affect images and the way they are perceived by viewers. Getting images from camera to computer, to print and/or web, and using software such as Adobe Photoshop will be covered.

ART 270
SPECIAL TOPICS IN STUDIO ART

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

MUSIC

PATTERNS COURSES

Music History:

- **MUS 150**
 - Any 200-level course in the Music History section.
 - Any 300-level course in the Music History section.
- Students should take MUS 150 before taking a 200- or 300- level course
Studio courses do not count for Patterns requirements

COURSE DESCRIPTIONS

Music History Courses

MUS 150 (F, S)
THE ART OF LISTENING
3 credits/Patterns 1

This course is an exploration of the ways and means of musical composition as a denominator for experiencing music from different time periods and cultures. Popular and classical music, American and European, old and new will be addressed.

MUS 203

AMERICA'S MUSIC
3 credits / Patterns 2



This course is a study of the major movements in the cultivated and vernacular traditions in 19th-, 20th-, and 21st-century American music. Classical and popular music are addressed.

MUS 210

EARLY MUSIC
3 credits/Patterns 2

This course examines the evolution of sacred and secular music from the early Christian church to the time of Bach. The great periods of vocal music, the creation of new forms, and the development of dramatic and instrumental music are topics to be discussed.

MUS 211

MUSIC AND THE ENLIGHTENMENT
3 credits/Patterns 2

This course examines the development of the classical style in Western European music from the age of the Rococo to the time of Beethoven, with special emphasis upon the contributions of Haydn and Mozart.

MUS 212

MUSIC AND ROMANTICISM
3 credits/Patterns 2

This course is a study of 19th-century developments in music. Topics include the symphonic poem, art-song, and music-drama, expansion of instrumental technique, development of orchestral and chamber music forms, and growth of nationalism.

MUS 213

MUSIC AND THE MODERNS
3 credits/Patterns 2

This course explores the emergence of new developments in musical composition in the 20th and 21st centuries. Examination of techniques and styles from impressionism to electronic music is covered.

MUS 214

JAZZ
3 credits / Patterns 2



This course explores the evolution of jazz as a style and form, including Dixieland, Ragtime, Swing, Boogie, Bop, Cool, Funky, and recent jazz-rock innovations.

MUS 270

SPECIAL TOPICS IN MUSIC HISTORY
3 credits/Patterns 2

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

MUS 304

COMPOSERS AND THEIR WORLDS
3 credits / Patterns 2

This course will place emphasis on the relationship between music and culture through discussion of selected composers. Material will vary from semester to semester. It may be repeated for credit if course material is essentially different. Prerequisite: MUS 150.

MUS 305

THE SYMPHONY
3 credits / Patterns 2

This course is an examination of the development of one of the musical world's most widely cultivated forms. Topics include the growth of the orchestra and orchestral instruments from simple ensembles of the 18th century to the mammoth post-romantic orchestra of the late 19th and early 20th centuries, the emergence of the conductor, and masterworks of principal European and American composers. Prerequisite: MUS 150.

MUS 306

OPERA
3 credits / Patterns 2

This course involves a concentrated study of selected works representing the stylistic and historical development of the opera. Prerequisite: MUS 150.

MUS 310

MINIATURES IN JAZZ AND THE CLASSICS
3 credits / Patterns 2

This course is an exploration of the chamber music medium in both popular and classical styles. A focus is placed on improvisational and non-improvisational approaches and the different social backgrounds of the two principal areas as well as the likenesses and the differences of the musical end-results. Prerequisite: MUS 150.

MUS 370

SPECIAL TOPICS IN MUSIC HISTORY

Topics will vary from semester to semester. May be repeated for credit if material is essentially different. Prerequisite: MUS 150.

Studio Courses**MUS 230**

SOUND STRUCTURES I
3 credits

This course is an introduction to the materials and structures of music, including rhythm and meter, scales, keys, intervals, melodies, and chords. Students will learn to read and notate music using computer-assisted instruction. Students will apply basic concepts of music theory in short compositional exercises.

MUS 330

SOUND STRUCTURES II
3 credits

Students will analyze and critique the formal design and style characteristics of contemporary music selected from a variety of genres and cultures. Course work will include creative and critical thinking projects that build on the composition and notational skills students acquire in Sound Structures I. Prerequisite: MUS 230.

DArt Courses

Address questions about DArt courses to the Director of the DArt program

MUS 220

INTRODUCTION TO DIGITAL AUDIO
3 credits

This course is an introduction to concepts and tools used in digital musical production. It will offer hands-on experience in digital recording, composing, editing, processing, and mixing. It includes techniques of musical analysis and critical listening sessions, many based on student compositions. Discussion of music's integral role in contemporary multimedia production will be addressed.

MUS 320

COMPUTER MUSIC COMPOSITION
3 credits

This course focuses on electronic and computer music history and theory from a compositional perspective. Students will apply advanced composition techniques using MIDI and digital audio tools. Prerequisite: MUS 150 or 220 or permission of instructor.

FOREIGN LANGUAGES AND LITERATURES

FACULTY

Luis A. Gómez, Ph.D., Acting Chair

Professors: Kling, Perfecky, Rudnytzky (emeritus)

Associate Professors: Biehl, Cerocchi, Gómez, Marsh, Ossa

Assistant Professors: Lamas

Lecturers: Buckley, Dolan, Fischetti, Gallardo, Heinsdorf, Maravi, McCann, Mori, Neisser, Obst, Regan

PATTERNS COURSES

■ **LITERATURE:**

- LIT 150, 250

■ **FOREIGN LANGUAGE:**

- FRN, GER, GRK, ITL, JPN, LAT, RUS, SPN 101-102

or

- FRN, GER, GRK, ITL, JPN, LAT, RUS, SPN 201-202

or

- FRN 301-302, 303-304, 311-312, 321-322

or

- GER 301-302, 311-312, 320-321

or

- ITL 301-302, 311-312, 331-332

or

- RUS 303-304

or

- SPN 301-302, 311-312, 321-322.

COURSE DESCRIPTIONS**LIT 150**

MODERN EUROPEAN AND LATIN AMERICAN WRITERS
3 credits/Patterns 1

This course is an examination of modern French, German, Hispanic, Italian, and Russian 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 examined. Short critical papers are required.

LIT 250

SELECTED TOPICS IN WESTERN LITERATURE
3 credits/Patterns 2



This course is an examination of specific topics in modern French, German, Hispanic, Italian, and Russian literatures in English translation. The topics may include motifs, such as the search for lost innocence, love and suffering, or the examination of specific literary movements such as Romanticism, Neo-Classicism, and Post-Modernism. Selected works of prose, poetry, and drama will be addressed. Short critical papers are required.

Descriptions of major programs follow; for dual majors, greater flexibility in individual programs can be arranged in consultation with departmental advisor.

CLASSICAL LANGUAGES

COURSE DESCRIPTIONS**Greek****GRK 101-102**

ELEMENTARY GREEK
3-6 credits/Patterns 1-2

This course provides an introductory study of forms and syntax; includes reading and translation exercises and frequent practice in prose composition.

GRK 201-202

INTERMEDIATE GREEK
3-6 credits/Patterns 1-2 or Concentration Option

This course is a review of elementary grammar; readings of selected prose and poetry.

GRK 301-302

GREEK READINGS
3-6 credits/ Patterns 1-2 or Concentration Option

This course involves readings selected to meet the individual needs of the students from Homer, lyric poetry, the Greek New Testament, Plato, and the drama. May be repeated for credit.

Latin**LAT 101-102**

ELEMENTARY LATIN
3-6 credits/ Patterns 1-2

Thorough grounding in forms and vocabulary.

LAT 201-202

INTERMEDIATE LATIN

3-6 credits/ Patterns 1-2 or Concentration Option

This course is a review of elementary grammar; readings of selected prose and poetry.

LAT 301-302

LATIN READINGS

3-6 credits/ Patterns 1-2 or Concentration Option

This course offers readings selected to meet the individual needs of the students from Cicero, Livy, Horace, Vergil, Catullus, Ovid, Martial, patristic Latin, medieval Latin, Roman comedy, and Latin inscriptions. It may be repeated for credit.

Related Studies:**CLS 211**

CLASSICAL MYTHOLOGY

3 credits

This course is a study of the legends of Greece and Rome: what they are, how they have survived, their value to us. The legend of Troy is emphasized. Audio-visual presentations, discussions, and research are expected. All readings are in English.

CLS 212

CLASSICAL DRAMA

3 credits

This course explores Greek and Roman tragedies and comedies in English translation discussed and interpreted in their historical and social environment and compared to modern and contemporary drama. No previous knowledge of Greek and Latin is required.

CLS 311

GREEK MASTERPIECES IN ENGLISH

3 credits

This course addresses some significant works in Greek literature read in English translation and interpreted in terms of their original setting. Application made to contemporary problems. No knowledge of Greek required.

CLS 312

LATIN MASTERPIECES IN ENGLISH

3 credits

This course studies the more important works in Latin literature read and discussed in terms of the history of the times. Their influence on later literature is noted. No knowledge of Latin required.

MODERN LANGUAGES**FRENCH****REQUIREMENTS**■ **REQUIRED FOR MAJOR IN FRENCH: 14 COURSES**

- 10 courses in French
- Four courses in second language

COURSE DESCRIPTIONS**FRN 101-102**

ELEMENTARY FRENCH

3-6 credits/ Patterns 1-2

The courses are typically organized and designed to encourage communication and to offer insight into the culture of the speakers of French. Information is provided on the geo-political areas in which French is spoken and the cultural habits and orientation of its speakers.

FRN 201-202

INTERMEDIATE FRENCH

3-6 credits/ Patterns 1-2 or Concentration Option

These courses promote communication through a knowledge of French and French culture. They involve further study of the structural and lexical features of French based upon topical subjects. They enhance an understanding of the in-depth culture of France through presentations and its traditions of art, music, and literature.

FRN 301-302

STRUCTURE AND STYLE

3-6 credits/ Patterns 1-2 or Concentration Option

These courses review grammatical principles and their practical application in written exercises and in the translation of standard English prose into French.

FRN 303-304

CONVERSATION AND COMPOSITION

3-6 credits/ Patterns 1-2 or Concentration Option

These courses involve conversations on topical subjects and in-depth analyses of structural, lexical, and grammatical features of French. The conversations are drawn on the cultural activities and perspectives of the speakers of French (holidays, work habits, plight of ethnic minorities, church, and family).

FRN 311-312

SURVEY OF FRENCH LITERATURE

3-6 credits/Patterns 1-2 or Concentration Option

These courses entail readings and discussions in French of selected literary works from the beginnings to 1800 and from 1800 to the present.

FRN 321-322

CIVILIZATION

3-6 credits/Patterns 1-2 or Concentration Option

The first semester treats the political, social, intellectual, and artistic developments in France from earliest times to 1870, while the second semester emphasizes these cultural structures as they exist in contemporary French society. Lectures and readings serve as a basis for class discussion in French.

FRN 401

OLD FRENCH LANGUAGE AND LITERATURE

3 credits/Concentration Option

This course explores the history of the formation of the French language, with special attention to the phonological and morphological development from Latin. Literary study, using texts in the original, of Alexis, Roland, Guigemar, Aucassin, Vergi, and the poetry of Villon will be explored.

FRN 411

SIXTEENTH-CENTURY LITERATURE
3 credits/Concentration Option

This course focuses on readings and reports on works of representative authors of the 16th century.

FRN 425

CLASSICAL THEATRE
3 credits/Concentration Option

This course is a study of the plays of Corneille, Moliere, and Racine.

FRN 431

EIGHTEENTH-CENTURY LITERATURE
3 credits/Concentration Option

This course focuses on readings and reports on works of representative authors of the 18th century.

FRN 447

NINETEENTH-CENTURY NOVEL
3 credits/Concentration Option

This course is a study of some of the major novels of the 19th century, including works by Constant, Stendhal, Balzac, Flaubert, Zola, and Huysmans.

FRN 453

MODERN POETRY
3 credits/Concentration Option

This course is a study of French poetry from Nerval and Baudelaire through the symbolists and surrealists to the present.

FRN 455

MODERN THEATRE
3 credits/Concentration Option

This course is a study of the plays of Claudel, Cocteau, Giraudoux, Anouilh, Montherlant, Sartre, Camus, Beckett, Ionesco, and Genet.

FRN 457

MODERN NOVEL
3 credits/Concentration Option

This course is a study of the novels of Proust, Gide, Bernanos, Malraux, Sartre, Camus, and Robbe-Grillet.

GERMAN**REQUIREMENTS**

■ **REQUIRED FOR MAJOR IN GERMAN: 14 COURSES**

- 10 courses in German
- Four courses in second language

COURSE DESCRIPTIONS**GER 101-102**

ELEMENTARY GERMAN
3-6 credits/ Patterns 1-2

The courses are typically organized and designed to encourage communication and to offer insight into the culture of the speakers of German. Information is provided on the geo-political areas in which German is spoken and the cultural habits and orientation of its speakers.

GER 201-202

INTERMEDIATE GERMAN
3-6 credits/ Patterns 1-2 or Concentration Option

These courses promote communication through a knowledge of German and German culture. They involve further study of the structural and lexical features of German based upon topical subjects. They enhance an understanding of the in-depth cultural of German-speaking countries through presentations on their traditions of art, music, and literature.

GER 209-210

TRANSLATION OF SCIENTIFIC AND TECHNICAL GERMAN
3-6 credits/Patterns 1-2 or Concentration Option

These courses offer translation of selected scientific and technical articles from contemporary journals in bio-medicine, chemistry, economics, geology, computer science, and physics. Emphasis is placed on the practical aspects of translating; training in use of specialized dictionaries and reference sources.

GER 301-302

CONVERSATION AND COMPOSITION
3-6 credits/ Patterns 1-2 or Concentration Option

These courses involve conversations on topical subjects and in-depth analyses of structural, lexical and grammatical features of German. The conversations are drawn on the cultural activities and perspectives of the speakers of German (holidays, work habits, plight of ethnic minorities, church, and family).

GER 311-312

THEMES IN GERMAN LITERATURE
3-6 credits/Patterns 1-2 or Concentration Option

These courses address major themes from medieval to modern times (love, death, suffering, and political and social involvement). Practice will be placed on conversation and composition. It may be repeated for credit. Readings and discussions in German.

GER 320-321

STUDIES IN GERMAN CULTURE
3-6 credits/Patterns 1-2 or Concentration Option

These courses involve an analysis of the contemporary culture of German-speaking countries: lifestyles, national characteristics, folk tradition. Emphasis is placed on the Germans' view of themselves, and their view of their recent past. Focus will vary from semester to semester.

GER 401

HISTORY OF THE GERMAN LANGUAGE
3 credits/Concentration Option

This course focuses on the German language from its beginning to the present; particularly, the development of sounds, vocabulary, and the formation of standard High German.

GER 402

GERMAN SCRIPT

3 credits/Concentration Option

This course examines the development of the ability to read texts in German Script from mid-20th-century Europe to 18th-century America. A brief history of German Script will be offered.

GER 405

MIEVEAL LITERATURE

3 credits/Concentration Option

This course entails the study and discussion of German literature from its beginnings to the end of the medieval period.

GER 421

LITERATURE OF THE 17TH AND 18TH CENTURIES

3 credits/Concentration Option

This course offers a study and discussion of the literature of the 17th and 18th centuries, excluding the works of Goethe and Schiller.

GER 431

THE CLASSICAL AGE

3 credits/Concentration Option

This course includes a study and discussion of the literature of the classical age with special attention to the works of Goethe and Schiller.

GER 441

LITERATURE OF THE 19TH CENTURY

3 credits/Concentration Option

This course involves a study and discussion of the literature of Romanticism, Realism, and Naturalism.

GER 451

LITERATURE OF THE 20TH CENTURY

3 credits/Concentration Option

This course provides a study and discussion of modern German literature from 1880 to the present.

GER 480-481

SEMINAR

3-6 credits

Topics of investigation vary from semester to semester. Readings, reports, and discussion in a selected genre (novel, drama, lyric, short story) will be offered. A seminar paper is expected.

**ITALIAN****REQUIREMENTS**

■ **REQUIRED FOR MAJOR IN ITALIAN: 14 COURSES**

- 10 courses in Italian
- Four courses in second language

COURSE DESCRIPTIONS**ITL 101-102**

ELEMENTARY ITALIAN

3-6 credits/Patterns 1-2

The courses are typically organized and designed to encourage communication and to offer insight into the culture of speakers of Italian. Information is provided on the geo-political areas in which Italian is spoken and the cultural habits and orientation of its speakers.

ITL 201-202

INTERMEDIATE ITALIAN

3-6 credits/ Patterns 1-2 or Concentration Option

These courses promote communication through a knowledge of Italian and Italian culture. They involve further study of the structural and lexical features of Italian based upon topical subjects. They enhance an understanding of the in-depth culture of Italy through presentations on its traditions of art, music, and literature.

ITL 301-302

CONVERSATION AND COMPOSITION

3-6 credits/ Patterns 1-2 or Concentration Option

These courses involve conversations on topical subjects and in-depth analyses of structural, lexical and grammatical features of Italian. The conversations are drawn on the cultural activities and perspectives of the speakers of Italian (holidays, work habits, plight of ethnic minorities, church and family).

**ITL 311-312**

SURVEY OF ITALIAN LITERATURE

3-6 credits/Patterns 1-2 or Concentration Option

These courses offer a comprehensive study of Italian literature from the Middle Ages to modern times, with comparative references to European literatures. Readings and discussions in Italian are provided.

**ITL 320**

STUDIES IN ITALIAN CULTURE

3 credits/Concentration Option

This course provides an analysis of contemporary Italian culture: lifestyles, national characteristics, and folk tradition. Emphasis is placed on the Italians' view of themselves and their place in and contributions to contemporary European civilization. Focus will vary from semester to semester. It may be repeated for credit.

ITL 331-332

READING LIST

3-6 credits/Patterns 1-2 or Concentration Option

This course gives students an acquaintance with excerpts of Italian writers from Saint Francis of Assisi to the poets of knighthood (Pulci, Boiardo, Ariosto, Tasso).

ITL 401

HISTORY OF THE ITALIAN LANGUAGE

3 credits/Concentration Option

This course deals with the Italian language in its origins in the 7th century up to modern times. By means of a very few philologic and glottologic rules, the student will acquire a knowledge of the origins and transformation of Italian from Vulgar Latin, in chronological progression.

ITL 451

MODERN AUTHORS
3 credits/Concentration Option

This course includes a survey of Italian narrative and poetic production in the late 19th century and in the 20th century.

ITL 480-481

SEMINAR
3-6 credits

Topics of investigation vary from semester to semester. Readings, reports, and discussions of a selected genre (novel, drama, short story), with special reference to the works of Dante, Leopardi, and Manzoni. A seminar paper is expected.

JAPANESE**JPN 101-102**

ELEMENTARY JAPANESE
3-6 credits/Patterns 1-2

The courses are typically organized and designed to encourage communication and to offer insight into the culture of the speakers of Japanese. Information is provided on the geo-political areas in which Japanese is spoken and the cultural habits and orientation of its speakers. Introduction to the KATAKANA writing system.

JPN 201-202

INTERMEDIATE JAPANESE
3-6 credits/Patterns 1-2

The courses are designed as a continuation of Elementary Japanese. Primary emphasis is on speaking and comprehending spoken modern Japanese; however, a knowledge of two types of the basic writing systems—Hiragana and Katakana—as well as a number of Kanji is required. Additional Kanji will be introduced during the course of the semester. Cultural information will also be provided.

RUSSIAN**REQUIREMENTS****■ REQUIRED FOR MAJOR IN RUSSIAN: 14 COURSES**

- 10 Russian or Slavic courses
- Four courses in second language

COURSE DESCRIPTIONS**RUS 101-102**

ELEMENTARY RUSSIAN
3-6 credits/Patterns 1-2

The courses are 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.

RUS 201-202

INTERMEDIATE RUSSIAN
3-6 credits/Patterns 1-2 or Concentration Option

These courses promote communication through a knowledge of Russian and Russian culture. They involve further study of the structural and lexical features of Russian, based upon topical subjects. They enhance understanding of the in-depth culture of Russia through presentations on its traditions of art, music, and literature.

RUS 241-242

RUSSIAN LITERATURE OF THE 19TH CENTURY
3-6 credits/Patterns 1-2 or Concentration Option

These courses focus on Romanticism and Realism in Russian literature. Readings from Pushkin, Griboedov, Lermontov, Gogol, Turgenyev, Ostrovsky, Dostoevsky, L. Tolstoy, Saltykov-Shchedrin, Leskov, Chekhov, Kuprin, Bunin, and Andreev.

RUS 245-246

SOVIET LITERATURE
3-6 credits/Patterns 1-2 or Concentration Option

These courses examine Socialist realism as a doctrine of art and literature in the Soviet Union. Readings from Gorky, Mayakovsky, Babel, Olesha, Leonov, Zamyatin, Zoshchenko, Sholokhov, Ilf and Petrov, Simonov, Pasternak, Yevtushenko, Solzhenitsyn, and others.

RUS 301

CONVERSATION AND COMPOSITION
3 credits/Concentration Option

This course involves conversations on topical subjects and in-depth analyses of structural, lexical, and grammatical features of Russian. The conversations are drawn on the cultural activities and perspectives of the speakers of Russian (holidays, work habits, plight of ethnic minorities, church, and family).

RUS 302

SCIENTIFIC RUSSIAN
3 credits/Concentration Option

This course addresses theory and practice in translating scientific and technical texts. Selected readings in economics, chemistry, physics, mathematics, geology, anatomy, and astronomy are provided.

RUS 303-304

ADVANCED READINGS AND COMPOSITION
3-6 credits/Patterns 1-2 or Concentration Option

These courses examine selected readings of 19th- and 20th- century Russian prose and verse. Translation of selected scientific articles are offered. Intensive exercises in translating standard English prose into Russian will be expected.

RUS 401

HISTORY OF THE RUSSIAN LANGUAGE
3 credits/Concentration Option

This course provides an historical background for an understanding of the phonology, morphology, syntax, and vocabulary of modern Russian.

RUS 402

OLD RUSSIAN LITERATURE
3 credits/Concentration Option

This course examines selected readings from the epic, annalistic, and hagiographic literature from the 11th to the 17th centuries with special emphasis on Igor Tale and the Primary, Kievan, and Galician-Volynian chronicles. The beginnings of fiction are explored.

RELATED STUDIES:**SLA 320**

THE CULTURES OF THE COMMONWEALTH OF INDEPENDENT STATES
3 credits

This course offers lectures and readings on independent nations of the Commonwealth of Independent States, plus the Tatars and the Jews. An in-depth view of the territory, demography, culture, media, education, language, and national attitudes of the various nations of this new union is addressed.

SLA 403

UKRAINIAN
3 credits

This course is a study of the phonology, morphology, syntax, and vocabulary of a second Eastern Slavic language, Ukrainian, by noting the differences that exist between it and Russian.

SLA 404

POLISH
3 credits

This course is a study of the phonology, morphology, syntax, and vocabulary of a Western Slavic language, Polish, by noting the differences that exist between Polish, Russian, and Ukrainian.

SPANISH**REQUIREMENTS****■ REQUIRED FOR MAJOR IN SPANISH: 14 COURSES**

- 10 courses in Spanish
- Four courses in second language
- Recommended: **HIS 307, HIS 308**

COURSE DESCRIPTIONS**SPN 101-102**

ELEMENTARY SPANISH
3-6 credits/Patterns 1-2

The courses are topically organized and designed to encourage communication and to offer insight into the culture of the speakers of Spanish. Information is provided on the geo-political areas in which Spanish is spoken and the cultural habits and orientation of its speakers.

SPN 201-202

INTERMEDIATE SPANISH
3 credits/ Patterns 1-2 or Concentration Option

These courses promote communication through a knowledge of Spanish and Hispanic cultures. They involve further study of the structural and

lexical features of Spanish based upon topical subjects. They enhance an understanding of the in-depth culture of Spanish-speaking countries through presentations on their traditions of art, music, and literature.

SPN 203-204

SPANISH FOR HERITAGE SPEAKERS
3-6 credits/Patterns 1-2

This is a two semester course taught in Spanish. It is specifically designed for Heritage Speakers who have learned Spanish in the home and wish to learn more about their culture and heritage. Students will develop further their competencies in grammar and spelling as well as acquire new vocabulary through readings in different genres. They will continue to develop skills in speaking, listening, reading, and writing. Students will be immersed in the Spanish language and Hispanic cultures through classroom activities and outside assignments.

SPN 301-302

CONVERSATION AND COMPOSITION
3-6 credits/Patterns 1-2 or Concentration Option

These courses involve conversations on topical subjects and in-depth analyses of structural, lexical, and grammatical features of Spanish. The conversations are drawn on the cultural activities and perspectives of the speakers of Spanish (holidays, work habits, plight of ethnic minorities, church, and family).

SPN 307

COMMERCIAL SPANISH
3 credits/Concentration Option

This course is intended to acquaint the student with commercial Spanish terminology combined with lectures, readings, and translations of business letters. Introduction of new vocabulary used in the business world with emphasis on Spanish American idiomatic expressions will be provided.

SPN 311-312

SURVEY OF SPANISH LITERATURE
3-6 credits/Patterns 1-2 or Concentration Option

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

SPN 313

SURVEY OF SPANISH AMERICAN LITERATURE
3 credits/Concentration Option

This course involves reading and discussion of works from the colonial period to the 20th century, with special emphasis upon contemporary Latin American literature.

SPN 321

SURVEY OF SPANISH CIVILIZATION
3 credits/Patterns 1

This course provides a cultural and historic study of Spain's past, examining the effects of Rome and Islam, the period of Spanish domination and later decline, and the status of present-day Spain.

SPN 322

SURVEY OF SPANISH AMERICAN CIVILIZATION
3 credits/Patterns 2

This course offers cultural and historic presentation of the diversity of Latin America from the Aztecs and Incas to the Conquest, the viceroyalties, and the establishment of independent nations; course concludes with a thorough study of today's Latin America.

SPN 350-351

INTRODUCTION TO BILINGUAL-BICULTURAL STUDIES
3-6 credits/Patterns 1-2 or Concentration Option



These courses use linguistic and cultural problems in teaching English to speakers of other languages. Emphasis on materials, techniques, and attitudes of teachers and students. Special emphasis on the vocabulary and idiom of the Caribbean. Cultural survey of present-day problems in Puerto Rico and other Caribbean countries will be presented.

SPN 352

INTRODUCTION TO TRANSLATION AND INTERPRETATION
3 credits

This introductory translation and interpretation course provides students with an overview of translation theory while providing practice with a variety of texts. Students practice translating from Spanish to English and vice versa in different topics. Basic concepts and problems in the area of translation studies are identified and discussed. Students also discuss different types and modes of translation as well as translation strategies and techniques. In addition, students are familiarized with the role and functions of translator and/or interpreter in the process of intercultural communication.

SPN 401

HISTORY OF THE SPANISH LANGUAGE
3 credits/Concentration Option

This course is a study of the formation of the language, its evolution and phonetic changes from Latin to the present modern pronunciations. Reading and discussion of the early Spanish texts and the development of the language in the early period will be provided.

SPN 402

INTRODUCTION TO SPANISH SOCIOLINGUISTICS
3 credits

This course introduces students to the study of Spanish language variation within its social context. Social factors such as geography, race, gender, age, social class, economics, education, as well as specific linguistic features belonging to certain Spanish speaking communities, will be discussed. Students will familiarize with speech community, data collection, types of linguistic variation, and the sociolinguistic variable. In addition to learning about the concepts, questions, and methods associated with sociolinguistic research as they are applied to language, students will discuss and review studies of language variation in different speaking communities. Finally, students will examine language contact situations such as Spanish in the United States.

SPN 405

LITERATURE OF THE MIDDLE AGES
3 credits/Concentration Option

This course places emphasis on such works as *Cantar de Mio Cid*, Poema de Fernan Gonzalez, and *Amadis de Gaula*; authors include Berceo, Alfonso X, Juan Manuel, Juan Ruiz, Marques de Santillana, and los Manrique.

SPN 411

RENAISSANCE LITERATURE
3 credits/Concentration Option

This course looks at the works of Boscan, Garcilaso, Encina, Nebrija, Torres Naharro, and Lope de Rueda, and such works as *Tirant lo Blanc*, *Celestina*, and *Lazarillo de Tormes* form the basis of this period of literary activity.

SPN 415

DRAMA OF THE GOLDEN AGE
3 credits/ Concentration Option

This course entails readings, reports, and discussions of the principal dramatists of the Golden Age: Lope de Vega, Tirso de Molina, Calderon, Alarcon, and others.

SPN 419

CERVANTES
3 credits/Concentration Option

This course offers readings and discussions of *Don Quixote*. Other important works by Cervantes will also be discussed.

SPN 442

ROMANTICISM
3 credits/Concentration Option

This course is a study of the early 19th century that analyzes works of such authors and poets as Larra, Duque de Rivas, Zorilla, Espronceda, Garcia Gutierrez, Hartzenbusch, and Becquer.

SPN 443

POETRY OF THE 19TH AND 20TH CENTURIES
3 credits/ Concentration Option

This course focuses on works by Gabriel y Galan, de Castro, Dario, los Machado, Jimenez, Lorca, Guillen, Otero, and Salinas are considered.

SPN 448

THE SPANISH AMERICAN NOVEL
3 credits/Concentration Option

This course introduces students to the development of the contemporary Latin American novel through an analysis of the sociological and literary aspects of the work of various leading authors. Special attention is devoted to works by and about women. Class discussions and examinations will be given in Spanish.

SPN 457

THE SPANISH NOVEL OF THE 19TH AND 20TH CENTURIES
3 credits/Concentration Option

This course provides reading and discussion of Spanish authors, their ideology and philosophies: Fernan Caballero, Galdos, Valera, Pio Baroja, Ala, Cela, Delibes, and Goytisolo.

SPN 480

SEMINAR
3 credits



Topics of investigation will vary from semester to semester.

GEOLOGY, ENVIRONMENTAL SCIENCE, AND PHYSICS

FACULTY

H. A. Bart, Ph.D., Chair
Professors: Bart, Hoersch, Longo
Lecturers: Flynn, Kribbs, Layton

GEOLOGY

FRAMEWORKS COURSES

■ NATURAL SCIENCE

- GEO 150, 151, 152, 153, 154

REQUIREMENTS

■ REQUIRED FOR MAJOR IN GEOLOGY: 16 COURSES

- GEO 150 or 151
- GEO 202
- GEO 203
- GEO 204
- GEO 205
- GEO 301
- GEO 302
- GEO 303
- GEO 305
- GEO 401 or 402
- three elective Geology courses at the 200 level or above.
- CHM 111
- CHM 112
- MTH 120

Suggested courses: Students anticipating graduate work in Geology or closely related areas are advised to elect courses in basic sciences, Mathematics, Computer Science, Russian, German, or French.

■ REQUIRED FOR MINOR IN GEOLOGY: 6 COURSES

- two courses on the 100 level
- two courses on the 200 level
- two courses on the 300-400 level

COURSE DESCRIPTIONS

GEO 150 (F, S)

PLANET EARTH
4 credits / Frameworks

This course is an introduction to the physical processes that interact to change the interior and the surface of the earth, including weathering, earthquakes, volcanoes, glaciation, marine erosion, "Plate Tectonics," and mountain building. Three hours lecture, two hours laboratory, and field trip.

GEO 151 (S)

ENVIRONMENTAL GEOLOGY
4 credits / Frameworks

This course is an introduction to the geologic processes that shape our planet and modify environments. Such fundamental concepts as land-use planning, development of urban areas, hazardous waste disposal in natural systems, use of resources, and soil development and modification will be emphasized. Three hours lecture, three hours laboratory.

GEO 152 (F, S)

OCEANOGRAPHY
3 credits / Frameworks

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

GEO 153

FIELD STUDIES IN ENVIRONMENTAL SCIENCE
4 credits / Frameworks

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

GEO 154 (F, S)

ASTRONOMY
3 credits / Frameworks

This course provides a contemporary view of the universe from the Big Bang to its possible ends, our sun and its planets, galaxies, the life and death of stars, white dwarfs, neutron stars, quasars, black holes, life on earth, and the possibility of extraterrestrial intelligence.

GEO 155 (Summer)

EARTH SCIENCE
3 credits / Frameworks



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

GEO 202 (F)

MINERALOGY
4 credits

Hand specimen identification of minerals is emphasized in this course. Study of the growth, internal structure, and physical properties of minerals is addressed. Six hours of lecture and laboratory are required. Prerequisites: GEO 150 or 151 or permission of instructor.

GEO 203 (S)

PETROLOGY
4 credits

Hand specimen description and identification of rocks and their components, as well as an overview of petrologic processes in a tectonic context with emphasis on global chemical cycles are addressed in this course. Six hours class and laboratory. Prerequisites: GEO 202 or permission of the instructor.

GEO 204 (S)
OPTICAL MINERALOGY
4 credits

This course is an introduction to the theory of light transmission in crystals and the use of the polarizing microscope to study light phenomena in minerals and other substances. Lab is concerned with mineral identification using thin section and oil immersion techniques. Three hours lecture, three hours laboratory. Prerequisite: GEO 202.

GEO 205 (F)
PALEONTOLOGY AND THE HISTORY OF PLANET EARTH
4 credits

This course presents a review of the invertebrate and vertebrate fossil record. Correlation of biological development with the evolution of the earth is offered. Two hours lecture, three hours laboratory.

GEO 270-271 (F)
SPECIAL TOPICS
3-4 credits

Special topics in geology are occasionally offered.

GEO 301 (F)
SEDIMENTOLOGY
4 credits

This course focuses on an analysis and interpretation of sedimentary processes; classification and analysis of the common sedimentary rocks. Three hours lecture, three hours laboratory. Prerequisites: GEO 203, 204.

GEO 302 (S)
STRATIGRAPHY
4 credits

This course provides an introduction to physical stratigraphy, methods of correlation of rock and time rock units, the interpretation of paleogeography. Two hours lecture, three hours laboratory. Prerequisite: GEO 301.

GEO 303 (S)
STRUCTURAL GEOLOGY
4 credits

This course offers a description and mechanics of structural features such as: folds, joints, faults, lineations, and foliations features. Laboratory is concerned with problem-solving using geometric and stereographic techniques, cross-sections, and the examination of tectonic forces that cause deformation. Three hours lecture, three hours laboratory. Prerequisites: MTH 113, GEO 203, 204.

GEO 304 (S)
GLOBAL TECTONICS
3 credits

This course is a review of the literature on the theory of plate movement and study of the dynamic earth system with implications as to the origins of magma, earthquakes, and sea-floor spreading. Three hours lecture, one hour laboratory. Prerequisites: GEO 150 or 151.

GEO 305 (S)
ENVIRONMENTAL GEOCHEMISTRY
4 credits

This course provides a practical background in basic geochemical principles that can be applied to environmental problems, such as global warming, acid rain, smog, acid mine drainage, nuclear waste disposal, and water pollution. Three-hour lecture/three-hour laboratory is required. Prerequisites: CHM 111, 112; GEO 150 or 153.

GEO 306 (S)
HYDROGEOLOGY
3 credits

Hydrogeology deals with the physical principles governing the flow of groundwater and surface water. Emphasis will be on well hydraulics and flow system analysis. Topics will include water budgets, floods and flood frequency analysis, groundwater supply, steady state and non-steady state flow, hydrogeologic regimes, and introductory groundwater chemistry.

GEO 401 (F)
IGNEOUS PETROLOGY
4 credits



This course is a review of the origin of the different igneous rock types based on the latest chemical, petrographic, and geophysical evidence. It emphasizes the descriptive analysis of igneous rock composition and textures, interpretation of those compositions and textures, interpretation of igneous phase diagrams, and determination of cooling histories of common igneous rock types based on petrographic and phase analysis. Three hours lecture, three hours laboratory, and field trips. Prerequisites: GEO 203, 204; CHM 111, 112.

GEO 402 (F)
METAMORPHIC PETROLOGY
4 credits



This course is a review of the origin of metamorphic rocks with a look at the physical, thermodynamic, and geochemical processes concerned with mineral recrystallization. There will be a detailed thin-section examination of the various metamorphic zones. Three hours lecture, three hours laboratory, and field trips. Prerequisites: GEO 203, 204; CHM 111, 112.

GEO 403 (S)
ECONOMIC GEOLOGY
3 credits

This course presents a study of ore deposits associated with igneous, metamorphic, and sedimentary rocks. Emphasis is placed on classical ore deposits. A survey of the various origins for metallic and non-metallic deposits is provided. Three hours lecture. Prerequisites: GEO 203, 204; CHM 111, 112.

GEO 404
ENVIRONMENTAL GEOLOGY AND FIELD METHODS
4 credits

This is an advanced course in environmental geology related to land-use planning, development of urban areas, geologic processes and hazards, land form analyses, and engineering properties of Earth materials. Global development and environmental impact will be emphasized. The field and lab component of this course includes environmental study and mapping using various instruments in the department including: Brunton compasses, scanning electron microscopy, X-ray diffraction, ground penetrating radar, magnetometer, EM-31 electro-conductivity system, and seismic refraction. Course requirements include an original

environmental research project conducted by each student. Three hours lecture, three hours laboratory. Prerequisites: GEO 202 or permission of instructor.

GEO 450
COOPERATIVE EDUCATION
3 Credits

This experience entails full-time employment at a company related to geology and/or environmental geology/environmental science. This experience is designed to provide job-related learning under faculty supervision. Ordinarily, this position does not include concurrent course work at the University. Positions must be approved by Department Chair. Minimum student G.P.A. of 2.75 is required for consideration.

GEO 460
INTERNSHIP
3 Credits

This experience involves part-time employment at a company related to geology and/or environmental geology/environmental science. This experience is designed to provide job-related learning under faculty supervision. Ordinarily, this experience is done concurrently with course work at the University. Positions must be approved by Department Chair. Minimum student G.P.A. of 2.75 is required for consideration.

GEO 470 (F)
TOPICS IN ADVANCED GEOLOGY
3 credits

Selected topics dealing with contemporary developments in geology will be presented.

GEO 480 (F, S)
RESEARCH
1-4 credits

This offering involves supervised research in geology. It can be elected in fall, spring, or summer. Permission of Chair required.

ENVIRONMENTAL SCIENCE

REQUIREMENTS

■ REQUIRED FOR MAJOR IN ENVIRONMENTAL SCIENCE: 18 COURSES

All students are required to take the following nine Core courses:

- MTH 120
- CHM 111 and 112
- GEO 305
- BIO 210
- BIO 230
- GEO 153
- GEO 202
- GEO 404

Students select an Environmental Science Concentration in Biology, Chemistry, or Geology. Nine courses are required in each concentration.

CONCENTRATIONS

■ BIOLOGY

Students take the following six courses:

- **BIO 303** or **317** or **319**
- Environmental Biology
- **BIO 314**
- **BIO 403**
- **BIO 404**
- **CHM 201**

Students choose three courses from the following:

- **BIO 303**
- **BIO 315**
- **BIO 316**
- **BIO 317**
- **BIO 400**
- Toxicology
- **BIO 460**
- **BIO 480**
- **CHM 202**
- **GEO 203**
- **GEO 301**
- **GEO 306**
- **PHY 105**
- **PHY 106**

■ CHEMISTRY

Students take the following seven courses:

- **BIO 403**
- **BIO 404**
- **CHM 201**
- **CHM 202**
- **CHM 311**
- **PHY 105**
- **PHY 106**

Students choose two courses from the following:

- **BIO 314** or **PSY 310**
- Toxicology
- **CHM 302**
- **CHM 480** or **481**
- **GEO 203**
- **GEO 301**
- **GEO 306**

■ GEOLOGY

Students take the following seven courses:

- **ECN 351**
- **GEO 151**
- **GEO 203**
- **GEO 204**
- **GEO 301**
- **GEO 303**
- **GEO 306**

Students choose two courses from the following:

- **BIO 303**
- **BIO 314**
- **BIO 315**

- BIO 316
- BIO 317
- BIO 319
- BIO 400
- BIO 403
- BIO 404
- Toxicology
- CHM 201
- CHM 202
- PHY 105
- PHY 106

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

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

Henry A. Bart, Ph.D., Chair of the Geology, Environmental Science, and Physics Department, serves as adviser for the environmental science major. Dual advisement with the Biology and Chemistry Departments is available for students interested in either the biology or chemistry concentration in environmental science.

ENVIRONMENTAL STUDIES

REQUIREMENTS

■ REQUIRED FOR MAJOR IN ENVIRONMENTAL STUDIES: 18 COURSES

All students are required to take the following 12 courses:

- GEO 150 OR 151
- GEO 153
- BIO 157
- BUS 101
- ECN 150
- ECN 213
- ECN 351
- HSC 114
- ISBT 431
- MTH 113
- POL 316
- EVS 460 OR EVS 480

Students select an environmental studies concentration in policy or natural science. Six courses are required in each concentration.

■ POLICY CONCENTRATION

Students choose six of the following courses:

- BUS 208
- FIN 314
- ECN 201
- ECN 455
- PHL 306
- POL 215
- POL 301
- PSY 230
- SOC 237

- SOC 238

■ NATURAL SCIENCE CONCENTRATION

Students take CHM 111 and five of the following courses:

- BIO 210
- BIO 220
- BIO 230
- BIO 400
- BIO 403
- BIO 404
- CHM 112
- GEO 202
- GEO 203
- GEO 204
- GEO 205
- GEO 301
- GEO 302
- GEO 303
- GEO 305
- GEO 306
- GEO 404

PHYSICS

FRAMEWORKS COURSE

- #### ■ NATURAL SCIENCE
- PHY 150

COURSE DESCRIPTIONS

PHY 105

GENERAL PHYSICS I
4 credits

Vectors, elementary mechanics of point particles and rigid bodies, and gravitation will be the topics that are explored in this course. Prerequisite: MTH 113. Four-hour lecture/two-hour laboratory is required.

PHY 106

GENERAL PHYSICS II
4 credits

Simple harmonic motion and waves, elementary optics, electromagnetism, and DC circuits are topics of emphasis in this course. Four-hour lecture/two-hour laboratory is required. Prerequisite: PHY 105.

PHY 120

SCIENCE, TECHNOLOGY, AND SOCIETY
3 credits

This course is a study of some interactions between science, technology, and society. Topics include: the scientific community; history of technology; weapons; science, technology, and the arts; and technology and change.

PHY 121

WOMEN, MEN; SCIENCE, TECHNOLOGY
3 credits

This course is an exploration of gender components in science and technology. Extra-scientific influences on scientific theories; why there are not more female engineers and scientists; how science views male/female differences; use of science to reinforce social attitudes; the political content of technology and how technology impacts differently on men and women will be discussed.

PHY 150 (F, S)

SOME REVOLUTIONS IN PHYSICS
3 credits / Frameworks

This course is a non-mathematical introduction to physics with emphasis on studying the processes of scientific change. Ancient astronomy and mechanics, the Copernican/Newtonian Revolution, Special Relativity, and current ideas in elementary particle physics will be examined.

PHY 201 (F)

COMPUTER ELECTRONICS I
3 credits

This course addresses the binary representation of numbers including various types (integer, unsigned and floats) with an emphasis on the finiteness of that representation (range, overflow, etc.), basic logic gates and their use in the realization of any truth tables (combinatorial logic), simplification procedures, such as Karnaugh maps, flip-flops, registers and memory (sequential logic), specific components such as adders, comparators, multiplexors, counters, buses, etc., and introduction to design and architecture.

PHY 202 (S)

COMPUTER ELECTRONICS II
3 credits

This course emphasizes simple circuit components: resistors, capacitors, inductors, diodes, transformers, transistors, and logic gates and their emphasis in computer electronics.

PHY 205 (S)

ESSENTIALS OF PHYSICS FOR HEALTH SCIENCES (CROSS LISTED WITH HSC 212)
3 credits

This course is a brief introduction to fundamental physics concepts necessary for understanding physical processes in human body systems. Topics include forces, motion, energy, waves, electrical circuits, and fluids as they pertain to the human body. No prerequisites required.

PHY 207 (F)

MODERN PHYSICS I
3 credits

This course will address the breakdown of classical physics around the turn of the century and its replacement by relativity theory and quantum mechanics. Attention will be given to the experiments leading to this breakdown. Course culminates with the Schrodinger equation and its application to simple potentials. Prerequisites: PHY 105, 106; MTH 221 concurrently; or permission of instructor.

PHY 208 (S)

MODERN PHYSICS II
4 credits

This course applies basic quantum theory developed in PHY 207 (the Schrodinger equation) to a series of problems in which it has had marked success. They include: atomic spectra; the physics of molecules including the chemical bond; condensed matter; and the nucleus and fundamental particles. Three hours lecture, two hours laboratory. Prerequisite: PHY 207.

PHY 270-271

SPECIAL TOPICS
3-6 credits

HISTORY

FACULTY

Stuart Leibiger, Ph.D., Chair

Professors: Ryan, Stow

Associate Professors: Allen, Desnoyers, Jarvinen, Leibiger, Sheehy

Assistant Professors: McInnes, Stebbins

Professor *Emeritus*: Rossi

PATTERNS COURSES**■ HISTORY**

- **HIS 151, 155, 251;** Either HIS 151 or 155 will fulfill the Patterns I requirement for history; however, only HIS 251 fulfills the Patterns II History requirement.

CORE CONCENTRATION

- **HIS 300**

REQUIREMENTS**■ REQUIRED FOR HISTORY MAJORS: 13 COURSES**

In addition to the two core courses (HIS 151 or 155 and 251) and the core concentration course (HIS 300), history majors are required to take one additional U.S. history course, two European history courses, two non-Western history courses, three courses in an area of concentration (U.S., European, or non-Western), and two senior seminars in an area of concentration. Majors who intend post-graduate study should take at least two semesters of a foreign language.

Dual Majors: Depending on the other courses taken by the student whose second major is history, the number of courses required ranges from 10 to 12. All single and dual majors whose first major is history must take the seminar (two semesters). Dual education majors should take the seminar in their junior year instead of the senior year so as not to conflict with senior student teaching.

■ REQUIRED FOR HISTORY MINORS: 6 COURSES

Minors must take the three core courses listed above plus any three history courses at the 300 level or above. Students who wish to minor in history, but who have not taken HIS 300 as a core concentration, may substitute any history course at the 300 level or above.

Advanced Placement credit in history is granted to students who score 4 or above.

FIVE-YEAR B.A./M.A. PROGRAM

Undergraduate students who are history majors or secondary education/history majors may apply for “Graduate Standing” after completing 90 undergraduate credit hours. If their applications are approved by the Graduate History Admissions Committee, such students may take up to two graduate history courses (six credits) prior to the completion of their bachelor’s degree. These two graduate courses, when combined with six graduate history credits during the summer following graduation and nine hours each semester during their fifth year, will allow these students to complete all requirements for the M.A. in history by the end of their fifth year. As with traditional graduate students in history, students selecting the B.A./M.A. option must maintain a B average in all graduate courses.

COURSE DESCRIPTIONS

HIS 151 (F, S)

GLOBAL HISTORY TO 1500
3 credits/Patterns 1

This course examines the development of the first civilizations in Africa, Asia, the Mediterranean, and the Americas, with the aim of exploring their distinctive approaches to human needs and social organization. Students are also introduced to historical methodology, historiography, and different perspectives on how we view the past.

HIS 155 (F, S)

THEMES IN AMERICAN HISTORY: A BIOGRAPHICAL APPROACH
3 credits/Patterns 1

This introductory survey course covers United States history through the lives of representative Americans. Course readings consist of a series of paired biographies of major figures who confronted the pivotal issues and challenges of their times. Course themes include the establishment of the colonies, the emergence of American national identity, the founding and preservation of the republic, the struggle against slavery and racism, the spread of capitalism and industrialization, the rise of foreign affairs, the influence of immigration, the growth of the federal welfare state, and the creation of an inclusive society. Overall, the course addresses the experiences of different races, classes, genders, and ethnicities.

HIS 251 (F, S)

GLOBAL HISTORY FROM 1500 TO THE PRESENT
3 credits/Patterns 2

This course offers a study of the evolution and interactions of the cultures of Europe, the Americas, Africa, Asia, and Oceania from 1500 to the present, designed to give students a greater understanding of the relationships among modern nations so necessary in today’s shrinking globe. Students also have the opportunity to further hone their skills in the areas of the historian’s craft introduced in HIS 151.

HIS 300 (F, S)

US REPUBLIC TO 1877
3 Credits/Core Concentration

This course examines the creation of the United States, the modern world’s first truly successful experiment in republican government (representative democracy). After tracing the 17th-century founding and 18th-century maturation of the British North American colonies, it

covers the causes and results of the American Revolution, the political, social, and economic history of the early republic, how the Market Revolution transformed the lives of Americans, and how the Civil War resolved the ambiguous legacies of the American Revolution.

Areas of Concentration

Area I: United States History

HIS 305 (F, S)

US SINCE 1877
3 credits

The second half of the survey begun by the Core concentration course, HIS 300 is presented in this study. It addresses the Progressive Movement, American involvement in World War I, the Roaring Twenties, America between the wars, World War II, the Cold War, the Civil Rights Movement, the Vietnam Era, and the United States at the dawn of the 21st century.

HIS 324 (F, S)

HISTORY OF PHILADELPHIA
3 credits

Philadelphia was America’s “First City” both in size and influence. Although its importance later declined, the city has continued to be an American icon. This course covers the development of Philadelphia from colonial times to the present with an emphasis on social, political, and economic history. It considers how the peoples of the city have shaped it, the role Philadelphia has played in national history, and the nature of historical memory about the city. Lectures and discussion are complemented by field trips and student research.

HIS 329

HISTORY OF US WOMEN
3 credits

An in-depth analysis of the experience of women in American culture is examined in this course. Special attention is given to the women’s rights movement, women in the Industrial Revolution, and women in World War I and World War II.

HIS 331 (F, S)

AMERICA’S MILITARY PAST
3 credits

The impact of the American military establishment upon American society and the formation of defense strategy and foreign policy are the topics of emphasis in this course.

HIS 333

THE AMERICAN IMMIGRANT
3 credits

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

HIS 337

THE BLACK EXPERIENCE IN AMERICA
3 credits

The main themes of this course in black history include the African experience to the present address slavery, protest movements, civil rights, and black achievement.

HIS 340
TOPICS IN U.S. HISTORY
3 credits

This course is an examination of selected topics illustrating the political, social, and cultural history of the modern world.

HIS 341
RUSSIA AND AMERICA SINCE 1741
3 credits

Topics emphasized in this course include Russian colonization of Alaska, Russian diplomatic relations with the United States, Russian emigration to America, the Cold War, trade, and cultural exchanges between the Soviet Union and the United States.

HIS 342
HISTORY OF THE WESTWARD MOVEMENT IN AMERICA
3 credits

This course is a study of the American frontier, emphasizing pioneer life, federal Indian policy, and the settlement of the Great Plains and Far West.

HIS 347
PRESIDENTIAL ELECTIONS
3 credits

This course provides an historical analysis of presidential campaigns from 1900 to 1980, stressing the evolution of political techniques, issues, political parties, and presidential personalities.

HIS 402
AMERICAN REVOLUTION
3 credits

Revolutions have shaped the modern world. Perhaps the most important of these revolutions gave birth to the United States, an experiment in republican government. Covering 1740–1790, this course analyzes the colonies' separation from Great Britain, an upheaval whose promise Americans have sought to fulfill for more than 200 years. Topics include the causes, results, stages, and historiography of the Revolution. This course examines how revolutionary the American Revolution really was, politically, militarily, socially, and ideologically.

HIS 413
JEFFERSONIAN-JACKSONIAN DEMOCRACY
3 credits

This course is a detailed analysis of the development of the American political system in an increasingly democratic society.

HIS 415
FIERY TRIAL: CIVIL WAR
3 credits

The Civil War has been called the defining moment in our nation's history. Not only did the conflict emancipate four million slaves, but it also settled a longstanding debate over American federalism and proved once and for all the success of the Founders' experiment in republican government. Covering 1850–1877, this course analyzes the causes, course, and aftermath of the most momentous war in American history. It explores political, constitutional, military, economic, and social issues.

HIS 425 (F, S)
MODERN AMERICA
3 credits

This course examines the growth of government involvement at home and abroad since 1939 with readings and analysis of original documents.

HIS 429 (F, S)
THE EMERGENCE OF MODERN AMERICA, 1877–1913
3 credits

This course focuses on the nationalization of American life, including the building of the railroad network, the rise of industry, the labor movement, immigration, and urbanization.

HIS 447
THE UNITED STATES IN THE PACIFIC BASIN
3 credits

This course explores the interrelationship of the United States and the East Asian world in the modern period.

Area II: European History

HIS 310
EUROPE TO 1400
3 credits

This course traces the unfolding of Western civilization from pre-history to the Renaissance. The legacies of Greece and Rome; the heritage of both early Christian Europe and the Byzantine and Islamic civilizations; and the contribution of later medieval society to the governmental, economic, and intellectual growth of Europe are examined.

HIS 311
EUROPE FROM 1400 TO THE PRESENT
3 credits

This course surveys the decline of feudal institutions, emergence of modern European states, expansion into the Western hemisphere, the impact of the Renaissance, Scientific Revolution and Enlightenment, rise of nationalism, development of modern totalitarianism, and the impact of two world wars on Western society.

HIS 325
IMPERIALISM IN THE MODERN WORLD
3 credits

This course is a study of the expansion of Western nations into the world of Asia and Africa in the 19th century, and the contraction of Western influence in these areas in the 20th century.

HIS 328 (F)
WOMEN AND HISTORY
3 credits

Selected topics on the history of women in Europe from the Classical Period to the 21st century will be explored in this course

HIS 335
GREEK CIVILIZATION
3 credits

This course is a survey course that stresses the development of Greek civilization until the death of Alexander the Great.



HIS 336

THE ROMAN EMPIRE
3 credits

This is a survey course that places a special emphasis upon the Roman Republic and the Empire until 476 A.D.

HIS 338

THE EARLY MIDDLE AGES
3 credits

This course is a study of the period from 284 A.D. until circa 1000 A.D., emphasizing the synthesis of Roman, Christian, and barbarian cultures.

HIS 339

THE LATER MIDDLE AGES
3 credits

This course is a study of the period from circa 1000 A.D. until the Renaissance, focusing on the social, economic, intellectual, and political revival of Europe.

HIS 343

MODERN EUROPE: 1789 TO 1914
3 credits

A survey of Europe in the “long nineteenth century,” this course begins with the French Revolution and ends with the outbreak of World War I. It focuses on the political and social history of France, Germany, and Russia.

HIS 345 (F, S)

TWENTIETH CENTURY EUROPE
3 credits

Beginning with World War I and ending with the collapse of the Soviet Union, this course surveys major events of twentieth-century European history.

HIS 348 (F, S)

MUSCOVY AND THE RUSSIAN EMPIRE, 1462–1917
3 credits

This course is an examination of the history of the Muscovite state and of the Russian empire from 1462 to 1917. Central themes will include autocratic rule, statebuilding, imperial expansion, church-state relations, Westernization, serfdom, popular rebellion, modernization, and revolution.

HIS 355

TOPICS IN MODERN EUROPEAN HISTORY
3 credits

This course is an examination of selected topics illustrating the political, social, and cultural history of modern Europe.

HIS 440

MODERN IRELAND
3 credits

This course is an examination of the major political, social, and economic developments in Ireland since the Famine of 1845.

HIS 452

20TH-CENTURY RUSSIA AND THE USSR
3 credits

Major themes of this course include revolution, collapse of the empire and creation of the Union of Soviet Socialist Republics, industrialization, Stalinist repression, World War II, reform, and the collapse of the Soviet Union.

HIS 458

RECENT BRITAIN: EMPIRE TO WELFARE STATE
3 credits

This course analyzes the political, socio-economic, and cultural history of modern Britain. It explores the development of parliamentary government, democracy, the modern state, empire, capitalism, and urban-industrial society as well as the cultural changes accompanying and informing these transformations. British modernity was indeed precocious, and this course evaluates the context, causes, and consequences of that experience.

Area III: Non-Western History**HIS 303** →

TWENTIETH-CENTURY THIRD WORLD
3 Credits

This class traces the recent history of the world outside the “core,” using case studies to try to understand the big picture of global history and see how historical changes affected the daily lives of individuals in the Third World. The topics covered will include the impact of the world wars and the Cold War; the circumstances of empire, the processes of decolonization, and the experiences of independence; and the history of local economies in the face of globalization.

HIS 307 →

LATIN AMERICA: THE COLONIAL PERIOD
3 credits

This course presents a survey that treats the Inca, Aztec, and Maya cultures. African influences as well as Spanish and Portuguese contributions to the development of Latin America are examined.

HIS 308 →

LATIN AMERICA IN REVOLUTION
3 credits

This course is an introduction to the history of post-independence Latin America. It studies the political, social, and economic history of the former American colonies of Spain and Portugal from their revolutions for independence through the present day. It is structured by three major themes: revolutions and reactions, nation building, and international relations. It pays close attention to the ways in which different social groups—men and women; people of Indian, African, European, and Asian descent; the upper, middle, and lower classes; city dwellers and country dwellers—participated in significant events.

HIS 325 (F, S) →

IMPERIALISM IN THE MODERN WORLD
3 credits

This course examines the causes and consequences of imperialism in the modern world. It considers and compares imperial institutions, ideologies, economies, and cultures. It also studies the variety of ways in which subject peoples shaped these encounters and evaluates the significance of these experiences for the post-colonial global order.

HIS 334 (F, S) →

THE POLITICAL ECONOMY OF LATIN AMERICA
3 credits

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

Cross-listed with ECN 334 and POL 334.

HIS 344 →

TOPICS IN AFRICAN HISTORY
3 credits

History 344 is an introductory survey of African history from the origins of humanity to the events of the recent past, with special attention paid to the early modern and modern eras. The course focuses on the global role of Africans in the history of the world, the importation of commodities and culture, the ways outsiders have portrayed Africa and Africans, the daily lives and experiences of the continent’s inhabitants, and the challenges of using the available sources for “doing” African history.

HIS 346 →

EAST ASIA IN THE MODERN WORLD
3 credits

Changes in Modern Asia as a result of the rise of industrialism, urbanism, nationalism, and Western influence will be examined in this course.

HIS 350 →

TRADITIONAL CHINA TO 1840
3 credits

This course will trace the social, political, cultural, and economic origins of the Chinese dynastic system, the elaboration and triumph of Confucianism, and the expansion of the empire south of the Yangtze and west to Central Asia. The course will conclude with an overview of the initial Western intrusion into this wealthiest and most populous of traditional civilizations.

HIS 351 →

MODERN CHINA, 1840 TO THE PRESENT
3 credits

Beginning with the traumas of the Opium Wars and Taiping Rebellion, this course will provide an overview of China’s initial attempts at using foreign technology to safeguard the Confucian polity, the rending of the social fabric during the Republican and Civil War eras, and the eventual triumph of Chinese Communism. The economic reforms of Deng Xiaoping and the events leading to Tiananmen Square will receive particular attention.

HIS 352 (F) →

TRADITIONAL JAPAN TO 1840
3 credits

For nearly two millennia, the people of Japan have shown a remarkable ability to marry religious, political, and cultural innovations from abroad with vigorous indigenous institutions. The result has been one of the world’s most remarkable cultural syntheses. This course will trace the origins and development of the imperial system, the influence of Shinto and Buddhism, the development and elaboration of the early Shogu-

nates, and conclude with an examination of Tokugawa society on the eve of Japan’s “opening” to the west.

HIS 353 →

MODERN JAPAN, 1840 TO THE PRESENT
3 credits

This course will assess the astounding transformation of Japan from Tokugawa seclusion to the dynamic superpower of today. Along the way, such topics as the impact of the Meiji Restoration, Japan’s “special relationship” with China and the Asian mainland, the grand catastrophe of World War II, and the resurgence of a demilitarized economic colossus in the Pacific Rim will be examined.

HIS 354 (F, S) →

THE MODERN MIDDLE EAST
3 credits

This course investigates the history of the modern Middle East since the 18th century. It examines the political, economic, social, and cultural transformations of this period in the Ottoman Empire, its successor states, Egypt, and Iran. Topics include the encounter with Western imperialism, modernization, ideological change, revolution, and war.

HIS 356

TOPICS IN MODERN NON-WESTERN HISTORY
3 credits

This course provides an examination of selected topics illustrating the political, social, and cultural history of the non-Western world.

HIS 370/470 →

SPECIAL TOPICS IN THIRD WORLD AREAS
3 credits

Central America, the Middle East, China, India, etc.

Other Courses: Depending on the specific topic, these courses can be taken for Area I, II, or III.

HIS 460 (F, S)

DIRECTED READINGS
3 credits

This course involves readings of certain basic books relating to a specific historical topic, theme, or era; assignments are discussed in seminar-tutorial fashion.

HIS 475 (F, S)

INTERNSHIP
3 credits

Working under a public historian, a student will expand his/her understanding of American History through hands-on participation at a historical site, museum, or archive. The internship requires meetings with a faculty supervisor, an on-site project, a major paper, and an evaluation by the site historian.

HIS 480 (F, S) ↗

SEMINAR
3 credits

Methodology and historiography; bibliographical essay required.

HIS 481 (F, S)

SEMINAR

3 credits

Writing a research paper.

**HIS 482-485**

SEMINARS

3-6 credits

INFORMATION TECHNOLOGY

(See Mathematics and Computer Science)

**INTEGRATED SCIENCE, BUSINESS,
AND TECHNOLOGY (ISBT)****FACULTY**

Nancy L. Jones, Chair

Professors: Jones

Associate Professor: Weaver

Assistant Professor: Timmerman

The Integrated Science, Business, and Technology (ISBT) major leads to a bachelor's degree and provides a curriculum in which the study of science, technology, mathematics, business, and the liberal arts are integrated to develop a graduate who is uniquely qualified to take an active leadership role in arriving at scientifically and economically informed solutions to real-world problems. Because effective solutions to complex real-world problems require multidisciplinary teams, the major aims to provide the students with a familiarity with and facility in the use of tools and processes of team-building and project management. This major will build on La Salle's strengths by making the connections among the ethical and moral dimensions as well as the scientific and business aspects of these real-world problems. An important attribute of ISBT graduates will be their ability to acquire quickly the necessary information and knowledge relevant to a specific problem context.

Three areas of concentration for in-depth exploration have been chosen in consultation with the ISBT Advisory Board. They are Biotechnology, Information and Knowledge Management (IKM), and Energy and Natural Resources (ENR).

The Biotechnology concentration will prepare students for employment in diagnostic, pharmaceutical, medical, food, agricultural, and other types of biotechnology-based companies. Courses in this concentration will provide students with experience in protein chemistry, tissue culture, microbiology, and molecular biology. The students also will gain a fundamental understanding of the regulations and procedures used by agencies that regulate the biotechnology industry. Specific regulations to be covered will include GMP, environmental issues (waste disposal, pollution, etc.), patent considerations, and biosafety.

Graduates of the ISBT IKM concentration are "Knowledge Liaisons" who facilitate the flow of information throughout the entire corporate organization. Building on a technical foundation that includes an understanding of data collection methods, database structure, system architecture, and data-mining applications, the Knowledge Liaison shepherds information among corporate divisions, departments, individuals, and the corporate knowledge repository.

The ISBT ENR concentration provides a broad understanding of energy and natural resource supply and use. Topics to be emphasized include sustainable energy development, efficiency, natural resource management, environmental concerns, related government policy, risk assessment, and the effect of deregulation on the energy industry. This area of study will address supply chain management in terms of the use and disposal of natural resources. Energy production will be analyzed to include the consideration of the raw materials necessary for production as well as the consideration of the waste and by-products resulting from energy production. The technical and economic aspects and the human benefits resulting from this area will be studied.

CORE COURSES

- ISBT 101
- ISBT 102
- ISBT 111-112
- ISBT 201-202
- ISBT 211-212
- ISBT 431
- ISBT 481-482
- BUS 100
- ISBT 379

CONCENTRATION COURSES

- Four additional courses within the student's area of concentration
- Two more courses outside the student's area of concentration

The ISBT major may, if academic standing permits, elect to participate in a co-op to fulfill part of his or her major requirements. If the co-op option is chosen, the student will need to take three concentration courses in his/her area and one more advanced course outside the area of concentration.

COURSE DESCRIPTIONS**Required Courses****ISBT 101 (F)**

LIVING SYSTEMS I

4 credits

This course will provide students with an introduction to biology, chemistry, environmental science, and geology with an emphasis on practical applications. Included in this course will be the fundamentals of computer use, including training on how to use the computer to prepare laboratory reports. The course will be laboratory-intensive with hands-on group learning experiences. Students will be expected to master basic laboratory skills and gain a degree of comfort in working in the laboratory.

ISBT 102 (S)

LIVING SYSTEMS TECHNOLOGY

4 credits

Students (working in teams) will be required to select 2 to 3 technologies that are derived from the sciences they were introduced to in ISBT 101. Students will analyze the technology from its inception to its current status. The analysis will include business considerations, an understanding of the basic science, moral, social, and ethical issues related to the technology, and a summary suggesting a future for the technology.

Each team will be required to prepare both written and oral presentations.

ISBT 111 (F)
TECHNOLOGY AND SYSTEMS ANALYSIS
4 credits

This course will introduce students to the field of systems analysis and to the broad spectrum of technologies that are integrated into the design, construction, and operation of a high-tech electronic commercial product. The product will be disassembled into its simplest parts followed by an analysis of the form, function, and fundamental physical-science-basis of each component. Using laboratory computers, equipment, and software tools, students will assemble the components into a working prototype of the commercial product.

ISBT 112 (S)
TECHNOLOGY FOUNDATIONS I: PROCESSES
4 credits

This course will examine the fundamental physical processes utilized by a wide range of technology, including the technology introduced in the ISBT 111 course. Topics from areas including kinematics, energy, thermodynamics, light, and optics will be discussed. The calculus-level math concepts used to describe these topics will be introduced along with their applications. The course will be laboratory-intensive with hands-on group learning experiences. Upon completion of this course, students will be comfortable in a physical science laboratory.

ISBT 201 (F)
LIVING SYSTEMS II
4 credits

This course will examine specific concepts and practices underlying biology, chemistry, environmental science, and geology. Students will spend most of their time in the laboratory learning the skills and procedures that are essential in the technological practice of these sciences. Students will work in teams and practice hands-on problem solving. Prerequisite: ISBT 101.

ISBT 202 (S)
TECHNOLOGY AND BUSINESS ANALYSIS
4 credits

This course will continue the student's exploration of existing technologies and the process of commercialization. Students, working in teams, will create companies and analyze three different technologies as if their companies were creating and developing those technologies. Specifically, the students will need to demonstrate the science of the technology in the laboratory, define the need, analyze the sales and marketing plan, understand the moral and ethical implication, and calculate costs and profitability. The students will assess the business-state of the technology and recommend directions in which the technology should expand. Each team will be required to prepare both written and oral presentations.

Teams will be required to select a technology from each of the ISBT areas of concentration, i.e., (biotechnology, energy and natural resources, and information and knowledge management). Analysis of a technology from each of the areas will prepare students to choose their area of concentration. Prerequisite: ISBT 111 and 201.

ISBT 211 (F)
INSTRUMENTATION AND MEASUREMENT
4 credits

This course will examine the acquisition of data through an analysis of measurement transducers, instrument design, and computer data-acquisition and interfacing. The descriptive statistics and data-visualization techniques required to transform raw data into useful information will be investigated in a laboratory setting. The incorporation of multiple measurements into process-level monitoring and control systems will be studied with respect to the various commercially available intelligent instruments, industrial network architectures, and information control systems. Prerequisite: ISBT 111, 112.

ISBT 212 (S)
TECHNOLOGY FOUNDATIONS II: MATERIALS
4 credits

This course will examine the materials utilized in machines, devices, and consumer products. The study of metals, polymers, ceramics, adhesives, coatings, fuels, and lubricants is combined with the exploration of mechanical and nondestructive materials testing in a hands-on laboratory environment. In addition the sources of raw materials, production methods, markets, costs, and waste products of each type of material are evaluated.

ISBT 431
REGULATORY AFFAIRS
3 credits

In this course, we discuss the history, issues, roles, and future trends of the U.S. agencies such as the FDA, EPA, and OSHA that are responsible for administering the major laws and regulations pertaining to the life cycle of products in commerce. Emphasis is on understanding the impacts of environmental, health, safety (EHS), and product laws and regulations with which most businesses have to comply. All of the major EHS Acts are presented and case studies, practical exercises, and team group work are used to discover the business impact. Prerequisite: ISBT junior standing.

ISBT 379
PROJECT MANAGEMENT
3 credits

ISBT 481-482
CAPSTONE EXPERIENCE I, II
3 credits

As an extension of a student's concentration, individual students or teams of students will work on a real-world problem designed by the student or team. The project will culminate in the student's formal presentation of results and conclusions both orally and in written form.

Concentration/Elective Courses

Biotechnology

ISBT 301
METHODS IN BIOTECHNOLOGY
4 credits

This course will provide a hands-on introduction to biotechnology. Throughout the semester the student will learn many of the techniques routinely used in molecular biology and biotechnology. The majority of the time will be spent in the laboratory. Upon completion of the course, the student should have sufficient fundamental knowledge of molecu-

lar biology and biotechnology to be able to function in a biotechnology laboratory. Prerequisite: ISBT 201

ISBT 302
TISSUE CULTURE
4 credits

This course will provide the student with a hands-on introduction to cell culture. Throughout the semester, the student will learn techniques for handling, storing, growing, and manipulating cells in culture. The majority of the time will be spent in the laboratory practicing these techniques. Upon completion of the course, the student should have sufficient fundamental knowledge of cell culture to be able to function in a cell culture laboratory. Prerequisite: ISBT 201

ISBT 401
BIOPROCESSING
4 credits

This course will provide the student with a hands-on introduction to bioprocessing. Throughout the semester, the student will learn how to set up, maintain, and operate bioreactors. Along with the operation of the equipment, she will need to learn and understand the growth requirements for the organisms she chooses to grow and the specific requirements for the product she wishes the organisms to generate. The majority of the time will be spent in the laboratory practicing these techniques. Upon completion of the course, the student should have sufficient fundamental knowledge to be able to run a small-scale bioreactor. Prerequisite: ISBT 201

- BIOINFORMATICS
- SPECIAL TOPICS IN THE PHARMACEUTICAL/BIO TECHNOLOGY INDUSTRY

Information and Knowledge Management

ISBT 311
BIOINFORMATICS
3 credits

This course examines current biological problems and explore and develop bioinformatic solutions to these issues. Each topic includes a definition of the problem, review the basic biological concepts involved, an introduction to the computational techniques used to address the problem along with a utilization of existing web-based tools and software solutions often employed by professional in the field of bioinformatics. Biological topics include those such as antibiotic resistance, genetic disease and genome sequencing. Computational solutions will use the industry-standard tools including the Perl and LabVIEW algorithm development languages.

ISBT 312
COLLABORATIVE SOFTWARE DEVELOPMENT
3 credits

This course will introduce students to the tenets of collaborative software development. As the majority of commercial and professional software is developed by a group of software engineers rather than individuals, this course will examine methods of software project management and specifically utilize the agile development method of Extreme Programming. Working software will be developed throughout the course. The initial project will use National Instruments LabVIEW. The second project will introduce the text-based, ANSI C language, National Instruments LabWindows/CVI. The final project will use the Microsoft Visual Studio .NET development platform. Prerequisite: ISBT 311

ISBT 411
INTELLIGENT SYSTEMS
3 credits

This course presents a systematic introduction to the fundamentals of computational intelligence, including in-depth examination of artificial neural networks, evolutionary computing, swarm intelligence and fuzzy systems. Computational intelligence is the study of adaptive mechanisms to enable or facilitate intelligent behavior in complex and changing environments. Specific environments examined will include Laboratory Automation, Automated Process Control, Robotics, and Business Decision Support.

ISBT 412
KNOWLEDGE DISCOVERY
3 credits

This course will introduce students to the Knowledge Discovery process with special concentration on the various concepts and algorithms of Data Mining. Specific topics include an examination of Online Analytical Processing (OLAP), data warehousing, information retrieval, and machine learning. The core concepts of classification, clustering, association rules, prediction, regression, and pattern matching are followed by a discussion of advanced topics such as mining temporal data, spatial data, and Web mining. This course will incorporate the algorithms examined in ISBT 411—Intelligent Systems—and will emphasize the importance of Knowledge Discovery and Data Mining in research, product development, and production facilities. Prerequisite: ISBT 411

Energy and Natural Resources

ISBT 321
FUNDAMENTALS OF ENERGY AND NATURAL RESOURCES
3 credits

This course will cover the fundamental concepts from chemistry, physics, and engineering within the context of energy applications. This includes the principles governing energy transformations, transport, and conversion, including the laws of thermodynamics, the study of heat, and chemical and nuclear reactions. We look at the way we use our natural resources to obtain energy. In addition to basic principles, we also use current events, policy making, and the media's treatment of issues surrounding our use of natural resources to put these principles in context. Prerequisite: ISBT 212

ISBT 322
ROLE OF ENERGY AND NATURAL RESOURCES IN MODERN SOCIETY
3 credits

This course will provide a fairly comprehensive overview of available energy resources both domestically and internationally. This course will be taught by a professional in the field and will draw upon the instructor's own experiences.

ISBT 421
NATURAL RESOURCE MANAGEMENT
3 credits

This course will cover natural resource use, conservation, and management. We begin by discussing renewable energy sources, contrasting their use with the use of non-renewable sources. We then discuss some of our other natural resources, such as water, forests, minerals, and the atmosphere. In addition to basic principles, we also use current events, policy making, and the media's treatment of issues surrounding our use of natural resources to put these principles in context.

ISBT 422

SUSTAINABLE ENERGY DEVELOPMENT
3 credits

This course covers the topic of sustainability as it relates to our use of our natural resources. We discuss the philosophy, economics, implementation, public and government involvement in this area, the reality and the future of sustainability. We also use current events, policy making, and the media's treatment of issues surrounding our use of natural resources to put these principles in context.

Other Courses**ISBT 333**

ENTREPRENEURSHIP AND HIGH TECH BUSINESS I
3 credits

This course will direct the student through the many steps required to take a concept from business start-up, through invention and development to commercialization. The students will learn through two pathways, studying cases and through their own creative efforts. Time will be spent tracing the history of high tech start-ups, both those that have survived and those that did not. In parallel, the students will be required to simulate their own companies. Prerequisite: BUS 100

ISBT 334

ENTREPRENEURSHIP AND HIGH TECH BUSINESS II
3 credits

This course is an optional follow on to ISBT 333. It is aimed at students that have a business idea that they are ready to take to the next level. In this course, students will take the business plan they wrote for ISBT 333 and find and include the detail needed to start the business. Students will design and participate in feasibility studies, technology demonstrations, market surveys, solicitation of funds, and due diligence. Prerequisite: ISBT 333

ISBT 350, 450

COOPERATIVE EDUCATION I, II
3 credits

This experience involves full-time, paid assignment in a cooperating firm, and involves job-related learning under faculty and on-site supervision. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between course work and their co-op experience. Position is arranged through the director. Required: junior or senior standing, minimum G.P.A. of 3.0, and approval of the Director.

ISBT 360, 460

ISBT INTERNSHIP I, II
3 credits

This is normally part-time or summer employment in a cooperating site to provide practical experience. Working under professional supervision, students will learn how to apply their education to everyday demands of the world of work. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between course work and their internship experience. Required: junior or senior status, minimum G.P.A. of 3.0, and approval of the Director.

INTEGRATIVE STUDIES**FACULTY**

Marjorie Allen, Ph.D., Chair

INST 105

ACADEMIC DISCOURSE I: WRITING-INTENSIVE
3 credits

INST 105 is a writing-intensive course that uses challenging readings from multiple disciplines to explore issues related to economic justice and, in so doing, to prompt students to practice critical reading, thinking, and writing.

INST 106

ACADEMIC DISCOURSE II: CRITICAL THINKING AND SKILL BUILDING
3 credits

INST 106 is a skills-building course with an expanded focus on critical reading as well as pragmatic research about students' potential careers and how people in their proposed discipline would respond to topics related to economic justice.

INST 233

ACADEMIC DISCOURSE II: CRITICAL THINKING AND SKILL BUILDING
3 credits
AUTISM: A FAMILY FOCUS
3 credits

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

FILM STUDIES MINOR

Directed by: Brother Gerard Molyneaux

REQUIREMENTS**■ REQUIRED FOR MINOR IN FILM STUDIES: 6 COURSES**

- **FLMS 204/COM 204** An Introduction to Film Studies
- **FLMS 354/ECN 354** The Economics of the Entertainment Industry
- **FLMS 403/COM 403** Film Seminar

One of the following:

FLMS 301 Topics in Global Film (these courses may be offered by multiple departments on different topics)

FLMS 302 Topics in Ethnic American Film (these courses may be offered by multiple departments on different topics)

One of the following:

FLMS 266/PHL 266 Philosophy Looks at Film

FLMS 367/ENG 367 Literature and Film

One of the following:

FLMS 303/COM 303 Script Writing
 FLMS 309/DART 309 Digital Storytelling Design

COURSE DESCRIPTIONS

FLMS 204

AN INTRODUCTION TO FILM STUDIES
 3 credits

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

FLMS 266

PHILOSOPHY LOOKS AT FILM
 3 credits

This course offers an application of philosophical perspectives to the study of film, with special attention to international cinema. The course will approach film either as a unique form of art or as a unique medium for engaging traditional philosophical questions. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

FLMS 301

GLOBAL FILM
 3 credits

This course, which may be taught as a travel study course, is international in topic and when taught as a travel study course experiential in nature. A carefully selected group of foreign films will open the world wide film portal and provide a pathway into the industry and the culture behind those movies. Through the films and selected readings, the course will fill in the gap in the students' understanding of international movies.

FLMS 302

THE ETHNIC EXPERIENCE IN AMERICAN FILM
 3 credits

This course will look particularly at films which reflect the various ethnic groups which make up the population of America and how the films reflect and shape this experience. The course may concentrate on particular directors, regions, or issues which impact the lives of people as members of both a particular ethnic group and the larger American community.

FLMS 303

SCRIPTWRITING
 3 credits

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

FLMS 309

DIGITAL STORYTELLING DESIGN
 3 credits

The course will introduce students to the basic concepts of video production including storyboarding, audio recording, non-linear editing, and DVD production. The design of projects will begin with the goal of

developing a compelling video story from the experiences of the student, friends, family, or strangers. The focus on first-person narratives and students will craft the stories into a videos that elevate the value of the events by enabling others to share the experience.

FLMS 354

THE ECONOMICS OF THE ENTERTAINMENT INDUSTRY
 3 credits

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

FLMS 367

LITERATURE AND FILM
 3 credits

This course examines the somewhat uneasy relationship between literature and film, a relation long debated by writers and filmmakers alike. Specifically, students will study a somewhat eclectic selection of literary works and an equally eclectic collection of films based on those works. The literary texts will be drawn from different genres and national literary traditions, and the films will be drawn from different cinematic traditions and genres.

FLMS 403

FILM SEMINAR
 3 credits

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

FORENSICS STUDIES MINOR

Co-Directors: David Cichowicz (Chemistry), Bonni H. Zetick (Sociology, Social Work, and Criminal Justice)

Forensic science is the use of scientific principles to assist in the resolution of legal questions, such as determining the guilt or innocence of people suspected of committing a crime. Crime scene investigation, including evidence processing and evidence analysis, are two main areas of work in the field. The minor in Forensic Studies will help to prepare students for graduate school in forensic studies or science and for an entry-level position in crime scene processing or evidence analysis, if they have the appropriate major (Psychology, Criminal Justice, or Computer Science for processing, or Chemistry, Biology, or Physical Science for analysis). The minor is comprised of introductory forensic science topics, including legal and ethical issues, forensic science for natural science or social science majors, criminal procedures, statistics, a free elective relative to the student's major, and a culminating capstone experience.

CURRICULUM:

Students may complete the minor program by taking either Track 1, Crime Scene Processing, for non-science majors, or Track 2, Evidence Analysis, for science majors. The minor requires six courses, including an introductory forensic studies course, courses in forensic science, criminal procedures, statistics, a relevant elective, and a capstone course.

Additionally, students take Core courses in oral and written communication.

REQUIREMENTS:

■ REQUIRED FOR MINOR IN FORENSIC STUDIES: 6 COURSES, FOLLOWING EITHER TRACK 1 OR TRACK 2; 2.0 G.P.A. IN THE MINOR

Track 1 – Crime Scene Processing (20 credits)

- **FST 101** Introduction to Forensic Studies (3 credits)
- **CHM 152** Criminalistics for the Non-Science Major (4 credits)
- **CRJ 330** Constitutional Procedures in Policing (3 credits)
- **ECN/POL 213, PSY 310, SOC 301, BUS 202, or HSC 217** Statistics (3 credits)
- **ELECTIVE** List of approved courses (3 credits)
- **FST 401** Capstone in Forensic Studies (4 credits)

Notes: **FST 101** does not count as a Core science course.

Track 2 – Evidence Analysis (20 credits)

- **FST 101** Introduction to Forensic Studies (3 credits)
- **CHM 265** Criminalistics for the Physical Science Major (4 credits)
- **CRJ 330** Constitutional Procedures in Policing (3 credits)
- **BIO 314 OR MTH 410** Statistics (3 credits)
- **ELECTIVE** List of approved courses (3 credits)
- **FST 401** Capstone in Forensic Studies (4 credits)

*Notes: **FST 101** does not count as a Core science course.

The student chooses a course outside of the major requirements for the elective, from the following list:

- **BUS 303** Legal and Ethical Environment of Business
- **CRJ 161** Introduction to Criminal Justice
- **FST 370** Special Topics in Forensic Studies
- **PHL 264** Critical Thinking
- **PHL 311** Problems of Knowledge
- **PSY 220** Psychopathology
- **PSY 225** Social Psychology
- **PSY 270** Forensic Psychology
- **REL 352** Biomedical Issues
- **SOC 265** Sociology of Law
- **SWK 280** Human Behavior in the Social Environment

FST 101 (F, S)

INTRODUCTION TO FORENSIC STUDIES

3 credits

This course provides students with an introduction to forensic science in its broadest sense, encompassing classical criminalistics as well as the related laboratory subjects. The role of physical scientists as well as social scientists will be explored. The course provides students with an overview of the complexity and depth of forensics and the necessary foundations in forensic concepts and procedures to pursue specialized forensic courses within the disciplines of the social and physical sciences. The course employs hands-on learning activities, group work, and the traditional lecture format. Sample topics include introduction to forensics, the crime scene, collection of physical evidence, legal considerations, ethical considerations, the criminal justice system, and areas of forensic specialization.

FST 401 (S)

CAPSTONE IN FORENSIC STUDIES

4 credits

Students will integrate knowledge, skills, and techniques learned in prerequisite courses through several case studies that involve mock or virtual crime scenes. In mock crime scenes, students, in teams, will collect evidence and take photographs. Students will be provided the evidence in virtual case studies. They will then prepare evidence for scientific analysis, analyze the evidence to determine the viability of the case, write reports, prepare to testify in court, and conduct mock trials. Each case study will include ethical components. Site visits to local, state, and/or federal crime labs will supplement the case studies. Prerequisite: Completion of all other courses in the Forensic Studies minor.

LEADERSHIP AND GLOBAL UNDERSTANDING MINOR (LGU)

Marjorie Allen (English Department), Robert Vogel (Education Department)

This program is designed to make undergraduates more active learners and give them the tools to become truly engaged citizens in the various communities (local, national, global) they will enter after graduation. Our primary objective is to create students who come to understand, value and accept their responsibility to become active citizens in their community, sensitive to cultural diversity, so that they may assume active leadership roles and help others do the same. In order to meet this objective, the minor in Leadership and Global Understanding (LGU) will integrate service learning, community leadership, intercultural/international studies, travel study and student-centered pedagogy. But the key to such an objective is the integrative student centered pedagogy where students assume primary responsibility for their own learning.

REQUIREMENTS

■ REQUIRED FOR MINOR IN LEADERSHIP AND GLOBAL UNDERSTANDING: 6 COURSES

- **LGU 200** Introduction to Leadership and Global Understanding
- **COM 320** Communication and Culture (designated sections)
- Three LGU Travel Study Courses: courses with international and domestic travel components appropriate to the aims of the minor (understanding different cultural perspectives, leadership, service learning)

OR

Two LGU Travel Study Courses and one of the following three options:

Cultural Studies Option:

- **ENG 338** World Literatures: the non-Western Tradition

Religion Option:

- **REL 251** Peace and Social Justice
- **REL 353** Social Justice and Community Service

Language Option:

A course from the Cultural Studies option or the Religion option as the elective and the selection of **Foreign Language in the Patterns of Meaning** to fulfill the core curriculum requirements

- **LGU 400** Studies in Leadership and Global Understanding: Capstone Course

COURSE DESCRIPTIONS
LGU 200

INTRODUCTION TO LEADERSHIP AND GLOBAL UNDERSTANDING
3 credits



This experiential course examines the various communities students are members of—the campus community, the city of Philadelphia, the greater Philadelphia area, the nation and the global community. In particular, students will explore the Philadelphia community, its history and the various groups that make it up. The Introduction to Leadership and Global Understanding will introduce the student to the rich diversity of cultural groups in the Philadelphia area. Using Philadelphia as a model, students will learn to see the “community” as multi-layered and will begin to ask important questions about the rights and obligations of citizenship within such a community.

LGU 400

STUDIES IN LEADERSHIP AND GLOBAL UNDERSTANDING-
CAPSTONE EXPERIENCE
(3 credits)



Studies in Leadership and Global Understanding is a multidisciplinary capstone course whose primary purpose is to integrate travel study courses, designated electives, home and abroad projects, curricular and extracurricular experiences including service learning opportunities of the student as he or she has progressed through the minor. Whereas the introductory course focused on the campus and Philadelphia communities, the capstone course focuses on the bridges between these more immediate communities and the global community with which the student now has some direct experience.

WOMEN'S STUDIES MINOR

Directed by: Kathleen Bogle, Department of Sociology and Criminal Justice

The Women's Studies Minor is an interdisciplinary minor designed for students of any major who wish to explore the rich diversity of women's lives and experiences by examining the influences of sex, race, ethnicity, and class on history and culture. Since the list of approved courses for the Women's Studies Minor changes, students are advised to consult the director for current information. Women's Studies courses are listed at the beginning of each semester's Course Registration Booklet.

REQUIREMENTS

■ **REQUIRED FOR THE WOMEN'S STUDIES MINOR: SIX COURSES—WST 201 AND 5 ADDITIONAL COURSES FROM AT LEAST 3 DIFFERENT DISCIPLINES FROM THE FOLLOWING:**

- **ART 210** Women and Art
- **CRJ 387** Gender, Crime and Justice
- **ENG 250** Writers and Their Worlds (specified sections)
- **ENG 302** Language and Prejudice
- **ENG 335** Women Writers
- **ENG 435** Women, Literature and Culture
- **HIS 328** Women and History
- **HIS 329** The American Woman
- **HSC 434** Women's Health Concerns
- **PHL 330** The Great Philosophers: de Beauvoir
- **PHL 330** The Great Philosophers: Foucault
- **PHL 339** Gender, Body, and Culture
- **POL 311** Women in Politics
- **PSY 271** Psychology of Women
- **REL 241** Women and Western Religion
- **REL 270** Women and Early Christianity
- **REL 271** Women and Islam
- **REL 316** The Bible and Women
- **SOC 260** Sex, Power, and Socialization
- **SOC 270** Sexism and the Law
- **WST 201** Introduction to Women's Studies

COURSE DESCRIPTION
WST 201

INTRODUCTION TO WOMEN'S STUDIES



Using an interdisciplinary approach, this course examines the social construct of gender. It explores the multiplicity of women's voices and of women's histories as expressed through race, class, sexual identity, religious affiliation, and physical disability/ability and explores a range of issues that affect women's lives including work, health, education, family and sexuality.

INTERNATIONAL STUDIES MINOR

(See entry in the School of Business section of this catalog)

MATHEMATICS AND COMPUTER SCIENCE

FACULTY

Jonathan C. Knappenberger, Chair

Professors: Gleber, Keagy, Longo, McCarty, McManus

Associate Professors: Andrilli, Blum, Camomile, DiDio, Highley, Kirsch, Knappenberger, Michalek, Redmond

Assistant Professors: Fierson, Mazzarella, McCoe, Turk

POWERS COURSES

■ INFORMATION TECHNOLOGY

- **CSC 151, 152, 153, 155 AND CSM 154**

(CSC 230 also satisfies the Information Technology requirement.)

Select the appropriate CSC Powers course according to major:

- Computer science and information technology majors are required to take **CSC 230**. In addition, students who plan to minor in computer science or information technology should take **CSC 230**.
- Mathematics majors are required to take **CSM 154**.
- Digital arts and multimedia design majors should take **CSC 153**.
- Other science majors should take **CSC 152, CSC 230, or CSM 154**.
- Students in the School of Business are required to take **CSC 155**.
- Students in the remaining majors are advised to take **CSC 151 or CSC 153**.

■ NUMBERS

- **MTH 114, MTH 120, and MTH 150**

The department offers major programs in mathematics, mathematics-education, computer science, information technology, and digital arts and multimedia design (DArt). The combination of required and elective courses within each program allows the design of a course of study based on career objectives and personal interest. A departmental adviser will assist students in choosing and proceeding through a selected program.

PATTERNS COURSE

■ DIGITAL ART AND MULTIMEDIA DESIGN:

- **DART 200**
-

MATHEMATICS

The Department supports two mathematics majors, one leading to a B.A. and another leading to a B.S. The B.A. track requires fewer courses than the B.S. track. It is advisable for students who take the B.A. track to declare a minor in a related field. The B.S. track is better suited for students who wish to pursue mathematics at the graduate level after graduation.

REQUIREMENTS

■ REQUIRED FOR B.A. IN MATHEMATICS: 15 COURSES

- **MTH 120**
- **MTH 221**
- **MTH 222**
- **MTH 240**
- **MTH 302**

- **MTH 322**
- **MTH 341**
- **MTH 410**
- Five additional upper division Mathematics courses with at least one from **MTH 330, 345, 424, 430**
- **CSM 154**
- **PHY 105**

■ REQUIRED FOR B.S. IN MATHEMATICS: 18 COURSES

- **MTH 120**
- **MTH 221**
- **MTH 222**
- **MTH 240**
- **MTH 302**
- **MTH 321**
- **MTH 322**
- **MTH 341**
- **MTH 410**
- **MTH 424 or 430**
- Four additional upper-division Mathematics courses
- **PHY 105**
- **PHY 106**
- **CSM 154**
- **CSC 230 or 280**.

■ REQUIRED FOR MAJOR IN MATHEMATICS-EDUCATION: 12+ COURSES

- **MTH 120**
- **MTH 221**
- **MTH 222**
- **MTH 240**
- **MTH 302**
- **MTH 330**
- **MTH 341**
- **MTH 405**
- **MTH 410**
- **CSM 154**
- **PHY 105**
- One additional upper-division mathematics course; plus additional courses as specified by the Education Department

■ REQUIRED FOR A MINOR IN MATHEMATICS: 6 COURSES

- **MTH 120**
 - **MTH 221**
 - Any three from **MTH 222, MTH 240, MTH 302, MTH 322**
 - One additional Mathematics course numbered 300 or greater.
-

COURSE DESCRIPTIONS

MTH 101 (F)
INTERMEDIATE ALGEBRA
3 credits

This course addresses algebraic operations; linear and quadratic equations; exponents and radicals; elementary functions; graphs; and systems of linear equations. Students who have other college credits in mathematics must obtain permission of the department chair to enroll in this course. NOTE: Not to be taken to fulfill major requirements.

MTH 113 (F)
ALGEBRA AND TRIGONOMETRY
4 credits

This course provides a review of algebra; simultaneous equations; trigonometry; functions and graphs; properties of logarithmic, exponential, and trigonometric functions; problem-solving and modeling. A TI graphing calculator is required.

MTH 114 (F, S)
APPLIED BUSINESS CALCULUS
4 credits/Powers

This course is an introduction to functions and modeling and differentiation. There will be a particular focus on mathematical modeling and business applications. Applications include break-even analysis, compound interest, elasticity, inventory and lot size, income streams, and supply and demand curves. The course will include the frequent use of Microsoft Excel. A TI-84 or TI-83 graphing calculator is required. Corequisite: CSC 155. Prerequisite: MTH 101 or its equivalent.

MTH 120 (F, S)
CALCULUS AND ANALYTIC GEOMETRY I
4 credits/Powers

Topics in this course include functions of various types: rational, trigonometric, exponential, logarithmic; limits and continuity; the derivative of a function and its interpretation; applications of derivatives including maxima and minima and curve sketching; antiderivatives, the definite integral and approximations; the fundamental theorem of calculus; and integration using substitution. A TI graphing calculator is required for other majors. Prerequisite: MTH 113 or its equivalent.

MTH 150 (F, S)
MATHEMATICS: MYTHS AND REALITIES
3 credits/Powers

This course offers an overview of mathematical concepts that are essential tools in navigating life as an informed and contributing citizen; logical reasoning, uses and abuses of percentages, interpreting statistical studies and graphs, the basics of probability, descriptive statistics, and exponential growth. Applications of these topics include population statistics, opinion polling, voting and apportionment, statistics in disease diagnoses and health care, lotteries and games of chance, and financial mathematics.

CSM 154 (S)
MATHEMATICAL TECHNOLOGY
4 credits/Powers

This course focuses on the use of technology as a tool for solving problems in mathematics, learning mathematics and building mathematical conjectures; electronic spreadsheets, a Computer Algebra System (CAS), and a graphing calculator; the use of these tools, programming within all three environments, including spreadsheet macros, structured CAS programming, and calculator programming. A TI-89 graphing calculator is required.

MTH 221 (S)
CALCULUS AND ANALYTIC GEOMETRY II
4 credits

This course addresses differentiation and integration of inverse trigonometric and hyperbolic functions; applications of integration, including area, volume, and arc length; techniques of integration, including integration by parts, partial fraction decomposition, and trigonometric substitution; L'Hopital's Rule; improper integrals; infinite series and con-

vergence tests; Taylor series; parametric equations; polar coordinates; and conic sections. A TI graphing calculator is required. Prerequisite: MTH 120.

MTH 222 (F)
CALCULUS AND ANALYTIC GEOMETRY III
4 credits

This course addresses three-dimensional geometry including equations of lines and planes in space, vectors. It offers an introduction to multi-variable calculus including vector-valued functions, partial differentiation, optimization, and multiple integration, applications of partial differentiation and multiple integration. A TI-89 calculator is required. Prerequisite: MTH 221.

MTH 240 (F)
LINEAR ALGEBRA AND APPLICATIONS
4 credits

This course includes systems of linear equations; matrices; determinants; real vector spaces; basis and dimension; linear transformations; eigenvalues and eigenvectors; orthogonality; applications in mathematics, computer science, the natural sciences, and economics. Prerequisite: MTH 221.

MTH 260 (F)
DISCRETE STRUCTURES I
3 credits

This course is the first half of a two-semester course in discrete mathematics. The intended audience of the course consists of computer science majors (both B.A. and B.S.) and IT majors. Topics in the course include logic, sets, functions, relations and equivalence relations, graphs, and trees. There will be an emphasis on applications to computer science.

MTH 261 (S)
DISCRETE STRUCTURES II
3 credits

This course is the second half of a two-semester course in discrete mathematics. The intended audience of the course consists of computer science majors (both B.A. and B.S.) and IT majors. Topics in the course include number theory, matrix arithmetic, induction, counting, discrete probability, recurrence relations, and Boolean algebra. There will be an emphasis on applications to computer science. Prerequisite: MTH 260.

MTH 302 (S)
FOUNDATIONS OF MATHEMATICS
3 credits

Topics in this course include propositional logic; methods of proof; sets and cardinality; basic properties of integers; elementary number theory; structure of the real numbers; sequences; functions and relations. Prerequisite: MTH 221.

MTH 321
REAL ANALYSIS
3 credits

This is a course that emphasizes the theory behind calculus topics such as continuity, differentiation, integration, and sequences and series (both of numbers and of functions); basic topology, Fourier Series. Prerequisites: MTH 222 and 302.

MTH 322 (S even years)
DIFFERENTIAL EQUATIONS
4 credits

This course focuses on analytical, graphical, and numerical techniques for first and higher order differential equations; Laplace transform methods; systems of coupled linear differential equations; phase portraits and stability; applications in the natural and social sciences. Prerequisite: MTH 221.

MTH 330 (F even years)
MODERN GEOMETRIES
3 credits

Topics from Euclidean geometry including motions and similarities, collinearity and concurrence theorems, compass and straightedge constructions; the classical non-Euclidean geometries; finite geometries are presented in this course. Prerequisite: MTH 240.

MTH 341 (F even years)
ABSTRACT ALGEBRA
3 credits

Sets and mappings; groups, rings, fields, and integral domains; substructures and quotient structures; homomorphisms and isomorphisms; abelian and cyclic groups; symmetric and alternating groups; polynomial rings are topics of discussion in this course. Prerequisite: MTH 302.

MTH 345 (S even years)
COMBINATORICS
3 credits

This course addresses permutations and combinations; generating functions; recurrence relations and difference equations; inclusion/exclusion principle; derangements; other counting techniques, including cycle indexing and Polya's method of enumeration. Prerequisite: MTH 221.

MTH 370-379
SELECTED TOPICS IN MATHEMATICS
3 credits

This is an introductory course to specialized areas of mathematics. The subject matter will vary from term to term. Prerequisite: junior mathematics standing.

MTH 405 (F odd years)
HISTORY OF MATHEMATICS
3 credits

This course is an in-depth historical development of arithmetic, algebra, geometry, trigonometry, and calculus in Western mathematics (Europe and Near East) from ancient times into the 1700s; highlights from the mathematical work of such figures as Hippocrates, Euclid, Archimedes, Heron, Diophantus, Fibonacci, Cardano, Napier, Descartes, Fermat, Newton, and Leibniz; non-Euclidean geometry (1800s); important contributions of Euler and Gauss; the advent of computers. Prerequisite: MTH 302.

MTH 410 (F odd years)
PROBABILITY AND STATISTICS I
3 credits

Topics in this course include sample spaces and probability measures; descriptive statistics; combinatorics, conditional probability and independence; random variables, joint densities and distributions; conditional distributions; functions of a random variable; expected value and variance; Chebyshev's inequality; correlation coefficient; laws of

large numbers; the Central Limit Theorem; various distribution models; introduction to confidence intervals. Prerequisite: MTH 222.

MTH 411 (S even years)
PROBABILITY AND STATISTICS II
3 credits

Topics in this course include measures of central tendency and variability; random sampling from normal and non-normal populations; estimation of parameters; maximum likelihood estimates; confidence intervals and hypothesis testing; normal, chi-square, Student's t and F distributions; analysis of variance; randomized block design; correlation and regression; goodness of fit; contingency tables. Prerequisite: MTH 410.

MTH 421 (S odd years)
NUMERICAL ANALYSIS
4 credits

This course addresses basic concepts; interpolation and approximations; summation and finite differences; numerical differentiation and integration; roots of equations. Prerequisite: MTH 222.

MTH 424 (F odd years)
COMPLEX VARIABLES
3 credits

This course examines analytic functions; Cauchy-Riemann equations; Cauchy's integral theorem; power series; infinite series; calculus of residues; contour integration; conformal mapping. Prerequisite: MTH 222 or permission of the instructor.

MTH 425 (F even years)
MATHEMATICAL MODELING
3 credits

This course addresses the uses of mathematical methods to model real-world situations, including energy management, assembly-line control, inventory problems, population growth, predator-prey models. Other topics include: least squares, optimization methods interpolation, interactive dynamic systems, and simulation modeling. Prerequisite: MTH 221.

MTH 430 (S odd years)
TOPOLOGY
3 credits

Topics in this course include topological spaces; subspaces; product spaces, quotient spaces; connectedness; compactness; metric spaces; applications to analysis. Prerequisite: MTH 302.

MTH 470-479
SELECTED TOPICS IN MATHEMATICS
3 credits

This course is an introduction to specialized research, concentrating on one particular aspect of mathematics. The subject matter will vary from term to term. Prerequisite: senior mathematics mathematics standing.

COMPUTER SCIENCE

The Department supports offers separate programs in computing. Two of these programs provide a traditional, strong foundation in the discipline of computer science, one leading to a B.A. and the other to a B.S. The remaining program leads to a B.S. in Information Technology.

The primary goal of these programs is the preparation of graduates for direct entry into the computing profession with sufficient background to make continuing contributions in the field. The B.S. in Computer Science program provides the foundation for remaining current in computer science. It requires courses in related fields and provides breadth and depth in the discipline. The B.A. program is applications-oriented and has fewer required courses to provide greater flexibility. The information technology major is designed for those students interested in the study of networks and client support systems.

REQUIREMENTS

■ REQUIRED FOR B.A. IN COMPUTER SCIENCE: 18 COURSES

- CSIT 220
- CSIT 301
- CSC 230
- CSC 240
- CSC 280
- CSC 290
- CSC 340
- CSC 381
- CSC 481
- One of CSC 366, 457, 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
- MTH 261
- PHY 201
- BUS 100 or BUS 203
- One additional business course from among the following:
 - BUS 101, 203, 206, 303
 - ACC 201
 - MGT 307, 311, 312, 353, 354, 355, 356, 357

■ REQUIRED FOR B.S. IN COMPUTER SCIENCE: 21 COURSES

- CSIT 220
- CSIT 301
- CSC 230
- CSC 240
- CSC 280
- CSC 290
- CSC 366
- CSC 381
- CSC 457
- CSC 464
- CSC 480
- CSC 481
- One of CSC 340, 341, 343, 349
- One CSC elective, 300-level or higher
- One CSC or CSIT elective, 300-level or higher
- MTH 120
- One of MTH 221, MTH 240, ECN 213
- MTH 260 and 261
- PHY 105 and 106
- PHY 201

■ REQUIRED FOR A MINOR IN COMPUTER SCIENCE: 6 COURSES

- CSIT 220
- CSC 230

- CSC 240
- CSC 280
- CSC 290
- One CSC elective, 300-level or higher

COURSE DESCRIPTIONS

CSC 151 (F, S)

INTRODUCTION TO COMPUTING USING PACKAGES
3 credits/Powers

This course offers a survey of computers and computer systems; problem-solving and computer applications for business and social science. Introduction to a PC-based Graphical User Interface/windowed operating system. Computer packages include a word processor, electronic spreadsheet, and presentation software. Internet use including electronic mail and the World Wide Web. Credit will be given for only one of CSC 151, CSC 152, CSC 153 and CSC 155.

CSC 152 (F, S)

INTRODUCTION TO COMPUTING; MATHEMATICS/SCIENCE APPLICATIONS
3 credits/Powers

This course provides a survey of computers and computer systems; problem-solving and computer applications for science and mathematics, including data analysis and regression introduction to a PC-based Graphical User Interface/windowed operating system; word processing; design and use of electronic spreadsheets; presentation software; Internet use including electronic mail and the World Wide Web. Credit will be given for only one of CSC 151, CSC 152, CSC 153 and CSC 155.

CSC 153 (F, S)

THE DIGITAL PERSON
3 credits/Powers

Topics in this course include personal data collection, use, and misuse; laws and means of protecting one's privacy; intellectual property; strategies to find information online, including use of the library's online databases, and to evaluate the credibility of the source; informed use of Web technologies like wikis, blogs, and search engines; and current issues like RFIDs, data mining, and electronic voting. Credit will be given for only one of CSC 151, CSC 152, CSC 153 and CSC 155. Prerequisite: Basic computer literacy.

CSC 154

HEALTHCARE INFORMATICS
3 credits

This course promotes an understanding of computer systems and related technologies as they would be utilized by health care 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) will be explored. The relationship of healthcare informatics to patient safety and legal and ethical issues associated with the collection of personal and health data will be studied. Students will collaborate and communicate appropriately about these issues using technologies such as email, blogs, wikis, websites, e-Portfolios, and mobile devices. Strategies for searching relevant library databases and government and health organization websites will be developed.

CSC 155 (F, S)

INTRODUCTION TO COMPUTER APPLICATIONS FOR BUSINESS
3 credits/Powers

This course addresses effective analysis, design, and presentation of information for business, including advanced word processing, presentation graphics, spreadsheets, and databases. Emphasis on analysis. Top-

ics include formulas, functions, charting, sorting, filtering, pivot tables, what-if analysis, database queries and reports, and business-specific library databases. Credit will be given for only one of CSC 151, CSC 152, CSC 153 and CSC 155.

CSC 230 (F)
PROGRAMMING CONCEPTS AND USER INTERFACES
4 credits/Powers

This course addresses problem solving and programming using problem-based learning; variables, control flow, iteration, modules, arrays, file processing, classes, and objects; and basic graphical-user interface concepts (forms/pages and controls) for desktop and/or Web or mobile environments. Three hours of lecture and two hours of laboratory per week are required.

CSC 240 (F, S)
DATABASE MANAGEMENT SYSTEMS
3 credits

This course includes components of database systems, database models: entity-relationship, relational, hierarchical, network; normalization, integrity, relational algebra, query languages, system security, distributed databases, and social and ethical concerns. In addition, case studies using a relational DBMS will be implemented.

CSC 280 (S)
OBJECT PROGRAMMING
4 credits

This course involves problem solving using a high-level object-oriented language, such as Java; analyzing problems, designing a solution, implementing a solution, testing, and debugging; abstraction, encapsulation, and inheritance; using, designing, creating, and testing classes; and selection, iteration, and simple collections, such as arrays. Three hours of lecture and two hours of laboratory per week are required. Prerequisite: CSC 230.

CSC 290 (F)
INTRODUCTION TO DATA STRUCTURES AND ALGORITHMS
4 credits

This course is a continuation of CSC 280. It focuses on abstract data types, including lists, stacks, queues, binary trees, and hash tables; recursive techniques; iterators; and use of classes in the Java Collections Framework for problem solving. It involves three hours of lecture and two hours of laboratory per week. Prerequisite: CSC 280.

CSC 310
COMPUTERS, ETHICS, AND SOCIAL VALUES
3 credits

The topics in this course include privacy and information use/misuse of-line and online, intellectual property, the First Amendment, e-waste, accuracy of information, ethics, effects of computers on work and society, responsibilities and risks of computing, current issues such as credit cards and associated debt, cyberwar, and cloud computing. Prerequisites: CSIT 220 and CSC 240.

CSC 340
.NET PROGRAMMING
3 credits

This course focuses on programming in .NET (such as Visual Basic.NET or C#) and Active Server Pages (ASP.NET) that supports work with databases and the Web; models that support database access, such as MS

SQL, Entity Framework, and LINQ; design and development of solutions to problems using database tools and programming; and database-driven Web sites, including validation, navigation, and security. Prerequisites: CSC 230 and CSC 240.

CSC 341
OPEN-SOURCE APPLICATION DEVELOPMENT
3 credits

Students will develop Web solutions that integrate client- and server-side interfaces. The emphasis for the course will be on development for server side, with results being viewed and designed for the client. At least half of the course will include database maintenance using the open-source solution, including development of authentication and authorization. Prerequisites: CSC 230 and CSC 240.

CSC 343
CLIENT-SIDE SCRIPTING
3 credits

This course will require students to design and develop standards-based client interfaces for Web/client-side applications using the latest versions of HTML, CSS, and Javascript. Students will study Web-based standards and application/design styles. Students will also use popular Web-development tools. Some mobile development will be included in the course. Prerequisite: CSC 230.

CSC 349
MOBILE COMPUTING
3 credits

This course covers software mobile application development, its architecture and lifecycle as well as its inherent design considerations. Students will learn about mobile resources, activities, views, layouts, and intents in addition to interacting with the location-based services, messaging services, multimedia interfaces, and sensors available on the mobile device. The applications developed will manage data input from and output to files, databases, and content providers. After developing applications in an emulation environment, students will install them on individual mobile devices as well as prepare them for marketplace distribution. Prerequisite: CSC 280.

CSC 360
INTERNSHIP
3-6 credits

Internships offer part-time, paid, or non-paid employment in a cooperating site to provide practical experience in the discipline. Working under professional supervision for at least 20 hours per week, students learn how to apply their education to the everyday demands of the world of work. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between coursework and their internship experience. Required: junior or senior standing, 2.5 GPA overall and in the major, and recommendation of the internship coordinator.

CSC 366 (F Odd Years)
LANGUAGE THEORY AND DESIGN
3 credits

This course involves programming languages; historical perspective and underlying serial computation model; theory: finite automata, Backus-Naur Form, representations, and grammars; and design: syntax, semantics, run-time implementation, and application domains. Language paradigms will include procedural, functional, logical, object-oriented, and non-sequential processing. Prerequisites: CSC 290 and MTH 261.

CSC 370, 371, 372, 373, 374, 375, 376, 377

SELECTED TOPICS IN COMPUTER SCIENCE
3 credits

This course is an introduction to specialized areas of computer science. The topics will vary from term to term. Prerequisite: junior Computer Science standing.

CSC 381

SOFTWARE ENGINEERING
3 credits

The intent of this course is to focus on basic concepts and major issues of project design using a software engineering approach; the software development life cycle; structured analysis and object-oriented design techniques; and modeling, project planning, requirements definition, and requirements testing. Prerequisite: CSC 290.

CSC 446

DATA MINING
3 credits

This course introduces data mining, with an emphasis on applying machine learning techniques for data mining; popular methods, such as learning of decision trees, decision tables, rules, and cases; algorithms and applicability; practical applications; data preparation and evaluation of results, including human role in data mining; and ethical issues. Prerequisite: CSC 280.

CSC 450, 451

COOPERATIVE EDUCATION
3-6 credits

These opportunities involve full-time, paid, six-month assignments in a cooperating firm, with job-related learning under faculty and on-site supervision. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between coursework and their co-op experience. Positions are arranged through the Chair of the Department or director of the program. Requirements include junior or senior standing, 2.5 GPA overall and in the major, and recommendation of the co-op coordinator.

CSC 456

ARTIFICIAL INTELLIGENCE
3 credits

Intelligent systems technologies that have or may become practical for organizational use will be addressed in this course. Topics may include simple expert systems and expert systems with certainty factors, case-based reasoning, machine learning, neural networks, genetic algorithms, fuzzy logic, and two-person game playing. Prerequisites: CSC 280 and MTH 260.

CSC 457

OPERATING SYSTEMS
3 credits

Principles and concepts of process and resource management in operating systems will be the focus of this course. I/O programming; interrupt mechanism and memory management; processor management; scheduler; priority queues; traffic controller; device management; and information management and file systems are select topics. Prerequisite: CSC 290.

CSC 464

THEORY OF ALGORITHMS
3 credits

Students will engage in problem-solving strategies, including divide and conquer, greedy, backtracking, and dynamic programming; will focus on the complexity analysis of algorithms; and will be introduced to complexity classes P and NP, with strategies for NP-complete problems. Prerequisites: CSC 290 and MTH 261.

CSC 470-479

SELECTED TOPICS IN COMPUTER SCIENCE
3 credits

This course provides an introduction to specialized research in computers and computing, concentrating on one particular aspect of computer science. The subject matter will vary from term to term. Prerequisite: senior computer science standing.

CSC 481 (S)

PROJECT IMPLEMENTATION
3 credits

This course addresses implementation issues, programming language features, validation and verification techniques, and software maintenance. It requires a team project to develop, document, test, and maintain a software system. Prerequisite: CSC 381.

INFORMATION TECHNOLOGY

REQUIREMENTS
**■ REQUIRED FOR B.S. IN INFORMATION TECHNOLOGY:
17 COURSES**

- CSIT 220
- CSIT 301
- CSIT 320
- CSIT 321
- CSIT 327 or CSC 349
- CSIT 360
- CSIT 380 or CSC 381
- CSIT 422
- CSC 230
- CSC 240
- CSC 310
- CSC 340 or CSC 341
- CSC 343
- BUS 203 or one CSIT/CSC elective numbered 280 or higher
- One CSIT/CSC elective numbered 280 or higher
- MTH 260
- PHY 201

**■ REQUIREMENTS FOR A MINOR IN INFORMATION
TECHNOLOGY: 6 COURSES**

- CSIT 220
- CSC 230
- CSC 240
- Three additional CSIT courses numbered 300 or greater.

COURSE DESCRIPTIONS**CSIT 220 (F, S)**

DATA COMMUNICATION NETWORKS
3 credits

This course will address current methods and practices in the use of computer networks to enable communication; physical layers, architectural layers, design, operation, management, and the ISO standards. Local, cloud and wide area networks are examined. Student projects may include introductory LAN design, implementation and administration.

CSIT 301

COMPUTER ARCHITECTURE
3 credits

This course is an introduction to computer architecture and hardware; underlying structures needed to accomplish tasks electronically; and hardware and software architecture components relative to memory management, I/O control, and processing capabilities. Prerequisite: .CSIT 220.

CSIT 320

LANs AND NETWORK ADMINISTRATION
3 credits

This course provides a practical approach to network administration methodology using current technologies; network hardware; Network Operating System installation; account management; file sharing; network printing; protocol and services configuration; client connectivity and troubleshooting; network application support; server maintenance; and cross-platform integration. One hour of lecture and two hours of laboratory are scheduled per week. Prerequisite: CSIT 220.

CSIT 321

CLIENT SUPPORT
3 credits

Topics in this course include installation, maintenance, and customization of a PC client operating system (OS), additional system and application software and hardware installation. The course will also provide a survey of OS utilities, services, and settings, including command-line instructions, menus, start-up processes, purposes of essential OS files, browser options, the task manager, the registry, firewall, etc. Prerequisite: CSIT 220.

CSIT 327

ADMINISTRATIVE SCRIPTING
3 credits

Production environments use scripts because of the rapid deployment and their “hands-off” nature, which is lacking in GUIs. The main focus is the use of scripts to automate installation, maintenance, and analysis of operating systems, networks, and applications. This course will examine popular scripting languages that are used in Windows and Linux environments. Prerequisites: CSC 230 and CSIT 320.

CSIT 360

INTERNSHIP
3 credits

Part-time, paid or non-paid employment in a cooperating site will provide practical experience in the discipline. Working under professional supervision for at least 20 hours per week, students learn how to apply their education to the everyday demands of the world of work. Students will meet regularly with a faculty member and will be encouraged to

reflect on the relationship between course work and their internship experience. Required: junior or senior standing, 2.5 G.P.A. overall and in the major, and recommendation of the internship coordinator.

CSIT 370-379

SELECTED TOPICS IN INFORMATION TECHNOLOGY
3 credits

This course is an introduction to specialized research in computers and computing, concentrating on one particular aspect of information technology. The subject matter will vary from term to term. Prerequisite: junior or senior standing.

CSIT 380

APPLIED TECHNOLOGY SYSTEMS
3 credits

This course will provide an overview of software systems used in a business environment. The course will discuss the network architecture needed to support these environments, including specific issues related to licensing, metrics, infrastructure, and environmental requirements. Prerequisites: CSIT 220 and CSC 240.

CSIT 422

INFORMATION SECURITY
3 credits

Topics in this course include basic computer security concepts, terminology, and issues, including network security, Windows security, and Linux security; hardening, TCP/IP, scanning, sniffing, IPSec, public key infrastructure, Kerberos, certificates, cryptography, firewalls, intrusion detection systems, security policies, and processes. Prerequisites: CSIT 320 or CSIT 321.

CSIT 450, 451

COOPERATIVE EDUCATION
3-6 credits

This experience will involve a full-time, paid, six-month assignment in a cooperating firm that engages the student in job-related learning under faculty and on-site supervision. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between coursework and their co-op experience. The position is arranged through the Chair of the Department or director of the program. Required: junior or senior standing, 2.5 GPA overall and in the major, and recommendation of the co-op coordinator.

DIGITAL ARTS AND MULTIMEDIA DESIGN (DART)

Conrad Gleber, Ph.D., Director

The digital arts and multimedia design major (DART) is a multidisciplinary program incorporating courses from computer science, English, and studio and media arts. Ten courses make up the core requirement for the major and provide the foundation for a student's program of study.

Seven additional courses from one of three tracks:

- Multimedia design
- Electronic publishing
- Technical development

satisfy the remaining requirements for the major.

Students complete a capstone senior project management seminar and a senior portfolio. DART majors are strongly encouraged to participate in an internship or co-op to fulfill part of the program requirements.

REQUIREMENTS**■ REQUIRED FOR B.A. IN DIGITAL ARTS AND MULTIMEDIA DESIGN: 17 COURSES**

- BUS 100
- ART 102
- CSC 240
- DART 230
- DART 430
- DART 480
- DART 481
- CSD 210
- CSD 340
- ENG 218
- In addition to the courses listed above, students select one concentration track:

Multimedia and Creative Design Track
(7 courses: 4 required and 3 electives)

Required

- ART 215
- ART 220
- MUS 220
- CSD 310

Electives

- **DART 200** Theory and History of Digital Art
- **DART 212** Visual Design
- **DART 280/281/282** Undergraduate Seminar
- **DART 300** Digital Figure Drawing
- **DART 301** Typography for Print and Web
- **DART 309** Digital Storytelling Design
- **MUS 320** Computer Music Composition
- **DART 450** Co-op Ed
- **DART 461 AND 462** Internship 1 and 2
- Special topics have included: 3D modeling, 2D and 3D game design, and virtual space design

Professional Electronic Publishing Track
(7 courses: 3 required and 4 electives)

Required

- ENG 310
- ENG 409
- ENG 410

Electives

- **DART 450**
- **DART 461**
- **ENG 303**
- **ENG 308**
- **ENG/COM 402**
- **COM 302**
- **COM 303**
- **COM 337**
- **COM 357**
- Special Topics

Technical Development Track
(7 courses: 4 required and 3 electives)

Required

- **CSD 342**

- **CSIT 220**
- **CSC 230, 340**

Electives

- **DART 450**
- **DART 461**
- **CSC 280**
- **CSIT 320**
- **CSIT 321**
- **CSIT 322**
- Special Topics in CSC/IT

■ REQUIRED FOR MINOR IN DIGITAL ARTS AND MULTIMEDIA DESIGN 6 COURSES

- **ART 102**
- **CSD 210**
- **DART 230**
- **ART 220 or CSD 340**
- Two courses from the following list (note that the selected courses may not be from the student's major program of study and one course must be at the 300-400 level): **DART 200, DART 280, DART 301, DART 309, ENG 218, ENG 310, ENG 409, ENG 410, CSC 240, CSD 310, CSD 342, CSIT 220, CSC 230, CSC 340, BUS 204, MKT 302, MKT 305, DART 430, ART 215, MUS 220.**

Special topics courses in the DArt program may be added to the list of electives with the approval of the Program Director.

COURSE DESCRIPTIONS

CSD 210 (F)
CREATING MULTIMEDIA
3 credits

This course addresses the fundamental principles and techniques associated with planning, designing, and creating multimedia content (interactive graphics, animation, digital audio); integration into Web publications; standard multimedia formats; multimedia development tools; Web authoring tools; high-performance Web playback. Students will specify, design, and develop Web-based projects. This course does not satisfy Computer Science major requirements. Prerequisite: CSIT 153 or permission of director.

CSD 310
ADVANCED ANIMATION
3 credits

This course examines transformation of frame-based animation with fixed run-time behavior using scripted animation; focusing on interactivity, changing appearance, motion, and sound via scripting to control movies/Web sites in response to execution state and user events; script syntax, logic, controlling targeted objects, timelines; variables, conditional statements, and loops. Prerequisite: CSD 210.

CSD 340
WEB SCRIPTING
3 credits

This course is an introduction to basic programming concepts: variables, arrays, control structures (ifs and loops), and functions, as well as an introduction to basic interface concepts such as forms, elements, events, etc. Use of these concepts in the creation of dynamic and interactive documents for the Internet. This course is mainly client-side scripting, in particular JavaScript, but may also include some server-side scripting and XML. Prerequisite: DArt 230 or permission of the Program Director.

CSD 342SERVER SIDE SCRIPTING
3 credits

This course provides application development using different server-based technologies. Technologies will focus on current industry standards such as CGI/BIN, .Net and PHP; new technologies, use of the technologies and current research efforts. The course will develop basic interaction with current database technologies. Prerequisite: CSD 340.

DART 200 (F)HISTORY AND THEORY OF DIGITAL ART
3 credits/patterns

This course will focus on the newly emerging and continually expanding field of digital art and the relation of new media art practices to earlier moments in which art and technology have intersected. Topics to be addressed include: the art historical receptions of digital works; display strategies for new media; and significant developments in the areas of digital sculpture, photo manipulation, interactive installations, and digital printmaking.

DART 212 (F, S)VISUAL DESIGN
3 credits

This course provides an overview of visual design practices, including editing and formatting text and preparing materials for publication. Topics include design principles, color theory, typography, digital manipulation of images and photographs, printing processes, color reproduction, and page design for print. Students will be introduced to software for image and graphics production (i.e. Adobe Photoshop, Illustrator, InDesign).

DART 230 (S)WEB DEVELOPMENT
3 credits

This course focuses on preparation, design, development, and maintenance of Web documents. Creating, revising, editing, and critiquing Web sites using "hard code" and applications-based layout and editing, and the use of style sheets. This course emphasizes site architecture and mastery of Web authoring tools, including Web document deployment and debugging. (Note: Credit will not be given for both DART 230 and ENG 330.) Prerequisite: CSC 153 or permission of director.

DART 280-281-282 (S)DIGITAL ARTS SEMINAR I - II - III
1 credit

Freshmen, sophomore, and junior DArt majors meet one hour a week to hear and discuss current issues, research, and trends in digital art and design. Discussions focus on students' interest and professional direction, the presentations by visiting lecturers, their evaluation of the program, and their role as a future professional. Each semester is 1 credit.

DART 300DIGITAL FIGURE DRAWING
3 credits/Elective

This course is designed for students who have previous digital media experience. Traditional drawing concepts and exercises will be applied using an electronic drawing tablet and computer software. While basic elements of drawing will be reviewed, the concentration of the course will focus on drawing the figure. Classical through contemporary figure painting and drawing will be studied as a means of exploring concept and personal style.

DART 301 (S)TYPOGRAPHY FOR PRINT AND WEB
3 credits/Elective

This course emphasizes formal, compositional, and abstract methodologies that contribute to communication through visual language. The basic skills involve the process of manipulating type and images to discover the basis of their interaction as methods for creating meaningful graphic messages. Assignments and exercises use computer software to develop typographic designs for static, motion, and Internet graphics.

DART 309 (F)DIGITAL STORYTELLING DESIGN
3 credits

The course will introduce students to the basic concepts of video production including storyboarding, audio recording, non-linear editing, and DVD production. The design of projects will begin with the goal of developing a compelling video story from the experiences of the student, friends, family, or strangers. The focus is on first-person narratives and students will craft the stories into videos that elevate the value of the events by enabling others to share the experience.

DART 430 (F)ADVANCED AUTHORING
3 credits

This course focuses on methods to blend graphics, design, content, and multimedia components into a single digital medium; methods for merging these components; advanced and emerging technologies involving digital authoring, including advanced layout and multimedia designs, and current technology trends including server-side; the impact of emerging technologies on digital media designs. Prerequisite: CSD 340.

DART 450COOPERATIVE EDUCATION
3 credits

This experience involves full-time, paid assignment in a cooperating firm involving job-related learning under faculty and on-site supervision. Students will meet regularly with a faculty member and will be required to reflect on the relationship between their course work and their co-op experience. Position is arranged through the director of the program.

Prerequisites:

- A cumulative G.P.A. of at least 2.75
- Junior or senior standing
- A satisfactory review of student portfolio
- Approval of the DArt Program Director

DART 461-462INTERNSHIP
3-6 credits

This experience is normally part-time, paid or non-paid employment in a cooperating site to provide practical experience in the discipline. Working under professional supervision for 10 to 15 hours per week, students learn how to apply their education to the everyday demands of the world of work. Students will meet regularly with a faculty member and will be required to reflect on the relationship between their course work and their internship experience.

Prerequisites:

- A cumulative G.P.A. of at least 2.75
- Junior or senior standing

- A satisfactory review of student portfolio
- Approval of the DArt Program Director

DART 480

SENIOR PROJECT MANAGEMENT SEMINAR
2 credits

Students in this course will plan, manage, and complete a digital media project. The students will participate in leadership roles, develop and manage a project budget, and participate in group exercises. The students will plan and maintain a time chart for the project. Each student will be assigned to one large project for the entire semester. Peer assessment will be incorporated into the course. This course is taken simultaneously with DART 481. Prerequisite: DART 430.

Dart 481 (S)

SENIOR DIGITAL ARTS PORTFOLIO
1 credit

Each student will design and develop an individual portfolio showcasing the creative work he or she developed and the techniques used to achieve them. The portfolio will be presented to a faculty panel for evaluation. This portfolio course is taken simultaneously with DART 480, during the student's final semester. Prerequisite: DART 430 or permission of the program director.

MILITARY SCIENCE

All students enrolled in Military Science courses will participate in a weekly leadership laboratory (held at Drexel University), one weekend field training exercise per semester, and a physical training program as part of each Military Science course. This training augments the classroom instruction and is included with classroom instruction in determining the final grade.

COURSE DESCRIPTIONS

MSC 101 (F)

INTRODUCTION TO MILITARY SCIENCE I
1 CREDIT

This course is an introduction to the Army ROTC program. Course material includes an introduction to the organization and functions of the U.S. Army. The course focuses on the customs and traditions of the Army, oral presentations, and basic military skills. In addition, students will be introduced to leadership and management theories to prepare them to work with and lead others effectively and efficiently.

MSC 102 (S)

INTRODUCTION TO MILITARY SCIENCE II
1 credit

This course is a continuation of MSC 101. Provides additional instruction in military-related subjects of general student interest. This course includes an introduction to time management, writing and preparing effective presentations, administering physical fitness programs, and practical experience in military leadership.

MSC 201 (F)

FUNDAMENTALS OF LEADERSHIP
2 credits

This course is designed to examine the basic leadership and management functions in relationship to individual and group behavior. Orientation is toward the application of basic leadership and management theory and the analysis of factors that provide the foundation for organizational success. This course also introduces the student to advanced individual military skills and applied leadership techniques necessary to be an effective junior leader in the U.S. Army.

MSC 202 (S)

FUNDAMENTALS OF LEADERSHIP II
2 credits

This course expands on the topics addressed the previous semester, focusing on preparing students to enter the advanced course in their junior year.

MSC 301 (F)

LEADERSHIP AND MANAGEMENT I
3 credits

This course is designed to expose the student to tactical operations and teach the duties and responsibilities of small unit leaders. Course work includes planning, coordinating, and controlling small unit operations and preparation of oral and written operation orders. Prerequisites: Must have completed MSC 101, 102, 201, and 202 or ROTC Leaders Training Course. Note: This class is held at Drexel University.

MSC 302 (S)

LEADERSHIP AND MANAGEMENT II
3 credits

This course is designed to build on the technical and tactical operations taught in MSC 301. Emphasis is on developing and supervising small unit missions. All course work supports and prepares the student for the ROTC Warrior Forge in the summer. Prerequisite: Must have completed MSC 301. Note: This class is held at Drexel University.

MSC 401 (F)

LEADERSHIP DIMENSIONS AND PRACTICE
3 credits

This course is designed to introduce the student to the Army training philosophy and mission-focused planning process. The student will learn how to prepare for and conduct training, how to evaluate training, and how to conduct an after-action review of a training session. The second portion of the course deals with leadership counseling and the ethical aspects of leadership, including the ethical decision-making model and the ethical challenges facing the military leader. Prerequisites: Completion of MSC 301 and 302, or special permission of the Professor of Military Science. Note: This course is held at Drexel University.

MSC 402 (S)

CONTEMPORARY MILITARY POLICY
3 credits

The course will present the full range of the judicial system used in the military, and the Army personnel, logistic, and resource management systems; personal financial management; and the various support agencies and activities available to assist military units and individuals. The aim of the course is the final preparation of the student for his or her initial assignment as a Second Lieutenant in the U.S. Army. Prerequisite: Completion of MSC 401. Note: This course is held at Drexel University.

MUSIC

(See Fine Arts)

PHILOSOPHY

FACULTY

Marc R. Moreau, Ph.D., Chair

Professors: Van Fleteren

Associate Professors: Dallery, Dobie, Tsakiridou

Assistant Professors: Garver, Hymers, Moreau, Volpe

Associate Faculty: Sullivan

PATTERNS COURSES

- **PHL 151, 152**
-

PATTERNS II COURSES**■ GENERAL TOPICS**

- **PHL 201, 206, 212, 264, 267, 269.**

■ SPECIAL INTEREST

- **PHL 270, 303, 305, 308, 309, 310, 311, 313, 323, 325, 326, 327, 328, 329, 330-336, 338, 341, 350, 370, 470.** You may take one or two courses in Philosophy to fulfill your Core IA requirement.
-

REQUIREMENTS**■ REQUIRED FOR MAJOR IN PHILOSOPHY: 13 COURSES**

- Patterns course
- **PHL 311, 313** or **323**
- **PHL 264** or **325**
- **PHL 326**
- **PHL 327**
- **PHL 328**
- **PHL 329**
- **PHL 309 OR 330**
- **PHL 480**
- Four other courses beyond the Patterns 1 level.

■ REQUIRED FOR MINOR IN PHILOSOPHY: 6 COURSES

- **PHL 151** or **152**
 - Five other courses beyond the Patterns 1 level
-

COURSE DESCRIPTIONS**PHL 151**

THE HUMAN PERSON

3 credits/Patterns

This course is a study of the human person that integrates the biological, social, and religious dimensions of human life. Possible topics include freedom and determinism, body and soul, the individual and society, and mortality and immortality.

PHL 152

MORAL INQUIRY AND MORAL CHOICE

3 credits/Patterns

This course is an investigation of classic moral theories. Possible topics include virtue and happiness, social justice, moral relativism, and moral obligation. General principles will be applied to concrete moral issues.

PHL 206

SOCIAL AND POLITICAL PHILOSOPHY

3 credits/Patterns 2 or Concentration Option

This course is a critical examination of the nature of society through the reading and discussion of primary philosophical texts. Themes include: person and society, the foundation of the political order, human rights and law, justice and society, and the natural and the social sciences. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 212

CURRENT ETHICAL ISSUES

3 credits/Patterns 2 or Concentration Option

This course presents an application of ethical principles to present-day moral problems and controversies. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 222

LOVE AND HUMAN SEXUALITY

3 credits/Patterns 2 or Concentration Option

This course offers a philosophical exploration of human love and sexuality. Classical and contemporary writings will be used. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 223

PERSPECTIVES ON DEATH

3 credits/Patterns 2 or Concentration Option

This course is a study of various philosophical strategies for coming to terms with human death. Philosophical views on death applied to problems such as aging and dying, suicide and euthanasia, the medical conquest of death, and definitions of death are topics to be addressed. This course is of particular value for students choosing careers in the health professions. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 264

CRITICAL THINKING

3 credits/Patterns 2 or Concentration Option

This course aims at developing the skill of analyzing, interpreting, and criticizing arguments from a variety of disciplines. Topics include: clarification of concepts, distinguishing between conclusions and reasons for conclusions, evaluation of arguments, and the recognition of fallacies. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 265

PHILOSOPHY OF ART

3 credits/Patterns 2 or Concentration Option

This course is an introduction to the philosophy of art with emphasis on the metaphysics of beauty and on art's role in politics and society. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 266

PHILOSOPHY LOOKS AT FILM

3 credits/Patterns 2 or Concentration Option

This course is an application of philosophical perspectives to the study of film, with special attention to international cinema. The course will approach film either as a unique form of art or as a unique medium for engaging traditional philosophical questions. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

**PHL 267 (F, S)**

PHILOSOPHICAL APPROACHES TO GOD

3 credits/Patterns 2 or Concentration Option

This course is a study of philosophical positions about the existence and nature of God. Themes discussed include various concepts of God; the possibility of proof for the existence of God; and the philosophical dimensions of the religious experience. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 268

TOPICS IN EASTERN PHILOSOPHY

3 credits/Patterns 2 or Concentration Option

This course will study the major philosophers and philosophies of the East through a focus on one or more of the following philosophical traditions: Indian, Chinese, Japanese, Buddhist, or Islamic. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 270

SPECIAL TOPICS

3 credits/Patterns 2 or Concentration Option

Some recent topics have included:

- Philosophy and Literature
- Philosophy and Film
- Christian Ethics
- Tao and Zen
- Art and Facism

Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 303 (F, S)

AMERICAN PHILOSOPHY

3 credits/Patterns 2 or Concentration Option

This course presents a critical history of thought in North America, tracing its gradual transformation from 17th-century Puritanism to 20th-century pragmatism. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

**PHL 306**

ENVIRONMENTAL PHILOSOPHY

3 credits/Patterns 2 or Concentration Option

The course is designed to provide the student with an introduction to a wide range of philosophical issues and problems that attach to the attribution of moral concern to the environment. Topics may include deep ecology, ecofeminism, social ecology, social action, and the moral standing of animals as well as other living beings. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 308

THE PHILOSOPHY OF HISTORY

3 credits/Patterns 2 or Concentration Option

This course is a study of some of the principal viewpoints about historical knowledge and historical development. Problems discussed include: subjectivity and objectivity, causality and explanation, and perspective and relativity in history. The great schemes of historical interpretation are also considered. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 309

THE PHILOSOPHY OF THOMAS AQUINAS

3 credits/Patterns 2 or Concentration Option

This course is a study of the philosophical problems that arose in the Middle Ages and of the solutions proposed by Thomas Aquinas. Texts principally from the *Summa Theologiae*. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 310

EXISTENTIALISM

3 credits/Patterns 2 or Concentration Option

This course provides a critical study of existentialist thinkers and themes from the 19th and 20th centuries. Topics may include absurdity, nihilism, subjectivity, freedom, authenticity, and the Other. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 311

PROBLEMS OF KNOWLEDGE

3 credits/Patterns 2 or Concentration Option

This course offers a systematic investigation into the sources, limits, and nature of knowledge. Topics include: meaning and its relation to truth of statements; nature and criteria of truth; and the role of observation, perspective, and conceptualization in the justification of knowledge claims. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 313

METAPHYSICS

3 credits/Patterns 2 or Concentration Option

This course is a study of the ways in which major philosophers have answered questions about the basic nature of reality. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 323

PHILOSOPHY OF SCIENCE

3 credits/Patterns 2 or Concentration Option

The course looks at the practice of science, its aims, its methods, and its relation to society. Possible topics include the justification of scientific findings, the nature of scientific progress, the various branches of science, morally responsible scientific practice, and science and religion. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 325

SYMBOLIC LOGIC

3 credits/Patterns 2 or Concentration Option

This course is an introduction to formal logic, including truth-functional and quantificational logic. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 326

HISTORY OF WESTERN PHILOSOPHY: THE ANCIENT WORLD
3 credits/Patterns 2 or Concentration Option

This course focuses on Ancient Greek and Roman philosophy from the pre-Socratics through Plotinus. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 327

HISTORY OF WESTERN PHILOSOPHY: LATE ANTIQUITY
AND THE MIDDLE AGES
3 credits/Patterns 2 or Concentration Option

This course examines late antique and medieval philosophy, concentrating on St. Augustine and St. Thomas Aquinas. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 328

HISTORY OF WESTERN PHILOSOPHY: EARLY MODERN WORLD
3 credits/Patterns 2 or Concentration Option

This course examines 17th- and 18th-century philosophy is studied with a concentration on the rationalists, the empiricists, and Kant. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 329

HISTORY OF WESTERN PHILOSOPHY: CONTEMPORARY PHILOSOPHY
3 credits/Patterns 2 or Concentration Option

This course is a comparative study of trends in continental and Anglo-American philosophy. These may include linguistic analysis, phenomenology, deconstruction, post-modernism, neo-pragmatism, and critical theory. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 330-336

THE GREAT PHILOSOPHERS
3 credits/Patterns 2 or Concentration Option

This course is an in-depth study of a single major thinker from the philosophical tradition. Emphasis on the critical reading of texts, although attention will be given to the historical setting of the thinker's work. Previous thinkers have included St. Augustine, Karl Marx, Simone de Beauvoir, Martin Heidegger, Ludwig Wittgenstein, Pope John Paul II, and Michel Foucault. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 339

GENDER, BODY, AND CULTURE
3 credits/Patterns 2 or Concentration Option

This course provides a philosophical analysis of social and cultural practices that construct gender identity. Strategies of resistance to dominant modes of embodiment and concepts of sexual difference will also be explored. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 341

MINDS, BRAINS, AND ZOMBIES
3 credits/Patterns 2 or Concentration Option

This course examines human consciousness. Topics include the relation between the mind and the brain, the possibility of building conscious machines, the mental life of animals, and conceptual puzzles posed by zombies. Prerequisites: PHL 151, PHL 152, HON 131, or permission of the Department Chair.

PHL 350

BUSINESS ETHICS
3 credits/Patterns 2 or Concentration Option

Business practices are evaluated in the light of ethical principles. Special concern is given to moral dimensions of management decision making and to the ethical problems of consumerism and government control. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 370

SPECIAL TOPICS
3 credits/Patterns 2 or Concentration Option

Recent topics have included:

- Revolution to Romanticism
- Philosophy of Islam
- Memory, Identity, and the Self
- Evolution and Creation

Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 470

SPECIAL TOPICS
3 credits

PHL 480 (S)

SEMINAR
3 credits

This course is an investigation of a philosophical theme chosen each year by the department. Students will write a paper on the theme and present their work to the seminar. The seminar has for its purpose the integration of previous philosophical study. Required of philosophy majors; open to others with approval of the Department Chair.

PHYSICS

(See Geology, Environmental Science, and Physics)

POLITICAL SCIENCE

FACULTY

Michael Dillon, J.D., Ph.D., Chair

Professors: Dillon, Marbach

Assistant Professors: Balchunis, Boyle, Glatzer, Hill

FRAMEWORKS COURSE**■ SOCIAL SCIENCE**

- POL 151

REQUIREMENTS**■ REQUIRED FOR MAJOR IN POLITICAL SCIENCE: 14 COURSES**

- American Government:
POL 151, plus a second course in the area of American Government or **POL 363**
- Comparative Government:
POL 120, 221
- International Politics:
POL 240, 341
- Political Theory:
POL 260, 361
- Four electives in Political Science (excludes **POL 461**)
- Senior Seminar: **POL 480,481**

All Political Science courses except 460, 461, 480, and 481 are open to all students.

Accommodation for Dual Majors: Up to two of the required political science requirements can be waived. In addition, the seminar requirement is waived for those whose second major is political science, if a seminar is required in the other major.

■ REQUIRED FOR MINOR IN POLITICAL SCIENCE: 6 COURSES**■ REQUIRED FOR AMERICAN POLITICS MINOR**

- **POL 151** American Federal Government
- **POL 304** Congress and the Legislative process
- **POL 305** President and the Executive Branch
- **POL 302** American Constitutional Law I
- **POL 310** Political Parties and Elections
- **POL 342** U.S. Foreign Relations

■ REQUIRED FOR GLOBAL POLITICS MINOR

- **POL 120** Governments of Western Europe
- **POL 240** International Relations
- **POL 341** Globalization and International Decision-Making
- **POL 322** Governments of Eastern Europe and Russia
- **POL 344** The Middle East and the World
- **POL 348** 21st-Century Terrorism

■ REQUIRED FOR LAW AND POLITICS MINOR

- **POL 151** American Federal Government
- **POL 302** American Constitutional Law I
- **POL 303** American Constitutional Law II
- **POL 304** Congress and the Legislative Process
- **POL 316** Environmental Law and Policy
- **POL 319** Courts, Judges, and Judging

■ REQUIRED FOR PRACTICAL POLITICS MINOR

- **POL 151** American Federal Government
- **POL 215** Managing Public and Nonprofit Sectors
- **POL 301** State and Local Government
- **POL 310** Political Parties and Elections
- **POL 314** Mass Media and Politics
- **POL 385** Ethics in Government

Students may continue to take the traditional POL minor, which includes POL 151, American Government, and any other five POL courses except for POL 460, 461, 480, and 481. The Department strongly encourages students to consider choosing minor concentrations of grouped upper-division courses to enhance their individual career objectives and bolster their resumes. Individual adjustments to these concentrated minors can be arranged with approval of the Department Chair.

COURSE DESCRIPTIONS**POL 151 (F, S)****PRINCIPLES OF AMERICAN GOVERNMENT**

3 credits / Core: Frameworks of Scientific Understanding

This course provides an overview of the principles, institutions, and decision-making processes of American government. The course focuses on the foundations of the American constitutional order and the development of contemporary American government at the national level. Topics are approached in a critical and analytical way, seeking to understand the trade-offs inherent in particular democratic choices. Historical, comparative, and analytical methods are employed. This course is required of all political science majors and minors. The course requirements include a minimum of 10 to 12 pages of academic writing.

American Government**POL 215 (F, S)****MANAGING THE PUBLIC AND NON-PROFIT SECTORS**

3 credits

This course is an introduction to different concepts and aspects of public administration from a variety of theoretical viewpoints. Topics include: bureaucratic organization and leadership styles, program evaluation and productivity, budgeting, civil service, and public policy making. (Formerly titled "Public Administration.")

POL 301 (S)**STATE AND LOCAL GOVERNMENT**

3 credits

This course is a study of the state as a partner in the federal system; the states' constitutional development; and principles underlying state governmental organization, reorganization, and functions.

POL 302 (F)**AMERICAN CONSTITUTIONAL LAW I**

3 credits

A case study approach utilizing Supreme Court decisions provides an analysis of the governmental structure of the United States. Principal topics include: judicial review, separation of powers, federalism, extent and limit of Congressional and Presidential authority, and the commerce and fiscal clauses of the Constitution.

POL 303 (S)**AMERICAN CONSTITUTIONAL LAW II**

3 credits

A case study approach utilizing Supreme Court decisions provides an analysis of the individual's relationship to the government under our Constitution. Principal topics include rights under the early Constitution, the incorporating process, First Amendment rights, procedural rights of the accused, and equal protection and political rights. (Strongly recommended: Constitutional Law I)

POL 304 (S)**CONGRESS AND THE LEGISLATIVE PROCESS**

3 credits

Topics of this course address the role of Congress in the legislative process; its internal operations and external political relations, especially with the President. Comparison of the characteristics of Congress with those of state legislatures and European legislative bodies.

POL 305 (S)
THE PRESIDENT AND THE EXECUTIVE BRANCH
3 credits

This course examines the growth, both in size and power, of the Executive Branch of the national government. Topics covered include: the mechanics and significance of presidential elections, the institution of the presidency, presidential-congressional relations, and the limits of presidential power.

POL 310 (F)
POLITICAL PARTIES AND ELECTIONS
3 credits

This course provides a view of the political problems of the United States as revealed in the major and minor political parties that have arisen during the country's history.

POL 311 (S)
WOMEN IN POLITICS
3 credits



This course is an introduction to the history and issues associated with the movement for women's political equality. Topics include: women's suffrage, equal protection and the ERA, job discrimination, and women in political campaigns and elected offices.

POL 314 (F)
MASS MEDIA AND POLITICS
3 credits

This course examines the influence of the mass media upon the American political process. Emphasis is on the role of the media in campaigns and elections.

POL 316 (F)
ENVIRONMENTAL LAW AND POLICY
3 credits

This course offers an introduction to the rise of environmentalism in the United States. Addresses the major environmental statutes from the Clean Air and Clean Water Acts to the Endangered Species Act, RCRA and Superfund, and also integrates case studies and collaborative learning to evaluate the impact of scientific uncertainty on environmental planning while emphasizing the difficult choices faced in developing environmental policy.

POL 319 (S)
COURTS, JUDGES, AND JUDGING
3 credits

This course offers an introduction to the development of the Common Law, tracing the rise of courts and the expanding role of judges in England and the United States from Magna Carta to the Constitution of 1789, discussing the rise of Judicial Review in the United States, and concluding with an exploration of the competing ways in which current Supreme Court Justices (Scalia, Roberts, Breyer, Ginsburg) view their role and their power in a democratic society.

POL 385 (S)
ETHICS IN GOVERNMENT
3 credits

The purpose of this course is to examine the role of ethics and the problems caused by a lack of ethics at the federal, state, and local government levels. This course will underscore the importance of ethics in government by looking at a variety of sources, ranging from Codes of Ethics

to the U.S. Constitution and state constitutions, and reviewing various case studies, including Watergate and Interagate. Required of all Public Administration majors.

Comparative Government

POL 120 (F) →
EUROPEAN POLITICS
3 credits

This course is an introduction to European politics, with a focus on the political, social and economic changes over the past 200 years. While focusing on a select number of countries, including Britain, France and Germany, the course also examines the development of the European Union and the challenges of regional economic integration. It is required of all political science majors. The requirements include a minimum of 10 to 12 pages of academic writing.

POL 221 (S)
COMPARATIVE GOVERNMENTAL SYSTEMS
3 credits

This course addresses an introduction to non-traditional and non-Western political systems. Content will vary from year to year and may include topics such as Asian political systems, Latin American systems, the political structures of ancient imperial organizations, pre-colonial African tribal organizations, etc. This course is required of all political science majors. A course requirement includes 12 to 15 pages of academic writing.

POL 322 (F) →
THE GOVERNMENTS OF EASTERN EUROPE AND RUSSIA
3 credits

This course is a study of the politics and government in the former Soviet Union and Warsaw Pact nations of Eastern Europe, including the rise and fall of totalitarian communism and the prospects for democratic development.

POL 334 (F) →
THE POLITICAL ECONOMY OF LATIN AMERICA
3 credits

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

Cross-listed with ECN 334 and HIS 334.

International Politics

POL 240 (F) →
INTERNATIONAL RELATIONS
3 credits

This course provides an analysis of the basic patterns and major factors underlying international politics. Consideration of current international problems will be addressed. The course is required of all political science majors. In addition, the course requires a minimum of 12 to 15 pages of academic writing.

POL 341 (S)

GLOBALIZATION AND INTERNATIONAL DECISION MAKING
3 credits

This course offers an analysis of the increasing functional obsolescence of the nation state under the pressures of transnational problems such as drugs, AIDS, and the environment. The emergence of regional and international organizations such as the European Community, the Organization of African States, and the Association of South East Asian Nations to meet these challenges are also addressed. The course is required of all political science majors. Prerequisite: POL 240 is recommended. (Formerly titled "Global Village.") In addition, the course requires a minimum of 15 to 20 pages of academic writing.

POL 342 (F)

U.S. FOREIGN RELATIONS
3 credits

This course is a study of the diplomatic and military instruments of American foreign relations, the formal and informal powers and processes by which policy is made, and the basic patterns of national interest and policy, both prior to World War II and into the present.

POL 344 (F)

THE MIDDLE EAST AND THE WORLD
3 credits

This course offers a study of modern Middle Eastern politics, with emphasis on the origins, issues, and present stage of the Arab-Israeli conflict; an analysis of Western and Soviet foreign policies in the area, with the emphasis on America's mideast diplomacy.

POL 348 (F)

21ST-CENTURY TERRORISM: UNDERSTANDING THE GLOBAL THREAT
3 credits

This course will define basic concepts related to terrorism, trace the history of terrorism since 1945, and compare and contrast various terrorist groups and their tactics, with particular emphasis on Islamic terrorist organizations, to equip students with tools for understanding and analyzing modern terrorism. Depending upon the semesters this course is taught, it may focus on different geographic areas as well as on the many variants of terrorism, including those developed since the 1979 Iranian revolution, with emphasis on state-supported terrorism and specific terrorist groups as well as the goals and tactics of terrorism and the causes of terrorism.

Political Theory**POL 160**

POLITICAL ANALYSIS
3 credits

This course surveys the theoretical foundations, approaches, and methodologies of political analysis, introducing students to the "science of politics" and providing a basic grounding in the social scientific study of political behavior and phenomena. The course equips students with the tools of inquiry (such as the description and analysis of quantitative data and the systematic use of case studies) most commonly used in the discipline of political science.

POL 260 (F)

SURVEY OF POLITICAL THOUGHT I: THE FOUNDATIONS
3 credits

This course focuses on an analysis of the major political writers from Plato to approximately 1550. Emphasis on each author's concept of the state and its function and end, as well as their solution to the problem



of the reconciliation of the common good with individual freedom will be addressed. The course is required of all political science majors. In addition, the course requires a minimum of 12 to 15 pages of academic writing.

POL 361 (S)

SURVEY OF POLITICAL THOUGHT II: LIBERAL DEMOCRACY AND ITS CRITICS
3 credits

This course is an analysis of modern liberal democratic thought and the various criticisms of it from both the left and the right are topics to be addressed in this course. Emphasis is on the reading of original sources by Machiavelli, Hobbes, Locke, J.S. Mill, Rousseau, Burke, Marx, Nietzsche, etc. This course is required of all political science majors. Prerequisite: POL 260 is recommended. The course requires a minimum of 15 to 20 pages of academic writing.

POL 363 (S)

THE AMERICAN POLITICAL TRADITION
3 credits



This course provides an inquiry into various religious and philosophical threads, from the Puritan "city on a hill" to the 1960s counter-culture, which combine to form the fabric of American political thought. Analysis of original source material is stressed.

Other Courses**POL 270, 370, 470 (F, S)**

SPECIAL TOPICS AND INDEPENDENT STUDY
3 credits

As interests indicate, special programs may be introduced into the curriculum discussing highly specialized problems for group or independent study.

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

POLITICAL ECONOMY OF AFRICA
3 credits



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

POL 460 (F, S)

POLITICAL SCIENCE INTERNSHIP I
3 credits

This course is designed to give students the opportunity to apply their academic interest to relevant positions in the community. Placements will be provided and the students will be expected to give a comprehensive report on their experiences. Required of all public administration majors. Does not count toward the minor in political science. Permission of the Chair and/or a GPA of 3.0 or better are required.

POL 461 (F, S)

POLITICAL SCIENCE INTERNSHIP II
3 credits

With the permission of the Chair, a second semester involving a different experience may be undertaken. Does not count toward the major or minor in political science.

POL 480 (F)

SEMINAR I

3 credits

This course involves a study of methods of research and scholarly writing. Directed research and reports on individual assignments are expected. The course is open to political science majors only and constitutes a requirement for them. In addition, the course requires a minimum of 25 pages of academic writing.

POL 481 (S)

SEMINAR II

3 credits

This course involves supervised research and writing on a major topic. Weekly presentations and group discussion discussions of individual papers are expected. Submission of A written thesis is to be submitted. The course is open to political science majors only and is a requirement for them. Prerequisite: POL 480. This course requires a minimum of 25 pages of academic writing.

PSYCHOLOGY**FACULTY**

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

Professors: Burke

Associate Professors: Armstrong, Cardaciotto, Collins, Falcone, Fingerhut, McClure, Montague, Moon, Wilson, Zelikovsky

Assistant Professors: Goldbacher, Jacob, McMonigle, Spokas, Sude, Williams

Professors *Emeriti*: McCarthy, Rooney**FRAMEWORKS COURSE****Social Science**

- PSY 155

REQUIREMENTS**■ REQUIRED FOR MAJOR IN PSYCHOLOGY: 12 COURSES**

- PSY 155
- PSY 310
- PSY 311
- PSY 330
- Seven electives in psychology, including three of the following: **PSY 410, 415, 420, 425, 430**
- MTH 150 or higher

NB: PSY 331 is strongly recommended as an elective for students planning doctoral studies in psychology.

■ REQUIRED FOR MINOR IN PSYCHOLOGY: 6 COURSES

- PSY 155
- Five electives, two of which are at the 300 or 400 level

COURSE DESCRIPTIONS**PSY 155 (F, S)**

INTRODUCTION TO PSYCHOLOGY

3 Credits / Frameworks

This course will provide a general introduction to the discipline of psychology. Emphasis is given to the methods, theories, and findings of psychological research. Areas covered may include biological bases of behavior, learning, perception, thinking, development, personality, abnormality, and social behavior.

PSY 210 (F, S)

DEVELOPMENTAL PSYCHOLOGY

3 credits

This course provides a study of the theories and research relevant to understanding human development from conception through adulthood, with special emphasis on childhood and adolescence. Biological, cognitive, and socioemotional processes will be examined.

PSY 215 (F)

ADULT DEVELOPMENT AND AGING

3 credits

This course is an introduction to the scientific study of adulthood, with a special emphasis on gerontology. Focuses on the theories, principles, and research related to cognitive change and on social development, particularly in the context of intergenerational relationships.

PSY 220 (F, S)

PSYCHOPATHOLOGY

3 credits

This course is an introductory course surveying the principal forms of mental disorders, with emphasis on causes, symptoms, and treatment. An analysis of the problem of maladaptive behavior and the study of certain personality and behavior patterns.

PSY 225 (F, S)

SOCIAL PSYCHOLOGY

3 credits

This course provides a study of the research findings and theories dealing with the phenomena of social behavior. Focuses on individual behavior as it affects and is affected by the behavior of others.

PSY 230 (S)

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

3 credits

This course offers a study of the application of psychological principles and theories to organizational settings. Topics examined include research methodology, employee selection and assessment, leadership, motivation, job satisfaction, and characteristics of the workplace that affect employee and organizational well-being.

PSY 242 (F)

INTRODUCTION TO LANGUAGE AND COMMUNICATION

3 credits

This course is an introduction to the study of the grammar and sound systems of natural language with an emphasis on English. Historical and present-day controversies on linguistic theories and the nature of language are emphasized. This class is cross-listed with SLH 100.

PSY 245 (F)
FORENSIC PSYCHOLOGY
3 credits/Elective

This course addresses selected topics in the area of forensic psychology. The focus of the course will center on the theory, science, applications, and practices of psychology in the criminal justice system. Topics will include police and investigative psychology, family forensic psychology, psychology of crime and delinquency, legal psychology, expert witness testimony, and issues related to corrections.

PSY 250 (S)
HUMAN SEXUALITY
3 credits

This course is a survey of the theory, research, and issues related to sexuality from a psychological perspective. Topics will include the biological, psychological, and social foundations of human sexuality, human reproduction, cross-cultural perspectives on social behavior and contemporary society, gender roles and stereotypes, the expression of human sexuality, sexual deviancy, and violence.

PSY 255 (S)
PSYCHOLOGY OF WOMEN
3 credits/Elective

This course provides an overview of psychological theory and research related to the study of women, including research on gender, gender socialization, and sex differences. It will evaluate traditional views and feminist perspectives. Students will learn how gender and sexism interact with ethnicity, class, and age across the lifespan to influence women's lives and understandings.

PSY 260 (F)
SPORT PSYCHOLOGY
3 credits/Elective

Students will be introduced to concepts in sport psychology. Issues of individual athletes, athletic teams, and sport psychology interventions are discussed. Students are introduced to conceptualizing and presenting sport psychology issues and interventions.

PSY 265 (S)
STRESS AND HEALTH
3 credits/Elective

This course explores the relationship between stress and health through both a didactic method as well as experiential group exercises, journal writing, guided imagery, and drawing. Introduction to stress-management strategies is provided through readings and hands-on application of demonstrated techniques.

PSY 310 (F)
STATISTICS I
3 credits

This course is the first semester of a two semester sequence in statistics covering descriptive and inferential statistics and the logic of hypothesis testing. Emphasis in this course is on understanding the statistical technique and its meaning in making research decisions. Prerequisites: PSY 155 and MTH 150 or higher.

PSY 311 (S)
STATISTICS II
3 credits

This course is the second part of a two semester sequence in statistics focusing on the use of SPSS as a tool to assist in describing data, hypothesis testing, and making data supported decisions. Emphasis in this course is on the analysis of data and the communication of statistically supported findings. Prerequisite: PSY 310.

PSY 330 (F)
RESEARCH DESIGN I
4 credits

This laboratory course focuses on introducing students to the techniques and methods of descriptive and inferential research as they are applied to psychological science. Prerequisites: PSY 155 and 311. Three hours lecture, two hours laboratory.

PSY 331 (S)
RESEARCH DESIGN II
4 credits

This course offers lectures and discussions on modern psychological science. For laboratory work, the student plans, designs, and performs an original research experiment. Prerequisite: PSY 330. Three hours lecture, two hours laboratory.

PSY 340 (S)
PSYCHOLOGICAL ASSESSMENT
3 credits

This course examines the selection, administration, and interpretation of psychological tests used in the measurement of aptitudes, achievement, interest, and personality. Prerequisites: PSY 155 and 310.

PSY 342 (S)
SPEECH AND LANGUAGE DEVELOPMENT
3 credits

This course explores the specific nature, sequence, and patterns of language development from birth through adolescence and its relation to other aspects of child development. Conditions that place infants and children at risk for speech and language disorders are explored. Patterns of normal language development are discussed as guide for the evaluation and treatment of children with developmental language disorders. Prerequisite: SLH 100 or PSY 242, or permission of instructor. This course is cross-listed with SLH 203.

PSY 350 (F, S)
COUNSELING THEORIES AND PRINCIPLES
3 credits

This course addresses theories and principles of the counseling process. The dynamics of human change. The objectives, work, and continuing problems of counseling. Prerequisite: PSY 155.

PSY 360 (F)
HEALTH PSYCHOLOGY
3 credits

This course is an overview of key topics, theories, and issues in Health Psychology. Topics include stress, eating, exercise, coping, and the effect of individual traits and psychological/social processes on health. Previously, this special topics course focused exclusively on stress. It has been extended to reflect trends in the fields of psychology and managed care.

The intent is to help students become more prepared for entry into graduate school, medical school, or a professional setting.

PSY 410 (S)
THEORIES OF LEARNING
3 credits

This course is an analysis of the principal theories of learning in light of recent experiments in animal and human learning. Prerequisite: PSY 155.

PSY 415 (F)
COGNITIVE PSYCHOLOGY
3 credits

How do we acquire, store, retrieve, and use knowledge? This course investigates how we make sense of our experience by examining classic and contemporary theory and research in human information processing, the representation and organization of knowledge, and the use of higher cognitive skills. Topics may include attention, perception, memory, imagery, language, problem solving, creativity, reasoning, and decision making. Prerequisite: PSY 155.

PSY 420 (F)
PHYSIOLOGICAL PSYCHOLOGY
3 credits

This course is an introduction to the neurological and endocrinological bases of behavior. Consideration of sensory and motor processes, motivation and emotion, learning and memory. Prerequisite: PSY 155.

PSY 425 (F)
THEORIES OF PERSONALITY
3 credits

This course is a systematic study of the principal theories of personality with particular emphasis on recent trends, research methodology, and personality measurement. Prerequisite: PSY 155.

PSY 430 (S) →
HISTORY AND SYSTEMS OF PSYCHOLOGY
3 credits

This course examines of the beginnings and development of psychology as a science and profession; psychology's historical roots in philosophy, biology, and national culture. Prerequisite: PSY 155.

PSY 480-481 (F, S)
SEMINAR
3-6 credits

This course provides readings, discussion, and analysis of contemporary psychological theories and research; individual student research and presentation of paper. Prerequisite: Junior or senior standing as psychology major.

PSY 490-491 (F, S)
PSYCHOLOGICAL RESEARCH
3 credits

This course provides the student with an opportunity to do research with a faculty member. The student and the faculty member must agree on the research project before the student signs up for the course. Prerequisite: Junior or Senior standing as a psychology major. May be taken either or both terms.

PSY 495-496 (F, S)
FIELD EXPERIENCE
3 credits

This course provides the student with off-campus opportunities to work in clinics, schools, business, or the criminal justice system. Junior or senior standing as a psychology major. May be taken either or both semesters.

PSY 270, 271, 370, 371, 470, 471
SPECIAL TOPICS IN PSYCHOLOGY
3-6 credits

This course examines contemporary issues in psychology (e.g., psychology of women, drug abuse, forensic psychology, sports psychology, or prejudice). Prerequisite: varies with topics.

PUBLIC ADMINISTRATION

(Administered by the Chair, Political Science Department)

POWERS COURSE

- NUMBERS
 - ECN 213

REQUIREMENTS

- REQUIRED FOR MAJOR IN POLITICAL SCIENCE/PUBLIC ADMINISTRATION: 14 COURSES
 - POL 151
 - POL 215
 - POL 260
 - POL 301
 - POL 302
 - POL 385
 - POL 460
 - POL 480
 - POL 481
 - One additional course in American Government (from 303, 304, 305, 310, 311, 314, 316)
 - ECN 150
 - ECN 201
 - BUS 101
 - BUS 207

RELIGION

FACULTY

Brother John M. Crawford, F.S.C., Ph.D., Chair
Professors: Kelly, McGinniss, McGuinness
Associate Professors: Angeles, Copeland, Pastis
Assistant Professors: Dougherty, Crawford
Lecturers: Conway, Dolan, Hallahan, Janicki, McGowen, Monaco
Professors *Emeriti*: Biechler, Efroymsen

PATTERNS COURSES
■ RELIGION

- REL 150 OR 153

Approved for “Patterns of Meaning” Requirements

REQUIREMENTS
■ REQUIRED FOR MAJOR IN RELIGION: 13 COURSES

- One from REL 150 or 153.
- REL 400

Majors will take courses from each of the following areas:

A. Bible (two courses)

- REL 210 Hebrew Bible/Old Testament
- REL 211 The New Testament
- REL 212 The Prophets of Ancient Israel
- REL 214 The Gospels
- REL 315 St. Paul
- REL 316 Women in the Bible

B. Christianity (two courses)

- REL 220 Catholicism and the Modern World
- REL 223 Issues in Christology: Jesus and His Achievements
- REL 224 Christian Spirituality: Visionaries, Mystics, and Saints
- REL 225 The Sacraments
- REL 226 Christian Worship
- REL 244 Religion in America
- REL 245 American Catholicism
- REL 324 La Salle and His Legacy
- REL 345 Religion and Philadelphia
- REL 360 Religious History of Ireland

C. Other World Religions (one course)

- REL 231 Buddhism, Hinduism, and Other Religions of the Far East
- REL 232 Judaism, Islam, and Other Religions of the Near East
- REL 270 Special Topics (Islam in America; Women in Islam)

D. Religion, Ethics, and Culture (two courses)

- REL 240 Contemporary Religious Thought
- REL 241 Women and Western Religion
- REL 250 Contemporary Moral Problems
- REL 251 Peace, Justice, and the Christian Tradition
- REL 352 Playing God: Religion, Ethics, and the Life Sciences
- REL 353 Social Justice and Community Service
- REL 354 Love, Sex, and Friendship: Religious Perspectives on Human Relationships

■ REQUIRED FOR DUAL MAJORS

- One from REL 150 or 153
- 9 electives
- REL 400

■ REQUIRED FOR MINOR IN RELIGION

- One from REL 150 or 153
- Five REL electives

Religion majors may choose the major program as described above or:

Religion-Education:

- REL 150/153; two courses in non-Christian religions;
- two courses in Bible (one at the 200 level; one at the 300 level);
- REL 220
- REL 225

- REL 250 or 251

Four REL electives (chosen in consultation with REL and EDC advisors)

- Plus EDC 103, 104, 224, 225, 304, 306, 401, 470.

All upper-division courses, except REL 242, qualify for Patterns 2 status; REL 242 has elective status only.

COURSE DESCRIPTIONS
REL 150 (F, S)
EXPLORING CHRISTIANITY

3 credits/Patterns 1

This course is a study of Christianity. Students will be introduced to four major topics: the biblical origins of Christianity; the development of the doctrine concerning Christ; key divisions within the churches worldwide; and contemporary beliefs and practices.

REL 153 (F, S)
EXPLORING RELIGION

3 credits/Patterns 1

This course is a study of religion that introduces students to religious symbols and rituals, as well as ideas about God and gods, salvation, death, evil, human suffering, and myths. This course also explores how religion affects social values, ethics, economics, and politics, as well as the positive impact that religions can exert to encourage people to work for justice and the common good.

REL 210 (F)
THE HEBREW BIBLE/OLD TESTAMENT

3 credits/Patterns 2 or Concentration Option

This course examines the Jewish canonical writings in their historical and cultural contexts, introduces the scholarly tools employed to discover the meaning(s) of the documents, and investigates the rich and complex development of the religion of ancient Israel and biblical Judaism(s). The deuterocanonical writings, those not included in the Jewish canon, will also be discussed.

REL 211 (S)
THE NEW TESTAMENT

3 credits/Patterns 2 or Concentration Option

This course examines the Christian canonical writings in their historical and cultural contexts, introduces the scholarly tools employed to discover the meaning(s) of the documents, and investigates the continuities and the transformations of Christianity from a Jewish movement to an independent religion.

REL 212 (S)
THE PROPHETS OF ANCIENT ISRAEL

3 credits/Patterns 2 or Concentration Option

With an emphasis on the study of prophecy and prophetic literature in the Bible, this course explores prophecy as an institution in the Near East and its unique development in Israel in connection with the theological message of the biblical prophets.

REL 214 (F)
THE GOSPELS

3 credits/Patterns 2 or Concentration Option

This course is an introduction to the four New Testament gospels. While these texts agree on major events in the life of Jesus, they individually offer unique perspectives on who Jesus was. The synoptic gospels:

Mark, Matthew, and Luke will be studied first, with special attention given to the question of literary relationships between these three texts, what scholars identify as the “Synoptic Problem.” Next, we will study the Gospel of John, the most unique of the four gospels. Finally, we will briefly explore apocryphal (extra-biblical) gospel traditions about the life and teachings of Jesus.

REL 220 (F)

CATHOLICISM IN THE MODERN WORLD
3 credits/Patterns 2 or Concentration Option

This course is a historical and theological introduction to the study of Catholicism as it shapes and is shaped by the social, economic, political, and religious contexts of the 21st century. Catholicism will be studied in light of the history of the issues and current theological thought.

REL 221 (S)

CHRISTIAN ORIGINS
3 credits/Patterns 2 or Concentration Option

This course is an introduction to the development of Christianity from a fringe, Jewish apocalyptic movement to the state religion of the Roman Empire. The course objectives are as follows: (1) to familiarize students with the history and literature of formative Christianity in its Greco-Roman context; (2) to explore Jesus traditions in the New Testament and later Christian writings; (3) to discuss the diversities of “heretical” and “orthodox” Christianity in the first four centuries; and (4) to explore the roles of women in the earliest Christian communities.

REL 223 (S)

ISSUES IN CHRISTOLOGY: JESUS AND HIS ACHIEVEMENT
3 credits/Patterns 2 or Concentration Option

This course studies the person, mission, and achievement of Jesus in the New Testament with reference to the post-biblical church reflections on this tradition. This course also examines contemporary attempts to interpret the story of Jesus and to draw implications for personal faith and society.

REL 224 (S)

CHRISTIAN SPIRITUALITY: VISIONARIES, MYSTICS, AND SAINTS
3 credits/Patterns 2 or Concentration Option

This course explores the ways in which Christians, both Eastern and Western, have striven to express and deepen love of God and others. The course will analyze the origins and development of their various movements in spirituality and the means used to embody Christian discipleship.

REL 225 (F)

THE SACRAMENTS
3 credits/Patterns 2 or Concentration Option

This course inquires into the origins and developments of, as well as the current theological issues concerning, Christian rites and symbols. This course also studies some of the problems of contemporary sacramental theology.

REL 226 (S)

CHRISTIAN WORSHIP
3 credits/Patterns 2 or Concentration Option

This course is a study of the shape and practice of worship, especially in Western Christian Sunday liturgy. The course understands worship as lying between art and life, and examines both symbol and ritual, and surveys the development of Sunday worship and contemporary issues.

REL 231 (F, S)

BUDDHISM, HINDUISM AND OTHER RELIGIONS FROM THE FAR EAST
3 credits/Patterns 2 or Concentration Option

This course examines the major religious traditions that originated in India and China: Hinduism, Buddhism, Confucianism, and Daoism. The topics covered will include basic doctrines and practices of each religion, major figures like Confucius and the Buddha, central scriptures like the Bhagavad Gita and Dao De Jing, and the impact of each religion on society and culture. Secondary attention will be paid to other religious traditions from the Far East, such as Sikhism, Jainism, or Shinto.

REL 232 (F)

JUDAISM, ISLAM, AND OTHER RELIGIONS FROM THE NEAR EAST
3 credits/Patterns 2 or Concentration Option

This course examines Judaism and Islam. The Judaism segment of this course covers the historical origins, roots, and developments of Judaism as a religion. The course will evaluate Jewish social and cultural values as well as religious problems faced by Jews today. The Islam segment covers the origins of Islam and the background and development of the Qur'an, Muslim traditions and values, as well as the inner tensions, contemporary movement, and interaction with the non-Muslim world. Secondary attention will be paid to Middle Eastern Christianity (e.g., Coptic or Syrian), Zoroastrianism, Ba'hai, or other aspects of the religious life of Israel, North Africa, and the Middle East.

REL 233

ISLAM IN AMERICA
3 credits

The course explores how American Muslims live and interpret Islam in a western, secular society. Students will learn about the teachings of Islam, its historical development in the United States from the time Muslim slaves were brought to the country to the emergence of local and diasporic Muslim communities in contemporary times. Various dimensions of Islam will be examined while paying attention to the social-political-economic contexts and issues that helped shape these communities. Among topics included in the course are: Qur'an as interpreted in the American environment, women and gender, religion and race, American Muslim politics and civic engagement after 9/11, visual expressions of Islam (material culture), American Muslim spirituality and religious life, Muslim youth and Muslim identity.

REL 240 (F)

CONTEMPORARY RELIGIOUS THOUGHT
3 credits/Patterns 2 or Concentration Option

This course offers a critical study of the principal figures who have shaped religious thought in the modern world and exerted influence on societies and their ecclesiastical and political systems. Each phase of the course is structured around a significant religious writer or theme in order to analyze the issues of justice, peace, and responsible leadership in both church and state.

REL 241 (F)

WOMEN AND WESTERN RELIGION
3 credits/Patterns 2 or Concentration Option

This course is an examination of the interaction between women and religion in the Judeo-Christian tradition. Readings will attend to the role of women in the origins and development of these traditions, to contemporary women's efforts to reform the traditions, and to recent diverse women's spiritualities outside the mainstream tradition.

REL 242

SPORTS AND SPIRITUALITY

3 credits/Patterns 2 or Concentration Option

This course explores contemporary spirituality in relation to the phenomena of sports. Students study how human beings encounter the Holy in the midst of everyday life with emphasis on how experiences associated with sports, either as an athlete participant or as identifying with athletes and teams, impact on developing a critical assessment of one's personal values system. This assessment, in turn, becomes a focus on the ways in which one relates to the Holy or the Transcendent in the course of one's life.

REL 243 (F)

RELIGION AND CONTEMPORARY LITERATURE

3 credits/Patterns 2 or Concentration Option

This course is a study of religion and religious themes in literature, this course focuses on both literary critical concerns and a religious analysis of the readings. This course is cross-listed with ENG 243.

REL 244 (F, S)

RELIGION IN AMERICA

3 credits/Patterns 2 or Concentration Option

This course examines the origins of the American national character, the religious and secular roots that have nourished it, and the myths—especially those of being a chosen people, of Progress, and of unlimited freedom. The dominant Protestant tradition in its Calvinist, Evangelical, and Fundamentalist forms will be examined, as well as the religious “outsiders” who came to be Americans: Catholics, Jews, Native Americans, Blacks, Muslims, Hindus, Buddhists, and East Asians. The secular tradition will be explored as a religion of possessive individualism and consumerism as a new way of being religious. Finally, the apocalyptic strain in American thought will be considered as feeding the desire for an American world empire.

REL 245 (S)

CATHOLICISM IN THE UNITED STATES

3 credits/Patterns 2 or Concentration Option

This course will examine the history and place of the Roman Catholic community in the United States from the colonial period until the present, with special attention to the 20th and 21st centuries. Topics include: ethnicity, devotional life, and the social, cultural, and historical dynamics that have shaped Catholicism in the United States.

REL 250 (F)

CONTEMPORARY MORAL ISSUES

3 credits/Patterns 2 or Concentration Option

This course studies and promotes discussion on the variety of moral perspectives on selected current issues: war, racism, social justice, sexual conduct, abortion, euthanasia, women's rights, and capital punishment, as these relate to diverse faith traditions.

REL 251 (S)

PEACE, JUSTICE, AND THE CHRISTIAN TRADITION

3 credits/Patterns 2 or Concentration Option

This course explores the fundamental principles which have influenced religious thinking about and action for peace and justice. Although the principal focus is on Western Christian thought, peace and justice traditions of other world religions may also be included.

REL 315 (S)

ST. PAUL

3 credits/Patterns 2 or Concentration Option

This course is a study of the 13 New Testament letters associated with Paul. These letters bear witness to a diversity of belief and practice in the earliest Christian communities. This course will examine the following: the first century historical and political context, Paul's Jewish background, authorship of the letters, Jesus according to Paul, Paul and women, and primitive Christianity as described in his letters.

REL 316 (S)

WOMEN IN THE BIBLE

3 credits/Patterns 2 or Concentration Option

This course is a select survey of “women” in the Hebrew Bible (Old Testament) and New Testament, this course examines biblical stories about women; biblical attitudes about femaleness; women's religious and social roles in their respective historical settings; and recent feminist biblical interpretation.

REL 324 (F)

LA SALLE AND HIS LEGACY

3 credits/Patterns 2 or Concentration Option

John Baptist de La Salle (1651-1719), saint, scholar, priest, founder, educational innovator, spiritual guide, and universal patron of teachers, initiated a spiritual and educational legacy that drew upon the religious currents of his times and has endured into the present. This course will explore the life experiences, spiritual insights, educational innovations, and lasting influences of St. La Salle, with particular attention to how his legacy continues to inspire and guide Lasallians worldwide today. As participants in an upper division course, students will engage in theological discourse, read and analyze foundational texts, and research and write about course topics with an appropriate level of skill.

REL 345 (F, S)

RELIGION IN PHILADELPHIA

3 credits/Patterns 2 or Concentration Option

This course in historical theology examines religion through the prism of significant events in Philadelphia and Pennsylvania. In examining the original inhabitants of the Delaware Valley, the Lenni Lenape, and their relations with William Penn, the course considers the meaning of race in America. Similarly, through study of the origins of the African Methodist Episcopal Church and of abolitionism, the course deals with race in the United States. Feminist strands of American religious history also emerge in the writings of Lucretia Mott and Jarena Lee, and in the watershed ordination of 11 women in the Episcopal Church in 1974. Important contemporary ideas and forces follow from the history of the region. Readings are both primary and secondary, and students visit historical sites and attend at least one contemporary religious service. The premise of the course is that education about the past and experience in the present lead to an understanding of culture and self.

REL 352 (F)

PLAYING GOD: RELIGION, ETHICS, AND THE LIFE SCIENCES

3 credits/Patterns 2 or Concentration Option

This course will examine the dilemmas and debates related to many of today's most controversial issues in the life sciences, as well as the role of religion as a frame for understanding and evaluating the ethical dimensions of these controversies. Topics will include: the American health-care system, stem cell research, genetic engineering, cloning, drug development, pollution, global warming, euthanasia, plastic surgery, and reproductive technology.

REL 353 (S)

SOCIAL JUSTICE AND COMMUNITY SERVICE
3 credits/Patterns 2 or Concentration Option



This course is designed for students who would like to become involved in community outreach activities or who have already demonstrated an ongoing commitment to such activities. This course will integrate community service with issues of justice from the perspective of theology. Its purpose is to provide not only analysis, but also a deeper appreciation and respect for the disadvantaged, and a more long-lasting commitment to enter into solidarity with them in their struggle for justice. Through readings, reflection, a community service project, and discussion, this course will allow students to gain a more comprehensive understanding of the social, political, spiritual, and economic causes of injustice and how their service influences the cause of social justice.

REL 354 (F, S)

LOVE, SEX, AND FRIENDSHIP: RELIGIOUS PERSPECTIVES ON HUMAN RELATIONSHIPS
3 credits/Patterns 2 or Concentration Option

What is the nature of love? What role does friendship play in our happiness? Can sex be a religious experience? Does it have to be? This course will explore how different figures in Western religious thought have dealt with questions such as these, and how love, as a theological idea and as the foundation of a religious ethic, has had an impact on the various religious perspectives on sexuality, friendship, and family life.

REL 360 (S)

THE RELIGIOUS HISTORY OF IRELAND (TRAVEL STUDY)
3 credits/ Patterns 2 or Concentration Option



This course explores the foundations of Ireland's religious history from its foundations in Celtic-Druidic religious practices through to its Christianization under Patrick and subsequent influence on Irish Catholicism, political conflicts, and cultural development. Students focus on how the more democratic monastic movement entered into conflict with the hierarchical Roman Church and what role Irish monasteries played as centers of culture and education from the Dark Ages to the medieval period. The course directs attention to the role a powerful Roman Catholicism played in the periods of persecution following the Reformation and in the struggle for independence from Great Britain in the 19th and 20th centuries. Finally, the course examines the decline of the Roman Catholic Church's influence on politics through contemporary Ireland's emergence as an economic power, its confrontations with the "troubles" in Northern Ireland, and a budding anti-clericalism. As a travel/study course, students journey to Ireland to see first-hand the various sites that illustrate Ireland's impressive and diverse religious history and culture.

SPECIAL TO MAJORS**REL 400 (F)**

MAJORS CAPSTONE
3 credits/Patterns 2 or Concentration Option



This course focuses on scholarly research through the selection, writing, and small-group presentation of formal papers in an area selected by the student in consultation with his or her instructor. Required of all religion majors; open to others approved by the Chair. Prerequisite: 15 hours of religion. May be taken in junior or senior year.

REL 410

INTERNSHIP
3 credits

This course is designed to provide students with the opportunity to apply their knowledge to relevant positions in religious, charitable, or other nonprofit organizations. Prerequisites: Permission of the Chair, GPA of 2.67.

SPECIAL TOPICS

REL 270, 271, 272, 273, 370, 371, 372, 373, 470

Special topics are offered in accord with student demand. These courses are assigned the numbers listed above.

SOCIOLOGY, SOCIAL WORK, AND CRIMINAL JUSTICE

FACULTY

Charles A. Gallagher, Ph.D., Chair
Professor: Gallagher
Associate Professors: Nguyen, Stull
Assistant Professors: Bogle, Butler, Fiedler, Mariscotti, Wyant

FRAMEWORKS COURSE

- **SOCIAL SCIENCE**

- **SOC 150**

SOCIOLOGY PROGRAM

FACULTY

Charles Gallagher, Ph.D., Chair
Professor: Gallagher
Associate Professors: Bogle, Nguyen, Stull
Assistant Professor: Wyant
Lecturers: Bond, Rooney, Ulinski, Wolf

REQUIREMENTS

- **REQUIRED FOR MAJOR IN SOCIOLOGY: 12 COURSES**

Sociology Core: (8 courses)

- **SOC 150** Principles of Sociology (SOC 150 is a prerequisite for all upper level SOC courses)
 - **SOC 151** Social Problems
 - **SOC 231** Love, Relations, Family
or
SOC 260 Men and Woman in Cont. Society
 - **SOC 262** Dynamics of Race and Ethnicity
 - **SOC 301** Stat 1
 - **SOC 302** Stat 2
 - **SOC 310** Social Theory
 - **SOC 480** Methods (Cross listed with CRJ 480)
- Sociology majors must take at least four of these courses:
- **SOC 233** Work and Occupations

- **SOC 238** Environment and Society
- **SOC 265** Sociology of Law
- **SOC 237** The City: Conflict and Change
- **SOC 270** Sociology of Education
- **SOC 306** Complex Organizations
- **SOC 308** Social Inequality in Contemporary Society
- **SOC 312** Social Movements in Contemporary Society
- **CRJ 161** Intro to Criminology
- **CRJ 340** Crimes of the Powerful
- **CRJ 350** Violence in Society
- **CRJ 387** Gender, Crime and Justice
- **SOC 481** Research Methods (Cross listed with CRJ 483)
- **SOC 340** Internship—Students who meet the GPA requirements, have junior standing, and can be recommended by the chair should be strongly encouraged to take an internship.

*Internship Opportunities: Students completing any of the five Focus areas are strongly advised to engage in relevant public, community, business, or corporate activities through SOC 340: Sociological Internship and Practice.

Dual Major: In general, students completing a dual major take eight sociology courses in consultation with the department chair, in accordance with guidelines put forth by the School of Arts and Sciences.

■ MINOR IN SOCIOLOGY:

Students take six courses in consultation with the director of the Sociology Program.

COURSE DESCRIPTIONS

SOC 150 (F, S)

PRINCIPLES OF SOCIOLOGY
3 credits/Frameworks



SOC 150 introduces students to the ways human groups cooperate and conflict with one another and the expected and unanticipated consequences of these relations in American society as well as in the worldwide community. The overarching goal of the course is to help students understand how individual human development is a group experience from infancy to old age, how the social world impacts their lives, and how they, in turn, affect the lives of others in this social world.

SOC 151

Cross-listed with SWK/CRJ 201

SOCIAL PROBLEMS AND SOCIAL POLICY
3 credits



This course is an exploration of how social conflict and social organization affect human and societal well-being. Topics: mental health, personal safety, economic well-being, and intergroup relations in an industrial society and a developing nation.

SOC 231 (F, S)

LOVE, INTERPERSONAL RELATIONSHIPS, AND FAMILY
3 credits



This course examines the myths, trends, and the reasons behind these trends in the changing world of interpersonal relations. Topics include mate selection, marriage and its alternatives, parenting, parting by divorce or death, and trying again.

SOC 233 (F)

WORK AND OCCUPATIONS
3 credits



This course is an analysis of the social organization of work in modern societies, including the concept of career, the development of professionalization, the nature of work-satisfaction, and the impact of bureaucratization. Special attention is given to occupational subcultures such as law, medicine, public service, the military, and education.

SOC 237 (257) (S)

THE CITY: CONFLICT AND CHANGE
3 credits



This course provides a study of world cities; their growth and influence on personality; urban violence and its control; neighborhood development and metropolitan planning; and the effects of national and international economic forces on cities in developing and industrial nations.

SOC 238 (258) (F)

ENVIRONMENT AND SOCIETY
3 credits



This course is an analysis of the human and social structural causes of modern environmental problems and a presentation of a systematic approach toward environmental protection reforms.

SOC 260 (S)

MEN AND WOMEN IN CONTEMPORARY SOCIETY
3 credits



This course explores male and female gender roles in the contemporary United States and in the world. An examination of socialization in childhood and adulthood, sexual politics, and power structures and dynamics within the family and the workplace. Special attention to the effects of class and race on gender role formation.

SOC 262 (F, S)

DYNAMICS OF RACE AND ETHNICITY IN CONTEMPORARY SOCIETIES
3 credits



This course is an analysis of the dynamics of race and ethnic relations and of the intersection of race, gender, and class in historical and contemporary contexts. An inquiry into the issues of pluralism and diversity in unity.

SOC 263 (F)

ANTHROPOLOGY
3 credits



This course explores the spread of humans on earth; racial variations and their significance; cultures in less complex societies and industrial societies across the world; and the impact of these cultures and societies on one another.

SOC 265 (S)

SOCIOLOGY OF LAW
3 credits



This course analyzes the law as a social process in historical and comparative perspectives, in particular historical legal traditions such as the British common law, the Napoleonic code, and some other legal systems.

SOC 270, 370, 470 (F, S)
SPECIAL TOPICS IN SOCIOLOGY
3 credits

These are courses designed to cover special or emerging interests in sociology. Topics have included: sociology of conflict, the Holocaust and its causes, computers and society, sociology of sports, and social gerontology. Special permission needed to be used to meet major requirements.

SOC 301 (F)
PRINCIPLES OF STATISTICS
3 credits/Powers: Numbers

This course introduces students to statistical analysis for social sciences: Presentation and interpretation of data, descriptive statistics, theory of probability and basic sampling distribution, statistical inference including principles of estimation and tests of hypotheses, introduction to correlation and regression, and first principles in the construction and critique of quantitative arguments for research questions in the social and behavioral sciences and public policy.

SOC 302 (S)
STATISTICAL ANALYSIS AND DATA BASE DESIGN
3 credits

In this course, students learn about the principles of data analysis using statistics, with emphasis on developing critical thinking skills and performing analyses on real data sets. After completing this course, students will be able to design and analyze basic statistical studies, to understand and criticize statistical methods in research projects and the media, and to appreciate the power and utility of statistical thinking. Examples and methods are drawn primarily from the behavioral, natural, and social sciences, and from public policy. The course will cover the following topics: database design, survey and experimental design, exploratory data analysis, and modeling. (Prerequisite: SOC 301 or permission of instructor)

SOC 305 (F)
SOCIETY AND THE INDIVIDUAL
3 credits



This course is a study of the influence of society and culture, as mediated by the social group, on the social, cultural, and personal behavior of the individual.

SOC 306 (S) 
COMPLEX ORGANIZATIONS IN CONTEMPORARY SOCIETY
3 credits

This course is a study of the founding, transformation, and disbanding of organizations, the pace of organizational evolution in modern societies as well as the sources of change and stability in contemporary organizations in the U.S. and in other societies, particularly organizational structures, processes, environments, culture, innovation, and effectiveness.

SOC 308 (S)   
SOCIAL INEQUALITY IN CONTEMPORARY SOCIETY
3 credits

This course analyzes the structure of social stratification and the impact of globalization and economic restructuring on structured inequality in the United States and in the world, using the structural perspective and the world system theory.

SOC 309 (F)  
HEALTH, HEALING, AND HEALTH CARE
3 credits

This course provides an introduction to the sociology of health, healing and health care, and to social epidemiology. Examines the relationship between health-care providers and their patients, with special attention to alternative health-care providers and bioethics. Analyzes the health-care systems in the United States and in some developed and developing countries.

SOC 310 (F, S)
SOCIOLOGICAL THEORY
3 credits

This course is a study of the basics of contemporary sociological theory and its classical roots, with an emphasis on helping students apply theoretical thinking to everyday life events. Prerequisite: SOC 150.

SOC 312  
SOCIAL MOVEMENTS IN CONTEMPORARY SOCIETY
3 credits

This course examines the dynamics of social change and of specific social movements, such as the environmental justice movement, the civil rights movement, the women's movement, the health movement, and others.

SOC 320 (S)
Cross-listed with CRJ/SWK 320
(formerly CRJ 220)
DELINQUENCY AND JUVENILE JUSTICE
3 credits


This course addresses a comparative and historical survey of juvenile delinquency and juvenile justice. Study of the nature, magnitude, and social location of youth crime; analysis of causal theories; and overview of programs aimed at delinquency prevention and control.

SOC 340 (F, S)
SOCIOLOGICAL INTERNSHIP AND PRACTICE
3 credits

Sociological practice provides students the opportunity to undertake internships. Students have academically structured learning experiences in work settings related to their career interests and academic programs. Prerequisites: junior or senior status, G.P.A. greater than 2.5, and permission of the internship coordinator.

SOC 385 (S)
Crosslisted with CRJ 385
THEORIES OF DEVIANCE
3 credits

This course is an intensive analysis of contemporary theories of deviant behavior. Theories examined through seminar discussions of primary materials and critiqued by consideration of research findings. Social policy implications discussed and specific criminal justice programs considered in the light of these theories.

SOC 480 (F)  
RESEARCH METHODS
3 credits

This course is an introduction to the social research processes, using both quantitative and qualitative approaches. Construction of a research proposal. Prerequisite or taken concurrently: SOC 301.

SOC 481 (S)

RESEARCH SEMINAR

3 credits



This experience provides an opportunity to conduct original research in one area of social reality employing a research method of the student's choosing. Prerequisite: SOC 302 (or taken concurrently); SOC 480.

SOCIAL WORK**FACULTY**

Donna R. Fiedler, Ph.D., LCSW, Chair, Field Practicum Coordinator

Janine Mariscotti, MSW, LCSW

Lecturers: Brady, Cummings, Myrick, Wysor Nguema

REQUIREMENTS**■ REQUIRED FOR SOCIAL WORK MAJORS:**

- SWK 160
- SWK 280
- SWK 281
- SWK 291
- SWK 340
- SWK 341
- SWK 365
- SWK 381
- SWK 440
- SWK 441
- SWK 480
- SWK 481
- SWK 495
- two SWK electives
- PSY 220
- POL 151
- BIO 158
- SOC 150
- SOC 301

SOC 301, Social Statistics I, satisfies the "Numbers" component of the core requirements for Social Work majors.

MISSION

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

GENERALIST SOCIAL WORK PRACTICE: DEFINITION

Strengths-based generalist social work practice is a collaborative process that employs a professional helping relationship directed toward individual, family, group, organizational, and/or community empowerment and the promotion of social and economic justice. (Poulin, J. and Con-

tributors. (2000). Collaborative social work: Strengths-based generalist practice. Itasca: Peacock. P. 4).

COUNCIL ON SOCIAL WORK EDUCATION ACCREDITED BACCALAUREATE PROGRAM

The Social Work Department at La Salle University offers the Bachelor of Social Work and is accredited by the Council on Social Work Education, the national accrediting body in undergraduate social work education. The Council uses the Educational Policy and Accreditation Standards to (2008) to review baccalaureate social work programs. The standards to which accredited undergraduate social work programs are held can be viewed at www.cswe.org/epas or by accessing the link on the La Salle University Social Work Program Web site. The curriculum is based on student mastery of 10 competencies and accompanying practice behaviors covering areas such as values and ethics, diversity, and the professional self.

ADMISSION TO THE SOCIAL WORK PROGRAM AT LA SALLE UNIVERSITY

The student must formally apply to the La Salle University Social Work Program for admission as a separate and additional process from admission to the University.

The application for admission to the La Salle University Social Work Department must be submitted the semester the student is enrolled in SWK 340: Preparation for Professional Practice, typically the first semester of the junior year. The student can declare social work as a major upon admission to the University; however, the student is only formally accepted into the Social Work Department with the successful application process described below.

The student must meet the following criteria for admission into the Social Work Program:

- a. An overall GPA of 2.30 (Students with a GPA below 2.30 may apply for conditional acceptance to the program)
- b. A final grade of C or better in all Social Work courses
- c. An affinity with and commitment to the values and ethics of the social work profession as set forth in the National Association of Social Workers (NASW) Code of Ethics
- d. Two letters of recommendation. One recommendation should be from a person associated with a community service experience in which the student has participated. The second recommendation will be an academic reference from a University faculty member other than La Salle University Social Work Department full-time faculty. A second recommendation from a person associated with a community service experience may be substituted for the academic reference with permission from the Social Work Program Work Department Chair.
- e. Autobiographical statement. Complete a personal statement (maximum of four pages, typewritten and double-spaced) discussing your motivations for choosing social work as a profession and describing significant people and life events that have been instrumental in your decision to seek a degree in social work. Address areas of special interest or concern relevant to social work. Note: The autobiography statement completed in SWK 160 will be accepted to fulfill this requirement.
- f. Copy of your current college/university transcript.
- g. Copy of current criminal clearance.* (Date of clearance must be within one year from date of submission to Social Work Program.)
- h. Copy of current child abuse clearance.* (Date of clearance must be within one year from date of submission to Social Work Program.)
- i. Review the NASW Code of Ethics and sign the application form.**
- j. Submit the completed application to the Social Work Program

Director.

- k. The full-time Social Work Department faculty will review your application, and each will vote on your candidacy.
- l. The student will be notified of the program faculty's decision in writing. The admission decisions include:
 - a. full admission
 - b. conditional admission
 - c. no admission

* A history of criminal conviction and/or child abuse does not automatically preclude admission to the Social Work Program. However, the student will be required to share this information with the field practicum supervisor in the agency.

The student is responsible for informing the Social Work Program of any changes in criminal and/or child abuse status.

** In the event of a violation of the NASW Code of Ethics, the student may not be granted admission to or continuation in the Social Work Program.

CONTINUATION POLICY

Continuation in the Social Work program for majors requires that a student receive at least a C in every SWK course. Failure to receive a C or higher means that the student must repeat the course and meet the requirement of a C or higher. In some cases, a student may not proceed to a higher-level course without first receiving a C or better in a lower-level course. A student may take a course a total of three times. A student must have an overall GPA of 2.5 and a GPA of 2.5 in social work classes to graduate with the BSW.

MINOR IN HUMAN SERVICES

Students who complete the Human Services Minor will:

- Learn the values and ethics that serve as a foundation for professional social work practice.
- Be introduced to the importance of social justice as a foundation for social work and social welfare.
- Be exposed to the role of biological, social, psychological, spiritual, and cultural contexts in the lives of individuals and families, groups and communities.
- Understand the unique impact of these contexts on special population groups including racial and ethnic minority groups, women, gay, lesbian, bisexual and transgender persons, children, older adults, and people with disabilities.
- Be introduced to the broad array of human services and populations served
- Through the social work elective, be able to achieve depth in one area of social work and social welfare.

■ REQUIRED COURSES FOR THE MINOR IN HUMAN SERVICES:

- SWK 160
- SWK 280
- SWK 340
- SWK 341
- SWK 381
- SWK 270/370/470

COURSE DESCRIPTIONS

SWK 160 F (Day) S (Evening)

INTRODUCTION TO SOCIAL WORK

3 credits

This survey course provides an overview of the social work profession, the social welfare system, social work methods, and fields of practice. The student is introduced to the competencies and practice behaviors he/she must demonstrate before graduation. A basic understanding of values and ethics, human needs, diverse populations, vulnerable populations, and the social service delivery system is provided. The student is introduced to advocacy as a basic component of social work. This course includes a 20-hour service-learning component.



SWK 240 (S)

RELATIONSHIPS AND SEXUALITY

3 credits/Elective only

This course is designed for social work and other undergraduate students to explore issues in relationships and human sexuality. This course examines human sexuality from a bio-psycho-socio-spiritual perspective within a developmental framework. The student examines and clarifies personal and societal values regarding human sexuality, assesses the relationship between personal and professional social work values, and develops fundamental skills for social work practice with issues of relationships and sexuality.

SWK 270, 370, 470 (F, S)

SPECIAL TOPICS

3 credits/Elective only

This course is designed to address contemporary issues in generalist social work practice. Topics include gerontology, mental health, child welfare, family violence, drug and alcohol intervention, and social and economic justice. Students are advised to check with the Department Chair about current offerings and to provide suggestions for future topics.

SWK 280 F (Day) F of 2009 (Evening)

HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I

3 credits

This course is the first of a two-part sequence that examines the development of the person-in-environment. The course focuses on the development of individuals and families in the context of biological, social, psychological, spiritual, and cultural components. The student completes a 20-hour service-learning experience. Advocacy is stressed as a tool for promoting optimal conditions for the well-being of individuals and families. Prerequisites or concurrent with SOC 150, PSY 220, BIO 158. Students who have not completed the prerequisites may take the course only with prior written permission of the instructor.



SWK 281 S (Day) S of 2010 (Evening)

HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II

3 credits

This course provides an examination of theories of group, organization, and community development. The reciprocal relationship between the individual and these systems is emphasized. The student completes a 20-hour service-learning experience. Advocacy within the context of organizations is presented. Prerequisite: SWK 280 or written permission of the instructor.



SWK 291 (S)

SOCIAL WELFARE POLICY

3 credits

This course begins with an historical examination of the development of the social welfare system in the United States and societal values as they impact upon policy formulation and implementation. Contemporary social welfare policy in the United States is then examined, with emphasis on the reciprocal processes between social work practice and social policy development. A policy framework is presented for analyzing current policies as well as formulating new policies and advocating for policies that advance social and economic justice. The impact of social welfare policies on diverse populations and vulnerable populations is emphasized. Global interconnections of oppression also are explored. Advocacy is stressed as a lifelong responsibility of social workers. Prerequisites: POL 151 (may be taken concurrently).

SWK 340 F (Day) F of 2009 (Evening)

PREPARATION FOR PROFESSIONAL PRACTICE

3 credits

This course is designed to prepare the student for the practicum in social work. The course provides an opportunity for students to try out encounters with individuals in the classroom, allowing students to demonstrate practice behaviors in engagement. The course familiarizes the student with the roles of the student intern and with skills for the helping relationship. The role of advocacy in social work is stressed. Students enrolled in SWK 340 apply for formal admission to the Social Work Department and must be accepted in order to proceed to SWK 341 and SWK 381. Prerequisite: SWK 160, SWK 280 (SWK 280 may be taken concurrently).

SWK 341 (S)

GENERALIST SOCIAL WORK PRACTICE I

3 credits

The first of three courses in the Social Work Practice sequence, this course focuses on the processes of ethical engagement, assessment, intervention, and evaluation in generalist social work practice with individuals. Skills are developed in initiating the social work relationship, assessing individual client strengths and challenges, advocating for individuals, developing intervention plans with individuals, evaluating the outcomes, and making appropriate adjustments.

Prerequisites: SWK 340, SWK 281 (SWK 281 may be taken concurrently). Taken concurrently with SWK 381. Open to social work majors or human service minors only. Social work majors must be formally accepted into the Social Work Department in order to enroll in this course.

SWK 350 (F)

LOSS AND GRIEF

3 credits/Elective only

This course investigates the processes of attachment, loss, and grieving. The course explores loss, in life and in preparation for death, and addresses both acceptable and disenfranchised loss and grief.

SWK 365 (S)

SOCIAL WORK RESEARCH METHODS

3 credits

This course prepares the student to understand the research process, to critique practice literature, and to demonstrate understanding of the reciprocal roles of practice and research. The course examines qualitative and quantitative research methodology. The role of social work values and ethics in research is addressed. The student is introduced to

research tools to help connect research with practice. Students have an opportunity to design a research proposal. Prerequisite: SOC 301.

SWK 381 (S)

PROFESSIONAL PRACTICUM I

3 credits

This course provides an introduction to agency social work practice. The student spends two days each week providing direct service with the guidance of a practicing professional social worker. An opportunity to develop and demonstrate beginning practice skills is provided.

Taken concurrently with SWK 341. Open to social work majors or human service minors only. Social work majors must be formally accepted into the Social Work Program in order to enroll in this course.

SWK 440 F (Day) Fall of 2008 and 2010 (Evening)

GENERALIST SOCIAL WORK PRACTICE II

3 credits

This course focuses on social work engagement, assessment, intervention, and evaluation in generalist social work practice with families and with groups. It provides an investigation of and skill development in direct engagement, assessment, intervention, evaluation, and advocacy strategies for effective and ethical generalist social work practice with families and groups. Prerequisites: SWK 341, SWK 381. Taken concurrently with SWK 480. Open to social work majors only.

SWK 441 (S)

GENERALIST SOCIAL WORK PRACTICE III

3 credits

This course focuses on engagement, assessment, intervention, and evaluation with organizations and communities, including the global community. The course provides an investigation of and skill development in organizational and macro engagement, assessment, intervention, and evaluation strategies for effective and ethical generalist social work practice. Prerequisite: SWK 440 and SWK 480. This course is taken concurrently with SWK 481 and SWK 495.

SWK 480 (F)

PROFESSIONAL PRACTICUM II

3 credits

An educationally directed practicum for two days each week provides the student with an opportunity to develop the relationship between social work theory and practice and to demonstrate specified practice behaviors. Prerequisites: SWK 341, SWK 381. This course is taken concurrently with SWK 440. Open to social work majors only.

SWK 481 (S)

PROFESSIONAL PRACTICUM III

3 credits

A continuation of Professional Practicum II, this course provides a social work practice experience in which students integrate the social work theory, skills, and values that they are learning in the classroom. Students complete a research project and an advocacy project relevant to the practicum site. Prerequisites: SWK 440 and SWK 480. The course is open to social work majors only.

SWK 495 (S)

PROFESSIONAL CONSIDERATIONS IN SOCIAL WORK

3 credits/Capstone

This course strengthens the student's emerging identity within the social work profession. Students review and critique theoretical frame-

works and practice situations studied in the social work curriculum. As the capstone course students have the final opportunity to demonstrate mastery of the 10 competencies and accompanying practice behaviors. Prerequisites: SWK 440, SWK 480. Taken concurrently with SWK 441 and SWK 481. Open to social work majors only.

CRIMINAL JUSTICE

FACULTY

Charles Gallagher, Ph.D., Chair

Associate Professors: Bogle, Nguyen, Stull

Assistant Professor: Wyant

Lecturers: S. Rooney, T. Wolf, C. Bond

REQUIREMENTS

■ REQUIRED FOR CRIMINAL JUSTICE MAJORS:

A. Criminal Justice majors must take all of these seven courses:

- **CRJ 161** Intro to Criminal Justice
- **CRJ 261** Criminology
- **CRJ 480** Research Methods (Cross listed with SOC 480)
- **CRJ 495** Ethics/Senior Seminar
- **SOC 262** Dynamics of Race and Ethnicity
- **SOC 301** Stat 1
- **SOC 302** Stat 2

B. Criminal Justice majors must take at least ONE of these three courses before moving to section C. The other two courses offered in section "B" may be taken as an elective.

- **CRJ 324** Policing: Theory and Dynamics
- **CRJ 325** Criminal Courts
- **CRJ 326** Institutional and Community Corrections

C. majors must take at least Four of these courses THREE of which must be CJ:

- **CRJ 201** Social Problems)
- **CRJ 280** Criminal Law
- **CRJ 320** Delinquency and Juvenile Justice
- **CRJ 324** Policing: Theory and Dynamics
- **CRJ 325** Criminal Courts
- **CRJ 326** Institutional and Community Corrections
- **CRJ 340** Crimes of the Powerful
- **CRJ 350** Violence in Society
- **CRJ 370** Crime, Space and Place
- **CRJ 387** Gender Crime and Justice
- **CRJ 483** Criminal Justice Research (Cross Listed with SOC 481)
- **SOC 265** Sociology of Law
- **ENG 308** Legal Writing
- **SWK 280** Human Behavior in the Social Environment)

CRJ 481-482 Students who meet the 2.75 GPA requirements, have junior standing, and can be recommended by a faculty member and the department chair are strongly encouraged to take an Internship (CRJ 481-482)

■ REQUIRED FOR MINOR IN CRIMINAL JUSTICE

- **CRJ 161** Introduction to Criminal Justice
- **CRJ 261** Criminology
- **CRJ 280** Criminal Law
- **CRJ 324** Policing: Theory and Dynamics
- **CRJ 325** Criminal Courts
- **CRJ 326** Institutional and Community Corrections

■ REQUIRED FOR DUAL SOCIOLOGY/CRIMINAL JUSTICE DEGREE:

A. Dual Sociology and Criminal Justice Majors must take these TEN classes:

- **CRJ 161** Intro
 - **CRJ 261** Theory
 - **CRJ 480** Methods (Cross listed with SOC 480)
 - **CRJ 495** Ethics/Senior Seminar
- or SOC 481 **RESEARCH METHODS (COUNTS AS CRJ 483)**
- **SOC 150** Principles of Sociology
 - **SOC 151** Social Problems (Counts as CRJ 201)
 - **SOC 262** Dynamics of Race and Ethnicity
 - **SOC 231** Love, Relations, Family) or SOC 260 (Men and Women in Cont. Society
 - **SOC 301** Stat 1
 - **SOC 302** Stat 2
 - **SOC 310** Social Theory

B. Dual majors must take at least FOUR of these Sociology courses:

- **SOC 238** Environment and Society
- **SOC 265** Sociology of Law(CJ Elective)
- **SOC 270** Sociology of Education
- **SOC 306** Complex Organizations
- **SOC 308** Social Inequality in Contemporary Society
- **SOC 312** Social Movements in Contemporary Society

C. Dual majors must take least FOUR of these Criminal Justice courses:

- **CRJ 161** Intro to Criminology
- **CRJ 340** Crimes of the Powerful
- **CRJ 350** Violence in Society
- **CRJ 387** Gender, Crime and Justice
- **CRJ 201** Social Problems (Counts as SOC 151)
- **CRJ 280** Criminal Law
- **CRJ 320** Delinquency and Juvenile Justice (Cross listed with SOC 320)
- **CRJ 324** Policing
- **CRJ 325** Courts
- **CRJ 326** Corrections
- **CRJ 483** Criminal Justice Research
- **SOC 265** Sociology of Law
- **SOC 340** Crimes of the Powerful
- **ENG 308** Legal Writing

(SOC 340) or CJ Internship (CRJ 481-482) Students who meet the 2.75 GPA requirements, have junior standing, and can be recommended by faculty and the department chair are strongly encouraged to take a Sociology (SOC 340) or CJ Internship (CRJ 481-482)

Business Administration Minor appropriate for Criminal Justice Majors

Criminal Justice majors who plan to work for a criminal justice agency (e.g., police department, probation/parole department, court administration, corrections management) may benefit from a background in business, especially when seeking supervisory or management positions. Therefore, criminal justice majors are encouraged to take a minor in business administration (see page 121). A substitution for one of the required six courses will be made for criminal justice majors so that the minor provides them the ideal background. Interested students should contact the Assistant Dean in the School of Business.

CONTINUATION POLICY

Continuation for majors in the Criminal Justice Program requires that a student receive at least a C- in every CRJ course. Failure to receive a C- or higher means that the student must repeat the course. A student may take a course up to three times.

A student can request an exception to this policy in writing, addressed to the Criminal Justice Program Director. A department faculty member can provide written material to support a policy exception for a student. In the case of sequential or prerequisite courses, the Criminal Justice Program will have discretion regarding the application of this policy as it pertains to student progression in the major.

COURSE DESCRIPTIONS

CRJ 161 (F, S)

(formerly CRJ 222)

INTRODUCTION TO CRIMINAL JUSTICE

3 credits

This course is a survey of the discipline, including its use of social sciences and law in understanding the phenomena of crime and justice and how the two relate. Explores criminal justice theory and processes, as well as the roles of ideology, politics, and mass media in shaping crime policy. Seeks to foster deeper perspectives on how justice—for individuals as well as for society—relates to intensely human experiences like freedom and suffering.

CRJ 261 (S)

(formerly CRJ 221)

CRIMINOLOGY

3 credits

This is an exploration of major theories of deviance as they apply to behavior viewed as criminal or delinquent. Draws on a variety of academic perspectives to help understand and explain varied manifestations of crime and criminal behavior. Focus is on classical, positivist, and critical approaches, as well as the social policy implications of various theoretical frames of reference.

CRJ 201

Crosslisted with SOC/SWK 201

SOCIAL PROBLEMS AND SOCIAL JUSTICE

3 credits

This course is an exploration of how social conflict and social organization affect human and societal well-being. Topics: mental health, personal safety, economic well-being, and intergroup relations in an industrial society and a developing nation.

CRJ 280 (F, S)

(formerly CRJ 223)

CRIMINAL LAW

3 credits

This course provides a journey into the legal principles that underlie substantive criminal law in the United States, including limits on the power of government to define crimes. Consideration of general principles of criminal liability and criminal defenses and legal requirements for specific crimes, including homicide. Appellate court decisions are a major part of the expedition to facilitate understanding of how criminal law is applied in particular fact situations, how it evolves, and how it is influenced by socio-political factors.

CRJ 320 (S)

(formerly CRJ 220)

Crosslisted with SOC/SWK 320

DELINQUENCY AND JUVENILE JUSTICE

3 credits

This elective course involves a study of why youth become delinquent and the social responses to such behavior, both historically and currently. Includes consideration of definitions, measurement, and theories of delinquency. Also examines the role of socio-demographic factors and juvenile court processing and juvenile corrections. Implications for policy and practice are emphasized.

CRJ 324 (F)

POLICING: THEORY & DYNAMICS

3 credits

This course offers an analysis of police roles, including evolution, public perceptions, administration, culture, and police deviance. Social and political contexts are emphasized through incorporation of social science research related to policing and organizations. Encourages integration of concepts of police on a micro level (the police occupation) with a macro level (the context in which social action occurs), facilitating understanding of the complex relationships between a society and its police.

CRJ 325 (F)

CRIMINAL COURTS

3 credits

This course addresses the state and federal criminal courts in the United States. Consideration of social science and legal scholarship with regard to major court actors (especially judges, prosecutors, and defenders) and processes (including bail, plea bargaining, and trials). Also examines non-traditional approaches, such as treatment courts. An important theme is the degree to which the courts effectuate the noble goal of “justice.”

CRJ 326 (S)

INSTITUTIONAL AND COMMUNITY CORRECTIONS

3 credits

This course examines the philosophy and history underlying attempts to deal with persons who commit crime. Emphasizes social science scholarship in corrections, including implications related to social justice. Topics include: philosophies of punishment, prisons, jails, probation, parole, intermediate punishments, capital punishment, and transformative approaches. The social worlds of prisoners are a major focus of the course. Attendance at multiple sessions at one or more corrections sites may be required.

CRJ 330 (F)

(formerly CRJ 225)

CONSTITUTIONAL PROCEDURES IN POLICING

3 credits

This course provides exposure to the legal rules that are supposed to be followed by law enforcement actors when they investigate crime (conduct searches, make arrests, interrogate suspects). Also, the social contexts of those rules are examined, including issues such as breadth of police powers, individual privacy, unequal enforcement, and political influences. State and federal appellate court decisions are the major means through which legal principles are examined.

CRJ 340 (F, S)

CRIMES OF THE POWERFUL
3 credits/Elective

This course offers a study of social harms perpetrated by persons of power and influence. Theoretical approaches for understanding elite deviance and legal issues in definition, investigation, prosecution, and sentencing will be considered. Specific crimes of the powerful will be explored, including through case studies.

CRJ 350 (F, S)

VIOLENCE IN SOCIETY
3 credits/Elective


This course provides a study of traditional “street” violence as well as “intimate” violence. A variety of theoretical approaches to understanding violence are explored. A parallel theme is the role of the mass media in shaping how we think about violence.

CRJ 370, 470 (F, S)

SPECIAL TOPICS IN CRIMINAL JUSTICE
3 credits/Elective only


This is a course that addresses intensively a particular area of criminal justice. Topics vary from semester to semester.

CRJ 385 (F)

Crosslisted with SOC 385 
THEORIES OF DEVIANCE
3 credits

This course focuses on an intensive analysis of contemporary theories of deviant behavior. Theories examined through seminar discussions of primary materials and critiqued by consideration of research findings. Social policy implications discussed and specific criminal justice programs considered in the light of these theories.

CRJ 387 (F)

Crosslisted with SOC 387 
GENDER, CRIME, AND JUSTICE
3 credits/Elective only


This course is a study of the gendered nature of criminal justice theory, policy, and practice. Among the major themes are: gender differences in criminal behavior, criminal victimization, and criminal processing. Includes consideration of the contributions of feminist criminologies.

CRJ 480 (F)

RESEARCH METHODS
3 credits

This course examines the methodology of social research is performed, including through studying examples of criminal justice research. Focus is on becoming a more informed consumer of research information. Topics include: research ethics, sampling, field research, experimental designs, survey research, research using available data, and evaluative research. Prerequisites: CRJ 161, 261, and junior or senior status.

CRJ 481-2 (F, S)

(formerly CRJ 485-6) 
CRIMINAL JUSTICE INTERNSHIP
3-6 credits/Elective only

This elective course requires 15 hours per week (for three credits) or 30 hours per week (for six credits) of supervised internship in an approved criminal justice setting. Participation in one-hour periodic campus integration seminars also is required. Students may take a maximum of two internship courses, either concurrently or sequentially across two semesters.

Prerequisites: CRJ 161, 261, senior status, and minimum overall GPA of 2.5

CRJ 483 (F, S)

CRIMINAL JUSTICE RESEARCH
3 credits/Elective only

Each student works on a particular research project in conjunction with a faculty member. Includes preparation of literature review, collection and analysis of data, and preparation of findings in a paper of publishable quality. Faculty authorization required for registration. Prerequisites: CRJ 161, 261, 480, senior status, and minimum overall G.P.A. of 3.0

CRJ 495 (S)

SENIOR SEMINAR: ETHICAL ISSUES IN CRIMINAL JUSTICE
3 credits

This course is an exploration of the interaction between ethics and criminal justice practice, including application of ethical theory to criminal justice issues. Focus is primarily on normative ethics (both deontological and teleological views), including major theorists. The course helps to integrate knowledge gained from previous courses through the overarching theme of the pursuit of justice as an ethical ideal. Prerequisites: CRJ 161 and 261; at least two of the following: CRJ 324, 325, and 326; and senior status.

THEMATIC MINORS

ASIAN STUDIES MINOR

Directed by: Charles Desnoyers, Ph.D., History Department

REQUIREMENTS

- **REQUIRED FOR MINOR IN ASIAN STUDIES: SIX COURSES, INCLUDING A TWO-COURSE SEQUENCE OF AN ASIAN LANGUAGE.**

ECONOMICS

- **ECN 330**
- Senior Seminar: Economics of the Pacific Rim

FINE ARTS

- **ART 325**

FOREIGN LANGUAGES

- **JPN 101-102**
- **JPN 150**
- **JPN 260**

(Please Note: In order to fulfill the language requirement, students must take either 101-102, 101-260, 102-260, or 150-260.)

HISTORY

- **HIS 346**
- **HIS 350**
- **HIS 351**
- **HIS 352**
- **HIS 353**
- **HIS 370-371***
- **HIS 447**

- Seminar in Modern Chinese History

*For Asian Special Topics only

HONORS

- HON 245
- HON 443
- HON 458

(Please Note: Students taking HON 245, 443, 458 must obtain permission from the Honors Director.)

LITERATURE (in translation)

- LIT 270

MANAGEMENT

- MGT 371

RELIGION

- REL 231
- REL 232

BILINGUAL/BICULTURAL STUDIES

- VIETNAMESE 531
- KHMER 541

(Please Note: 531 and 541 require the permission of the Director of Bilingual/Bicultural Studies.)

CATHOLIC STUDIES MINOR

Coordinated by: Margaret McGuinness, Ph.D., Religion Department

REQUIREMENTS

Minors must take a minimum of six courses - no more than two may be at the introductory (100) level; at least two must be advanced (300 or 400 level) level; the rest may be at the intermediate (200 level) .

At least one course must be chosen from among the listings in each of the religion and philosophy departments. Two other courses must be chosen from two other, separate disciplines, such as political science and art.

The final requirement is enrollment in the Capstone Course. This independent study under the guidance of one member of the faculty may be research, a report on experience, or artistic work, and it may be a significant enhancement to an extant course. Students and their faculty mentors will meet occasionally throughout the semester. This course earns three credits.

Usual courses for this minor include the following; others may be added in consultation with the coordinator:

ART

- ART 151
- ART 201
- ART 202
- ART 311
- ART 312
- ART 313

HISTORY

- HIS 310
- HIS 338
- HIS 339
- HIS 440

PHILOSOPHY

- PHL 267
- PHL 309
- PHL 327

POLITICAL SCIENCE

- POL 260

RELIGION

- REL 150
- REL 214
- REL 220
- REL 223
- REL 224
- REL 225
- REL 226
- REL 250
- REL 251
- REL 353

SOCIAL WORK

- SWK 290

CENTRAL AND EASTERN EUROPEAN STUDIES MINOR

Directed by: Leo Rudnytzky, Ph.D., L.H.D., Foreign Languages and Literatures Department

REQUIREMENTS

Six (6) courses are required for the minor.

Component I Foreign Language Competency

A student may demonstrate this competency and fulfill the requirements through one of the following:

- Fulfillment of the University's core option in either German or Russian. (This student is required to roster four field courses.)
- Participation in the German or Russian major programs. (This student is required to roster six field courses.)
- Native fluency in a Central or Eastern European language (This student is required to roster six field courses.)

Component II Field Information

To complete the minor, a student must select the appropriate number of courses (two of which must be at the 300 or 400 level) from the following list:

- ECN 331, 333
- GER 311-312, 320, 321
- HIS 343, 345, 348, 452
- POL 240, 322, 341
- RUS 401, 402
- SLA 320
- LIT 150, 250
- Special Topics (as approved by the Director)

ENVIRONMENTAL STUDIES MINOR

Directed by: H. A. Bart, Ph.D., Geology and Environmental Science Department

REQUIREMENTS

For non-science majors: A total of six courses are required, two of which must be from the 300 or 400 level.

- Required: **BIO 157, CHM 150, GEO 151** or **153**
- Optional Courses: At least two from **ECN 351, POL 341, SOC 258, or RMI 370***, and no more than one additional course from **PHL 206, POL 370*, PSY 225, or SOC 257.**

For biology majors: A total of six courses are required, two from the 200 level and two from the 300 or 400 level.

- Required: **GEO 151** or **153**
- Optional Courses: At least three from **ECN 351, GEO 306, POL 341, RMI 370***, or **SOC 258**, and one or two courses from **PHL 206, POL 370*, PSY 225, or SOC 257.**

For chemistry majors: A total of six courses are required, two from the 200 level and two from the 300 or 400 level.

- Required: **GEO 151** or **153**
- Optional Courses: At least three from **ECN 351, GEO 306, POL 341, RMI 370***, or **SOC 258**, and one or two courses from **BIO 157, PHL 206, POL 370*, PSY 225, or SOC 257.**

For geology majors: A total of six courses are required, two from the 200 level and two from the 300 or 400 level.

- Required: **BIO 403**
- Optional Courses: At least three from **ECN 351, GEO 306, POL 341, RMI 370***, or **SOC 258**, and one or two courses from **PHL 206, POL 370*, PSY 225, or SOC 257.**

* Special Topics courses

HEALTH CARE ADMINISTRATION MINOR (THIS MINOR IS NOT CURRENTLY AVAILABLE)

Designated as a minor available to all students regardless of major.

REQUIREMENTS

Health Care Administration is an interdisciplinary minor available to students in the School of Arts and Sciences, School of Business and School of Nursing. Six courses are required for the minor in health administration.

Students should enroll in the following four core courses for the minor in Health Administration:

- **HCA 370** Introduction to Health Care Organization and Management
- **HCA 459** Health Care Planning and Policy Analysis
- **HCA 460** Seminar in Health Administration
- Ethics Course: Students may select one ethics or social responsibility course from the following course list: **REL 250, REL 251, REL 352, REL 353, PHL 212, PHL 223, PHL 350.**

Students should also select two elective courses for the minor. One additional ethics or social responsibility course may be taken, or students may choose two elective courses focused on social, economic, or organizational issues from the following course list: Internship Course (Please Refer to your Departmental List for Course Number), Nursing 174, Nursing 476, Sociology 309.

COURSE DESCRIPTIONS

HCA 370 (S)
INTRODUCTION TO HEALTH CARE ORGANIZATION AND MANAGEMENT
3 credits

This course focuses on an analysis of the health care system in the United States including trends in multi-hospital systems, behavioral health care, and managed care. Managerial approaches to system integration, financing, and total quality management are also examined.

HCA 459 (F)
HEALTH PLANNING AND POLICY ANALYSIS
3 credits

This course provides a strategic analysis of the various external, competitive, and internal variables which influence health care management are discussed. Students rely upon case analysis to examine issues involved in strategy formulation and strategy implementation. Prerequisite: HCA 370 (or taken concurrently).

HCA 460 (S)
SEMINAR IN HEALTH ADMINISTRATION
3 credits

This Seminar course is designed as a virtual case analysis experience. Students will select a regional firm and confer with executives on strategic issues affecting their organization. Cases may include acute care organizations, managed care firms, non profits, and pharmaceutical firms in the region. Prerequisite: HCA 459

LIFE SCIENCE MINOR

Directed by: Norbert F. Belzer, Ph.D., Biology Department

REQUIREMENTS

■ **REQUIRED FOR MINOR IN LIFE SCIENCE: 6 COURSES**

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

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

URBAN STUDIES MINOR**REQUIREMENTS**

Three courses from the following:

- **SOC 237**
- **SOC 238**
- **HIS 329**
- **HIS 333**
- **ECN 351**
- **ECN 455**
- **POL 240**
- **POL 241**
- **EDC 330**

Three courses from the following:

- **ECN 340**
- **HIS 324**
- **HIS 337**
- **SOC 306**

**SCHOOL OF
BUSINESS**



The mission of the School of Business is to offer educational programs that prepare students for a purposeful life by integrating Lasallian values with current business management skills.

Through its faculty, curricular environment, and linkages with the business community, the School of Business creates a value-centered educational community as the setting for its educational programs.

Within this context, it seeks to provide an appropriate blend of contemporary business theory and practice, placing paramount importance on teaching and learning enriched by scholarly research and professional activity.

The primary purpose of the School of Business' undergraduate program is to prepare students to lead an enriched personal life and to enter upon a successful professional career through exposure to traditional liberal arts and a contemporary business education.

The School of Business strives to fulfill its mission by requiring students to develop communication, analytic, and decision-making skills by developing in students the ability to define and synthesize, by helping students to form independent, well-reasoned judgments, and by exposing students to common business research methods and practices.

Teaching and learning are of paramount importance. We believe we should:

- know each student as an individual;
- challenge each student to work toward attaining his or her best performance level;
- utilize the curriculum to help students identify the ethical dimensions embedded in business management; and
- immerse students in a learning environment that blends current business theory and practice.

Continuous quality-improvement processes ensure that the many offerings of the School of Business are of the highest quality. The program is accredited by the Association to Advance Collegiate Schools of Business (AACSB International), which establishes standards designed to ensure excellence. Less than 5 percent of the world's business schools are accredited by AACSB. In addition, programs are regularly evaluated in terms of standards established by various professional bodies such as the American Institute of Certified Public Accountants, the American Management Association, and the American Marketing Association, and through an ongoing dialogue and review with business executives and professionals.

Since 1996, La Salle has inducted the top 10 percent of its undergraduate seniors and 7 percent of its juniors into Beta Gamma Sigma (BGS), the international honor society for students enrolled in AACSB-accredited schools. In ten of the last eleven years, the La Salle chapter of BGS has been chosen as one of the top five chapters out of approximately 500 chapters worldwide, named in recent years as the Silver Chapter in 2010, 2012 and 2013 and the Gold Chapter in 2011.

The School of Business prepares students to develop the skills and experience to move from the University into management/professional positions in business, government, and nonprofit organizations. The Accounting Department offers a Four-Year Dual BS/MBA Program that could meet the 150-hour requirement for CPA certification. Experiential education programs—the internship and Business Scholars Co-op programs—provide hands-on experience in business organizations. Recent participants have included the Big Four accounting firms, Johnson & Johnson, Comcast, AstraZeneca, DuPont, Citizens Bank, UBS Financial Services, KYW News Radio, Radio Disney, the FBI, the Environmental Protection Agency, Cigna, and Tasty Baking Co. The Center for Entrepreneurship provides classroom and experiential learning, mentoring, and public seminars for students whose career interests are in start-up ventures, nonprofits, or climbing the corporate ladder.

In addition, the Business Advisory Board, which is composed of senior executives from companies throughout the Delaware Valley, advises the

Dean of the School of Business on contemporary developments in business practice and how to help students prepare for professional careers.

Opportunities to enhance a student's international exposure are offered through study abroad and travel/study options. La Salle has strong ties with the American University of Rome in Italy, Universidad La Salle in Mexico City, Deakin University in Melbourne, Australia, and the National University of Ireland in Galway, where students have the opportunity to have semester-long learning experiences. Students may also gain acceptance to semester-long programs in Brazil, China, England, France, Mexico, South Africa, and Spain through the Lasallian International Programs Consortium, as well as to a summer program in Switzerland. In addition, La Salle provides various levels of support for students wanting to study at other destinations. In travel/study courses offered by the School of Business, students study international aspects of various business disciplines in a semester-long course and travel for approximately 10 days to other locations in the world, where they study related business practices and the culture of that area. Previous trips have taken students to France, Germany, Canada, Bermuda, London, and China. Additional travel/study opportunities related to liberal arts areas of study are offered by the University. Opportunities for students to do an internship abroad are being developed.

In short, when you are a La Salle University business major, you have a number of competitive advantages. Your "real world" experiences and academic preparation put you on the right path toward success.

THE CURRICULUM

The program leading to a Bachelor of Science degree in business consists of 120 credits (minimum of 39 courses) for business administration, business systems and analytics, finance, international business, management and leadership, and marketing majors, and 128 credits (minimum of 41 courses) for accounting majors. The liberal arts and science studies and business foundation courses tend to be concentrated in the first two years, and the professional studies in the last two years.

THE LIBERAL ARTS CORE CURRICULUM (17 COURSES)

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

The aim of the Core Curriculum is to help students find an engaging living as part of an engaged life. As future competitors in a rapidly reforming world, students need intellectual resources that keep pace with current innovations; as future innovators, students need spiritual resources that guide human beings toward humane reforms.

While the Core allows you some freedom of choice, it includes guidelines that should provide coherence in your college education. The Core Curriculum clusters course requirements into areas defined by educational objectives: "Powers," "Frameworks of Scientific Understanding," "Patterns of Meaning," the "First-Year Odyssey," and "Understanding at Home and Abroad." A maximum of 17 courses are required of School of Business majors.

"Powers" refers to competencies that enable students to learn, to think, and to communicate. With this coursework, students will emerge from the Core Curriculum possessing a strong set of skills in reading, writing, oral communication, and mathematics. They also will learn how to use computer technology to aid their work in each of these areas. These competencies will be integrated into courses in all areas of the Core, but they will be

taught directly in courses in writing, oral communication, mathematics, and information literacy.

“Frameworks of Scientific Understanding” refers to concepts and methods learned in courses in the natural and social sciences. In these courses, students will become familiar with the scientific method and sharpen their understanding of the natural processes and the social developments that shape the world in which we live.

“Patterns of Meaning” refers to a set of capacities students must acquire to engage the moral, aesthetic, and spiritual significance of human events and achievements. Courses in the humanities will enable students to develop these capacities.

The “First-Year Odyssey” (FYO) refers to the one-credit, graded, one-hour-a-week program that introduces students to La Salle and the city of Philadelphia. It has a variety of aims designed to help first-semester freshmen to:

- create a community—both within and outside of the School of Business—in which students can form bonds with fellow students, faculty, and campus staff;
- be introduced to University resources and traditions;
- imagine their future as members of a profession and as members of a civil society;
- enjoy the rich offerings of urban life—the music, art, architecture, history, ethnic traditions, religious life, and geology of a city;
- generate a broad assortment of campus activities that can enrich campus life for all members of the community; and
- explore majors and careers in business.

“Understanding at Home and Abroad” refers to fostering the Christian Brothers’ ideals of community, social justice, and compassionate understanding across barriers dividing human beings. Students will be required to enroll in one of the courses designated in the course catalog by the symbol of a house (🏠 **Understanding at Home**) and one of the courses designated by the symbol of a plane (✈️ **Understanding Abroad**). Alternatively, students may fulfill these requirements through independent projects with the approval of the Department Chair and the Core Director. Faculty and staff will mentor a limited number of independent projects.

POWERS COURSES (5 COURSES)

- English 110
- English 210
- Mathematics 114
- Business 150
- Computer Science 155

FRAMEWORKS OF SCIENTIFIC UNDERSTANDING COURSES (4 COURSES)

- Natural Science (Biology, Chemistry, Geology, or Physics)
- Macroeconomics
- Microeconomics
- Psychology or Sociology

PATTERNS OF MEANING COURSES (8 COURSES)

- 2 Religion
- 2 Philosophy
- 1 Literature
- 1 History
- 1 Fine Arts or Foreign Languages
- 1 more Literature, History, Fine Arts or Foreign Language

Some courses in the Core may be counted towards a minor or second major as determined by the department.

BUSINESS CORE (18 COURSES)

Business education at La Salle University exists within the context of a strong liberal arts base. The key two purposes of business education at La Salle University are:

- Preparation of students for careers in business – the primary purpose of the business core.
- Preparation of students in specialized areas of business – the primary purpose of the business major.

In order to accomplish the purpose of preparation of students for business, the business core at La Salle has the following learning goals:

SELF ASSESSMENT AND DEVELOPMENT

- Self knowledge and awareness
- Professional direction and determination to succeed
- An ability to critically assess oneself
- Intellectual curiosity
- An ability to accept and implement change

JOB-RELATED SKILL DEVELOPMENT

- Networking
- Interviewing
- Resume writing

CRITICAL THINKING AND PROBLEM SOLVING

- Problem solving and decision making skills
- An understanding of elements of sound research
- Development of the ability to conduct research
- Critical thinking skills
- An ability to evaluate, identify, and understand different perspectives, positive and negatives, and strengths and weaknesses
- An ability to integrate and synthesize diverse information or skills

COMMUNICATION SKILLS

- Oral communication skills
- Written communication skills
- Interpersonal communication skills

USING DATA AND TECHNOLOGY

- An understanding of, and ability to utilize, qualitative and quantitative data
- Technical skills to solve business problems and make decisions

CORE BUSINESS KNOWLEDGE

- Knowledge in key business disciplines
- Knowledge of specific businesses, business practices, and opportunities

ETHICS, SOCIAL RESPONSIBILITY, AND SOCIAL FORCES

- Knowledge of and ability to examine ethical considerations in business
- An understanding of contemporary social forces affecting business, including environmental issues, demographic diversity, technology, global/international issues, cultural forces, and the political and legal environments
- Motivation to contribute to society

The Business Core courses provide the student with integrative approaches to understanding business processes while at the same time focused attention on the various business disciplines. In addition, the core focuses energy on linking theory and practice.

The following courses constitute the Business Core:

- **BUS 100** Business Perspectives
- **BUS 101** Introduction to Financial Accounting
- **BUS 202** Applied Quantitative Methods for Business
- **BUS 203** Organizational Behavior and Skill Development
- **BUS 204** Principles of Marketing with Applications
- **BUS 205** Information Technology with Applications
- **BUS 206** Financial Markets and Institutions: Principles and Applications
- **BUS 207** Managerial Accounting
- **BUS 208** Fundamentals of Financial Management
- **BUS 303** Legal and Ethical Environment of Business
- **BUS 304** Business Problem Solving and Decision Making
- **BUS 400** Strategy Formulation and Implementation
- International Business Course/Experience

- Risk Management and Insurance

*These minors are not available to students who major in business.

Other minors are offered by the School of Arts and Sciences.

FREE ELECTIVES (4-7 COURSES)

You may choose to concentrate free electives in a particular field for a second major, minor, internship, or co-op, or you may use these to diversify your background or broaden your interests.

MAJOR COURSES (5, 6, OR 8 COURSES)

These courses provide an intensive learning experience in one (or more than one for the business administration major) facet of business and serve as a basis for future career development.

Professional specializations are offered in the following disciplines:

- Accounting
- Business Administration
- Business Systems and Analytics
- Finance
- International Business
- Management and Leadership
- Marketing

The professional studies consist of five courses (six for the business administration and eight for the accounting major) in one (or several for the business administration major) functional area beyond those courses required in the business core. The purpose of requiring eight courses for accounting majors is to help them to be better prepared to pass the Certified Public Accounting (CPA) examinations or to embark on an accounting career in industry. Management and leadership majors and international business majors must have a second major or a minor (in risk management and insurance for the international business major; in accounting or risk management and insurance for the management and leadership major). The professional option may be chosen upon matriculation or prior to starting major courses. Except for the business administration majors, students who wish to do so have the option to pursue dual majors.

PROFESSIONAL MINORS

Students who wish to do so have the option to pursue minors. Permission of the Chair or Director of the minor must be obtained. Professional minors are offered in the following disciplines:

Professional minors are offered in:

- Accounting
- Business Administration*
- Business Systems and Analytics*
- Entrepreneurship
- Finance Minor for Accounting Majors
- Health-Care Administration (not currently available)
- International Studies
- Management and Leadership*
- Marketing*

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION PROGRESS RECORD

I. Powers (5 courses)

- A. Writing I
- **ENG 110** College Writing I: Persuasion
- B. Writing II
- **ENG 210** College Writing II: Research
- C. Speech
- **BUS 150** Presentation Skills for Business (2 cr.)
- D. Single-Variable Calculus
- **MTH 114** Applied Business Calculus (4 cr.)
- E. Information Technology
- **CSC 155** Computer Applications for Business

II. Frameworks of Scientific Understanding (4 courses)

- A. Natural Science
- **BIO, CHM, GEO, or PHY 150s**¹
- B. Psychology or Sociology
- any **PSY** or **SOC**¹
- C. Macroeconomics
- **ECN 150** Introductory Macroeconomics
- D. Microeconomics
- **ECN 201** Introductory Microeconomics

III. Patterns of Meaning (8 courses)

- A. Religion
1. **REL 150** Exploring Christianity or **REL 153** Exploring Religion
 2. **REL** REL 200 or 300-Level²
- B. Philosophy
1. **PHL 151** The Human Person or **PHL 152** Moral Choice
 2. **PHL** PHL 200 or 300-Level²
- C. Literature
- **ENG 150** Introduction to Literature or **LIT 150** Modern European and Latin American Writers
- D. History
- **HIS 151** Global History to 1500 or **HIS 155** Themes in American History²
- E. Fine Arts or Language (one of the following three)
- **ARTH 150** Introduction to Art
 - **MUS 150** The Art of Listening
 - **Foreign Language**
- F. One of the following:
- **ENG 250** Literature and Culture
 - **LIT 250** Topics in World Literature
 - **HIS 251** Global History 1500 to Present
 - Another course in what was taken in category E: Fine Arts (200 or 300-level)² or Foreign Language

IV. Business Core (13 courses for ACC, BSA, BUS, FIN—*Investment/Financial Analysis or Risk Management tracks*, MGTL and MKT majors; 12 for INT and FIN—*Managerial Finance track or Non-track majors*)

1. **BUS 100** Business Perspectives
2. **BUS 101** Financial Accounting
3. **BUS 202** Applied Quantitative Methods
4. **BUS 203** Organizational Behavior and Skill Development
5. **BUS 204** Principles of Marketing with Applications

6. **BUS 205** Information Technology with Applications
7. **BUS 206** Financial Markets and Institutions: Principles and Applications
8. **BUS 207** Managerial Accounting (2 cr.)
9. **BUS 208** Fundamentals of Financial Management (2 cr.)
10. **BUS 303** Legal and Ethical Environment of Business
11. **BUS 304** Business Problem Solving
12. **BUS 400** Strategy Formulation
13. International Business Course/Experience^{3, 4}

V. Major Courses (5,6 or 8 courses)⁵

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

VI. Electives (4 plus 1 credit for ACCOUNTING and BUSINESS ADMINISTRATION MAJORS; 5 plus 1 credit for BUSINESS SYSTEMS AND ANALYTICS, FINANCE—*Investment/Financial Analysis or Risk Management tracks*, MANAGEMENT AND LEADERSHIP, AND MARKETING MAJORS⁶; 6 plus 1 credit for FINANCE—*Managerial Finance track* and for INTERNATIONAL BUSINESS MAJORS⁶)

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

Additional Liberal Arts Core Requirements are: Freshman Year Odyssey (FYO); Understanding at Home Course; Understanding Abroad Course (met by ECN 150)

1. The following courses meet the Understanding at Home (as well as Frameworks) requirement: GEO 155, PSY 215, SOC 150, 151, 201, 231, 233, 238, 260, 262, 306, 308, 309, 312.
2. The following courses meet the Understanding at Home (as well as Patterns of Meaning) requirement: PHL 303, REL 241, 242, 244, 250, 345, 353, HIS 155, ARTH 210, 223 (previously 211), 316, 320, MUS 203 or 214.
3. Options to fulfill this requirement are: BUS 300, ECN 331 or 333, FIN 403, MGT 356, MKT 305, any School of Business travel study course.
4. Finance majors who are Managerial track waive this requirement since they take FIN 403 as one of their "major courses." International Business majors waive this requirement since they take at least 3 of these course options as part of their "major courses." Marketing and Management and Leadership majors who elect the international course in their major may waive this requirement and thereby gain one more elective.
5. The Accounting (ACC) major requires eight major courses; Business Administration (BUS) requires six; Business Systems & Analytics, Finance and Marketing require five. Management & Leadership (MGTL) and International Business (INT) majors must also complete requirements of a second major or a minor; for MGTL majors, the minor can be in ACC or Risk Management and Insurance (RMI), and for INT majors, the minor can be in RMI. MGTL majors take 4 MGT courses and 5 (8 if Accounting) courses in the other major or 5 MGT and 4 RMI or ACC courses. INT majors take 4 INT courses and 5 (8 if Accounting) in their other major or 5 INT and 4 RMI.
6. MGTL and INT majors use four of their electives for major courses since they must complete requirements of a second major or minor.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION MODEL ROSTER

Freshman Year

Fall

Business 101
 Frameworks or Patterns
 English 110 or Frameworks or Patterns
 Computer Science 155 or Patterns
 Frameworks or Patterns

Spring

Business 100
 Math 114
 Frameworks or Patterns
 English 110 or Frameworks or Patterns
 Computer Science 155 or Patterns



ACCOUNTING MAJOR

Sophomore Year

Fall

Accounting 201
 Economics 150
 Business 150
 Business 207
 Business 208
 ENG 210 or Frameworks or Patterns

Spring

Accounting 202
 Economics 201
 Business 205
 Business 202
 ENG 210 or Frameworks or Patterns

Junior Year

Fall¹

Accounting 303
 Accounting 307
 Business 304
 Frameworks or Patterns
 Frameworks or Patterns
 Elective

Spring¹

Accounting 304
 Business Core
 Business Core
 Business Core
 Frameworks or Patterns
 Frameworks or Patterns

Senior Year

Fall

Accounting 405
 Accounting 400-level or Elective
 Business Core
 Business 400 or Elective
 Elective

Spring

Accounting 400-level
 Accounting 400-level or Elective
 Business 400 or Elective
 Business Core
 Elective

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

Sophomore Year

Fall

Economics 150
 Business 202
 Business Core
 Business Core
 Frameworks or Patterns

Spring

Economics 201
 Business 207
 Business 208
 Business 150
 Business Core
 Frameworks or Patterns

Junior Year

Fall

Major Course
 Business Core
 Business Core
 Frameworks or Patterns
 Elective²

Spring

Major Course
 Business Core
 Business Core
 Frameworks or Patterns
 Elective²

Senior Year

Fall

Major Course
 Business 400 or Elective
 Frameworks or Patterns
 Frameworks or Patterns
 Elective²

Spring

Major Course
 Business 400 or Elective
 Major Course
 Elective²
 Elective

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

² For Management and Leadership and International Business majors, four electives are used for "Major courses" since these majors require a second major or minor.

FOUR-YEAR BS (ACCOUNTING)/MBA DUAL DEGREE

The Accounting Department offers a four-year dual B.S. in Accounting/MBA degree program. The purpose of the program is to allow high-ability students to meet the 150 hours of education required by most states for CPA certification in four years, while earning both an undergraduate and graduate degree. Students move through the traditional undergraduate program at an accelerated pace by taking undergraduate summer classes for two summers following their first and second year, and then completing MBA requirements during their fourth year.

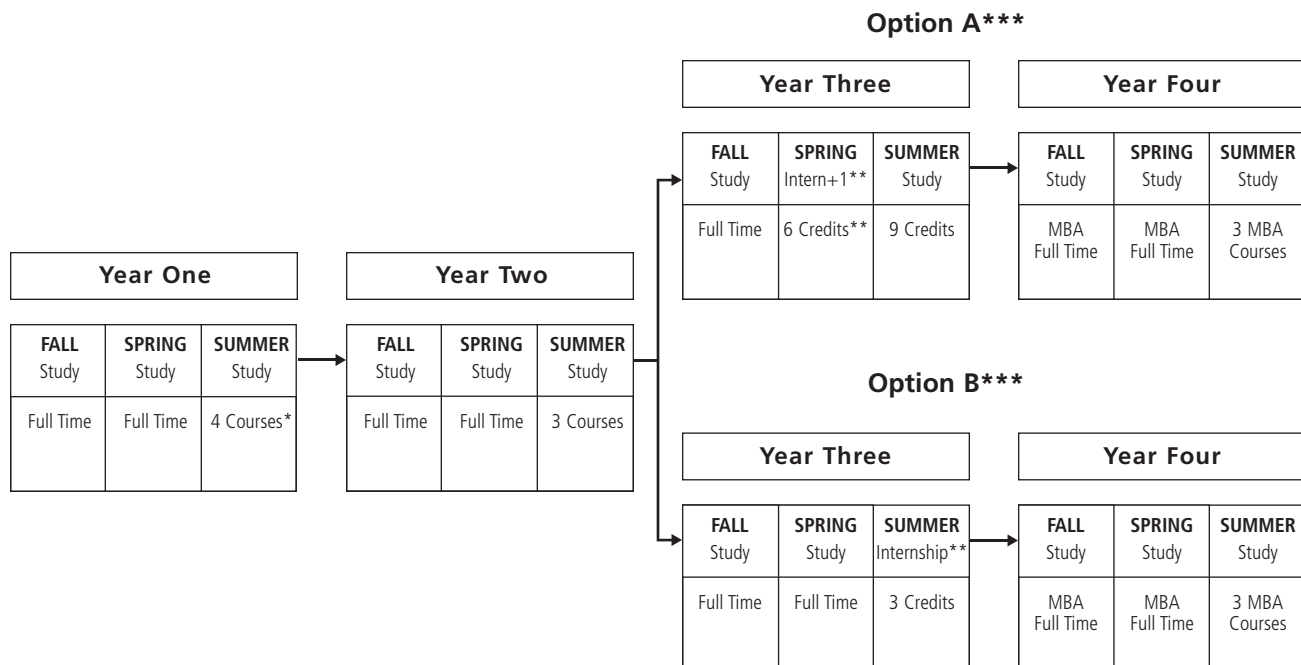
Students electing to pursue the dual degree are required to have only 120 credits for the B.S. degree, rather than the 128 credits required for the four-year B.S. in accounting. The remaining 30 credits are graduate MBA credits and include graduate accounting courses. With careful planning, a student in the dual-degree program can participate in the Business Scholars Co-op Program or complete a single full-time internship.

Students admitted to the dual-degree program as entering freshmen generally must have an SAT score of 1200 or higher on the Critical Reading and Mathematics sections. Currently enrolled students are eligible to join the program no later than the end of their sophomore year if they maintain a GPA of 3.2 or higher. Students must maintain a cumulative GPA of at least 3.2 to remain in the program. Students who decide not to complete the MBA or who do not qualify for acceptance to the MBA program have the option to leave the program with a B.S. after completing two additional accounting electives to meet the 128-credit requirement.

For more information, contact Mary Jeanne Welsh, Chair, Department of Accounting.

La Salle School of Business
1900 W. Olney Ave.
Philadelphia, PA 19141
Phone: 215.951.1883
E-mail: welsh@lasalle.edu

MODEL ROSTER – BS/MBA PROCESS DIAGRAM



* Fewer courses are required in this first summer for students who have brought in AP or transfer credits

** Year three internships are optional, but highly recommended

*** See Course Sequencing Charts

EXPERIENTIAL EDUCATION PROGRAMS

Experiential education programs are designed to give students hands-on work experience related to their majors. Participation provides an opportunity to link the theory and practice of the discipline. Research shows that students who intern or co-op generally have greater success in finding their first jobs after graduation and earn higher starting salaries. The Internship/Co-op Program and Business Scholars Co-op Program are the experiential education program options for students.

INTERNSHIP/CO-OP PROGRAM

Internships and co-ops are available throughout the year (most are taken during the fall or spring semesters) and range from three to six months. Students generally participate during their junior or senior years. Internships may be full time or part time, paid or non-paid. They count as free electives and not as major courses. Students earn three credits for internships and co-ops. As with other courses, they must be rostered prior to the end of the first week of the semester. Co-ops and full-time internships are up to six months long. They are paid positions. A student taking a co-op or full-time internship may graduate in four years by following the model roster on the following page. (For additional information, see Page 17). Part-time internships are one semester long and generally are non-paid. The student ordinarily carries a full academic schedule along with the part-time internship. One or two co-ops or internships may be taken over the course of a student's years at La Salle. Contact the Associate Director for Experiential Education in the Career Planning Office at 215.951.1075 for more information.

BUSINESS SCHOLARS CO-OP PROGRAM

The highly selective Business Scholars Co-op Program (BSCP) was designed to meet the academic and introductory work experience needs of achievement-oriented, academically talented students. Similar to traditional applied-learning programs, the BSCP prepares students through classroom theory, provides career exploration counseling, develops professional skills through workshops, and enables students to gain practical work experience for successful job placement upon graduation. BSCP students graduate in just four years because of the accelerated curriculum (See model roster on page 121).

Students selected for the Business Scholars Co-op Program have proven themselves as highly motivated academic achievers and have demonstrated themselves as leaders both in and out of the classroom. Students generally possess the following:

- An SAT score of 1200 or higher on the Critical Reading and Mathematics section or an ACT score of 27
- A cumulative GPA of 3.5 or higher
- A ranking in the first quintile of their high school graduating class
- Strong leadership qualities
- A high level of co-curricular activities

The candidate application process may include an interview with members of the BSCP's Selection Committee.

Co-ops complete multiple work assignments during which they are paid competitive wages by employers and receive academic credit for each of the two assignments. The first work assignment is four months long and occurs during the summer after sophomore year. The second work assignment is six to eight months long and occurs either during the spring of junior year and the following summer (Schedule A) or during the summer before senior year and the fall of senior year (Schedule B). Students follow Schedule A or B depending on the scheduling needs of the students and companies.

Students are matched with employers according to their career objectives, academic achievements, work experience, relevant activities and accomplishments, and the employers' needs.

The chart on the following page outlines the academic and work phases of the program.

For more information, contact Penelope Grob, Director.

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

MODEL ROSTER – INTERNSHIP/CO-OP PROGRAM

Freshman and Sophomore Years

Follow the same model roster as indicated on the previous page.

Summer Sessions after Freshman, Sophomore, and Junior Years

Students should plan to take up to four courses (six for Accounting majors) as needed during the summers.

Junior Year

Fall Internship Option

Spring Internship Option

ACCOUNTING MAJOR

Fall	Spring	Fall	Spring
Internship	Accounting 304	Accounting 304E#	Internship
Accounting 304E#	Accounting 303E#	Accounting 307	Accounting 303E#
	Accounting 307E#	4 courses from Business Core or Liberal Arts requirements	Accounting 307E#

BUSINESS ADMINISTRATION, BUSINESS SYSTEMS AND ANALYTICS, FINANCE, MANAGEMENT AND LEADERSHIP, OR MARKETING MAJOR

Fall	Spring	Fall	Spring
Internship	5 courses from Business and Liberal Arts Core and elective courses	5 courses from Business and Liberal Arts Core and elective courses	Internship

Senior Year

Follow same model roster as indicated on page 117.

These courses can be taken during other semesters, if necessary, to accommodate your schedule. Check with your Chairperson or the Dean's Office.

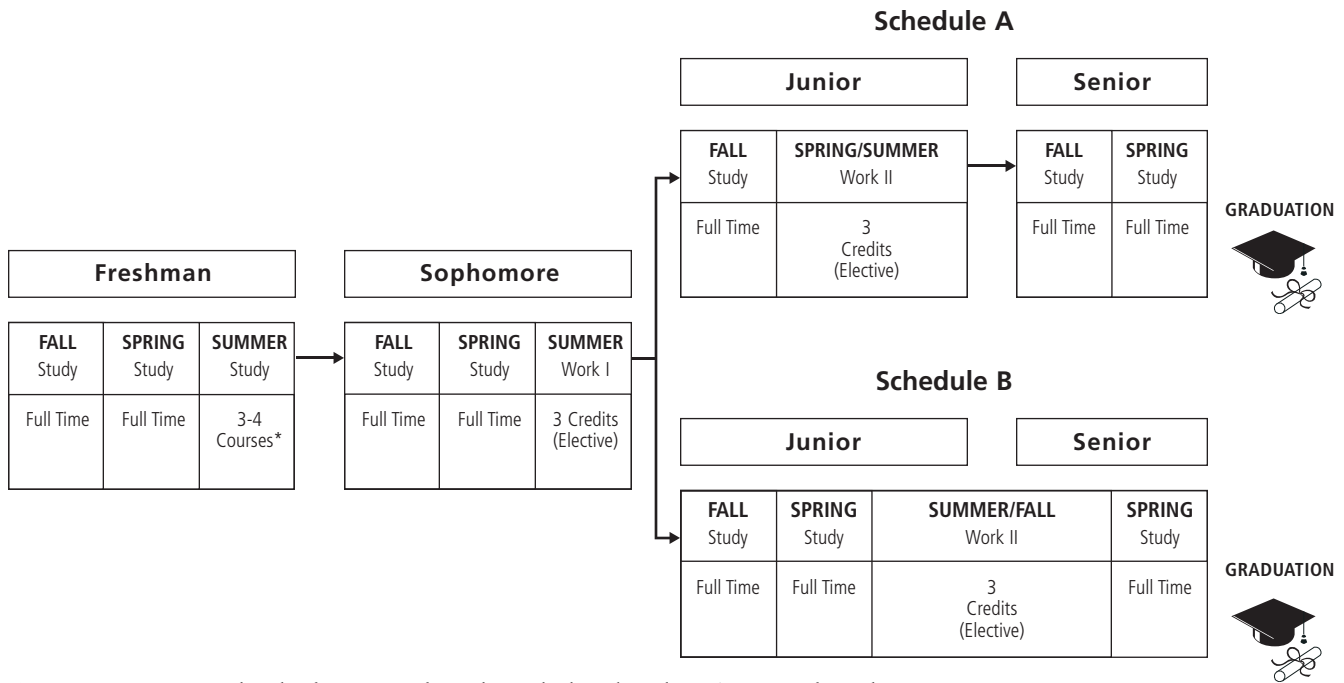
E Designates Evening course

UNDERGRADUATE STUDENTS TAKING GRADUATE CREDITS

Undergraduate business majors with senior standing and a cumulative GPA of 3.5 or better may take up to up to two MBA courses in one of the last two semesters of their senior year (they can take both in one semester or one in one semester and one in the other) in the "Full-Time" and "Part-Time" MBA Programs (courses in the "One-Year" Program cannot be taken). The credits and courses are over and above the credits and courses required for their undergraduate degree; i.e., no MBA course will count

to fulfill credits or requirements for the undergraduate degree. Of course, students will have to have had the (equivalent) pre-requisite(s), and seats need to be available in the course (i.e., MBA students will not be shut out) as determined by the Director of the MBA Program. Permission of both the undergraduate chairperson and the graduate director are required..

MODEL ROSTER – BUSINESS SCHOLAR CO-OP PROGRAM



*Fewer courses are required in this first summer for students who have brought in AP or transfer credits.

MBA BASIC CORE EQUIVALENTS

You can reduce the number of courses required to earn a master’s degree in Business Administration at La Salle by earning As or Bs in certain required undergraduate courses.

There is a body of undergraduate course work, drawn primarily from the Business Curriculum, which can be used to waive up to 15 credits of foundation level course work and 3 credits of core level course work for the La Salle MBA degree. (Those students who receive their undergraduate degree from La Salle University with a major in Accounting may be eligible to waive up to 21 credits since they can waive 3 credits in the specialization and elective area.) All of these undergraduate courses are required for all undergraduate business majors. By earning a minimum “B” grade in the undergraduate course(s), the corresponding MBA course requirement will be waived. These courses are listed in the following chart.

A limited number of students with at least a cumulative undergraduate GPA of 3.0 or higher may be admitted into the program for one semester without the GMAT or GRE test scores. Conditionally accepted students are required to successfully complete the GMAT or GRE by the end of their first enrolled semester. Conditionally accepted students are not eligible for financial aid loans until they are fully (regularly) accepted to the program.





The GMAT or GRE is required for regular acceptance into the MBA Program, and students are expected to have proficiencies in written and oral communication, quantitative abilities, and computer skills. Any specific requirement questions should be directed to the MBA Office at 215.951.1057. Effective Fall 2012 applicants with an undergraduate business degree from La Salle who have a minimum overall GPA of 3.2 or above will be granted a GMAT/GRE waiver.

Beta Gamma Sigma tuition discount: All undergraduate students and graduates who are Beta Gamma Sigma members from La Salle will now have the opportunity to apply to the La Salle University Full-time MBA (FTMBA) Program with no application fee, no GMAT or GRE required, and be eligible for a 25% tuition discount (space permitting).

UNDERGRADUATE COURSES	MBA COURSE
ECN 150 Introductory Macroeconomics	MBA 610
ECN 201 Introductory Microeconomics	
BUS 101 Introduction to Financial Accounting	MBA 615
BUS 207 Managerial Accounting	
BUS 202 Applied Quantitative Methods for Business	MBA 620
BUS 206 Financial Markets and Institutions	MBA 630
BUS 208 Fundamentals of Financial Management	
BUS 304 Business Problem Solving and Decision Making	MBA 625
Marketing Major Courses	MBA 690*
Accounting Major Courses	MBA 691*
Finance Major Courses	MBA 692*
*Only one from MBA 690, 691, and 692 may be waived	

¹ Students planning to enroll in the La Salle University One-Year MBA Program should consult with the Director of Full-time MBA Programs regarding course waivers.

KEY

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

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

ACCOUNTING

FACULTY

Mary Jeanne Welsh, Ph.D., Chair

Professors: Borkowski, Reardon (*Emeritus*), Welsh

Associate Professors: Leaby, Wentzel

Assistant Professors: Fitzgerald, Hua, Lafond, Massimini, Zook

Accounting, “the Language of Business,” is the core of any business enterprise. Accountants are responsible for communicating and interpreting financial information as a basis for strategic decision-making.

Accounting includes specialties that focus on specific and unique aspects of the financial institution. Cost Management, Information Systems, Auditing, Taxation, and Multinational Operations are areas of advanced study that prepare students to function as executives responsible for business decision-making in both the profit and not-for-profit enterprises. Students can also earn three 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 two professional student organizations: the Accounting Association and Beta Alpha Honors Society.

REQUIREMENTS

■ REQUIRED FOR MAJOR IN ACCOUNTING: 8 COURSES

- ACC 201
- ACC 202
- ACC 303

- ACC 304
- ACC 307
- ACC 405
- Any two additional 400-level accounting courses with the exception of ACC 450, 460, and 465.

■ REQUIRED FOR MINOR IN ACCOUNTING: 6 COURSES

- BUS 101
- BUS 207
- ACC 201
- ACC 202
- Any two accounting courses at the 300 or 400 level except 350/450 or 360/460 or 365/465.

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

COURSE DESCRIPTIONS

ACC 201 (F)

INTERMEDIATE FINANCIAL ACCOUNTING I
4 credits

Accounting issues related to the measurement of profitability, liquidity and financial flexibility. Topics include revenue recognition, cost allocation, and recognition and measurement of assets. Prerequisite: BUS 101 with a “C” grade or better.

ACC 202 (S)

INTERMEDIATE FINANCIAL ACCOUNTING II
4 credits

The study of accounting issues related to operational assets, financial instruments, and liabilities and additional financial reporting issues, including share-based compensation and the Statement of Cash Flows. Financial reporting in an international environment is also examined. Prerequisite: ACC 201 with a “C” grade or better.

ACC 303 (F)

COST MANAGEMENT
3 credits

This course focuses on how cost information is produced and used in contemporary organizations, especially the role of cost accounting in strategic decision-making by internal managers. Topics include, but are not limited to: cost classifications, product pricing and profit analysis, cost systems, standard costing and variance analysis. Prerequisite: BUS 202 (can be taken concurrently with BUS 202), BUS 207.

ACC 304 (S)

AUDITING
3 credits

A practical presentation of modern audit practices, emphasizing the principles and objectives of an audit. Analysis of the audit basis, the best standards, objective reporting, the adoption of improved accounting standards, business controls, professional ethics, and legal liability. Prerequisite: ACC 202 (can be taken concurrently with ACC 202).

ACC 307 (F)

INCOME TAX
3 credits

A comprehensive introduction to the Internal Revenue Code as it applies to the individual taxpayer. The course is intended to examine theoretical concepts, the structural flow of tax data, the interrelationship of taxable

transactions and tax liabilities, and tax planning for the individual. Topics include inclusions, exclusions, basis issues, property transactions, capital gains and losses, sale of a residence, involuntary conversions, nontaxable exchanges, business expenses, itemized deductions, filing status, and exemptions. Computer based case studies are assigned to assist in the application of the tax concepts. Prerequisites: Bus 101.

ACC 350 (F, S, Summer)

COOPERATIVE EDUCATION (JUNIOR STANDING)

3 credits

This is a full-time, paid, approximately four-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the Accounting Department. For registration information, students in the Business Scholars Co-op Program should consult with the Director of the Program and students who are not in the Business Scholars Program should consult with the Associate Director for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter-grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.25 minimum, overall and major, GPA (higher for students in the Business Scholars Co-op Program) and completion of ACC 201 and preferably ACC 202 as well.

ACC 360, 460 (F, S, Summer)

PART-TIME INTERNSHIP IN ACCOUNTING

3 credits/Elective Only

Part-time, paid or non-paid employment in an accounting setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. Position must be approved by the Accounting Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as a free elective, not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis. The number 360 is used if taken in junior year and 460 if taken in senior year. Prerequisites: 2.25 minimum, overall and major, GPA and completion of ACC 201 and preferably ACC 202 as well.

ACC 365, 465 (F, S, Summer)

FULL-TIME INTERNSHIP

3 credits

Full-time, paid employment in an accounting setting to provide on-the-job training (part-time positions at least six months in duration may qualify). Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as a free elective, not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis (grading for co-ops is on a pass/fail basis); the faculty member in the Accounting Department who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. The number 365 is used if taken in junior year and 465 if taken in senior year. Prerequisites: 2.25 minimum, overall and major, GPA and completion of ACC 201 and preferably ACC 202 as well.

ACC 405 (F)

ACCOUNTING FOR THE MULTINATIONAL ENTERPRISE

3 credits

A study of the accounting concepts applicable to business expansion especially mergers, acquisitions and consolidations. Emphasis is on consolidated statements including foreign operations, forward contracts as a hedge, con-

version of foreign entity financial statements and multinational consolidated reports. Prerequisite: ACC 202.

ACC 406 (S)

SPECIAL TOPICS IN FINANCIAL REPORTING

3 credits

A study of special topics in accounting including partnerships, estate and trust, bankruptcy and fund accounting including governmental, not-for-profit, and hospital accounting. Prerequisite: ACC 202 and Senior standing.

ACC 411

ADVANCED COST MANAGEMENT

3 credits

Economic, industrial, and managerial aspects of cost accounting with emphasis on flexible budget as basis for cost control; analysis of variance and graphic charts. Study of estimated costs, standard costs, and distribution costs. Prerequisites: ACC 303 and Senior standing.

ACC 418 (S)

CORPORATE AND OTHER TAXATION

3 credits

A comprehensive examination of taxation as it relates to the various forms of business entities (C corporations, S corporations, partnerships, limited liability corporations, and limited liability partnerships) and their owners. Other topics include taxation of international transactions, tax-exempt organizations, multi-state corporate tax issues, and estate tax-planning for the business owner. Prerequisites: ACC 307 and senior standing.

ACC 450 (F, S)

COOPERATIVE EDUCATION (SENIOR STANDING)

3 credits

This is a full-time, paid, four- to eight-month assignment in a cooperating firm.

Involves job-related learning under faculty supervision. The position must be approved by the Accounting Department. For registration information, students in the Business Scholars Co-op Program should consult with the Director of the Program and students who are not in the Business Scholars Program should consult with the Associate Director for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member in the Accounting Department who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.25 minimum, overall and major, GPA (higher for students in the Business Scholars Co-op Program) and completion of ACC 201 and preferably ACC 202 as well.

ACC 471 (S)

PERSONAL FINANCIAL PLANNING

3 credits

The course provides a comprehensive understanding of the fundamentals, strategies, and implementation that make up the personal financial planning (PFP) process. An overview of the PFP process is then expanded into a comprehensive study of its essential components, such as risk management, investment planning, retirement planning, and estate planning. Inherent in all aspects of the course will be the underlying tax implications that exist as an integral part of the decision-making. Students will also gain an understanding of the professional responsibilities and regulatory requirements that accompany the PFP process. Each student will then work with

a case study in developing a financial plan. Prerequisites: Senior standing and a grade of B or better in ACC 307 (Income Tax).

ACC 478 (F)

ACCOUNTING INFORMATION AND ENTERPRISE RESOURCE SYSTEMS
3 credits

An in-depth examination of accounting information systems (AIS) and enterprise resource planning (ERP) systems at both theoretical and conceptual levels. Concepts introduced enable the student to evaluate technologies, discuss their impact on the accounting profession, and to apply those technologies to practical business situations. Emphasis is on transaction cycles, transaction processing, accounting controls, systems auditing, and fraud detection. Prerequisite: ACC 202 and senior standing. Required for dual majors in Accounting and Management Information Systems.

ACC 480 (S)

ACCOUNTING SEMINAR
3 credits

Research in contemporary accounting topics. The course is designed to develop and improve written and oral communication skills necessary for success in business. Prerequisites: ACC 202 or, taken concurrently, BUS 208 and senior standing.

BUSINESS ADMINISTRATION MAJOR

Gregory O. Bruce, M.S.Ed., M.B.A., Chair

The business administration major is a flexible course of study allowing the student and Chair the opportunity to design a sequence of upper-level courses that prepares each student for a targeted career path. In particular, the business administration major is a good fit for those students interested in entrepreneurship and small business enterprises.

Students must have an approved individualized plan of study by the end of their sophomore year describing their planned academic coursework and related experience. This plan should be developed after appropriate advising during the freshman and sophomore years and should include building a skill set for working in teams, project management, financial planning, and the use of relevant marketing tools.

Business administration students are strongly encouraged to supplement their portfolios through programs and activities offered by the La Salle Center for Entrepreneurship (LCE), including its lecture series, workshops in business plan development, and internships/co-ops with emerging companies and nonprofit organizations.

REQUIREMENTS

■ **REQUIRED FOR MAJOR IN BUSINESS ADMINISTRATION:
6 COURSES**

- Six 3-credit courses in Business--in addition to the Business Core courses that are required of all Business majors--with no more than three courses from any one discipline
- Individualized plan of study approved by the Chair

The business administration major is designed to cover multiple business disciplines, and while students may not dual major with another discipline within the School of Business, they may do so with an appropriate discipline outside the School of Business. Students seeking a more specialized career track in business should consider one of the other majors in the School of Business.

BUSINESS ADMINISTRATION MINOR

Susan Mudrick, M.A., MBA, Assistant Dean

The minor in business administration provides Arts and Sciences majors with a broad exposure to all the different areas of business. It complements the liberal arts background with knowledge and skills that can be applied to careers in all types of organizations.

This minor is not available to students in the School of Business.

REQUIREMENTS

■ **REQUIRED FOR MINOR IN BUSINESS ADMINISTRATION: 6
COURSES**

- **BUS 100** or **BUS 101**
- **ECN 150**
- Four courses* from the following:
BUS 101, BUS 203, BUS 204, BUS 205, BUS 206, BUS 303**

*ECN 150 and BUS 100 or 101 should be taken prior to the other four courses.

**BUS 101 is a prerequisite to BUS 206.

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

COURSE DESCRIPTIONS**BUS 100 (S)**

BUSINESS PERSPECTIVES
3 credits

This freshman course is integrative, addressing business processes at an introductory level. It uses a real company and a real industry sector to provide students with an understanding about how "business" really works, and what "business" really is. The course has as its final product a business plan written by each team and presented to a panel of business executives for their evaluation. It emphasizes cross-disciplinary experiential learning, group dynamics, and personal interaction with faculty of the School of Business, Integrated Science, Business and Technology (ISBT), and business executives and entrepreneurs in a small-class environment. Students are introduced to team-building, entrepreneurship, and business plans at the beginning of their academic program in order to build and develop their skills over the next three years. Students should take this course as early on as possible. Generally the course is not open to seniors.

BUS 101 (F, S)

INTRODUCTION TO FINANCIAL ACCOUNTING
3 credits

The course introduces financial reporting, focusing on the fundamental principles of recording business transactions and the presentation and interpretation of corporate financial information. Topics include an overview of financial reporting and the accounting cycle, accounting and reporting operating, investing and financing activities of a business.

BUS 150 (F, S)

PRESENTATION SKILLS FOR BUSINESS
2 credits

Focuses on the skills needed to link oral communication with the ability to work effectively in the current organizational environment. This course is based on the understanding that content and effective presentation of material are equally important in the understanding of communication. Active participation through oral presentations on current business topics is required. Students will make use of computer-based presentation technology.

BUS 202 (F, S)

APPLIED QUANTITATIVE METHODS FOR BUSINESS
3 credits

This course introduces the student to essential ideas of statistical thinking. Basic statistical methods used in the analysis of business decision problems are presented. Emphasis is on valid applicability of techniques, sound interpretation of statistical results, as well as successful application of statistical methods. Case studies and student-designed projects enhance understanding. Topics include: descriptive statistics, both graphical and numerical; probability distributions; sampling distributions; statistical estimation and hypothesis testing; and regression and correlation. Students will be introduced to statistical software packages. Prerequisite: MTH 114.

BUS 203 (F, S)

ORGANIZATIONAL BEHAVIOR AND SKILL DEVELOPMENT
3 credits

This course examines the behavior of individuals and groups in organizations, with the goal of understanding performance in the new workplace. It is designed to enhance the career potential of people with management and team leadership responsibilities in all areas of business. Topics include: motivation, theories and practice of leadership, individual and group decision making, conflict resolution, communication, international aspects of organizational behavior, perception, individuality, working in groups and teams, and ethical issues of organizational life. The course also emphasizes interactive and experiential learning to demonstrate the issues of organizational behavior. Through active participation, students will develop skills in leadership, communication, negotiation, teamwork, and group decision-making. Career awareness and skill assessment will be done through brief lectures, personal inventories, and career planning experiences.

BUS 204 (F, S)

PRINCIPLES OF MARKETING WITH APPLICATIONS
3 credits

An overview of marketing concepts and principles applicable to business and other organizations. These include: factors influencing the marketing environment and buyer behavior; market segmentation and targeting; product development, pricing, promotion and distribution to satisfy the needs of selected target markets. Approximately one-third of the course is dedicated to planning and to applying marketing-based concepts to profit and non-profit enterprise situations.

BUS 205 (F, S)

INFORMATION TECHNOLOGY WITH APPLICATIONS
3 credits

This course provides the background necessary to make decisions about computer-based information systems and to be a knowledgeable end-user. The course focuses on the management of information systems within various organizational settings. Topics include: information systems in organizations, telecommunications, database management systems, transactional processing, management information systems, decision support systems, expert systems, systems analysis and design, systems development and implementation, end-user computing, information resources management and emerging technologies and issues in management information systems. The course also emphasizes interactive and experiential learning to demonstrate one of several areas of emerging information technology such as Electronic Business, Data Warehousing, Data Mining, Decision Support Systems, Expert Systems, etc. Through active participation, students are required to utilize the specific information technology in a hands-on environment. Prerequisite: CSC 155.

BUS 206 (F, S)

FINANCIAL MARKETS AND INSTITUTIONS: PRINCIPLES AND APPLICATIONS
3 credits

An introduction to the basics of institutional finance. Financial instruments are generated and traded by participants in financial markets with financial intermediaries facilitating the process. Concepts, terminology, and current practices in each of these areas are examined, along with the impact they have on the economy. Students work on “mini cases” which employ actual data to help better understand the principles examined in the course. Prerequisite: BUS 101.

BUS 207 (F, S)

MANAGERIAL ACCOUNTING
2 credits

An introduction to the fundamentals of managerial accounting with a special emphasis on using accounting information in decision-making. Topics covered include planning and control systems, cost management systems, pricing decisions and capital expenditure decisions. Prerequisite: BUS 101, MTH 114, CSC 155.

BUS 208 (F, S)

FUNDAMENTALS OF FINANCIAL MANAGEMENT
2 credits

An introduction to the major concepts and techniques of financial management with an emphasis on time value of money, security valuation, cost of capital, capital budgeting, and financial statement analysis. Prerequisites: BUS 101, MTH 114, CSC 155.

BUS 300 (F, S)

INTERNATIONAL BUSINESS
3 credits

Students study international aspects of accounting, finance, economics, management, marketing and management information systems.

The course helps students develop an appreciation for how different cultures, governments, and approaches to doing business impact international business-to-business relationships as well as devising strategies to enter markets in other countries. In some semesters the course is taught as a travel-study course that includes company site visits. Prerequisites (or corequisites): BUS 101, BUS 204, and BUS 206.

BUS 303 (F, S)

LEGAL AND ETHICAL ENVIRONMENT OF BUSINESS
3 credits

A study of the American legal system exploring how courts decide cases and the values that play a role in such adjudication. The nature, formation, and application of law to individuals and business. The development of law, with emphasis on the Constitution, personal and business torts, the employment relationship, discrimination, international legal perspectives, and an exploration of legal ethics and the ethics of corporations.

BUS 304 (F, S)

BUSINESS PROBLEM SOLVING AND DECISION MAKING
3 credits

Presents an integrated view of problem framing and the methodology of decision making. Introduces students to several quantitative models applicable to problems in a variety of functional areas of business. Analysis of business cases using computer software allows for a focus on conceptual understanding of the models and how they should be used. Depending on the relevance to chosen case studies, topics covered may include several of



the following: decision analysis, forecasting, inventory management, linear programming, critical path method/project evaluation and review technique, quality control, and simulation. Prerequisites: MTH 114, BUS 202, and BUS 205.

BUS 310 (F, S)

READINGS IN BUSINESS

1 credit

This course explores broad, multidisciplinary, generic business issues through various readings with a current events focus. Examples of themes that might be studied are: diversity, corporate governance, social responsibility, leadership, entrepreneurship, technology, globalization, and financial disclosure. A quasi-independent study, this course meets two or three times during the semester. Grading is on a pass/fail basis. Prerequisites: Other than junior standing, there are no prerequisites; the course may be taken by non-business majors as well as business majors. The course may be taken by non-business majors as well as business majors.

BUS 400 (F, S)

STRATEGY FORMULATION AND IMPLEMENTATION

3 credits

This course is the capstone course for Business majors. It views the enterprise of the firm from the top management point of view where the various functions of business are shaped and re-shaped in response to technological, global, environmental or economic changes in the company's environment. The course includes industry analysis, company assessment, competitive advantage, network organization and diversification strategies, implementation and business ethics. Prerequisite: Senior standing.

BUSINESS SYSTEMS AND ANALYTICS

FACULTY

Kathryn A. Szabat, Ph.D., Chair

Professors: Tavana

Associate Professors: Kennedy, Szabat

Assistant Professor: Puranam

Instructor: Crossen

DESCRIPTION OF PROGRAM

The Business Systems and Analytics program, which reflects an emerging trend in business information systems, will provide students with a practical and theoretical understanding of applying tools for information systems and analytics to enhance effective and informed problem solving and decision making. Business Systems and Analytics integrates technology and quantitative methods to capture data reliably and create relevant information for decision making that yields strong organization performance and sustained competitiveness in the global business environment. The application of business systems and analytics is essential in all areas of business, including human resource management, financial management, consumer behavior, relationship management, sales and marketing, risk management, real estate investment, and supply chain management.

In the information age, professionals entering the marketplace require specialized training and education in problem solving, creative thinking, analytical skills, organizational skills, computer skills, and communication. These are the skills that the Business Systems and Analytics major will develop. The applied nature of the Business Systems and Analytics discipline suggests a critical link with the practicing professional community.

This relationship is established and maintained within the Business Systems and Analytics program through the use of real-world projects, internships, cooperative education, and classroom presentations by practicing professionals. These activities will provide students with a forum for networking and exploring career opportunities.

REQUIREMENTS

■ **REQUIRED FOR MAJOR IN BUSINESS SYSTEMS AND ANALYTICS: 5 COURSES**

- **BSA 302**
- **BSA 410**
- **BSA 420**
- **BSA 480**
- **CHOOSE ONE OF THE FOLLOWING: BSA 371, BSA 375, BSA 385, BSA 400, BSA 405**

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

■ **REQUIRED FOR MINOR IN BUSINESS SYSTEMS AND ANALYTICS (FOR NON-BUSINESS MAJORS ONLY): 6 COURSES**

- Choose one of the following: **BUS 100, BUS 101**
- **BUS 202** (or equivalent)
- **BUS 205**
- **BSA 302**
- **BSA 410**
- **BSA 420**

COURSE REQUIREMENTS

BSA 302 (S)

APPLIED REGRESSION MODELING AND VISUALIZATIONS

3 credits

This course is a data-driven, applied course focusing on the analysis of data using regression models and visualization techniques. It emphasizes applications to the analysis of business data and makes extensive use of computer statistical packages. Topics include simple and multiple linear regression, residual analysis and other regression diagnostics, model selection, classification (logistic regression), exploratory graphic techniques in modeling, and design principles for creating meaningful displays of data to facilitate decision making. All topics are illustrated on real-world data sets obtained from various disciplines to include accounting, finance, management, sales and marketing, operations, and risk management. Prerequisite: BUS 202 or equivalent.

BSA 350 (F, S, Summer)

COOPERATIVE EDUCATION (JUNIOR STANDING)

3 credits

This is a full-time, paid, approximately four-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the Business Systems and Analytics Department. For registration information, students in the Business Scholars Co-op Program should consult with the Director of the program, and students who are not in the Business Scholars Program should consult with the Associate Director for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.5 minimum GPA (higher for students in the Business Scholars

Co-op Program) and completion of BUS 205 and preferably an upper-level major course.

BSA 360, 460 (F, S, Summer)

PART-TIME INTERNSHIP IN BUSINESS SYSTEMS AND ANALYTICS
3 credits

Part-time, generally non-paid employment in a company or organizational setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as an elective and not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis. The number 360 is used if taken in junior year and 460 if taken in senior year. Prerequisite: 2.5 minimum GPA, completion of BUS 205, and preferably an upper-level major course.

BSA 365, 465 (F, S, Summer)

FULL-TIME INTERNSHIP IN BUSINESS SYSTEMS AND ANALYTICS
3 credits

Full-time paid employment in a company or organizational setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as a free elective and not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis (grading for co-ops is on a pass/fail basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. The number 365 is used if taken in junior year and 465 if taken in senior year. Prerequisites: 2.5 minimum GPA and completion of BUS 205 and preferably an upper-level major course.

BSA 371 (F, S)

SPECIAL TOPICS IN BUSINESS SYSTEMS AND ANALYTICS
3 credits

This course is designed to address contemporary issues and interests in Business Systems and Analytics. Such topics as Process Analytics and Optimization, Network Analysis: Web Analytics/Social Network Analysis, and Business Forecasting will be offered in various semesters. Prerequisite: varies with topics.

BSA 375 (F) (Cross-listed as MGT 375)

PROJECT MANAGEMENT
3 credits

This course introduces students to the knowledge and skills required to effectively manage projects across a range of business and technical disciplines. It also provides an overview of the Project Management Institute's Guide to the Project Management Body of Knowledge. The course begins by describing the similarities and differences between project management and general management, as well as project management life cycles, phases, stakeholders, and process groups. Students become familiar with project management software and use this software as they complete assignments and a course project. The course reviews the core project management knowledge areas, including integration, scope, time, cost, quality, human resources, communications, risk, and procurement. Students work in teams that apply key skills and knowledge areas presented in the course. Prerequisite: sophomore standing.

BSA 385 (S)

BUSINESS INTELLIGENCE AND KNOWLEDGE MANAGEMENT
3 credits

This course is about the manager's responsibilities for decision making in the Information Age using Decision Support Systems (DSS) and Expert Systems (ES). DSS topics include: Data Management, Modeling and Model Management, User Interface, Executive and Organizational Systems, Group Decision Support Systems (GDSS), and DSS Building Process and Tools, including Spreadsheets, Natural Language Programming, and Influence Diagramming. ES topics include: Applied Artificial Intelligence, Knowledge Acquisition and Validation, Knowledge Representation, Inferencing, and ES Building Process and Tools. Students are required to apply DSS and ES software packages in a hands-on environment. Prerequisite: BUS 205 or equivalent.

BSA 400 (F)

BUSINESS APPLICATIONS PROGRAMMING AND SOFTWARE
3 credits

This course explores a problem-solving methodology that employs business analytics methods in computer programming. Emphasis is placed on identifying the capabilities and limitations of programming languages in solving analytical business problems. Students will learn skills and techniques to solve such structured problems through a series of steps that involve identification of problems, design of the solution logic and algorithms, formal representation of program specifications, and implementation of it using selected high-level programming languages. Students will design and develop several computer programs in a hands-on environment throughout the term. Prerequisite: BUS 205 or equivalent.

BSA 405 (F, S)

EMERGING BUSINESS SYSTEMS AND ANALYTICS
3 credits

This course is designed to introduce students to one of several areas of emerging trends in Business Systems and Analytics. Students will learn the fundamental principles and concepts of a specific topic, its applicable technology, the design and implementation of the systems that support the area of study, and methods for measuring efficacy. Evolving technologies will be addressed as appropriate, and their relevance to business pursuits will be discussed and analyzed. Lectures and case studies will be used to give the student a solid understanding of the topic. A group project to develop and present an area initiative/concept will be the capstone of this course. Prerequisite: BUS 205 or equivalent.

BSA 410 (F)

SYSTEMS ANALYSIS AND DATABASE DESIGN
3 credits

Complex business systems and organizations are examined, with the goal of discovering their structure and information flow. Tools such as the Entity-Relationship Diagram, Data Structure Diagram, Data Flow Diagram, Data Dictionary, and Process Specifications are used to develop Systems Specifications. The blueprint developed during the systems analysis phase will be used to design and develop efficient and effective database applications. To demonstrate acquired skills, students design and develop a relational database application with a database management system. Prerequisite: BUS 205 or equivalent.

BSA 415 (S)

SMALL BUSINESS SYSTEMS DEVELOPMENT
3 credits

Intended as a project course in which students are equipped with the knowledge and skills necessary to develop and implement information systems for small businesses. The course covers transactional processing, man-

agement reporting, and the need to transfer data among multiple application files, and application software integration programs. Development and implementation of multiple-application packages, such as integrated accounting programs and financial reporting systems are examined. Multiple applications in these packages include Order Processing, Invoicing, Accounts Receivable, inventory Control, Credit Monitoring and Reporting, Purchasing, Accounts Payable, Payroll, General Ledger, and Financial Statements. Prerequisite: BUS 205 or equivalent.

BSA 420 (S)

DATABASE WAREHOUSING AND DATA MINING IN BUSINESS
3 credits

This course introduces data warehousing and data mining concepts. Topics include data warehousing and mediation techniques aimed at integrating distributed, heterogeneous data sources; data mining techniques such as rule-based learning, decision trees, association rule mining, and statistical analysis for discovery of patterns in the integrated data; and evaluation and interpretation of the mined patterns using visualization techniques. Prerequisite: Senior standing and BSA 302 and 410.

BSA 450 (F, S)

COOPERATIVE EDUCATION (SENIOR STANDING)
3 credits

This is a full-time, paid, four-to-eight month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the Business Systems and Analytics Department. For registration information, students in the Business Scholars Co-op Program should consult with the Director of the program, and students who are not in the Business Scholars Program should consult with the Associate Director for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 205 and preferably an upper-level major course.

BSA 480 (S)

BUSINESS SYSTEMS AND ANALYTICS CAPSTONE
3 credits

This integrative capstone course is designed to examine the effects of technology and its rapidly changing nature on the corporate environment. Students will learn how to think strategically about business systems and analytics within the context of a functioning organization. Classroom lectures and discussions are supplemented by multi-disciplinary real-life projects to design innovative information systems and analytics solutions. This course serves as the culminating experience in the Business Systems and Analytics program. Prerequisites: Senior standing and BSA 302 and 410.

ENTREPRENEURSHIP MINOR

FACULTY

Gregory Bruce (Management and Leadership Department)

James Smither (Management and Leadership Department)

Steven Melick (La Salle Center for Entrepreneurship)

The entrepreneurship minor is available to all undergraduate students in the University, regardless of their major. This is an interdisciplinary, tai-

lored program that will include a range of business and non-business electives for students to complete in order to obtain a well-rounded academic and hands-on experience toward their specific career interests. Students interested in starting a business someday, joining an existing family-run business, or becoming more entrepreneurial in their careers working for another company will earn the confidence to think and act while learning how to assemble the tools and resources to be successful in their ventures.

REQUIREMENTS

■ **REQUIRED FOR MINOR IN ENTREPRENEURSHIP: 6 COURSES**

- **ENT 201** Experiential Introduction to Entrepreneurship
- **ENT 301** Entrepreneurial Applications
- Four Controlled Electives: a combination of business and non-business courses mutually determined between the student and program adviser geared to meet the specific needs of the student's career path. Business majors may take no more than two business electives; non-business majors must take a minimum of two business electives.

Interested students must contact a program administrator to determine the Controlled Electives approved for each of them. The student will also be required to conduct an interview with an entrepreneur in his or her field of study to make those course recommendations.

NOTE: ISBT 333 may be substituted for ENT 201, and ISBT 334 may be substituted for ENT 301.

ENT 201 (formerly BUS 170) (F)

EXPERIENTIAL INTRODUCTION TO ENTREPRENEURSHIP
3 credits

This course seeks to help students identify and exercise their latent entrepreneurial spirit. This course differs from most other courses in that the primary goal is not merely the acquisition of knowledge and the primary form of instruction is not lecture-based. Instead, this course provides students with an opportunity to develop skills such as creative thinking, opportunity identification, problem solving, communication, comprehensive business planning and task execution, leadership, and collaboration.

For each semester this course is offered, the class will work collectively on a project that addresses a problem or opportunity in the market. These opportunities can exist in existing enterprises (as in a way of doing something better), an unmet market need, new product innovation, or a venture in social entrepreneurship.

ENT 301 (S)

ENTREPRENEURIAL APPLICATIONS—CAPSTONE EXPERIENCE
3 credits

This course will focus on the delivery of a thorough and detailed business plan of each student's concept or in conjunction with an existing enterprise. Work will be largely independent on this project, though supervised regularly by faculty and through interim presentations to the class.

Students will also be expected to participate in a range of entrepreneurship exploration discussions that may be relevant to their field of study or interests. These special interest tracks will dive deeper into the challenges and key business areas that are important to that type of venture or enterprise. The goal of this approach is to provide education around specific business principles that are important across all businesses, while broadly considering the needs of non-business major students who are seeking advice and guidance on business areas relevant to their interests.

The format of this course is 50% instructional, 25% lab, and 25% special topics research. Students will be expected to complete reflective papers following lab and special topics research along with deliverables outlined in support of their own planned or envisioned ventures.

Prerequisites: ENT 201 or ISBT 333 or business major junior status.

ENT 354 (S) (CROSS-LISTED WITH MGT 354)

GROWING A BUSINESS: ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT

3 credits

The actual art and practice of managing a small enterprise. Concepts and methods for decision making and being competitive. Actual cases with live situations and outside speakers from all areas—business, government, and organized labor—impinging on the small entrepreneur today. Prerequisites: ENT 201 and ENT 301 or BUS 101 and BUS 208 or ISBT 333 and ISBT 334.

FINANCE

FACULTY

Jan Ambrose, Ph.D., Chair

Joseph A. Kane, Professor Emeritus, Business

Professors: Barenbaum, Buch, Schubert

Associate Professors: Ambrose, Cooper, Rhoda

Assistant Professors: McNichol

Finance plays a central and critical role in the functioning of the economy. All enterprises (for-profit, nonprofit, and government) need to finance their strategic undertakings as well as their ongoing operations. Individuals, likewise, need to plan for important future events (e.g., financing their children's education, weddings, and retirement). The study of finance provides students with the knowledge and tools necessary to work and thrive in today's dynamic global financial environment.

Students of finance typically follow career paths in financial management (such as working in the finance department of a corporation or government unit or working in a consulting firm), investments (such as brokerage, portfolio management, or security analysis), or financial services (such as working in a bank or an insurance company).

The curriculum of the Finance Department is uniquely designed to meet the needs of students wishing to pursue any of these career paths by offering three different track options within the finance major: the Managerial Finance (MGF) track, the Investment and Financial Analysis (IFA) track, and the Risk Management (RM) track. Students selecting the IFA track commit to preparing for the Chartered Financial Analyst (CFA) professional designation exam at the end of their senior year.

Understanding the importance of linking theory and practice, the Department recommends that students consider joining Gamma Iota Sigma (the Risk Management and Insurance Club) and/or the Investment Club (in which students manage an actual investment fund). In addition, we advise that, during their University years, students strongly consider undertaking an internship or co-op.

REQUIREMENTS

■ REQUIRED FOR MAJOR IN FINANCE: 5 COURSES

Managerial and Financial Analysis (MGF) track:

- FIN 304, 314, 403
- Two courses from among the following: FIN 306, 308, 313, 375, 401, 420, 470.

Investment and Financial Analysis (IFA) track:

- FIN 304, 375, 401, 483
- FIN 306 or FIN 420

- A grade of B or better in BUS 101, Bus 202, BUS 207, BUS 208, and all FIN courses (or a combined GPA in these courses of 3.25 or higher) is required to enroll in FIN 483. In the event the grade requirement is not met, students will take FIN 403 to complete the MGF track.

Risk Management (RM) track:

- FIN 301, 304, 313, 314, 420

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

Note: Students entering before academic year 2010–2011 (classes of 2013 and earlier) may elect to complete requirements under the three-track finance major described above OR under the previous non-track finance major. Requirements for the non-track major are FIN 304 and FIN 403 plus three courses from among the following: FIN 306, 308, 313, 314, 375, 401, 420, 470.

Finance Minor for Accounting Majors:

Accounting majors who wish to minor in finance can do so. Students must successfully complete ACC 202, BUS 206 (Business Core), BUS 208 (Business Core), FIN 304, and two finance electives at the 300 or 400 level.

COURSE DESCRIPTIONS

FIN 301 (F) (Cross-listed with RMI 301)

FUNDAMENTALS OF RISK AND INSURANCE

3 credits

Introduction to the underlying principles, practices, and the legal aspects of insurance; discussion of industry structure and company operations; and survey of personal lines (auto, homeowners, and life) and commercial lines coverages.

FIN 304 (F, S)

FINANCIAL DECISION-MAKING

3 credits

This course focuses on how managers can construct a decision-making process and manage the creation of shareholder value. As the majority of financial decisions require an estimate of future events, we will spend considerable time investigating how to achieve the above objectives, subject to the constraints of an uncertain future. Outside readings, case studies, and text material will be used to integrate current financial theory with pragmatic financial decision making. Prerequisites: BUS 202, 206, and 208.

FIN 306 (S)

THE FINANCIAL SERVICES INDUSTRY

3 credits

An examination of the firms, such as banks, insurance companies, finance companies, securities firms, and mutual funds, that provide financial services to consumers and businesses. Topics include the domestic and international financial environment in which financial service firms operate; financial market risk and its management; ethical and legal issues; and managerial problems specific to each service firm. Prerequisite: BUS 202, 206, 208.

FIN 308 (F) (Cross-listed with MKT 308)

FINANCIAL SERVICES MARKETING

3 Credits

Financial Services Marketing is cross-listed with the Marketing Department. The course focuses on how financial institutions design and market their services and products. The marketing mix for financial services, consumer and commercial markets, and their buying behavior are also stud-

ied. The impact of regulatory factors on marketing financial services and products is studied. This course is designed especially for marketing and/or finance majors contemplating careers in financial services marketing; it is required for dual finance and marketing majors. Prerequisites: BUS 204, 206, 208.

FIN 313 (S) (Cross-listed with RMI 313)

EMPLOYEE BENEFIT PLANNING

3 credits

A study of the nature and operation of employer-sponsored benefit plans offered in a complex socioeconomic and political environment. Topics include mandated benefits such as Social Security, workers compensation, and unemployment insurance, as well as a more in-depth examination of group life, health, disability, and qualified and non-qualified retirement plans. Emphasis is on benefit plan design, administration, cost, funding, and regulation as viewed from a benefit manager's financial perspective. Same as RMI 313. Prerequisite: BUS 208.

FIN 314 (F) (Cross-listed with RMI 314)

RISK MANAGEMENT

3 credits

Designed to acquaint the student with the nature of risk management and the role of the risk manager in business or governmental organizations. Emphasis on the risk management process of identification and measurement of loss exposures and selection of treatment techniques, including finance and control techniques from a holistic perspective. Same as RMI 314. Prerequisite: BUS 202, 208.

FIN 350 (F, S, Summer)

COOPERATIVE EDUCATION (JUNIOR STANDING)

3 credits

This is a full-time, paid, approximately four-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the department; consult the Experiential Education Adviser in the Finance Department for registration information. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 206 or 208.

FIN 360, 460 (F, S, Summer)

PART-TIME INTERNSHIP IN FINANCE

3 credits

Part-time, generally non-paid, employment in a financial/insurance setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the department; consult the Experiential Education Adviser in the Finance Department for registration information. An internship counts as a free elective and not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis. The number 360 is used if taken in junior year and 460 if taken in senior year. Prerequisites: 2.5 minimum GPA and completion of BUS 206 or 208.

FIN 365, 465 (F, S, Summer)

FULL-TIME INTERNSHIP IN FINANCE

3 credits

Full-time, paid employment in a financial/insurance setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the depart-

ment; 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 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.

FIN 375 (F)

FINANCIAL STATEMENT ANALYSIS

3 Credits

Financial Statement Analysis focuses on the interpretation and use of financial statements for decision-making by investors, creditors, and internal management. Financial statements provide users with a scorecard of historical performance and the ability to look forward and project likely future financial performance. Outside readings, case studies, and text material will be used to integrate current financial statement guidelines with financial statement analysis. This course is required for dual accounting and finance majors. Prerequisite: BUS 208.

FIN 401 (F)

INVESTMENT ANALYSIS

3 credits

Focuses on current practice and recent theoretical developments in the securities market. Special emphasis on the stock and bond markets. Deals with the characteristics of individual securities and portfolios. Also criteria and models for alternative portfolio composition, and criteria for evaluation and measurement of portfolio performance, all in a global context. Prerequisites: BUS 202, 206, 208.

FIN 403 (F, S)

INTERNATIONAL FINANCE

3 credits

The study of multinational business practice, direct foreign investment, and managerial challenges in operating abroad. Foreign exchange markets, exchange rate determination, forecasting and hedging, and other contemporary issues in global finance. Prerequisite: BUS 202, 206, 208.

FIN 420 (S) (Cross-listed with RMI 420)

FINANCIAL MANAGEMENT OF THE INSURANCE FIRM

3 credits

A functional course emphasizing the interrelationships among underwriting, investment, regulation, and other aspects of insurance company and insurance agency operations. Spreadsheets are used to demonstrate effective financial management of the insurance firm. Same as RMI 420. Prerequisite: BUS 202, 206, 208.

FIN 450 (F, S)

COOPERATIVE EDUCATION (SENIOR STANDING)

3 credits

This is a full-time, paid, four- to eight-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the department; consult the Experiential Education Adviser in the Finance Department for registration information. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Pre-



requisites: 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 206 or 208.

FIN 470 (F, S)

SELECTED TOPICS IN FINANCE
3 credits

Selected topics in finance studied in depth under the direction of faculty. Prerequisite: senior standing.

FIN 483 (S)

SENIOR SEMINAR
3 credits

Designed as the capstone course for the Investment and Financial Analysis track. In-depth coverage of issues in financial analysis, such as ethics, financial reporting, equity investments, portfolio management, fixed income investments, derivatives, and others. Course includes mock exams for the CFA I exam, and students agree to sit for the actual CFA I exam in June. Prerequisites: Senior standing; completion of FIN 304, 375, 401, and either FIN 306 or 420; grade of B or better in BUS 101, BUS 202, BUS 207, BUS 208, and all FIN courses (or a combined GPA in these courses of 3.25 or higher); or permission of the instructor.

INTERNATIONAL BUSINESS

Swee-Lim Chia, Ph.D., Program Director

The growth of global business has created a need for business managers who are well-versed in international business. The objective of the international business option is to prepare students for the increasingly competitive and interdependent international business world with which they must cope. A fundamental truth is that while business principles may be universal, the application of specific principles in different markets often requires local adaptation. Studying international business increases one's sensitivity to the need for such adaptation.

Students who major in international business learn how business is conducted within their home country as well as other countries. The focus is on learning how to serve customers in international markets as well as what is needed to take a local business global. Students are required to have some significant, direct international experience as part of the degree. A major in international business can help individuals who are interested in securing a position within the global business market.

Students who major in international business must fulfill requirements for another major (either within, or outside of, the School of Business) or a minor in Risk Management and Insurance. Students whose second majors are outside of the School of Business must also fulfill all of the Business Core, Math, Economics and Psychology/Sociology courses that are required of business majors. Fulfillment of requirements for a second major (particularly if in business) is critical, as functional business skills such as accounting, marketing and finance are important for initial career placement, and are emphasized more in the early stages of business careers. Normally students are not hired for a first job or position in international business. International skills are generally utilized after mastering functional skills.

REQUIREMENTS

- **REQUIREMENTS FOR MAJOR IN INTERNATIONAL BUSINESS: 4 COURSES (5 FOR RMI MINORS) PLUS AN INTERNATIONAL EXPERIENCE(S) AS FOLLOWS:**

Four Courses—3 from Category A and 1 from Category B, or 4 from Category A*

Category A:

- BUS 300
- ECN 331 OR ECN 333
- FIN 403**
- MGT 356**
- MKT 305**
- Any School of Business-sponsored travel study course**

Category B:

- ECN 276 (CROSS-LISTED AS HIS/POL 276)
- ECN 330
- ECN 332 (CROSS-LISTED AS HIS/POL 332)
- POL 240
- POL 341
- EDC 218

* RMI minors take three from A and two from B, or four from A and one from B.

** These courses can be counted toward either the primary major or the international business major, but not both. Finance, management, MIS, and marketing majors need nine courses altogether (five in their primary major and four in international business). Accounting majors need 12 courses altogether (eight in accounting and four in international business).

International Experience(s) Requirement can be met by any of the following*:

- Study abroad
- Two travel/study courses (these can be business or non-business courses)
- An approved internship/co-op in another country
- One travel/study course plus a domestic co-op or internship with a significant international component

* Other significant international experience will be considered upon application to the Program Director.

INTERNATIONAL STUDIES MINOR

Directed by: Joshua Buch, Ph.D., Finance Department

Designated as a minor available to all students regardless of major.

REQUIREMENTS

- **REQUIRED: 6 COURSES**

Many of the courses listed below may also fulfill University-wide requirements.

Any three of the following:

- All foreign language and foreign literature courses
- ECN 332
- ENG 337, 338
- HIS 251, 303, 308, 311, 325, 328, 341, 344, 345, 346, 348, 351, 353, 354, 370/470, 440, 452, 458.
- POL 221, 322, 342, 344
- REL 231, 232, 241
- SOC 237, 238

And any three courses from the following:

- ECN 330
- ECN 331
- POL 240
- POL 341

- **MGT 356**
- **FIN 403**
- **MKT 305**
- **BUS 300**

Suitable special topics courses, travel/study courses, study abroad programs, and customized programs of study may be approved; see Dr. Buch for advisement.

LAW

The Pre-Law Program is centralized for the University under the direction of Michael Dillon, J.D., Ph.D., Political Science Department.

Law courses may be taken as electives. While there is no pre-law major, certain of these courses may be recommended for pre-law students by the Coordinator.

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

COURSE DESCRIPTIONS

LAW 300 (F)

APPROACHES TO THE LAW OF CONTRACTS
3 credits

The study of both the common law approach to contracts, which governs real estate transactions, service oriented contracts and all non-sale contracts, leases, licenses, etc., and the Uniform Commercial Code approach, which deals exclusively with contracts for the sale of goods.

BUS 303 (F, S)

LEGAL AND ETHICAL ENVIRONMENT OF BUSINESS
3 credits

A study of the American legal system exploring how courts decide cases and the values that play a role in such adjudication. The nature, formation, and application of law to individuals and business. The development of law, with emphasis on the Constitution, personal and business torts, the employment relationship, discrimination, international legal perspectives, and an exploration of legal ethics and the ethics of corporations.

MANAGEMENT AND LEADERSHIP

FACULTY

James Smither, Ph.D., Chair

Professors: Meisel, Miller, Seltzer, Smither, Van Buskirk

Associate Professor: Walsh

Assistant Professors: Bruce (Dean Emeritus), Gauss, Plump, Reardon

DESCRIPTION OF PROGRAM

Management and leadership skills are essential for a successful career and promotion in any industry. The Management and Leadership program is designed to develop these professional skills via courses in leadership, team building, influence, interpersonal communication, and organizational analysis. The professional development focus of the management and leadership discipline provides a critical link with the practicing professional community. This relationship is established and maintained with the Man-

agement and Leadership program through the use of skills-development workshops and internships.

While technical skills can be critical in landing an entry-level job, the management and leadership major is designed to support your unique professional goals. The management and leadership major is offered only as a second major and is designed to complement the disciplinary knowledge and skills of the student's primary major in accounting, finance, international business, business systems and analytics, or marketing or the minor in risk management. A minor in management and leadership can also be easily designed by students majoring in a non-business field.

REQUIREMENTS

■ 4 COURSES IN MANAGEMENT AND LEADERSHIP:

- **MGT 311**
- **MGT 312**
- **MGT 411**
- One additional three-credit MGT course other than an internship or co-op (two additional three-credit MGT courses for RMI minors)
- plus completion of another major (within, or outside of, the School of Business) or a minor in accounting or risk management and insurance (RMI)

■ REQUIRED FOR MINOR IN MANAGEMENT AND LEADERSHIP (NOT AVAILABLE TO STUDENTS IN THE SCHOOL OF BUSINESS): 6 COURSES.

- **BUS 203**
- **MGT 311**
- **MGT 312 OR 411**
- Choose two of the following: **BUS 100, BUS 101, BUS 303**
- Choose one other three-credit MGT course (may include the other of **MGT 312** or **MGT 411**, but not an internship)

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

COURSE DESCRIPTIONS

MGT 307 (S)

DESIGNING ORGANIZATIONS FOR COMPETITIVE ADVANTAGE
3 credits

This course develops an understanding of the interaction of organizational structure and processes, examines relationship of internal and external environments, studies organizational design, and utilizes current theories of organizational behavior as practical tools in analyzing specific organizations. Prerequisite: BUS 203.

MGT 311 (F)

INFLUENCE IN ORGANIZATIONS: A SKILLS-BASED APPROACH
3 credits

This course helps students develop influence skills that are important to success in nearly all professional or managerial work settings. The influence skills that are emphasized include providing effective feedback, making persuasive presentations, coaching, upward influence, and negotiating. The course is experiential and provides many opportunities for students to observe, analyze, and practice these skills through participation in a skills development workshop. Prerequisite: BUS 203

MGT 312 (S)

MANAGING HUMAN RESOURCES: A SKILLS-BASED APPROACH

This course helps students develop the skills that practicing managers need to address the human resource issues they confront in their day-to-

day work. Students will learn to identify potential Equal Employment Opportunity (EEO) problems and respond appropriately to them, create job descriptions and specifications, conduct employment interviews, evaluate the usefulness of other selection procedures (i.e., job knowledge tests, personality inventories), design and conduct on-the-job training, appraise employee performance and conduct a performance review discussion, and conduct themselves appropriately during union-organizing drives. Prerequisite: BUS 203

MGT 350 (F, S, Summer)

COOPERATIVE EDUCATION (JUNIOR STANDING)

3 credits

This is a full-time, paid, approximately four-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the Management and Leadership Department. For registration information, students in the Business Scholars Co-op Program should consult with the Director of the program, and students who are not in the Business Scholars Co-op Program should consult with the Associate Director for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 203 and preferably an upper-level major course

MGT 353 (S)

DISPUTE RESOLUTION

3 credits

Dispute resolution and conflict management describe a set of theories, principles, and techniques that build upon skills of analysis and communication. Managers negotiate every day to resolve conflicts between individuals and groups both within and outside the organization. Readings, exercises, and cases are utilized to study the complex human activity that is dispute resolution. Prerequisite: BUS 203.

MGT 354 (S) (CROSS-LISTED WITH ENT 354)

GROWING A BUSINESS: ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT

3 credits

The actual art and practice of managing a small enterprise. Concepts and methods for decision making and being competitive. Actual cases with live situations and outside speakers from all areas—business, government, and organized labor—impinging on the small entrepreneur today. Prerequisites: ENT 201 and ENT 301 or BUS 101 and BUS 208 or ISBT 333 and ISBT 334.

MGT 355 (F)

POWER, MOTIVATION, AND LEADERSHIP

3 credits

This course focuses on social influence processes in organizations by examining theories and research regarding power, motivation, and leadership. We will examine not only the effectiveness of various management approaches for accomplishing the goals of the organization, but also the impact of these approaches on the satisfaction and development of employees. Prerequisite: BUS 203.

MGT 356 (F)

MANAGING IN THE GLOBAL ECONOMY

3 credits

Changes in the world business environment are bringing new opportunities and challenges to firms and individuals. In Philadelphia, an increasing number of companies and public agencies are involved in international business. This course will study the area connections to the global economy through discussions with experts in global trade, and with representatives of international businesses. The course will feature planned class visits to important businesses, sites, and staging areas for the Philadelphia aspect of the global economy. Prerequisite: BUS 203.

MGT 357 (F)

MANAGING CULTURAL DIVERSITY IN THE WORKPLACE

3 credits

This course is designed to teach students how to manage the growing multicultural workforce in the United States. Students will be exposed to the basic concepts and issues of intercultural communication and cross-cultural relations and will explore the challenge that managing cultural diversity presents to organizations and individuals. Prerequisite: BUS 203.

MGT 360, 460 (F, S, Summer)

PART-TIME INTERNSHIP IN MANAGEMENT

3 credits

Part-time, generally non-paid employment in an organizational setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as an elective and not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis. The number 360 is used if taken in junior year and 460 if taken in senior year. Prerequisite: 2.5 minimum GPA and completion of BUS 203 and preferably an upper-level major course.

MGT 365, 465 (F, S, Summer)

FULL-TIME INTERNSHIP IN MANAGEMENT

3 credits

Full-time paid employment in an organizational setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as a free elective and not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis (grading for co-ops is on a pass/fail basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. The number 365 is used if taken in junior year and 465 if taken in senior year. Prerequisites: 2.5 minimum GPA and completion of BUS 203 and preferably an upper-level major course.

MGT 371 (F, S)

SPECIAL TOPICS

3 credits

Designed to address contemporary issues and interests in management. Such topics as total quality management, nonprofit management, sports management, compensation analysis, and employment law will be offered in various semesters. Prerequisites vary with topics.

MGT 375 (F) (CROSS-LISTED WITH BSA 375)**PROJECT MANAGEMENT**

3 credits

This course introduces students to the knowledge and skills required to effectively manage projects across a range of business and technical disciplines. It also provides an overview of the Project Management Institute's Guide to the Project Management Body of Knowledge. The course begins by describing the similarities and differences between project management and general management, as well as project management life cycles, phases, stakeholders, and process groups. Students become familiar with project management software and use this software as they complete assignments and a course project. The course reviews the core project management knowledge areas, including integration, scope, time, cost, quality, human resources, communications, risk, and procurement. Students work in teams that apply key skills and knowledge areas presented in the course. Prerequisite: sophomore standing.

MGT 411 (S)**EFFECTIVE TEAMWORK AND LEADERSHIP: A SKILLS-BASED APPROACH**

3 credits

This course is designed to identify and develop the skills necessary to be effective in team and work group environments. These skills include the abilities to work in diverse team situations, apply knowledge of group dynamics, and negotiate in effective and ethical ways. Particular emphasis is placed on self-awareness, which is developed through participation in a skills-assessment center as well as completion of various self-assessment instruments and assignments. The format for this course includes a series of experiential learning opportunities designed to focus attention on particular issues of team functioning. Students who have taken MGT 352 (which is no longer offered) should not enroll in this course. Prerequisite: MGT 311

MGT 450 (F, S)**COOPERATIVE EDUCATION (SENIOR STANDING)**

3 credits

This is a full-time, paid, four-to-eight-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the Management and Leadership Department. For registration information, students in the Business Scholars Co-op Program should consult with the Director of the program, and students who are not in the Business Scholars Co-op Program should consult with the Associate Director for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 203 and preferably an upper-level major course.

MGT 464 (F, S)**MANAGEMENT SKILLS PRACTICUM**

1 credit

This one-credit course must be taken in conjunction with an approved three-credit internship or co-op. Students will complete a series of assignments that require the application of theory and research-based knowledge from the field of management. At their internship sites, students will practice skills such as time management, active listening, group facilitation, and social influence. Written assignments will require students to reflect on these experiences as well as their broader understanding of leadership behaviors, motivation practices, and group dynamics. The class will meet several times during the semester, but most work will be done independently. Students will be able to choose assignments that best fit their own

needs and internship experiences. A student may not repeat this course.

Prerequisite: BUS 203

MARKETING

FACULTY

David B. Jones, Ph.D., Chair

Professor: Talaga (Emeritus)

Associate Professors: Chia, Jiang, Jones

Assistant Professor: Dynan

Many people believe that marketing consists only of advertising and personal selling. Although marketing includes these activities, the purpose of marketing in an organization is much broader; the purpose of marketing is to create and retain satisfied customers. Marketing begins by understanding consumer behavior, discovering customers' needs and then developing programs to satisfy those needs.

The decisions made in creating marketing programs are essential to the success of any organization. Which customer groups shall we serve? What kind of products and services will we offer? How should they be priced, promoted, and distributed to the customer? The fundamental marketing concept is that organizations can achieve their goals by satisfying consumer needs.

The Marketing curriculum at La Salle University gives students the knowledge and skills they need to succeed in a variety of marketing related fields. Marketing classes and projects develop such skills as making effective presentations, creating advertising campaigns, analyzing consumer behavior, and conducting marketing research studies. In all Marketing classes, an emphasis is placed on involving students with real-world problems that will advance their ability to make sound business decisions.

Marketing majors are encouraged to participate in the Marketing Department's Internship Program. Here, participants work part-time in a marketing position under faculty supervision. The Department of Marketing has a tradition of interacting with students as they make both academic and career decisions. Marketing graduates may work in business, government, or non-profit organizations. Those who major in marketing are prepared to enter a wide variety of career fields; these include personal selling, retailing, public relations, advertising, direct marketing, marketing research, and marketing management.

REQUIREMENTS**■ REQUIRED FOR MAJOR IN MARKETING: 5 COURSES**

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

Junior standing is a prerequisite for 300- and 400-level courses. Marketing internships (MKT 360, 365, 460, and 465) and co-ops (MKT 350, 450) count as electives and cannot be counted toward required courses for the major.

■ REQUIRED FOR MINOR IN MARKETING FOR NON-BUSINESS MAJORS:****6 COURSES**

- **BUS 100**
- **ECN 150**
- **BUS 204**
- One course from the following: **BUS 101, BUS 203, BUS 205**

- Two courses from the following:* **MKT 301, 302, 305, 306, 308, 370, or 371**

* Successful completion of BUS 204 and junior or senior standing are required for all 300- or 400-level Marketing courses and some courses have additional prerequisites.

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

** Business majors cannot receive a minor in marketing. Business majors desiring to have more than one business concentration should pursue dual business majors.

COURSE DESCRIPTIONS

MKT 301 (F, S)

PERSONAL SELLING

3 credits

Examines the importance and practice of professional, consultative selling in business-to-business relationships. Students learn and practice interpersonal problem-solving communication skills in sales roleplays. Students learn how to respond to different buyer types, to develop benefit-based sales presentations, and to engage in ethical selling practices. Prerequisite: BUS 204.

MKT 302

ADVERTISING AND PROMOTIONAL MANAGEMENT

3 credits

Focuses on the economic and social aspects of non-personal promotion, including the important methods and techniques of research which form the basis of any promotional campaign. Includes a practical treatment of sales promotion programs, advertising copy, layout and media; measurement of promotional effectiveness; and advertising departments and agencies. Prerequisite: BUS 204 or equivalent.

MKT 303

SALES MANAGEMENT

3 credits

The activities of a sales manager in directing and controlling a sales force; recruiting, selecting, training, compensating, motivating, and supervising sales personnel; establishment of sales territories, quotas, and budgets. Prerequisite: BUS 204.

MKT 304

BUSINESS TO BUSINESS MARKETING

3 credits

A study of business activities involved in the marketing of products and services to organizations (i.e., commercial enterprises, non-profit institutions, government agencies, and resellers). Emphasis also is on organizational and interfunctional interaction, buyer behavior, global interdependence and competition, and negotiation. Prerequisite: BUS 204.

MKT 305 (S)

INTERNATIONAL MARKETING

3 credits

A managerial view of the marketing function from a global perspective. Describes and explores the complexities, problems, and opportunities of world-wide marketing. The Spring course is travel-study and requires permission of the instructor. Prerequisite: BUS 204.



MKT 306

INTERNET MARKETING

3 Credits

The course examines the foundation, operation and implications of the Internet and digital economy. Topics include: Internet technologies, online market mechanisms, interactive customers, knowledge-based products, smart physical products and services, pricing in the digital economy, online auctions and e-marketplaces, digital governance, policies for the Internet economy and an outlook for the new economy. Prerequisite: BUS 204

MKT 307

SERVICES MARKETING

3 Credits

The course focuses on the unique challenges of managing services and delivering quality service to customers. Theory and practice in developing customer relationships through service quality, customer retention and service recovery are central to the course. The course is applicable to organizations whose core product is service (e.g., banks, hotels, hospitals, educational institutions, professional services) and to organizations that depend on service excellence for competitive advantage (e.g., high tech manufacturers, automotive, industrial products). Prerequisite: BUS 204.

MKT 308 (F) (Cross-listed with FIN 308)

FINANCIAL SERVICES MARKETING

3 Credits

This course focuses on how financial institutions such as banks, investment firms, investment bankers, stock brokerages, investment advisors, venture capitalists, insurance companies, credit card issuers, and other financial institutions design and market their services and products. The marketing mix for financial services, consumer and commercial markets, and their buying behavior also are studied. Finally, the impact of regulatory factors on marketing financial services and product is studied. The course is designed especially for marketing and/or finance majors contemplating a career in financial services marketing. Prerequisites: BUS 204, BUS 206, BUS 208. MKT 308 is required for dual finance and marketing majors.

MKT 309

RETAILING

3 Credits

This course focuses on the set of business activities that adds value to the products and services sold to consumers for their personal or family use. This course is designed to introduce students to critical issues in retailing today, and the strategic and financial aspects in merchandise buying and store management. Related topics include: location analysis, store organization, personnel, planning, buying and pricing techniques, and customer service policies. Prerequisite: BUS 204.

MKT 350 (F, S, Summer)

COOPERATIVE EDUCATION (JUNIOR STANDING)

3 credits

This is a full-time, paid, approximately four-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the Marketing Department. For registration information, students in the Business Scholars Co-op Program should consult with the director of the program and students who are not in the Business Scholars Program should consult with the Associate Director for Experiential Education in Career Services. A student may elect to take a second marketing co-op for three additional credits in subsequent semesters. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or

internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 204 and at least one upper-level marketing course.

MKT 360, 460 (F, S, Summer)

PART-TIME INTERNSHIP IN MARKETING
3 credits

Part-time, generally non-paid, employment in a cooperating firm to provide on-the-job training. Interns are supervised by a manager in the sponsoring firm and by a faculty member. Internships require a minimum of 12 hours per week and include written assignments submitted to the supervising faculty member. Positions must be approved by the Marketing Department chair. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. A student may elect to take a second marketing internship for three additional credits in subsequent semesters. Internships do not count as required courses in the major, but are counted as electives. Grading for internships is on a letter grade, i.e., not pass/fail, basis. The number 360 is used if taken in junior year and 460 if taken in senior year. Prerequisites: 2.5 minimum GPA and completion of BUS 204 and at least one upper-level marketing course.

MKT 365, 465 (F, S, Summer)

FULL-TIME INTERNSHIP IN MARKETING
3 credits

Full-time paid employment in a cooperating firm to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. A student may elect to take a second marketing internship for three additional credits in subsequent semesters. An internship does not count as a required course in the major, but is counted as an elective. Grading for internships is on a letter grade, i.e., not pass/fail, basis (grading for co-ops is on a pass/fail basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. The number 365 is used if taken in junior year and 465 if taken in senior year. Prerequisites: 2.5 minimum GPA and completion of BUS 204 and at least one upper-level marketing course.

MKT 370 (F, S)

SPECIAL TOPICS
3 credits

Designed to address contemporary issues and interests in Marketing. Such topics as Supply Chain Management, Retailing and Managing Customer Relationships will be offered in various semesters. Prerequisite: BUS 204.

MKT 371

CONSUMER BEHAVIOR
3 credits

A study of the consumer with applications for marketing strategy development. Looks at the cultural, social, and psychological influences on consumers and the consumer decision process. Prerequisite: BUS 204.

MKT 401 (F, S)

MARKETING RESEARCH
3 credits

The use of scientific method in the solution of specific marketing problems and in the conduct of general market research studies: methods of marketing research, gathering data, tabulation and analysis, interpretation of results, and report presentation. Prerequisites: BUS 204, BUS 202.

MKT 402 (F, S)

MARKETING MANAGEMENT
3 credits

As the capstone course for marketing majors, integrates all other marketing courses. Includes a study of actual business cases employing a managerial approach to marketing. Emphasizes decision making and strategy development in marketing under rapidly changing market conditions. Prerequisites: All other required marketing courses for the major or permission of the instructor.

MKT 450 (F, S)

COOPERATIVE EDUCATION (SENIOR STANDING)
3 credits

This is a full-time, paid, approximately four- to eight-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the Marketing Department. For registration information, students in the Business Scholars Co-op Program should consult with the director of the program and students who are not in the Business Scholars Program should consult with the Associate Director for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 204 and at least one upper-level marketing course.

RISK MANAGEMENT AND INSURANCE MINOR

FACULTY

Directed by: Kathleen S. McNichol, M.B.A., C.P.C.U., A.R.M., Finance Department

Associate Professor: Ambrose

Assistant Professor: McNichol

REQUIREMENTS

Six courses are required for the minor in Risk Management and Insurance, and must be taken from the following two groups:

- **RMI 301, 313, 314, 420**, or RMI Co-op or RMI Internship.
- **BUS 101, 202, 208**, or **303**.

Business majors are required to take four RMI courses; Non-business majors are required to take at least three RMI courses. Junior standing is a prerequisite for 300- and 400-level courses.

COURSE DESCRIPTIONS

RMI 301 (F) (CROSS-LISTED WITH FIN 301)

FUNDAMENTALS OF RISK AND INSURANCE
3 credits

Introduction to the underlying principles, practices, and legal aspects of insurance; discussion of industry structure and company operations; and survey of personal lines (auto, homeowners, and life) and commercial lines coverages.

RMI 313 (S) (Cross-listed with FIN 313)

EMPLOYEE BENEFIT PLANNING

3 credits

A study of the nature and operation of employer-sponsored benefit plans offered in a complex socioeconomic and political environment. Topics include mandated benefits such as Social Security, workers compensation, and unemployment insurance, as well as a more in-depth examination of group life, health, disability, and qualified and non-qualified retirement plans. Emphasis is on benefit plan design, administration, cost, funding, and regulation as viewed from a benefit manager's financial perspective. Same as FIN 313. Prerequisite: RMI 301 or permission of program coordinator and BUS 208.

RMI 314 (F) (Cross-listed with FIN 314)

RISK MANAGEMENT

3 credits

Designed to acquaint the student with the nature of risk management and the role of the risk manager in business or governmental organizations. Emphasis on the risk management process of identification and measurement of loss exposures and selection of treatment techniques including finance and control techniques from a holistic perspective. Same as FIN 314. Prerequisites: RMI 301 or permission of program coordinator, BUS 202, BUS 208.

RMI 350 (F, S, Summer)

COOPERATIVE EDUCATION (JUNIOR STANDING)

3 credits

This is a full-time, paid, approximately four-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the department; consult the Experiential Education Adviser in the Finance Department for registration information. A co-op counts as a free elective or as a course towards the RMI minor. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 206 or 208.

RMI 360, 460 (F, S, Summer)

PART-TIME INTERNSHIP IN RISK MANAGEMENT

3 credits

Part-time, generally non-paid, employment in a risk management/insurance setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the department; consult the Experiential Education Adviser in the RMI Program for registration information. An internship counts as a free elective or as a course towards the RMI minor. Grading for internships is on a letter grade, i.e., not pass/fail, basis. The number 360 is used if taken in junior year and 460 if taken in senior year. Prerequisites: 2.5 minimum GPA and completion of BUS 206 or 208 or RMI 301.

RMI 365, 465 (F, S, Summer)

FULL-TIME INTERNSHIP IN RISK MANAGEMENT

3 credits

Full-time, paid employment in a risk management/insurance setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the department; consult the Experiential Education Adviser in the RMI Program for registration information. An internship counts as a free elective or a course towards the RMI minor. Grading for internships is on a letter grade, i.e., not pass/fail, basis (grading for co-ops is on a pass/fail basis); the

Experiential Education Advisor in the Finance department has the discretion as to whether to roster it as a co-op or internship. The number 365 is used if taken in junior year and 465 if taken in senior year. Prerequisites: 2.5 minimum GPA and completion of BUS 206 or 208 or RMI 301.

RMI 420 (S) (Cross-listed with FIN 420)

FINANCIAL MANAGEMENT OF THE INSURANCE FIRM

3 credits

A functional course emphasizing the interrelationships among underwriting, investment, regulation, and other aspects of insurance company operations. Statutory accounting principles are studied. Spreadsheets are used to demonstrate effective financial management of the insurance firm. Same as FIN 420. Prerequisites: RMI 301 or permission of program coordinator and BUS 202, 206 and 208.

RMI 450 (F, S)

COOPERATIVE EDUCATION (SENIOR STANDING)

3 credits

This is a full-time, paid, four- to eight-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the Department; consult the Experiential Education Adviser in the Finance Department for registration information. A co-op counts as a free elective or as a course towards the RMI minor. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 206 or 208.

**SCHOOL OF NURSING
AND HEALTH SCIENCES**



LA SALLE UNIVERSITY SCHOOL OF NURSING AND HEALTH SCIENCES

MISSION

To provide excellent teaching, service, and academic programs facilitating students' development as caring health-care professionals prepared for lives of service and continued learning.

VISION

The academic, service, and research activities of the School of Nursing and Health Sciences focus on mobilizing social, political, health-care, and educational resources emphasizing the welfare of vulnerable, underserved, and diverse populations.

GOALS

- To engage students in educational, service, and research programs aimed at caring for people they serve;
- To facilitate student development in critical thinking, effective communication, and knowledge, skill, and values to care and advocate for the health of individuals, families, groups, and communities locally, regionally, and globally.

NURSING PROGRAMS

MISSION

Consistent with Lasallian values, the Mission of the Nursing Programs is to provide excellent nursing education and learning opportunities to develop culturally and clinically competent, caring, nursing professionals, who are prepared for a life of service, continued learning, leadership, and scholarship.

VISION

The academic, service, and research activities of the Nursing Programs' faculty mobilize resources to educate students prepared to deliver care to all populations, emphasizing vulnerable, underserved, and diverse communities.

NURSING PROGRAMS' GOALS

- To prepare students to provide nursing services in health care agencies and communities with an emphasis on vulnerable populations.
- 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.
- To foster student engagement in interprofessional and collaborative health care services and programs.
- To educate students to strengthen the nursing profession and contribute to the health of society.

PHILOSOPHY FOR NURSING PROGRAMS

Nursing is an art, science, and practice profession which provides nursing services to diverse individuals and groups. Nurses value the relationships between nurses and those for whom they care. 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 nursing care and increasingly support nursing interventions based on evidence.

The nursing community at La Salle respects the shared humanity of the people they serve and recognizes the potential for healing within the person, integrating mind, body, and spirit. Students bring experiences 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.

UNDERGRADUATE NURSING PROGRAM

La Salle's Bachelor of Science in Nursing program prepares its graduates to qualify for the National Council Licensure Examination (state board nursing examination) to become registered professional nurses and to practice as members of the nursing profession. The four-year, full-time, 126-credit program leading to the BSN provides the student with a strong foundation in the liberal arts and biological sciences in preparation for 14 nursing major courses, nine of which include clinical practice components in a variety of health-care settings.

UNDERGRADUATE NURSING PROGRAM GOALS

The Undergraduate Nursing Program strives to do the following:

- Educate nurses for entry into professional practice.
- Foster development of a practice perspective that appreciates the health-care needs of individuals, families, groups, communities, and populations in a diverse society.
- Prepare nurses leaders to effect change in health-care and community systems.
- Instill the value for life-long learning as a hallmark of the professional nurse and as a foundation for graduate study.

STUDENT LEARNING OUTCOMES OF THE UNDERGRADUATE NURSING PROGRAM

At the completion of the program, the student will do the following:

1. Utilize research-based, theoretical, scientific, and clinical knowledge from nursing and other disciplines as a basis for nursing practice and policy development.
2. Implement culturally appropriate strategies for health promotion, risk reduction, and disease prevention for diverse individuals, families, groups, and communities across the lifespan.
3. Provide safe nursing care to address complex needs of patients and caregivers throughout the course of illness, healing, and rehabilitation.
4. Use clinical judgment and decision-making skills when assessing the health status of individuals and families and evaluating their response to health care.
5. Demonstrate competency when providing, coordinating, collaborating, and managing nursing care in various environments and health-care delivery systems.

6. Engage in partnerships with individuals, families, communities, and health-care professionals to promote health and prevent disease.
7. Evaluate nursing and health-care services based on ethical, legal, professional, and evidence-based policy and practice standards.
8. Value self-directed learning for continuing professional development.
9. Practice as a change agent in health-care delivery systems particularly to promote quality accessible care for vulnerable and underserved populations.
10. Use information and practice technologies to support evidence-based nursing practices that reduce healthcare errors and improve access to cost-effective quality healthcare.
11. Demonstrate readiness for professional nurse licensure examination through achieving benchmarks and remediating individual performance to curriculum standards in classroom and nationally normed standardized examinations.

ACCREDITATION

La Salle University's baccalaureate nursing program is fully accredited by the Commission on Collegiate Nursing Education (CCNE), the professional accrediting body of the American Association of Colleges of Nursing (AACN). Further information about accreditation is available by contacting the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202.887.6791. The undergraduate nursing program currently has provisional approval status from the Pennsylvania State Board of Nursing.

STUDENT ORGANIZATIONS

NURSING HONOR SOCIETY

SIGMA THETA TAU, KAPPA DELTA CHAPTER

The International Nursing Honor Society, Sigma Theta Tau, is represented at La Salle University through the Kappa Delta Chapter. The goals of the society are to (1) recognize superior achievement, (2) recognize the development of leadership qualities, (3) foster high professional standards, (4) encourage creative work, and (5) strengthen commitment to the ideals and purposes of the profession. Membership is by application following invitation. Students who have completed half of the nursing curriculum, rank in the upper one-third of their graduating class, and have achieved academic excellence (a nursing GPA of at least a 3.0 or higher) are invited to join. The honor society inducts new members once a year.

NATIONAL STUDENT NURSES' ASSOCIATION (NSNA)

The National Student Nurses' Association is a pre-professional organization for nursing students. This organization, which numbers more than 300,000 student nurses enrolled in all program levels of nursing education, exists not only at the national level, but also at both the state level (Pennsylvania's chapter is known as SNAP—Student Nurses of Pennsylvania), and the school/chapter level. The undergraduate nursing program at La Salle School of Nursing and Health Sciences has an active chapter of SNAP. Students learn and develop professional qualities and leadership skills; and they participate in service activities throughout the school, campus, and community. Students may attend national and state-wide conferences offered by the NSNA.

Students enrolled in the day full-time nursing program and in the evening/weekend ACHIEVE program are eligible to join, and all students are strongly encouraged to become actively involved in SNAP.

ADMISSION TO THE NURSING MAJOR

Students who are interested in pursuing a baccalaureate degree in Nursing at La Salle University in the full-time day program must first apply for admission to the University. An official high school transcript or GED is required of all applicants to the University interested in pursuing a nursing degree.

All students, regardless of University admission coding as a Nursing student or a pre-Nursing student, must be reviewed at the completion of the sophomore year by the undergraduate Nursing Program's Admissions and Academic Standards Committee. This review does not require a separate application for admission. However, formal acceptance into the clinical courses of the major through this review is required. This review consists of both academic and non-academic requirements, including criteria such as (but not limited to) the student's overall GPA, science GPA, criminal background and health history. The Pennsylvania State Board of Nursing (SBON) reserves the right to deny a professional license to any applicant who has been convicted of a felony or any offense related to the use and sale of alcohol or controlled substances in Pennsylvania or any other state. Other felony convictions and certain misdemeanor offenses may be considered impaired moral character. The determination of whether such conduct constitutes poor moral character is a discretionary matter for the Board of Nursing. Students should contact the Board with questions pertaining to this policy; however, the SBON typically does not address questions related to individual circumstances until once an applicant makes a formal application requesting licensure.

In order to be formally accepted into the junior year and begin nursing clinical courses, the student must have earned the following:

- at least 60 required La Salle University credits in the core and pre-requisite courses in the liberal arts and sciences;
- a grade of "C" or higher in Developmental Psychology, Nutrition, and Statistics;
- an overall GPA of 3.0;
- a Science GPA of 3.0, with completion of Chemistry (4cr), Microbiology (4cr), Anatomy & Physiology I (4cr), and Anatomy & Physiology II (4 cr); no individual science course grade may be lower than a "C"; students may only repeat one science one-time in order to achieve the required 3.0 GPA or required minimum course grade.

Students should be aware that the grading system and requirements for a passing grade in the undergraduate nursing program as well as most programs within the School of Nursing and Health Sciences are different than those of the general University. Specific grading scales are published in the SONHS Undergraduate and Graduate Nursing Programs' Handbook.

All students are required to have taken a standardized test that includes critical reading comprehension and math proficiency scores. This test (e.g., SAT, ACT) must have been taken within three years of the student being considered for formal acceptance into the clinical nursing courses. Additional alternate testing may be required based on the timing or score range of original testing. The Test of English as a Foreign Language (TOEFL) is required of any student who is requesting credit evaluation through WES or who has attended secondary school in a foreign country. As clear and effective verbal communication is a necessary ability for a professional nurse to practice safely when caring for patients and when communicating with other interprofessional health care team members, the TOEFL is also required for any student whose primary language is not English and for any student for whom the Admissions and Academic Standards Committee deems a language/communication evaluation is necessary.

CLINICAL EXPERIENCES

The Undergraduate Nursing Programs of La Salle's School of Nursing and Health Sciences have established strong ties with a number of hospitals

and other health-care facilities within Philadelphia and surrounding areas (including Montgomery, Bucks, and Delaware Counties as well as New Jersey). Clinical experiences associated with coursework may be assigned at institutions such as Albert Einstein Medical Center, St. Christopher's Hospital for Children, Chestnut Hill Hospital, Cooper Medical Center, Abington Memorial Hospital, Belmont Center for Comprehensive Care, Friends Hospital, Shriner's Hospital for Children, Holy Redeemer Hospital and Medical Center, Thomas Jefferson University Hospital, Methodist Hospital, Lankenau Hospital, Lower Bucks Hospital, Paoli Hospital, Aria Health System, Presbyterian Medical Center, St. Mary Medical Center, Doylestown Hospital, and various public, parochial, and private schools in Philadelphia and the surrounding counties. In addition, students may have the opportunity to practice through the La Salle University Neighborhood Nursing Center, a nurse-managed public-health facility.

Students are responsible for their own means of transportation to and from clinical sites.

REQUIREMENTS FOR PROGRESSION AND GRADUATION

PROGRESSION IN THE NURSING MAJOR

Students in the nursing major must meet specific academic standards for continued progression in the major. Students must maintain a 2.75 GPA in nursing major courses in order to progress; if a student does not maintain the GPA, the student will no longer be permitted to progress in the nursing major and will be advised to choose another major.

REQUIREMENTS FOR GRADUATION

In order to graduate, all nursing students must fulfill these requirements:

- provide documentation of completion of 5000 NCLEX-style questions;
- complete a formal NCLEX-RN® review course at the completion of the program; and
- satisfactorily complete all core and major courses, including NUR 417.

MODEL ROSTER — NURSING PROGRAM

Freshman Year

Fall	Spring
Writing I	Writing II
History	Religion
Chemistry or Clinical Microbiology	Clinical Microbiology or Chemistry
Philosophy	Sociology
Psychology	Computer Science

Sophomore Year

Fall	Spring
Nutrition	Religion
Fine Arts or Foreign Language	History, Fine Arts, Literature or Foreign Language
Anatomy and Physiology I	Anatomy and Physiology II
Literature	Statistics
Psychology	Philosophy or Nursing 304

Junior Year

Fall	Spring
Nursing 304 or Philosophy	Nursing 306 or 310
Nursing 305	Nursing 312
Nursing 307	Nursing 316
Nursing 306 or 310	Elective

Senior Year

Fall	Spring
Nursing 405	Nursing 411
Nursing 408	Nursing 414
Nursing 412	Nursing 416
Elective	Nursing 417

BACHELOR OF SCIENCE IN NURSING PROGRESS RECORD (126 CREDITS)

I. Powers (4 courses)

- A. Writing I
 - **ENG 110** College Writing I
- B. Writing II
 - **ENG 210** College Writing II
- C. Numbers
 - **HSC 217** Statistics for Health Science Professionals
- D. Information Technology
 - **CSC 151** Introduction to Computing Using Packages
or **CSC 154** Healthcare Informatics

II. Frameworks of Scientific Understanding (8 courses)

- A. Natural Science (5 courses)
The following courses are required:
 1. **BIO 161** Anatomy & Physiology I
 2. **BIO 162** Anatomy & Physiology II
 3. **BIO 163** Clinical Microbiology
 4. **CHM 161** Chemistry of the Life Sciences
 5. **NUTR 165** Principles of Nutrition
- B. Social Science (3 courses)
 1. Sociology
 - **SOC 150** Principles of Sociology
 2. Psychology
 - **PSY 155** Introduction to Psychology
 - **PSY 210** Developmental Psychology

III. Patterns of Meaning (8 courses)

- A. Religion
 1. **REL 150** Exploring Christianity
or **REL 153** Exploring Religion
 2. **REL** REL 200-Level or 300-Level
- B. Philosophy
 1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
 2. **PHL 200** PHL 200-Level or 300-Level
- C. Literature
 - **ENG 150** Introduction to Literature
or **LIT 150** Modern European and Latin American Writers
- D. History
 - **HIS 151** Global History to 1500
or **HIS 155** Themes in American History: A Biographical Approach
- E. Fine Arts or Language (one of the following three)
 - **ARTH 150** Introduction to Art
 - **MUS 150** The Art of Listening
 - **Foreign Language**
- F. One of the following
 - **ENG 250** Literature and Culture
 - **LIT 250** Topics in Western Literature
 - **HIS 251** Global History 1500 to Present
 - **DART 200** History and Theory of Digital Art
(may only be taken if ARTH 150 was taken in category E)
 - Another course in what was taken in Category E; Fine Arts (200-Level) or Foreign Language.

IV. Nursing Major Requirements (14 courses)

1. **NUR 304** Introduction to Professional Nursing
2. **NUR 305** Health Assessment and Promotion
3. **NUR 306** Nursing Care of Women and the Childbearing Family
4. **NUR 307** Foundations of Practice
5. **NUR 310** Mental Health of the Individual and Community
6. **NUR 312** Pharmacology
7. **NUR 316** Care of Older Adults in Health and Illness
8. **NUR 405** Nursing Care of Children and Adolescents
9. **NUR 408** Nursing Research
10. **NUR 411** Public Health Nursing
11. **NUR 412** Care of Chronically Ill Adults
12. **NUR 414** Nursing Management and Leadership Concepts and Practice
13. **NUR 416** Care of Acutely Ill Adults
14. **NUR 417** Senior Seminar: Synthesis of Nursing Clinical Concepts

V. Electives (2 courses)

1. _____
2. _____

FACULTY

Kathleen A. Czekanski, Ph.D., R.N.
Associate Dean, Nursing Programs, School of Nursing and Health Sciences

Barbara Hoerst, Ph.D., R.N.
Director, Undergraduate Nursing Program

Professors: Wolf, Zane Robinson, Ph.D., R.N., FAAN (Dean *Emerita*,
School of Nursing and Health Sciences)

Associate Professors: Altmiller, Breckenridge, Czekanski, Dillon, Frizzell,
Goldberg, Wieland

Assistant Professors: Bailey, Bicknell, Burke, Gies, Gurmankin, Harkins,
Hoerst, Kavanagh, Kinder, Levine, Matecki, McGrorty, Sipe, Wilby

Instructors: Grosshauser, Kenney, McGovern, Neumeister, Smith, Terrell

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

Kristin DeLay, M.A.
Assistant Director, Evening/Weekend Nursing (ACHIEVE) Program

Karen Rossi, MSN, R.N.
Assistant Director, R.N. to BSN, RN to MSN Bridge Programs

Rosemary Elliott, M.Ed., BSN, MSN, R.N. Coordinator, Nursing Learning
Resource Center

COURSE DESCRIPTIONS**NUR 304**

INTRODUCTION TO PROFESSIONAL NURSING
3 credits



This course explores concepts fundamental to the nursing profession from perspectives of science, art, and values. Students examine professionalism and the practice of nursing within the broader health care system. They investigate roles of professional nurses, levels of education and practice, and development of a career. Emphasis is placed on how nurses use critical thinking in the context of clinical practice and philosophical, legal, and ethical foundations of professional practice. Prerequisites: 45 credits in the School of Arts and Sciences.

NUR 305

HEALTH ASSESSMENT AND PROMOTION
4 credits



The focus of this course is to develop the theoretical and practical base necessary to assess the health status of persons across the lifespan. Emphasis is on physical assessment, health promotion activities, prevention of disease, and teaching interventions necessary to provide care to healthy persons. The course concentrates on the identification of health promotion activities and teaching interventions to advance self-care and explore the nature of the person-environment interaction. Students learn physical assessment of the healthy client in the context of health promotion and evaluation. Student experiences take place in the laboratory where health assessment and promotion activities are practiced. The course includes 42 hours of theory and 42 hours of clinical. Prerequisites: 60 credits in the School of Arts and Sciences.

NUR 306

NURSING CARE OF WOMEN AND THE CHILDBEARING FAMILY
4 credits

The focus of this course is health assessment and health promotion for the childbearing family. Emphasis is placed on the application of theoretical principles that include family theory; the psychological, psychosocial, and physiological nature of the normal childbearing experience; and the promotion and education of lactation as a maternal-child health factor. Special emphasis is given to major maternal and neonatal risk factors and complications that potentially compromise healthy beginnings. Students will apply the nursing process with childbearing families who may vary in age, ethnicity, culture, language, social status, marital status, and sexual preferences. Education is planned so that students may apply learning experiences to a variety of diverse settings. Nursing plans of care reinforce the problem solving approach useful with many clients as well as promote NCLEX critical thinking. This course supports the use of evidenced-based practice in application of care. This course recognizes and incorporates the Standards of Care and Professional Performance as published in the Standards and Guidelines for Professional Nursing Practice in the Care of Women and Newborns, 7th ed. (AWHONN, 2009). The course includes 42 hours of theory and 42 hours of clinical. Prerequisites: 60 credits in the School of Arts and Sciences; corequisites: NUR 304, NUR 305, NUR 307.

NUR 307

FOUNDATIONS OF PRACTICE
5 credits

This course uses a systems theory framework to assist students to view the health care needs of patients requiring health maintenance services. Clinical experiences are provided in secondary and tertiary health care settings. Students demonstrate common nursing skills in the campus laboratory and health care agencies. The course emphasizes traditional and holistic approaches to patient care. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: 60 credits in the School of Arts and Sciences; corequisites: NUR 304, NUR 305.

NUR 310

MENTAL HEALTH OF THE INDIVIDUAL AND COMMUNITY
5 credits

The focus of this course is to develop the theoretical and practice base necessary to care for human systems under stress. The course incorporates learning to care for oneself as an approach to understanding and caring for others. Emphasis is placed on theories of stress and coping (including crisis theory and family systems), as well as theories related to neurobiological and psychosocial conceptual models. The course will provide a strong theoretical practice foundation for assessing human systems facing problems such as loss, crisis, chronic illness, impaired coping ability and maladaptive patterns of behavior. Clinical experiences will provide opportunities to apply the nursing process in caring for the mental health needs of individuals, groups, and families. The course is designed to meet guidelines of professional nursing as presented in *The Psychiatric-Mental Health Nursing: Scope and Standards of Practice*. (2007). Author: ANA, APNA, ISPN: Washington, DC. the course includes 42 hours of theory and 84 hours of clinical. Corequisites: NUR 304, NUR 305, NUR 307.

NUR 312

PHARMACOLOGY
3 credits

This course explores pharmacodynamics, pharmacokinetics, drug actions and interactions and selected environmental and cultural factors of drug therapy. Safety precautions during medication administration are emphasized. Special consideration is placed on the effects of drugs on individuals across their lifespan. Nursing responsibilities in drug therapy will be incorporated into clinical nursing courses. Prerequisite: NUR304, NUR 305 and NUR 307.

NUR 316**CARE OF OLDER ADULTS IN HEALTH AND ILLNESS**

5 credits

Students investigate the impact of illness on adult and geriatric patients and their families. They examine physiological, pathophysiological, psychological, financial, spiritual, and social changes affecting ill adults. Emphasis is placed on nursing interventions that promote, maintain, and restore health. Safety principles are highlighted. Students provide care for adult patients, emphasizing care needs of frail elders, in secondary and tertiary health care agencies. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: NUR 304, 305, and 307; Corequisite: NUR 312.

NUR 405**NURSING CARE OF CHILDREN AND ADOLESCENTS**

5 credits

This course focuses on the impact of acute and chronic illness on children and adolescents and their families. Physiological and psychosocial alterations are explored from a holistic and systems perspective with special emphasis on the developmental needs of the child or adolescent. Application of the nursing process including the maintenance of health through the illness experience is emphasized with young patients and their families in secondary and tertiary settings. Special emphasis is given to risk reduction in the care of children and adolescents and their families as identified in the Healthy Children/Youth 2020 documents. The course is designed to meet the guidelines for professional nurses as found in the ANA Standards of Clinical Nursing Practice and the Statement on the Scope and Standards of Pediatric Clinical Nursing Practice. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: all 300-level courses; NUR 405 may be taken concurrently with NUR 310 only if all other 300-level courses are completed.

NUR 408**NURSING RESEARCH**

3 credits

The purpose of this course is to stimulate a refinement and appreciation of the potential of the research process in the development of nursing, client, and health care systems. This course emphasizes the research approach in nursing and the necessity for theory-based and evidence-based practice. Problem identification, literature review, hypothesis formulation, research design, sampling, data collection, and analysis will be explored. Students will be required to identify a problem in the nursing or client system, propose a method for its investigation, and present the proposal for critique by peers. Emphasis will be placed on a critique of published nursing research and on the notion that an applied discipline is only as strong as its research and theoretical base. Prerequisites: HSC 217 and all NUR 300-level nursing courses.

NUR 411**PUBLIC HEALTH NURSING**

5 credits

This course expands the theoretical and experiential base gained in prior nursing and non-nursing courses by introducing students to population-based nursing care. Emphasis is placed on planning to address health promotion, primary and secondary disease prevention, and protection goals for particular at-risk and high risk population groups. The course orients the student to health care needs and interests of families, aggregates, and communities as a whole, rather than solely focusing on needs and interests of individual clients. Health care strategies, population-level interventions, and community resources are identified. Neighborhood and community cohesiveness, as well as relevant political, economic, social, and health care action(s) are examined. Students reflect upon contemporary literature related to public health issues. Varied clinical opportunities support nursing, epidemiological, and public health approaches in selected agency

and community sites. Students explore and apply nursing strategies that strengthen individual, family, and communal well-being. Clinical practicum projects emphasize the processes of group work and program planning at the community level. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: all 300-level NUR courses, NUR 405, NUR 408, and NUR 412.

NUR 412**CARE OF CHRONICALLY ILL ADULTS**

5 credits

In this course students investigate the impact of chronic illness on adult and geriatric patients and their families. Physiological, pathophysiological, and psychosocial changes are explored in relation to the experience of chronic illness. Health maintenance and health restoration nursing interventions and safety principles are emphasized. Students care for chronically ill adult patients in secondary and tertiary health care agencies. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: all NUR 300-level nursing courses.

NUR 414**NURSING LEADERSHIP AND MANAGEMENT CONCEPTS AND PRACTICE**

3 credits

The purpose of this course is to analyze nursing leadership and management from a systems perspective. A broad organizational perspective is developed, emphasizing the fit of the nursing unit within the larger organizational structure. Within this context, the roles of professional nurses as leaders and managers are explored. Leadership behaviors in self are compared to those of a nurse leader role model observed in the practice setting. Emphasis is given to the promotion of assertive behavior in the professional role. Prerequisites: all 300-level nursing courses, NUR 405, NUR 408, and NUR 412; Corequisite: NUR 416

NUR 416**CARE OF ACUTELY ILL ADULTS**

5 credits

This course delineates principles, practices and theoretical models specific to the nursing care of acutely ill adult clients. Health maintenance and health restoration nursing interventions are emphasized. The impact of the illness experience on patients, families, and the community is explored from a holistic and systems theory perspective as students develop knowledge and skills. Established evidence, outcomes measures, and continuous quality improvement models are used to develop and evaluate plans of care that emphasize safety and attend to nursing sensitive quality indicators. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: all 300 level nursing courses and NUR 405, 408, and 412.

NUR 417**SENIOR SEMINAR: SYNTHESIS OF NURSING CLINICAL CONCEPTS**

1 credit

This senior seminar prepares the student for success in the transition from student to professional nurse. The main focus is to assist the student in synthesizing nursing clinical concepts that are essential for the entry-level nurse to provide safe quality nursing care to individuals, families, and groups in a variety of clinical settings. The course readies the student for the NCLEX-RN® examination as it emphasizes the development of critical thinking and test-taking skills through the use of evidence-based strategies that promote success in licensure examination.

Nursing Electives

NUR 465

SAFETY STRATEGIES FOR HEALTHCARE DELIVERY SYSTEMS
3 credits

This course explores medication and other health-care errors that threaten patient safety. The impact of health-care errors is examined from the perspectives of consumers, health-care providers, professional organizations, legislators, hospitals, and health-care delivery agencies. Systems improvement initiatives are investigated with the goal of preventing health-care errors. Interdisciplinary and collaborative roles of consumers, legal counsel, and health-care providers, including nurses, pharmacists, and physicians, are emphasized. Prerequisite: NUR 304.

NUR 467

CARING THEORY, CARING PRACTICE
3 Credits

This course examines human caring and nurses' contributions to the health and healing of the people served. It emphasizes the history, research, and aesthetics of caring from the perspectives of nursing and other disciplines. Emphasis is placed on critique of caring research, scholarly and aesthetic writing on caring, and resources available to study caring. International caring and self-care are analyzed.

HEALTH STUDIES

MISSION

The Mission of the La Salle University Bachelor of Science program in Health Studies is to educate baccalaureate students to serve the health-care needs of vulnerable populations in communities by advocating for changes in health-care and community systems and by providing health education.

PROGRAM GOALS

To prepare students to provide health-related services in communities with an emphasis on vulnerable populations.

To educate students to value the contributions of community members and stakeholders to the health of communities.

To prepare students for lives of continuing study and service.

LEARNING GOALS

At the completion of the program the student will:

1. Integrate scientific theories, facts, and principles with health promotion, disease prevention, health restoration, and health maintenance strategies.
2. Apply culturally sensitive strategies when providing health promotion, health education, and disease prevention programs for diverse individuals, families, groups, and communities.
3. Use research-based, theoretical, and public health principles as a basis for study of health and health risks for individuals, families, groups, and communities.
4. Apply principles of health literacy during encounters with individuals, families, and groups.

5. Provide outreach programs in communities that emphasize healthy lifestyle choices for individuals, families, groups, and communities.
6. Collaborate with leaders in public health and other health care systems to address health disparities.
7. Plan health care programs based on assessment of population needs and community resources.
8. Evaluate health care programs based on ethical and policy standards.
9. Advocate for vulnerable populations in community settings to insure improvements in the quality of life and health of underserved populations.
10. Value self-directed learning for continuing educational development.

Graduates may locate employment opportunities in a wide variety of positions in the health care industry; clinical trial organizations, non-profit agencies, fundraising agencies, insurance companies, quality assurance jobs, health education organizations, health care consultation firms, and health information agencies.

ADMISSION REQUIREMENTS

■ FRESHMEN: TRACK I

■ OTHER UNDERGRADUATE STUDENTS, CHANGE OF MAJOR: TRACK II

Students submit an official change of major form to the Dean's Office of the School of Nursing and Health Sciences of La Salle University to change their major.

HEALTH STUDIES MINOR

The purpose of this interdisciplinary minor is to educate students about the health problems of citizens residing in urban environments and related health topics. Public health concepts orient the urban health courses in the minor. Health-focused, service learning programs are provided through the La Salle Neighborhood Nursing Center. The urban health focus of some courses illustrates a commitment to urban health care for underserved and vulnerable populations and reflects the Lasallian mission of humanistic Catholic Christian education.

To minor in Health Science, the student must complete six courses within the discipline. At least two of the six must be at the 300-400 level, no more than two may be at the 100 level, and the remaining two or three may be at the intermediate level.

■ COURSES

HSC 101, HSC 102, HSC 114, HSC 202, HSC 212, HSC 217, HSC 223, HSC 233, HSC 235, HSC 315, HSC 350, HSC 351, HSC 355, HSC 361, HSC 389, HSC 407, HSC 408, HSC 410, HSC 415, HSC 416, HSC 451, HSC 467, HSC 468

BACHELOR OF SCIENCE IN HEALTH STUDIES PROGRESS RECORD: TRACK I MAJOR STUDENTS (122 CREDITS)

I. Powers (5 courses)

- A. Writing I
- **ENG 110** College Writing I
- B. Writing II
- **ENG 210** College Writing II
- C. Numbers
- **HSC 217** Statistics for Health Science Professionals
- D. Speech
- **COM 150** Presentation Skills
- E. Information Technology
- **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (7 courses)

- A. Natural Science (4 courses)
1. **BIO 161** Anatomy and Physiology I
 2. **BIO 162** Anatomy and Physiology II
 3. **BIO 163** Clinical Microbiology
 4. **CHM 161** Chemistry for the Life Sciences
- B. Social Science (3 courses)
1. **SOC 150** Introduction to Sociology
 2. **PSY 210** Developmental Psychology
 3. **POL 150** Principles of American Government

III. Patterns of Meaning (8 courses)

- A. Religion
1. **REL 150** Exploring Christianity or **REL 153** Exploring Religion
 2. **REL** REL 200-Level or 300-Level
- B. Philosophy
1. **PHL 151** The Human Person or **PHL 152** Moral Choice
 2. **PHL** PHL 200-Level or 300-Level
- C. Literature¹
- **ENG 150** Introduction to Literature or **LIT 150** Modern European and Latin American Writers
- D. History
- **HIS 151** Global History to 1500 or **HIS 155** Themes in American History: A Biographical Approach
- E. Fine Arts or Language (one of the following three)
- **ART 150** Introduction to Art
 - **MUS 150** The Art of Listening
 - **Foreign Language**
- F. One of the following
- **ENG 250** Literature and Culture
 - **LIT 250** Topics in Western Literature
 - **HIS 251** Global History 1500 to Present
 - **DART 200** History and Theory of Digital Art (may only be taken if ART 150 was taken in category E)
 - Another course in what was taken in Category E; Fine Arts (200-Level) or Foreign Language.

IV. Major Requirements Track I (16 courses)*, **

1. **HSC 101** Essentials of Public Health
2. **HSC 102** Health Promotion Through the Life Cycle
3. **HSC 114** Unhealthy Urban Environments: Healthy Solutions
4. **HSC 202** Health Promotion Strategies Through the Life Cycle
5. **HSC 233** Health Care Terminology and Health Information Literacy
6. **HSC 301** Theories of Social Behavioral Change in Community Health Education
7. **HSC 315** Violence Prevention and Control
8. **HSC 350** Health Education: Principles and Practice
9. **HSC 351** Introduction to Health Policy
10. **HSC 355** Needs Assessment and Program Planning
12. **HSC 361** Health Communication and Education: A Multimedia Approach
13. **HSC 389** Race, Ethnicity, and Public Health
14. **HSC 408** Research for Public Health
15. **HSC 415** Drugs and Devices: Development of Prescription
16. **HSC 467** Health Education and Program Evaluation

V. Elective (4 courses)**

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

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

* This curriculum progress chart is subject to program requirements and restrictions.

** Students should consult with their academic advisor for proper selection of courses.

BACHELOR OF SCIENCE IN HEALTH STUDIES PROGRESS RECORD: TRACK II CHANGE OF MAJOR**I. Powers (5 courses)**

- A. Writing I
- **ENG 110** College Writing I
- B. Writing II
- **ENG 210** College Writing II
- C. Numbers
- **HSC 217** Statistics for Health Science Professionals
- D. Information Technology
- **COM 150** Public Speaking
or **NUR 304** Introduction to Professional Nursing
or **NUR 305** Health Assessment and Promotion
or **SLH 102** Introduction to Communication Disorders
exempt speech course
- E. Information Technology
- **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (22 credits)

- A. Natural Science (4 courses)
1. **BIO 161** Anatomy and Physiology I
 2. **BIO 162** Anatomy and Physiology II
 3. **BIO 163** Clinical Microbiology
 4. **CHM 161** Chemistry for the Life Sciences
- B. Social Science (3 courses)
1. **SOC 150** Introduction to Sociology
 2. Psychology
 - a. **PSY 210** Developmental Psychology
 - b. **PSY 155** Introduction to Psychology
or **PSY 220** Psychopathology
 3. **POL 150** Principles of American Government

III. Patterns of Meaning (8 courses)

- A. Religion
1. **REL 150** The Christian Tradition
or **REL 153** The Dynamics of Religion
 2. **REL** REL 200-Level or 300-Level
- B. Philosophy
1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
 2. **PHL** PHL 200-Level or 300-Level
- C. Literature¹
- **ENG 150** Themes in Literature and Culture
or **LIT 150** Modern European and Latin American Writers
- D. History
- **HIS 151** Global History to 1500
or **HIS 155** Themes in American History: A Biographical Approach
- E. Fine Arts or Language (one of the following three)
- **ART 150** Introduction to Art
 - **MUS 150** The Art of Listening
 - **Foreign Language**
- F. One of the following
- **ENG 250** Writers and Their Worlds
 - **LIT 250** Topics in Western Literature
 - **HIS 251** Global History 1500 to Present
 - **DART 200** History and Theory of Digital Art
(may only be taken if ART 150 was taken in category E)
 - Another course in what was taken in Category E; Fine Arts (200-Level) or Foreign Language.

IV. Major Requirements*,**

1. **HSC 101** Essentials of Public Health
2. **HSC 467** Health Education and Program Evaluation (Capstone)***
3. **HSC 408** Research Methods for Public Health
or **NUR 408** Nursing Research
4. **HSC 350** Health Education: Principles and Practice***
5. **HSC 355** Needs Assessment and Program Planning***
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

V. Elective

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

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

* This curriculum progress chart is subject to program requirements and restrictions.

** Students should consult with their academic advisor for proper selection of courses; see the following HSC options:

1. **HSC 114** Unhealthy Urban Environments: Healthy Solutions
2. **HSC 223** Plagues and Epidemics: Past, Present, and Future
3. **HSC 361** Health Communication: A Multimedia Approach
4. **HSC 389** The Health of a Nation: Cultural Diversity and Health Disparities
5. **HSC 416** Urban Health: Families and Children in Jeopardy
6. **HSC 451** Urban Men's Health
7. **HSC 493** Holistic Health Approaches
8. **NUTR 165** Nutrition
9. **NUTR 300** Community Nutrition

*** Required for track completion.

COURSE DESCRIPTIONS
HSC 101 (F, S)
ESSENTIALS OF PUBLIC HEALTH
 3 credits


This course provides a basic introduction to public health concepts and practice by examining the philosophy, purpose, history, organization, functions, tools, activities, and the results of public health practice at the national, state, and local levels. Healthy People 2020 is reviewed and the interpretation, intent, and impact of Health Care Reform Legislation are discussed. The course aims to stimulate interactions among students around important problems and issues facing public health of the nation and the world.

HSC 102
HEALTH PROMOTION THROUGH THE LIFE CYCLE
 3 credits

Students examine health promotion and disease prevention needs of individuals across the life cycle with an emphasis on the threats to health of urban communities. Health-enhancing behaviors are stressed and model health promotion programs are evaluated. Students compare individual to societal responsibility for health promotion. They examine the characteristics of environments that support healthy lifestyles and identify strategies that reduce behaviors placing individuals and communities at risk for disease and illness.

HSC 114
UNHEALTHY URBAN ENVIRONMENTS: HEALTHY SOLUTIONS
 3 credits


This course integrates earth sciences, geology, environmental sciences, and health initiatives in the Greater Philadelphia metropolitan area aimed at identifying, managing, and eliminating urban/environmental threats to health. The environmental problems studied include lead poisoning of children, radon, asbestos exposure, urban brown fields, toxic waste, urban pollution, and other environmental hazards. Students are introduced to the urban environment by class trips to city neighborhoods identified as high risk for disease and illness from environmental pollutants and geographic or climactic problems.

HSC 202
HEALTH PROMOTION STRATEGIES THROUGH THE LIFE CYCLE
 3 credits

Students compare health-promotion programs for individuals across the life cycle. They create and implement a health-promotion program addressing the health risks of an urban, vulnerable group after investigating disease and illness statistics available in national, state-wide, and regional reports and databases and current research. Prerequisite: HSC 102.

HSC 217 (F, S, Summer)
STATISTICS FOR HEALTH PROFESSIONALS
 3 credits

This course is an introduction to statistical concepts and data analysis. The elements of statistical thinking are presented as a means of using data for problem solving. Students apply statistical concepts to elementary data analysis using the statistical methods commonly used in health-care research. Examples of statistical applications in nursing and allied health research are provided. As part of this course, the students are introduced to the Statistical Package for the Social Sciences (IBM SPSS).

HSC 233
HEALTH CARE TERMINOLOGY AND HEALTH INFORMATION LITERACY
 3 credits


This course explores health-care communication from the perspectives of medical terminology and health information literacy. Students investigate the structure of medical terms and analyze spoken and written health-care communication examples. The importance of health literacy for the health of vulnerable populations is examined and applied to health-promotion and disease-prevention initiatives.

HSC 301
THEORIES OF SOCIAL BEHAVIORAL CHANGE IN COMMUNITY HEALTH EDUCATION
 3 credits

This course provides an introduction to social and behavioral theories and their application to health behavior and public health problems. Students explore diseases and conditions from the perspectives of theory. They create and deliver health education programs for at-risk, vulnerable groups. Health promotion, health protection, and disease prevention programs are presented.

HSC 315
VIOLENCE PREVENTION AND CONTROL
 3 credits/elective


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.

HSC 350
HEALTH EDUCATION: PRINCIPLES AND PRACTICE
 3 credits


This course investigates health education from the perspectives of history, roles, theoretical foundations, and professional standards. Needs assessment, program planning, development, implementation, and evaluation are examined using model programs as exemplars. Health education needs of vulnerable and socially disadvantaged populations are emphasized, including health disparities, maternal and child care, and aging persons with disabilities. Students plan and implement a service-learning program for a vulnerable population.

HSC 351
INTRODUCTION TO HEALTH POLICY
 3 credits


Students explore key health policy issues in the United States and the outcomes of policies for public, private, and not-for-profit settings. They examine the influences of politics and interest groups on health policy formulation. The effect of health policy on the health of urban communities is analyzed along with the interplay of policy on infectious diseases, bio-ethical issues, and globalization.

HSC 355
NEEDS ASSESSMENT AND PROGRAM PLANNING
 3 credits

In this course, students explore needs assessment and program planning processes used to address public health problems for urban groups. They investigate strategies to involve stakeholders in the planning stage of health-promotion programs. Evidence-based programs are compared and

data collection methods are reviewed that position health-promotion programs for vulnerable populations.

HSC 361

HEALTH COMMUNICATION AND EDUCATION: A MULTIMEDIA APPROACH
3 credits



This course explores various media and technology resources available for health education. Utilizing models suitable for teaching and learning, the impact of technology and mass communication on health education is examined. Students evaluate health education modalities that are appropriate for diverse urban populations across the lifespan. They explore the effect of media in consumer attitudes and beliefs and collaborate with communication experts to plan and implement a specific media strategy. Service-learning projects emphasize the design of health education programs for urban populations.

HSC 389

RACE, ETHNICITY, AND PUBLIC HEALTH
3 credits



This course provides students with a basic understanding of racial and ethnic differences in health status and the factors that shape them. Students examine the concepts of race and ethnicity and distinguish between categories of biological and social constructionist perspectives. Students define and describe racial and ethnic health disparities, discuss mechanisms underlying disparities, and think critically about existing health research on health disparities. They also explore theoretical frameworks for interpreting disparities in health and examine approaches for elimination of racial and ethnic health disparities.

HSC 408

RESEARCH METHODS FOR PUBLIC HEALTH
3 credits



This course investigates research methods and multidisciplinary research studies for health-care systems. An overview of quantitative and qualitative data analysis and reporting is explored. Evidence-based practice is emphasized.

HSC 415

DRUGS AND DEVICES; DEVELOPMENT TO PRESCRIPTION
3 credits/Elective



Students investigate drug groups prescribed for major diseases affecting individuals throughout the lifespan. The role of the Food and Drug Administration in clinical trials regulating medications, biologicals, and devices is explored. Ethical issues in human subject studies, safety, reporting, and the agendas of the pharmaceutical and medical device industries are examined.

HSC 467 (F, S)

CAPSTONE: HEALTH EDUCATION AND PROGRAM EVALUATION
3 credits/elective



Students explore concepts of health promotion and disease prevention for populations at risk. Principles of teaching and learning are explored. Interdisciplinary collaboration and collaborative practice are emphasized. Students implement a health education project for a community, aimed at promoting healthy outcomes. Program evaluation research structures the project. Prerequisite: HSC 355.

Health Science Electives**HSC 223**

PLAGUES AND EPIDEMICS: PAST, PRESENT, AND FUTURE
3 credits/elective



This course traces the history and etiology of some of the world's most famous plagues and epidemics. The effect of infectious diseases on human civilization are presented. Discussions chronicle the evolution of knowledge and treatment modalities of these diseases. The question of how to prevent plagues and epidemics in the future is addressed. The public health threats of bioterrorism are explained.

HSC 235

FOUNDATIONS OF HOLISTIC HEALTH
3 credits/elective

This course explores a holistic model of health care for wellness and disease prevention over the lifespan. A brief introduction to quantum physics lays the foundation for an in-depth exploration of the bio-psycho-social model of health care. Complementary/integrative medicine, the energetics of healing, and the paradigm shift in the biomedical model of health care are examined, as are holistic approaches for comprehensive health care.

HSC 356

REPRODUCTIVE HEALTH FOR PUBLIC HEALTH PRACTITIONERS
3 credits/elective



Course content emphasizes theories of reproductive health, sexual development, and factors influencing sexual behavior within the continuum of health and illness. Common sexual practices and reproductive health issues of people are studied within the context of lifestyle and situational life crises. Concepts of normal sexual function and dysfunction are examined. Contemporary sexual health and reproductive issues, obstetrical care in the United States and abroad, gender based violence, maternal morbidity and mortality, family planning, and reproductive health policy are explored. Theoretical foundations of the medical, psychological, socio-cultural, political, and biological determinants of human sexual behavior and reproductive health are examined. Issues of biology related to sex, gender identity, social sex role, and sexual orientation are discussed. Contemporary issues of sexual risk behaviors, sexually transmitted infections and safe sex practices are investigated in addition to those issues of chronic illness, disability, and sexual coercion.

HSC 357

WOMEN, GENDER, AND PUBLIC HEALTH
3 credits/elective

This course focuses on constructions of gender and sex and their implications for understanding determinants of population health and creating healthy public policy. It considers how different frameworks of addressing gender and biological sex shape questions people ask about, and explanations and interventions they offer for, societal patterns of health, disease, and well-being. The course demonstrates ways of conceptualizing gender in relation to biology and health using case examples. In all cases, issues of gender are related to other social determinants of health, including social class, racism, and other forms of inequality. Implications of diverse approaches are debated, as part of developing useful strategies for improving physical, mental, and social well being.

HSC 407

STRESS AND HEALTH
3 credits/electives

The focus of this course is to develop the theoretical and practice base necessary to care for human systems experiencing stress. Theories of stress

and its relationship to disease onset, impaired healing, and compromised wellness are examined with an emphasis on developing holistic plans for health promotion, health restoration, and health maintenance. Within the context of the course, the student critically examines the experience of a variety of non-invasive therapeutic modalities for promotion of wellness. A strong emphasis of the course is on the assessment of human systems under stress and on the development of communication techniques that enhance students' ability to understand the human condition. Reflection on personal experiences as a model for understanding self and others is utilized.

HSC 410

CARING FOR THE ELDERLY: THEORIES, PRACTICE, AND SOCIAL POLICY
3 credits

This course analyzes aggregate care models for the elderly. It explores social policy on aging from a governmental and interagency perspective. Population changes and aging in society are highlighted. Public health and social agency strategies are explored, as are ethical issues relating to aging and social policy.

HSC 416

URBAN HEALTH: FAMILIES AND CHILDREN IN JEOPARDY
3 credits

This course explores the public health resources and challenges of urban families and their children. Utilizing models suitable for vulnerable populations, the impact of social, legislative, governmental, economic, and educational factors on the well-being of urban populations is investigated. Students examine urban communities as complex physical, social, and cultural environments. Threats to quality of life and the effects of common high-risk behaviors on family health are assessed. Students engage family members and community organizations as partners in positive health strategies. Experiential and service learning projects emphasize both family and community assessments.

HSC 422

THEORY, PRINCIPLES, AND ASSESSMENT IN BIOLOGICAL, PSYCHOLOGICAL, AND PATHOPHYSIOLOGICAL AGING
3 credits/elective

This course explores social and psychological aspects of aging, common physical health problems in the elderly, and behavior and biological aging theories. Behavioral theories such as stress models, person-environment fit, and social cognitive theory are examined. Special attention is given to mood disorders, dementia, elder abuse, congestive heart failure, degenerative joint disease, and osteoporosis as prototype concerns. Common therapeutic interventions such as fall prevention, pain management, and exploitation prevention as well as assessment strategies for social, psychological, physical, and functional health aspects of aging are emphasized. Public health implications of problems such as depression, delirium, dementia, and elder exploitation are explored. Health advocacy approaches, prevention models, and critical pathway analysis are used to frame health promotion and disease prevention programs.

HSC 434 (Summer)

DIMENSIONS IN WOMEN'S HEALTH
3 credits/elective

This course focuses on contemporary women's health problems and concerns. Women's health issues are explored. Health risk identification, health promotion, health maintenance, and interventions are examined from a holistic perspective.

HSC 451

THE HEALTH OF URBAN MEN
3 credits

This course explores growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicaments of fragile populations with a focus on the unique health status of urban men. The course recognizes that masculinity, gender roles, employment, and other psychological and social factors influence the way men care for themselves and others. Students participate in health promotion activities in environments which challenge urban men's access to health care. A service-learning project for urban men is implemented.

HSC 465

CARING THEORY, CARING PRACTICE
3 credits/elective

This course examines human caring and nurses' and other health care providers' contributions to the health and healing of the people served. It emphasizes the history, research, and aesthetics of caring from the perspectives of nursing and other disciplines. Emphasis is placed on critique of caring research, scholarly and aesthetic writing on caring, and resources available to study caring. International caring and self-care are analyzed.

HSC 493

HOLISTIC HEALTH APPROACHES
3 credits/elective

This course explores philosophical, theoretical, and practice of holistic health care. The foundations of holistic health care lie in the belief that healing interventions need to take into consideration the whole person with the goal of bringing about unity, harmony, and integrity of the individual with one's internal and external environments. A focus for this course will be hands-on practice with each of these strategies with the intention that students will be able to integrate these holistic healing approaches into their practice. Strategies included in this course will be: relaxation techniques, guided imagery, foot reflexology, scuttering, meridian massage, introductory Reiki, and therapeutic touch.

BACHELOR OF SCIENCE IN PUBLIC HEALTH PROGRESS RECORD TRACK 1 MAJOR STUDENTS (121 CREDITS)

I. Powers (5 courses)

- A. Writing I
 - **ENG 110** College Writing I
- B. Writing II
 - **ENG 210** College Writing II
- C. Numbers
 - **HSC 217** Statistics for Health Science Professionals
- D. Speech
 - **COM 150** Presentation Skills
- E. Information Technology
 - **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (7 courses)

- A. Natural Science (4 courses)
 1. **BIO 161** Anatomy and Physiology I
 2. **BIO 162** Anatomy and Physiology II
 3. **BIO 163** Clinical Microbiology
 4. **CHM 161** Chemistry for the Life Sciences
- B. Social Science (3 courses)
 1. **SOC 150** Introduction to Sociology
 2. **PSY 210** Developmental Psychology
 3. **POL 150** Principles of American Government

III. Patterns of Meaning (8 courses)

- A. Religion
 1. **REL 150** Exploring Christianity
or **REL 153** Exploring Religion
 2. **REL** REL 200-Level or 300-Level
- B. Philosophy
 1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
 2. **PHL** PHL 200-Level or 300-Level
- C. Literature¹
 - **ENG 150** Introduction to Literature
or **LIT 150** Modern European and Latin American Writers
- D. History
 - **HIS 151** Global History to 1500
or **HIS 155** Themes in American History: A Biographical Approach
- E. Fine Arts or Language (one of the following three)
 - **ART 150** Introduction to Art
 - **MUS 150** The Art of Listening
 - **Foreign Language**
- F. One of the following
 - **ENG 250** Literature and Culture
 - **LIT 250** Topics in Western Literature
 - **HIS 251** Global History 1500 to Present
 - **DART 200** History and Theory of Digital Art
(may only be taken if ART 150
was taken in category E)
 - Another course in what was taken in Category E; Fine Arts
(200-Level) or Foreign Language.

IV. Major Requirements (15 courses)

1. **PHLT 101** Essentials of Public Health
2. **PHLT 114** Unhealthy Urban Environments Healthy Solutions
3. **PHLT 250** Global Health
4. **PHLT 301** Theories of Social Behavioral Change in Community Health Education
5. **PHLT 315** Violence Prevention and Control
6. **PHLT 319** Epidemiology
7. **PHLT 350** Health Education Principles and Practice
8. **PHLT 351** Introduction to Public Health Policy
9. **PHLT 355** Needs Assessment and Program Planning
10. **PHLT 361** Health Communication and Education: A Multimedia Approach
11. **PHLT 389** Race, Ethnicity, and Public Health
12. **PHLT 408** Research Methods for Public Health
13. **PHLT 410** Health Education Practicum I
14. **PHLT 411** Health Education Practicum II
15. **PHLT 467** Capstone: Health Education and Program Evaluation

V. Elective (3 courses)

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

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

PUBLIC HEALTH

MISSION

La Salle University's Bachelor of Science in Public Health Program educates beginning professionals 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 through organized community efforts. The program prepares students for graduate study.

PROGRAM GOALS

To educate students for beginning positions as public health professionals in various settings so that health is promoted and disease prevented for vulnerable, diverse populations.

To prepare students to participate in community service activities through volunteerism.

To prepare graduates to practice effectively in various public health and other environments and to pursue advanced professional and/or academic training.

To collaborate with local, regional, national, and global public health organizations so that the curriculum and field study experiences of students enrolled in the program responds to the current health and health-care needs of vulnerable communities.

LEARNING GOALS

At the completion of the program the student will:

1. Explain the health-care needs and threats to the health and safety of diverse, vulnerable populations using a systems perspective.
2. Identify the evolution, complexities, and challenges of the U.S. health-care system.
3. Identify the health status of populations and their related determinants of health and illness.
4. Relate public health science skills to the core public health functions and 10 essential services of public health.
5. Describe causal connections among environmental and individual factors threatening the health of citizens based on epidemiologic, social, behavioral, and biological principles.
6. Collaborate with community and public health agency groups through teamwork efforts on behalf of the health of communities.
7. Use leadership and communication skills to educate and mobilize communities about health issues in order to ensure safety and promote health.
8. Create health promotion and disease prevention programs aimed at improving population health.
9. Advocate for the health of communities through advocacy efforts directed at the health concerns of communities.

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; practicums in community settings; and a capstone in health education and program planning.

PHLT 101

ESSENTIALS OF PUBLIC HEALTH
3 credits

This course provides a basic introduction to public health concepts and practice by examining the philosophy, purpose, history, organization, functions, methods, activities, and the results of public health practice at the national, state, and local levels. Healthy People 2020 is reviewed and the interpretation, intent, and impact of health care legislation is discussed. The course aims to stimulate interactions among students around important problems and issues facing public health of the nation and the world.

PHLT 114

UNHEALTHY URBAN ENVIRONMENTS: HEALTHY SOLUTIONS
3 credits

This course integrates earth sciences, geology, environmental sciences, and health initiatives in the Greater Philadelphia metropolitan area aimed at identifying, managing, and eliminating urban/environmental threats to health. The environmental problems studied include lead poisoning of children, radon, asbestos exposure, urban brown fields, toxic waste, urban pollution, and other environmental hazards. Students are introduced to the urban environment by class trips to city neighborhoods identified as high risk for disease and illness from environmental pollutants and geographic or climactic problems.

PHLT 250

GLOBAL HEALTH
3 credits

This course explores world health issues and policies by examining selected threats to global health. Students ascertain the global interconnectedness of humanity and investigate the effect of economic globalization on health issues. Global warming, cross border pollution, the spread of infectious diseases, and international crime are considered. Current health threats, global health indicators, ethical considerations of global initiatives, and solutions are evaluated.

PHLT 301

THEORIES OF SOCIAL BEHAVIORAL CHANGE IN COMMUNITY HEALTH EDUCATION
3 credits

This course provides an introduction to social and behavioral theories and their application to health behavior and public health problems. Students explore diseases and conditions from the perspectives of theory. They create and deliver health education programs for at-risk, vulnerable groups. Health promotion, health protection, and disease prevention programs are presented.

PHLT 315

VIOLENCE PREVENTION AND CONTROL
3 credits

Students review theories of violence causation and epidemiologic patterns of violence in urban settings. An ecological framework 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.

PHLT 319
EPIDEMIOLOGY
 3 credits

This course introduces basic concepts of epidemiology and biostatistics applied to public health problems. The principles and methods of epidemiologic investigation, summaries and displays of data, and the use of statistical approaches for describing the health of populations are emphasized. Various epidemiologic designs for investigating associations between risk factors and disease outcomes are also introduced.

PHLT 350
HEALTH EDUCATION: PRINCIPLES AND PRACTICE
 3 credits

This course investigates health education from the perspectives of history, roles, theoretical foundations, and professional standards. Needs assessment, program planning, development, implementation, and evaluation are examined using model programs as exemplars. Health education needs of vulnerable and socially disadvantaged populations are emphasized, including health disparities, maternal and child care, and aging persons with disabilities. Students plan and implement a service learning program for a vulnerable population.

PHLT 351
INTRODUCTION TO PUBLIC HEALTH POLICY
 3 credits

Students explore major health policy issues in the United States health care system and the outcomes of policies for public, private, and not-for-profit settings. They examine steps of policy analysis and apply these strategies to evaluate health issues and health care. The legislative process and the structure and financing of the health care system in the United States are investigated as are influences of politics and interest groups on health policy formulation. The effect of health policy on the health of urban communities is analyzed along with the interplay of policy on infectious diseases, bioethical issues, and globalization.

PHLT 355
NEEDS ASSESSMENT AND PROGRAM PLANNING
 3 credits

In this course students explore needs assessment and program planning processes used to address public health problems for urban groups. They investigate strategies to involve stakeholders in the planning stage of health promotion programs. Evidence-based programs are compared and data collection methods are reviewed that position health promotion programs for vulnerable populations.

PHLT 361
HEALTH COMMUNICATION AND EDUCATION: A MULTIMEDIA APPROACH
 3 credits

This course explores various media and technology resources available for health education. Utilizing models suitable for teaching and learning, the impact of technology and mass communication on health education is examined. Students evaluate health education modalities appropriate for diverse urban populations across the lifespan. They explore the effect of media in consumer attitudes and beliefs and collaborate with communication experts to plan and implement a specific media strategy. Service learning projects emphasize the design of health education programs for urban populations.

PHLT 389
RACE, ETHNICITY, AND PUBLIC HEALTH
 3 credits

This course provides students with an understanding of racial and ethnic differences in health status and the 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 disparities, discuss mechanisms underlying disparities, and think critically about existing health research on health disparities. They explore theoretical frameworks for interpreting disparities in health and examine approaches for elimination of racial and ethnic health disparities.

PHLT 408
RESEARCH METHODS FOR PUBLIC HEALTH
 3 credits

This course investigates research methods and multidisciplinary research studies for health care systems. An overview of research designs and quantitative analysis are presented. Qualitative data analysis is explored using data analysis software. Evidence-based practice is emphasized.

PHLT 410
PUBLIC HEALTH PRACTICUM I
 3 credits

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 public health education and professionalism. Students complete 120 hours in a practice experience in an underserved community. Students discuss actual case studies illustrating the practical challenges of program development and evaluation. Placements are negotiated with the faculty advisor and field practice coordinator.

PHLT 411
PUBLIC HEALTH PRACTICUM II
 6 credits

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. Students focus on public health workforce development, leadership, professional development, and preparation for entry into the public health education workforce. Students continue their practice experiences and complete 240 hours in an underserved community setting. Seminar meetings are conducted in which students discuss their practicum projects and the continuing challenges of program development and evaluation.

PHLT 467
CAPSTONE: HEALTH EDUCATION AND PROGRAM EVALUATION
 3 credits

Students explore concepts of health promotion and disease prevention for at-risk populations. Principles of teaching and learning are explored. Interdisciplinary collaboration and collaborative practice are emphasized. Students implement a health education project for a community aimed at promoting healthy outcomes. Program evaluation research structures the project.

NUTRITION

The Bachelor of Science in Nutrition prepares students for a wide variety of careers in areas such as health care, public health, business, food management, and research. La Salle offers students two options for the Bachelor of Science: a Didactic Program in Nutrition or a Coordinated Program in Dietetics.

The Didactic Program in Nutrition prepares students for post-baccalaureate dietetic internships and offers opportunities for focused electives or for a minor area of study to match a student's interests or career goals. Electives may also be used to take additional courses to prepare for graduate study in other health sciences, such as medicine, physician's assistant, physical therapy, and others. Graduates work to promote health and wellness within communities and have employment opportunities in public health agencies (government and private), food service facilities, and businesses.

The Coordinated Program in Dietetics prepares students to be eligible to become registered dietitians immediately after graduation by incorporating supervised practice experiences throughout their senior year in the Bachelor of Science in Nutrition Program. The dietetic internship experience contains a minimum of 1,200 hours of supervised practice in clinical and community nutrition and food service management. To obtain the Registered Dietitian credential, the student must pass a national examination administered by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics after graduation. Registered Dietitians are employed in health-care settings as medical team members and as managers of nutrition programs for hospitals and community health organizations. They are also employed by food companies, service management companies, and other businesses.

BACHELOR OF SCIENCE IN NUTRITION: DIDACTIC PROGRAM IN NUTRITION

The mission of the La Salle University Bachelor of Science in Nutrition/Didactic Program is to educate baccalaureate students in nutrition and health science, promote health and wellness, prevent nutrition-related disease, integrate research into practice, and enable graduates to assume careers as nutrition professionals or pursue careers as registered dietitians.*

* Students who wish to pursue the registered dietitian credential must complete an accredited dietetic internship program following completion of the Didactic Program in Nutrition and a baccalaureate degree. Further information on eligibility requirements for becoming a registered dietitian can be obtained at the Commission on Dietetic Registration Web site at www.cdrnet.org.

LEARNING GOALS

At the completion of the program the student will:

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

7. Utilize professional skills and standards to provide nutrition services in multidisciplinary settings.
8. Provide culturally competent nutrition services for individuals and communities.

ACCREDITATION

La Salle University's Didactic Program in Nutrition is currently granted initial accreditation by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 S. Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312.899.0040, x5400, <http://www.eatright.org/ACEND/>.

BACHELOR OF SCIENCE IN NUTRITION: COORDINATED PROGRAM IN DIETETICS

The Mission of the La Salle University Coordinated Program in Dietetics/Bachelor of Science in Nutrition Program is to educate baccalaureate students in nutrition and health science, promote health and wellness, prevent and treat nutrition-related disease, integrate research into practice, and enable graduates to assume careers as registered dietitians*.

LEARNING GOALS

At the completion of the program the student will:

1. Utilize knowledge from the physical and biological sciences as a basis for understanding the role of food and nutrients in health and disease processes.
2. Provide nutrition counseling and education to individuals, groups, and communities throughout the lifespan using a variety of communication strategies.
3. Evaluate nutrition information based on scientific reasoning for clinical, community, and food service application.
4. Apply technical skills, knowledge of health behavior, clinical judgment, and decision-making skills when assessing and evaluating the nutritional status of individuals and communities and their response to nutrition intervention.
5. Implement strategies for food access, procurement, preparation, and safety for individuals, families, and communities.
6. Perform food management functions in business, health-care, community, and institutional arenas.
7. Practice state-of-the-art nutrition care in collaboration with other health-care providers in multidisciplinary settings within the bounds of ethical, legal, and professional practice standards.
8. Provide culturally competent nutrition services for individuals and communities.

ACCREDITATION

La Salle University's Coordinated Program in Dietetics is currently granted initial accreditation by the Accreditation Council for Education of Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312.899.0040, x5400, <http://www.eatright.org/ACEND/>

STUDENT NUTRITION ORGANIZATION

La Salle Explorers Advocating Nutrition (LEAN) seeks to promote awareness of good nutritional health through education and service projects for students, faculty, and staff of La Salle University and its surrounding community.

ADMISSION TO THE NUTRITION MAJOR

ADMISSION TO THE DIDACTIC PROGRAM IN NUTRITION

Application for admission for all undergraduate students is made through the Office of Admission of the Day Division of La Salle University (www.lasalle.edu or 215.951.1500). The candidate's credentials are evaluated in the Admission Office and all candidates must meet admission criteria established by the University. Once accepted, all students are referred to the Nutrition Programs Director for advising.

Application for admission for post-baccalaureate students is made through the College of Professional and Continuing Studies of La Salle University (www.lasalle.edu or 215.951.1100). The candidate's credentials are evaluated by the Office of Adult Enrollment and must meet admission criteria established by the University. The candidate meets with an enrollment counselor in the Office of Adult Enrollment and is referred to the Nutrition Programs director for advising.

Students who seek admission to the Coordinated Program in Dietetics must first apply to the Didactic Program as described above.

ADMISSION TO THE COORDINATED PROGRAM IN DIETETICS

1. Admission to the Coordinated Program (CP) occurs in the fall semester of the senior year.
2. All students apply for admission to the CP program in spring semester of the junior year.
3. Preferences for CP admission are as follows if students otherwise meet all entrance criteria:
 - a. All degree students will receive first preference and are currently guaranteed admission to the CP if all admission criteria are met.
 - b. Non-degree students who have received a B.S. in Nutrition from La Salle will receive second preference.
 - c. Non-degree students who have received a B.A./B.S. from another institution will receive third preference.
 - d. Admission to the Coordinated Program for non-degree students is based on space available and is not guaranteed.
4. Admission to the Coordinated Program requires the following:
 - a. All students must have:
 - i. completed English composition (I and II), statistics, computer science, public speaking, psychology, economics, and all science and nutrition prerequisites;
 - ii. earned a cumulative GPA of 3.0;
 - iii. earned a C or better in all science and nutrition courses;
 - iv. earned a B or better in Medical Nutrition Therapy I and II* , Management in Nutrition and Dietetics, and Quantity Food Production and Management. Note: For students who will complete MNT II and Quantity Food Production and Management after applying to the CP, admission to the CP is conditional on obtaining a grade of B above in MNT II and Quantity Food Production and Management.

- b. Degree students can have no more than three credits outstanding in La Salle core courses to enter the CP.
- c. Non-degree students who apply for the Coordinated Program must complete a minimum of six credits in the Didactic Program at La Salle University, including MNT I and II.
- d. Foreign students must have a TOEFL score of 85 or higher for admission into the CP.

MINOR IN NUTRITION

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

■ REQUIRED FOR A MINOR IN NUTRITION:

- BIO 162 or BIO 210
- NUTR 165
- NUTR 200
- Three additional courses from the 300/400 level (These must be approved by the Nutrition Program Director)

(PLEASE NOTE: COLLEGE CHEMISTRY IS A PREREQUISITE FOR THE NUTRITION SCIENCE MINOR.)

MODEL ROSTER — DIDACTIC PROGRAM IN NUTRITION**Freshman Year****Fall**

College Writing I (ENG 107)
 Public Speaking (COM 150)
 Anatomy and Physiology I
 BIO 161
 Introduction to Computers
 Using Packages (CSC 151)
 Principles of Nutrition
 (NUTR 165)

Spring

College Writing II (ENG 108)
 Chemistry of the Life Sciences
 (CHM 161)
 Anatomy and Physiology II
 BIO 162
 Religion 150 or 153
 Philosophy 151 or 152

Junior Year**Fall**

Management in Nutrition
 and Dietetics
 (NUTR 310)
 Clinical Microbiology
 BIO 163
 Professional Practice in Nutrition
 (NUTR 340)
 Medical Nutrition Therapy I
 (NUTR 341)
 Elective

Spring

Quantity Food Prod. / Mgmt.
 (NUTR 320)
 Medical Nutrition Therapy II
 (NUTR 342)
 Intro. to Macroeconomics
 (ECN 150)
 History 151
 Elective

Sophomore Year**Fall**

Organic Chemistry for Life Sciences
 (CHM 262)
 Literature (ENG 150)
 Life Cycle Nutrition
 (NUTR 200)
 Introduction to Psychology
 (PSY 155)
 Elective

Spring

Biochemistry for Life Sciences
 (CHM 263)
 Food Science
 (NUTR 230)
 Community Nutrition
 (NUTR 300)
 Statistics for Health Sciences
 (HSC 217)
 Elective

Senior Year**Fall**

Nutrition Education/Counsel
 (NUTR 420)
 Special Topics in Nutrition
 (NUTR 470)
 Religion (any 200-level)
 Fine Arts or Foreign Language
 Elective or NUTR 460/480

Spring

Food and Culture
 (NUTR 441)
 Capstone in Nutrition
 (NUTR 440)
 Literature, History, Fine Arts,
 or Foreign Language
 Philosophy (any 200-level)
 Elective or NUTR 460/480

BACHELOR OF SCIENCE — DIDACTIC PROGRAM IN NUTRITION PROGRESS RECORD
I. Powers

- A. Writing I
 - **ENG 110** College Writing I
- B. Writing II
 - **ENG 210** College Writing II
- C. Numbers
 - **HSC 217** Statistics for Health Science Professionals
- D. Speech
 - **COM 150** Presentation Skills
- E. Information Technology
 - **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding

- A. Natural Science

The following courses are required:

 1. **BIO 161** Anatomy & Physiology I
 2. **BIO 162** Anatomy & Physiology II
 3. **BIO 163** Clinical Microbiology
 4. **CHM 161** Chemistry of the Life Sciences
 5. **CHM 262** Organic Chemistry for Life Sciences
 6. **CHM 263** Biochemistry for Life Sciences
- B. Social Science
 1. **ECN 150** Introduction to Macroeconomics
 2. **PSY 155** Introduction to Psychology

III. Patterns of Meaning

- A. Religion
 1. **REL 150** Exploring Christianity
or **REL 153** Exploring Religion
 2. **REL** REL 200-Level
- B. Philosophy
 1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
 2. **PHL 200** PHL 200-Level
- C. Literature
 - **ENG 150** Introduction to Literature
or **LIT 150** Modern European and Latin American Writers
- D. History
 - **HIS 151** Global History to 1500
- E. Fine Arts or Language
- F. One additional Literature, History, Fine Arts, or Foreign Language course
 - _____
 - _____

IV. Major Requirements

1. **NUTR 165** Principles of Nutrition
2. **NUTR 200** Life Cycle Nutrition
3. **NUTR 230** Food Science
4. **NUTR 300** Community Nutrition
5. **NUTR 310** Management in Nutrition and Dietetics
6. **NUTR 340** Introduction to Professional Practice in Nutrition
7. **NUTR 320** Quantity Food Production and Management
8. **NUTR 341** Medical Nutrition Therapy I
9. **NUTR 342** Medical Nutrition Therapy II
10. **NUTR 420** Nutrition Education and Counseling
11. **NUTR 440** Capstone in Nutrition
12. **NUTR 441** Food and Culture
13. **NUTR 470** Special Topics in Nutrition

V. Electives (5 courses)

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

MODEL ROSTER — COORDINATED PROGRAM IN DIETETICS

Freshman Year
Fall

College Writing I (ENG 107)
 Public Speaking (COM 150)
 Anatomy and Physiology I
 (BIO 161)
 Religion 150 or 153
 Introduction to Computers
 Using Packages (CSC 151)

Spring

College Writing II (ENG 108)
 Chemistry of the Life Sciences
 (CHM 161)
 Principles of Nutrition
 (NUTR 165)
 Anatomy and Physiology II
 (BIO 162)
 Philosophy 151 or 152

Junior Year
Fall

Global History to 1500
 (HIS 151)
 Professional Practice in Nutrition
 (NUTR 340)
 Medical Nutrition Therapy I
 (NUTR 341)
 Management in Nutrition and
 Dietetics
 (NUTR 310)
 Clinical Microbiology
 (BIO 163)

Spring

Quantity Food Prod. / Mgmt.
 (NUTR 320)
 Intro. to Macroeconomics
 (ECN 150)
 Medical Nutrition Therapy II
 (NUTR 342)
 Philosophy (any 200-level)
 Literature, History, Fine Arts,
 Foreign Language

Sophomore Year
Fall

Literature 150
 or ENG 150
 Organic Chemistry for Life Sciences
 (CHM 262)
 Life Cycle Nutrition
 (NUTR 200)
 Introduction to Psychology
 (PSY 155)
 Religion (any 200-level)

Spring

Biochemistry for Life Sciences
 (CHM 263)
 Food Science
 (NUTR 230)
 Community Nutrition
 (NUTR 300)
 Statistics for Health Sciences
 (HSC 217)
 Fine Arts or Foreign Language

Senior Year
Summer

Practicum - Food Service
 Management

Fall

Nutrition Education/Counsel
 (NUTR 420)
 Practicum - Med Nutr Ther I
 (NUTR 401)
 Practicum -
 Community Nutr I
 (NUTR 410)

Spring

Capstone in Nutrition
 (NUTR 440)
 Practicum - Med Nutr Ther II
 (NUTR 402)
 Practicum -
 Community Nutr I
 (NUTR 411)

BACHELOR OF SCIENCE — COORDINATED PROGRAM IN DIETETICS PROGRESS RECORD
I. Powers

- A. Writing I
 - **ENG 110** College Writing I
- B. Writing II
 - **ENG 210** College Writing II
- C. Numbers
 - **HSC 217** Statistics for Health Science Professionals
- D. Speech
 - **COM 150** Public Speaking
- E. Information Technology
 - **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding

- A. Natural Science
The following courses are required:
 1. **BIO 161** Anatomy & Physiology I
 2. **BIO 162** Anatomy & Physiology II
 3. **BIO 163** Clinical Microbiology
 4. **CHM 161** Chemistry of the Life Sciences
 5. **CHM 262** Organic Chemistry for the Life Sciences
 6. **CHM 263** Biochemistry for the Life Sciences
- B. Social Science
 1. **ECN 150** Introduction to Macroeconomics
 2. **PSY 155** Introduction to Psychology

III. Patterns of Meaning

- A. Religion
 1. **REL 150** Exploring Christianity
or **REL 153** Exploring Religion
 2. **REL** REL 200-Level
- B. Philosophy
 1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
 2. **PHL 200** PHL 200-Level
- C. Literature
 - **ENG 150** Introduction to Literature
or **LIT 150** Modern European and Latin American Writers
- D. History
 - **HIS 151** Global History to 1500
- E. Fine Arts or Language
- F. One additional Literature, History, Fine Arts, or Foreign Language course
 - _____
 - _____

IV. Major Requirements

1. **NUTR 165** Principles of Nutrition
2. **NUTR 200** Life Cycle Nutrition
3. **NUTR 230** Food Science
4. **NUTR 300** Community Nutrition
5. **NUTR 310** Management in Nutrition and Dietetics
6. **NUTR 320** Quantity Food Production and Management
7. **NUTR 340** Introduction to Professional Practice in Nutrition
8. **NUTR 341** Medical Nutrition Therapy I
9. **NUTR 342** Medical Nutrition Therapy II
10. **NUTR 401** Practicum in Medical Nutrition Therapy I
11. **NUTR 402** Practicum in Medical Nutrition Therapy II
12. **NUTR 410** Practicum in Community Nutrition I
13. **NUTR 411** Practicum in Community Nutrition II
14. **NUTR 420** Nutrition Education and Counseling
15. **NUTR 430** Practicum in Food Service Management
16. **NUTR 440** Capstone in Nutrition

FACULTY

Jule Anne Henstenburg, M.S., R.D., LDN, Assistant Professor and Director, Nutrition Programs and Didactic Program in Nutrition

Elizabeth A. Emery, M.S., R.D., CNSD, LDN, Assistant Professor and Director, Coordinated Program in Dietetics

Susan E. Adams, M.S., R.D., LDN, Assistant Professor

COURSE DESCRIPTIONS
NUTR 165 (F, S, Summer)

PRINCIPLES OF NUTRITION
3 credits

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. Three hours of lecture. Required for all subsequent nutrition courses.

NUTR 200 (F)

LIFE CYCLE NUTRITION
3 credits

Details human nutritional needs and dietary guidelines for health maintenance and disease prevention during pregnancy, lactation, infancy, early and middle childhood, adolescence, adulthood, and older adulthood. Three-hours of lecture. Prerequisite: NUTR 165 and BIO 161.

NUTR 230 (S)

FOOD SCIENCE
3 credits

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. Three hours of lecture; two hours of laboratory. Prerequisites: NUTR 165, CHM 161.

NUTR 300 (S)

COMMUNITY NUTRITION
3 credits

This course focuses on 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. Three hours of lecture. Prerequisites: NUTR 165 and 200 and BIO 161-162.

NUTR 310 (F)

MANAGEMENT IN NUTRITION AND DIETETICS
3 credits

Professional management principles, including systems theory, quality management and methodology, leadership and organizational change, human resources and labor law, and financial management, including budgeting and marketing. Three hours of lecture. Prerequisites: NUTR 165 and NUTR 230.

NUTR 320 (S)

QUANTITY FOOD PREPARATION AND MANAGEMENT SYSTEMS
3 credits

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. Three hours of lecture. Prerequisites: NUTR 165, 230, and 310.

NUTR 340 (S)

PROFESSIONAL PRACTICE IN NUTRITION
3 credits

Explores the roles of nutrition professionals within the broader health-care system with an emphasis on collaboration with other health professionals for the provision of comprehensive care. The course explores the roles that nutrition professionals perform in clinical, community, foodservice management, and business settings and emphasizes philosophical, legal, and ethical considerations for professional practice. Topics also include time management, critical thinking, and life-long learning. Three hours of lecture. Prerequisites: NUTR 165 and 200.

NUTR 341 (F)

MEDICAL NUTRITION THERAPY I
3 credits

This course focuses on the pathophysiology of nutrition-related disease; normal and therapeutic diets in the prevention and treatment of disease; drug-nutrient interactions, nutrition care process: nutrition assessment, diagnosis, intervention, and monitoring/evaluation; and documentation of nutrition care. Course materials will cover disorders of the gastrointestinal, cardiovascular, endocrine, neuromuscular, and skeletal systems as well as energy imbalance. Three hours of lecture. Prerequisites: NUTR 165, 200, 300, BIO 161-162, CHM 161, 262, 263.

NUTR 342 (S)

MEDICAL NUTRITION THERAPY II
3 credits

This course is a continuation of Medical Nutrition Therapy I: pathophysiology of nutrition-related disease; normal and therapeutic diets in the prevention and treatment of disease; nutrition care process: nutrition assessment, diagnosis, intervention, and monitoring/evaluation; and documentation of nutrition care. Course materials will cover disorders of the gastrointestinal, hepatic, and renal systems; food allergy and intolerance; genetics in nutrition; inborn errors of metabolism; and enteral and parenteral nutrition support. Three hours of lecture. Prerequisites: NUTR 165, 200, 300, 341, BIO 162-162, CHM 161, 262, 263.

NUTR 401 (F)

PRACTICUM IN MEDICAL NUTRITION THERAPY I
6 credits

Application of nutrition knowledge and the Nutrition Care Process in the solution of problems related to disease. Students will assess nutritional status (including medical record review, patient and family interviews, and input from other team members), identify nutritional needs, and develop care plans for individuals in acute and long-term care environments. Under the supervision of a registered dietitian, students will carry out basic nutrition interventions. Course will consist of assigned readings, discussions, and practical in experience in hospitals, medical centers, and long-term care facilities. Two hours of lecture, 16 hours of practicum. Prerequisite: Admission to the Coordinated Program.



NUTR 402 (S)

PRACTICUM IN MEDICAL NUTRITION THERAPY II
6 credits

Students will utilize the Nutrition Care Process in nutrition assessment, diagnosis, intervention, monitoring, and evaluation in the care of assigned patients in acute, ambulatory, and long-term care settings. Continued emphasis on the development of professional, educational, and counseling skills culminating in students' ability to assume major nutritional care responsibilities for adults and children with medical needs (gastrointestinal, renal, musculoskeletal, cardiac, endocrine, surgical, and metabolic), obesity, eating disorders, and feeding dysfunction. The implementation of nutritional care strategies as influenced by economic and regulatory issues will be highlighted. Course consists of assigned readings, discussions, and practical experiences in hospitals, medical centers, and long-term care facilities. Two hours of lecture, 16 hours of practicum. Prerequisite: Admission to the Coordinated Program.; NUTR 401 with a grade of B or better.

NUTR 410 (F)

PRACTICUM IN COMMUNITY NUTRITION I
6 credits

Application of nutrition principles to needs at various stages of the life cycle with an emphasis on health promotion and disease prevention. Students will utilize screening and assessment skills to determine the health and nutritional needs of individuals and groups in community settings. Under the supervision of a nutrition professional, students will participate in nutrition counseling sessions and education programs in a variety of community settings. Course will include assigned readings, discussions, and projects. Two hours of lecture, eight hours of practicum. Prerequisite: Admission to the Coordinated Program.

NUTR 411 (S)

PRACTICUM IN COMMUNITY NUTRITION II
6 credits

Application of knowledge in nutrition program planning, implementation, and management in schools, government agencies, and health organizations within the Philadelphia region. Continued emphasis on professional skills that allow students to function independently in community programs. Course will consist of assigned readings, discussions, and projects. Two hours of lecture, eight hours of practicum. Prerequisite: Admission to the Coordinated Program; NUTR 410 with a grade of B or better.

NUTR 420 (F)

NUTRITION EDUCATION AND COUNSELING
3 credits

Counseling and education theories; counseling and communication strategies for effective behavior change; and educational strategies for teaching nutrition to groups and individuals, including media use and creation of nutrition education materials. Three hours of lecture. Prerequisites: NUTR 165, 200, and 300.

NUTR 430 (Summer)

PRACTICUM IN FOOD SERVICE MANAGEMENT
3 credits

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. Course will consist of assigned readings and discussions with 32 hours of practical experience and two hours of lecture per week for 10 weeks. Prerequisite: Admission to the Coordinated Program.

NUTR 440 (S)

CAPSTONE IN NUTRITION
3 credits

The emphasis of this course is on the integration of nutrition knowledge and the interpretation and application of nutrition-oriented research including evidence-based practice. Students will write a research paper and present an oral seminar utilizing peer-reviewed scientific journals. Three hours of lecture. Prerequisites: NUTR 165, 200, and 300; HSC 217.

NUTR 441 (F)

FOOD AND CULTURE
3 credits

This course examines cultural/culinary traditions that shape an individual's eating habits, including exploration of the activities by which people produce, prepare, present, and consume food. The cultural aspects of food including religion, health beliefs, and historical/traditional factors within regional and ethnic groups common in the United States are identified. Three hours of lecture. Prerequisites: NUTR 165, 200. Recommended: NUTR 230, 300.

NUTR 460 (S)

NUTRITION EXTERNSHIP
3 credits/Elective only

Students experience field work under the supervision of a nutrition professional and faculty member. Permission of the Director is required. Hours need to be arranged with five hours of minimum field work per week required.

NUTR 470 (F)

SPECIAL TOPICS IN NUTRITION
3 credits

An in-depth examination of a topic of current interest in the field of nutrition. Three hours of lecture. Prerequisites: NUTR 165, 200, 300.

NUTR 480-481 (F, S)

NUTRITION RESEARCH
3 credits/Elective

Individual laboratory or theoretical work under supervision of a faculty member. Permission of the Director required. Hours to be arranged.

SPEECH-LANGUAGE-HEARING SCIENCE

Speech-language pathologists care for people of all ages and cultural backgrounds with communication and swallowing disorders. They assess, treat, and help to prevent speech, language, cognitive communication, voice, swallowing, fluency, and related disorders. The education of speech-language pathologists involves undergraduate coursework in speech-language-hearing science and a master's degree in speech-language pathology.

La Salle University offers a four-year program leading to a Bachelor of Science in speech-language-hearing science and a unique five-year program leading to both a Bachelor of Science and a Master of Science. The master's degree is the recognized credential in the field of speech-language pathology and is required for national certification, state licensure, and Pennsylvania Teacher Certification for Speech and Language Disabilities. Five-year students must begin the speech-language-hearing science major at La Salle in their freshman year and can earn a Bachelor of Science in speech-language-hearing science and a Master of Science in speech-language pathology in five years. Students who already have a bachelor's degree in communicative sciences and disorders or speech-language-hearing science can apply for admission to the graduate program. Furthermore, those students with an undergraduate degree in a related field can pursue the master's degree after completing undergraduate prerequisite courses.

THE PURPOSE OF THE FOUR-YEAR SPEECH-LANGUAGE-HEARING SCIENCE PROGRAM

The four-year Bachelor of Science Program in Speech-Language-Hearing Science provides students with the knowledge base needed to enter a master's program in speech-language pathology. Students acquire principles of biological science, physical science, mathematics, and social/behavioral science, in addition to knowledge of the principles of basic human communication and swallowing processes. Coursework includes the biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases of basic human communication.

MISSION STATEMENT

The mission of La Salle University's Speech-Language-Hearing-Science undergraduate program is to prepare students to apply for graduate study by providing them with the basic knowledge of human communication and swallowing processes within the context of a liberal arts education.

GOALS

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

MISSION STATEMENT OF THE SPEECH-LANGUAGE-HEARING SCIENCE FIVE-YEAR PROGRAM

La Salle University's Speech-Language-Hearing Science Graduate Program provides a research-oriented, clinically-based curriculum grounded in theoretical, ethical, and clinical knowledge in speech, language, and hearing science. Students learn to think critically and communicate effectively. They are prepared to meet professional credentialing including American Speech-Language-Hearing Association certification as speech-language pathologists. Students gain knowledge and skills to evaluate, treat, and advocate for individuals with communication and swallowing disorders in a pluralistic society. Students learn to analyze and integrate research into clinical practice and value lifelong learning.

GOALS OF THE FIVE-YEAR PROGRAM

The Speech-Language-Hearing Science Program at La Salle University is designed to provide an accredited program in which students are prepared to function as qualified speech-language pathologists. The program provides theoretical and clinical experiences that prepare students for leadership roles to meet the health, educational, and social needs of individuals with communication and swallowing disorders in the contexts of families, communities, and society. The Program is designed to equip students to meet requirements for certification by the American Speech-Language-Hearing Association, for licensure by the Commonwealth of Pennsylvania, and as a foundation for doctoral study. Graduates will earn a Master of Science degree.

LEARNING OBJECTIVES OF THE FIVE-YEAR PROGRAM

The following objectives reflect entry-level competency in all the basic human communication and swallowing areas including articulation, fluency, voice and resonance, receptive and expressive language, hearing including the impact on speech and language, swallowing, cognitive and social aspects of communication, and communication modalities.

The codes listed at the end of each objective refer to the ASHA Certification Standards from the Knowledge and Skills Acquisition (KASA) Form (March 2003).

1. Demonstrate proficiency in oral and written communication sufficient for entry into professional practice. (IV-G-3)
2. Apply basic biological/physical science, mathematics, and behavioral/social science to the study of communication and swallowing disorders. (III-A, III-B)
3. Analyze/synthesize, and evaluate information in the areas of basic human communication and swallowing processes. (III-B)
4. Contrast basic human communication and swallowing processes with communication and swallowing disorders and differences. (III-C, III-D)
5. Demonstrate clinical skill in assessment, intervention, and prevention of human communication and swallowing disorders. (III-D, IV-G1a-g; 2a-g)
6. Integrate and demonstrate ethical, legal, and professional standards in the provision of speech-language pathology services. (IV-G-3d)
7. Integrate research with clinical knowledge to improve evaluation and treatment of individuals with communication and swallowing disorders. (III-A, III-B, III-C, III-D, IV-G)
8. Critique professional issues in speech-language pathology and advocate for individuals with communication and swallowing disorders. (IV-G)

9. Pursue education and credentials necessary for obtaining/maintaining certification and licensure for ongoing professional development. (IV-G)
10. Implement appropriate assessment and intervention for diverse client populations with communication and swallowing disorders. (III-C, III-D, IV-G)
11. Evaluate individuals with communication and swallowing disorders utilizing appropriate diagnostic tools. (III-C, III-D, IV-G)
12. Provide intervention for individuals with communication and swallowing disorders utilizing appropriate clinical methods and strategies. (III-C, III-D, IV-G)
13. Practice independently and collaboratively in various health care, and educational systems with appropriate professional manner. (III-A, III-B, III-C, III-D, IV-G)

Although the Master's degree is the recognized credential to take the certification examination in Speech-Language Pathology and to become certified by the American Speech-Language-Hearing Association, a Bachelor of Science degree is also offered as a terminal degree.

ACCREDITATION

The Master of Science program in Speech-Language Pathology at La Salle University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA), 2200 Research Blvd., Rockville, MD, 20850-3289, 800.638.8255. ASHA is the national professional, credentialing, and scientific organization for speech-language pathologists, audiologists, and speech-language-hearing scientists. To practice in most work settings, speech-language pathologists must hold a master's degree and become certified by ASHA. This certification, called the Certificate of Clinical Competence (CCC), requires the successful completion of a specific program of coursework and practicum, passing the national certification examination, and a supervised clinical fellowship (CF). Most states also require speech-language pathologists to be licensed to practice. Licensure requirements in 48 of the 50 states (including Pennsylvania, New Jersey, and Delaware) are identical to ASHA-CCC standards. For more information about the importance of certification, please contact the American Speech-Language-Hearing Association at 800.638.8255 or <http://www.asha.org/Certification/Certification-Standards-for-SLP-General-Information/>

La Salle University's Speech-Language-Hearing Science (SLHS) Program is approved for teacher certification for Speech and Language Impaired from the Pennsylvania Department of Education (PDE) of the Commonwealth of Pennsylvania. This Instructional I certificate is needed to work in the various school systems in Pennsylvania. Any candidate applying for an Instructional I certificate must complete all requirements for the master's degree in speech-language pathology. Please see <http://www.pa.nesinc.com> for requirements for Pennsylvania Teacher Certification. Other states may have other requirements. In addition to all of the requirements for completion of the master's degree, candidates for Instructional I certificates must be recommended by the Speech-Language-Hearing Science Program faculty. Recommendations are predicated upon successful completion of all course requirements with the required grade point average (minimum cumulative GPA of 3.0 and a minimum GPA of 3.0 in SLHS courses). In addition to the SLHS course requirements, candidates for Instructional I certificates must complete approved education courses and complete an approved full-time student teaching practicum (SLH 521).

CLINICAL EXPERIENCES

In accord with ASHA certification requirements, the Five-Year Undergraduate-to-Graduate Speech-Language-Hearing Science (SLHS) Program

offers clinical education at various practicum sites. The SLHS Program has established strong ties with more than 250 schools, hospitals, private practices, and rehabilitation facilities in the greater Philadelphia area for supervised clinical practicum affiliations. Currently, these include: acute-care hospitals (pediatric and adult); rehabilitation hospitals (pediatric and adult); specialized schools; elementary, middle, and high schools in Pennsylvania, New Jersey, and Delaware; intermediate units in Pennsylvania and educational services units in New Jersey; private practices in Pennsylvania, New Jersey, Delaware, and New York City; and schools for the deaf.

THE NATIONAL STUDENT SPEECH LANGUAGE AND HEARING ASSOCIATION

The National Student Speech Language Hearing Association (NSSLHA) is a pre-professional membership association for students interested in the study of communication sciences and disorders.

La Salle University formed a recognized NSSLHA chapter in 2002. Membership in the La Salle NSSLHA chapter is available to undergraduate and graduate students enrolled in the Speech-Language-Hearing Science program.

ADMISSION

Students interested in pursuing the four-year Bachelor of Science Program or five-year Speech-Language Hearing Science Program leading to a Master of Science degree must apply to the Office of Admission.

PROGRESSION IN THE PROGRAM

Students' academic progress is reviewed by their advisers each semester and by SLHS faculty. All SLHS Four-Year majors and Pre-Speech students must maintain a minimum 3.0 GPA (overall, in the major, and in required sciences) with no more than two courses below a B, in order to advance to the sophomore year as a SLHS major and in order to continue in the major and progress in the program. Any student who does not meet this requirement will receive written notification from the SLHS Program and will be required to declare a different major for the fall of the sophomore year or at any other time during the course of study.

Students who enter La Salle in the Five-Year Program must maintain a minimum cumulative GPA of 3.5, including SLHS and required science courses, by January of the sophomore year. Students who do not meet this requirement may continue in the Four-Year Program if they meet the Four-Year Program requirements. These students are no longer eligible for application to the Five-Year Program.

Four-year SLHS majors can apply for admission to the Five-Year SLHS Program during the second semester of their sophomore year. They will be reviewed for placement in the Five-Year Program at the end of the sophomore year.

ADMISSION OF SLHS FOUR-YEAR B.S. STUDENTS INTO THE FIVE-YEAR SLHS PROGRAM

- Admission is determined during the spring semester of sophomore year.
- Students must have successfully completed the freshman year; the 1st semester curriculum of the sophomore level courses and be enrolled in the 2nd semester sophomore curriculum prescribed by the Five-Year SLHS Program (have equivalent coursework to those students already in the Five-Year Program).
- Students who transfer into the SLHS Program after the freshman year are not eligible for the Five-Year Program.

- Students must have a minimum overall GPA of 3.5, but having this minimum GPA does not guarantee admittance into the Five-Year Program.
- Students must have completed a minimum of 45 overall credit hours, of which a minimum of four courses must be successfully completed SLHS courses, in addition to BIO 161 and 162.
- Students must complete and submit an application to the Program Director by March 31 of their sophomore year (the application will include a one-page essay – topic to be determined by SLHS faculty).
- The SLHS Admission Committee will review applications and make the final determination of acceptance or denial to the Program. As part of this process, SLHS faculty will complete a student competency checklist for each student applicant.
- Students who are not accepted into the Five-Year Program can remain in the SLHS major and complete the degree requirements for the B.S. in SLHS. These students can then apply to any master's degree program including the SLHS M.S. Program at La Salle.

MODEL ROSTER — SPEECH-LANGUAGE-HEARING SCIENCE PROGRAM (FIVE-YEAR PROGRAM)

Freshman Year

Fall	Spring
CSC 151	Literature (ENG 150)
Writing I (ENG 110)	SLH 102
SLH 100	Philosophy or Religion
HIS 151	Anatomy and Physiology II (BIO 162)
Anatomy and Physiology I (BIO 161)	Philosophy or Religion

Sophomore Year

Fall	Spring
SLH 200	Philosophy or Religion
EDC 103 or PSY 210	PSY 220
SLH 202	HSC 217
Writing (ENG 210)	SLH 203
Philosophy or Religion	SLH 211
	PHY 205

Junior Year

Fall	Spring
SPN 101*	SPN 102*
SLH 304	SLH 308
SLH 306	SLH 314
2 Electives	Elective

*or other language with permission of Program Director

Summer

2 Electives

Senior Year

Fall	Spring
SLH 409	SLH 502
SLH 413	SLH 516
SLH 501	SLH 513
SLH 503	SLH 520

SLH 512

SLH 518

Summer

2 SLH Electives

Some students who will be completing the requirements for the master's degree in the SLHS five-year program may have to complete additional coursework during the summer sessions.

Students seeking certification from the American-Speech-Language-Hearing Association may need additional course work to meet certification requirements at the time of their application for certification.

Fifth (Graduate) Year

Fall	Spring
SLH 514	SLH 511
SLH 515	SLH 527
SLH 616 or SLH 521	SLH 635
2 SLH Electives	SLH 616 or SLH 521

BACHELOR OF SCIENCE PROGRESS RECORD — SPEECH-LANGUAGE-HEARING SCIENCE (FIVE-YEAR PROGRAM)

I. Powers (4 Courses)

- A. Writing I
- _____
- B. Writing II
- _____
- C. Numbers
- **HSC 217** Statistics for Health Science Professionals
- D. Information Technology
- **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (8 Courses)

- A. Natural Science
The following courses are required:
1. **BIO 161** Anatomy & Physiology I
 2. **BIO 162** Anatomy & Physiology II
 3. **SLH 202** Anatomy & Physiology of the Speech and Hearing Mechanisms
 4. **SLH 211** Acoustic Basis of Speech and Hearing
 5. **SLH 306** Neurological Basis of Communication and Behavior
 6. **PHY 205** Essential Physics for Health Sciences
- B. Social Science
Two Psychology courses
1. **EDC 103** Educational Psychology
or **PSY 210** Developmental Psychology
 2. **PSY 220** Abnormal Psychology

III. Patterns of Meaning (8 Courses)

- A. Religion
1. _____
 2. _____
- B. Philosophy
1. _____
 2. _____
- C. Literature
- _____
- D. History
- _____
- E. Two Spanish Courses*
1. **SPN 101** Elementary Spanish
 2. **SPN 102** Elementary Spanish

*or other language with permission of Program Director

IV. Major Requirements (17 Courses)

1. **SLH 100** Introduction to Language
2. **SLH 102** Introduction to Communication Disorders
3. **SLH 200** Phonetics
4. **SLH 203** Language Development
5. **SLH 304** Introduction to Audiology
6. **SLH 308** Clinical Procedure in Speech-Language Pathology
7. **SLH 314** Diagnostic Procedures in Speech-Language Pathology
8. **SLH 409** Multicultural Perspectives on Communication Disorders
9. **SLH 413** Professional Issues in Speech-Language Pathology
10. **SLH 501** Introduction to Clinical Practicum
11. **SLH 502** Introduction to Aural Habilitation/Rehabilitation
12. **SLH 503** Disorders of Articulation and Phonology
13. **SLH 512** Language Disorders in Children
14. **SLH 513** Acquired Language Disorders
15. **SLH 516** Clinical Practicum and Procedures
16. **SLH 518** Research Design in Communication Disorders
17. **SLH 520** Dysphagia: Diagnosis and Treatment of Swallowing Disorders

V. Electives (5 courses)

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

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

MODEL ROSTER — SPEECH-LANGUAGE-HEARING SCIENCE PROGRAM (FOUR-YEAR PROGRAM)**Freshman Year**

Fall	Spring
CSC 151	Literature (ENG 150)
Writing I (ENG 110)	SLH 102
SLH 100	Philosophy or Religion
HIS 151	Anatomy and Physiology II (BIO 162)
Anatomy and Physiology I (BIO 161)	Philosophy or Religion

Sophomore Year

Fall	Spring
SLH 200	Philosophy or Religion
EDC 103 or PSY 210	PSY 220
SLH 202	HSC 217
Writing II (ENG 210)	SLH 203
Philosophy or Religion	SLH 211
	PHY 205

Junior Year

Fall	Spring
SPN 101*	SPN 102*
SLH 304	SLH 308
SLH 306	SLH 314
2 Electives	Elective

*or other language with permission of Program Director

Senior Year

Fall	Spring
SLH 409	Elective
SLH 413	Elective
Elective	Elective
Elective	Elective
Elective	

**BACHELOR OF SCIENCE PROGRESS RECORD — SPEECH-LANGUAGE-HEARING SCIENCE
(FOUR-YEAR PROGRAM)**

I. Powers (4 Courses)

- A. Writing I
 - _____
- B. Writing II
 - _____
- C. Numbers
 - **HSC 217** Statistics for Health Science Professionals
- D. Information Technology
 - **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (8 Courses)

- A. Natural Science
The following courses are required:
 1. **BIO 161** Anatomy & Physiology I
 2. **BIO 162** Anatomy & Physiology II
 3. **SLH 202** Anatomy & Physiology of the Speech and Hearing Mechanisms
 4. **SLH 211** Acoustic Basis of Speech and Hearing
 5. **SLH 306** Neurological Basis of Communication and Behavior
 6. **PHY 205** Essential Physics for Health Sciences
- B. Social Science
Two Psychology courses
 1. **EDC 103** Educational Psychology
or **PSY 210** Developmental Psychology
 2. **PSY 220** Abnormal Psychology

III. Patterns of Meaning (8 Courses)

- A. Religion
 1. _____
 2. _____
- B. Philosophy
 1. _____
 2. _____
- C. Literature
 - _____
- D. History
 - _____
- E. Two Spanish Courses*
 1. **SPN 101** Elementary Spanish
 2. **SPN 102** Elementary Spanish

*or other language with permission of Program Director

IV. Major Requirements (9 Courses)

1. **SLH 100** Introduction to Language
2. **SLH 102** Introduction to Communication Disorders
3. **SLH 200** Phonetics
4. **SLH 203** Language Development
5. **SLH 304** Introduction to Audiology
6. **SLH 308** Clinical Procedure in Speech-Language Pathology
7. **SLH 314** Diagnostic Procedures in Speech-Language Pathology
8. **SLH 409** Multicultural Perspectives on Communication Disorders
9. **SLH 413** Professional Issues in Speech-Language Pathology

V. Electives (10 courses)

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

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

FACULTY

Barbara J. Amster, Ph.D., CCC-SLP, Program Director, Professor
 Brian Goldstein, Ph.D., CCC-SLP, Dean, Professor
 Evelyn R. Klein, Ph.D., CCC-SLP, Professor
 Jennifer Kleinow, Ph.D., CCC-SLP, Associate Professor
 Cesar Ruiz, SLP.D., CCC-SLP, Associate Professor
 Joan A. Luckhurst, Ph.D., CCC-SLP, Assistant Professor
 James M. Mancinelli, M.S., CCC-SLP, Director of Clinical Education
 Maureen Costello-Yacono, M.S., CCC/SLP, Director of SLHS Community Clinics

SPEECH-LANGUAGE-HEARING SCIENCE MINOR**PURPOSE**

The SLHS minor is designed to allow students interested in the discipline of speech-language-hearing science to pursue academic coursework without entry into the professional field of speech-language pathology.

★ REQUIRED FOR MINOR IN SLHS

Total of 19 credits, including two upper-level courses (300 and/or 400)

Required core sequence of courses for SLHS Minor

- **SLH 100** Introduction to Language and Communication (3 credits)
or
- **SLH 203** Language Development (3 credits)
- **SLH 102** Introduction to Communication Disorders (3 credits)
- **SLH 200** Phonetics (3 credits)
- **SLH 202** Anatomy and Physiology of the Speech and Hearing Mechanism (4 credits) (This course requires a prerequisite—BIO 161 and BIO 162.)

An additional two courses must be selected from the following:

- **SLH 304** Introduction to Audiology (3 credits)
- **SLH 306** Neurological Bases of Communication and Behavior (3 credits)
- **SLH 409** Multicultural Perspectives on Communication Disorders (3 credits)
- **SLH 413** Professional Issues in Speech-Language Pathology and Audiology (3 credits)

COURSE DESCRIPTIONS**Required For Speech-Language-Hearing Science Majors:****SLH 100**

INTRODUCTION TO LANGUAGE AND COMMUNICATION
3 credits

This course is an introduction to the study of the grammar and sound systems of natural languages with an emphasis on English. Historical and present day controversies on linguistic theories and the nature of language are emphasized. This class is cross-listed with PSY 242.

SLH 102

INTRODUCTION TO COMMUNICATION DISORDERS
3 credits

This course is an introductory survey of normal processes and disorders of speech, language, and hearing. The behavioral and social consequences of communication disorders in people throughout the life span are presented. Different categories, symptoms, and causes of communication disorders are examined. The roles of the Speech-Language Pathologist and Audiologist in the evaluation and treatment of communication disorders are discussed.

Preferred American Speech-Language Hearing Association (ASHA) practice patterns pertaining to a variety of professional situations are surveyed.

SLH 200

PHONETICS
3 credits

This course involves the exploration and study of American English pronunciation through the application of the International Phonetic Alphabet (IPA). Students will be trained in transcription of English phonemes and allophones and introduced to distinctive feature analysis, phonological rules, prosodic features, and dynamics of articulation, American dialectal variants, and developmental phonology.

SLH 202

ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISMS
4 credits

This course is designed to give students a basic understanding of the structural organization (anatomy), function (physiology), and neural control for speech production and hearing. The course will emphasize both normal and disordered systems. Two hours lecture, four hours laboratory. Prerequisite: BIO 161 and BIO 162 or permission of instructor.

SLH 203

LANGUAGE DEVELOPMENT
3 credits

This course explores the specific nature, sequence, and patterns of language development from birth through adolescence and its relation to other aspects of child development. Conditions that place infants and children at risk for speech and language disorders are explored. Patterns of normal language development are discussed as a guide for the evaluation and treatment of children with developmental language disorders. Prerequisite: SLH 100 or permission of instructor. This course is cross-listed with PSY 342.

SLH 211

ACOUSTIC BASES OF SPEECH AND HEARING
3 credits

This course explores the physical characteristics of speech sounds and the psychophysical processes involved in hearing and speech perception. Sound waves, resonance, decibels, and spectrogram reading are discussed. Computer applications with practical implications are explored.

SLH 304

INTRODUCTION TO AUDIOLOGY
3 credits

This course is a survey of the field of audiology, including the measurement of hearing and the nature and causes of hearing impairment in infants, children, and adults. Students are introduced to strategies used by audiologists and physicians in managing hearing impairment.

SLH 306

NEUROLOGICAL BASES OF COMMUNICATION AND BEHAVIOR
3 credits

This course is an examination of the structure (neuroanatomy), organization (neurophysiology), and functions of the central and peripheral nervous systems as they relate to speech, language, hearing, and cognition. Behavioral manifestations of normal and abnormal brain functioning are contrasted. Prerequisite: SLH 202 or permission of instructor.



SLH 308

CLINICAL PROCEDURES IN SPEECH-LANGUAGE PATHOLOGY
4 credits

This course introduces the speech-language hearing science major to the clinical and supervisory process. Basic information regarding certification, professional standards, and ethics are discussed. Goal setting, lesson planning, methods of observing, describing and recording behavior, informal assessment and related topics are also discussed. Behavioral observation and computer technology in the measurement and modification of speaker-listener attributes are examined. Students develop clinical writing skills appropriate to various speech-language pathology settings. This course is an introduction to the clinical practicum experience and requires observation of a wide variety of clinical cases. Prerequisites: SLH 102, SLH 200, SLH 203, or permission of instructor.

SLH 314

DIAGNOSTIC PROCEDURES IN SPEECH AND LANGUAGE PATHOLOGY
4 credits

This course provides the student majoring in Speech-Language-Hearing Science with a framework for understanding the diagnostic process in Speech-Language Pathology. General topics in the area of diagnostics are discussed, including obtaining and interpreting assessment information. Report writing and presentation of findings are examined. Observations of diagnostic testing by an ASHA certified SLP are required. Principles and procedures common to the diagnosis of most communication and swallowing disorders are considered. Assessments of culturally and linguistically different individuals are surveyed. The ASHA Code of Ethics is emphasized. Standardized testing as well as alternatives to standardized testing are explored. Prerequisite: SLH 102, SLH 200, SLH 203, or permission of instructor

SLH 409

MULTICULTURAL PERSPECTIVES ON COMMUNICATION DISORDERS
3 credits



This course presents students with issues related to cross-linguistic and cross-cultural differences as they affect clinicians in the field of speech, language, and hearing disorders. Topics include important sociolinguistic concepts, cross-cultural communication, assessment alternatives, and intervention strategies. Non-biased diagnosis and remediation of speech, language, fluency, voice, and hearing disorders among culturally and linguistically diverse groups are discussed. Prerequisite: SLH 102 or permission of instructor.

SLH 413

PROFESSIONAL ISSUES IN SPEECH-LANGUAGE PATHOLOGY
3 credits

This course examines the organization, administration, and implementation of speech and language pathology and audiology services in public, private, and special schools and clinics, rehabilitation agencies, hospitals, and private practice. The course emphasizes the professional role of the speech-language pathologist and audiologist and discusses ethical considerations of practice. Prerequisite: SLH 308 or permission of instructor.

SLH 501

INTRODUCTION TO CLINICAL PRACTICUM
3 credits

This course is the first supervised clinical speech-language pathology experience in the graduate degree program. Students enrolled in this course complete requirements through a clinical assignment in the La Salle University Speech-Language-Hearing Community Clinics (LSU-SLHCC). Students supervised by an ASHA certified speech-language pathologist, apply theoretical knowledge, continue to develop clinical management

skills, self-analysis and evaluation abilities, and become familiar with professional practices and issues in the discipline of speech-language pathology in general and in this unique practicum setting. Emphasis is placed on selection and administration of diagnostic instruments. Students write reports and daily progress notes, and conduct family/patient counseling. Students may have the opportunity to communicate with other health care and educational professionals as needed.

SLH 502

INTRODUCTION TO AURAL HABILITATION/REHABILITATION
3 credits

This course examines principles and strategies in management of problems related to hearing impairment in children and adults. Development and maintenance of communication through speech reading, auditory training, and the use of technology in aural habilitation/rehabilitation are investigated. Prerequisite: SLH 211, SLH 304, or permission of the instructor.

SLH 503

DISORDERS OF ARTICULATION AND PHONOLOGY
3 credits

This course reviews the development of speech sound production and speech perception skills in children. Factors affecting phonological development and auditory-motor learning are discussed. Prominent theories of phonology are reviewed and critiqued and assessment and modification of atypical articulatory patterns are emphasized. The differential diagnosis of oral motor versus phonological disorders is explored. Case studies are used to illustrate methodologies and to plan remediation. Prerequisites: SLH 200 or permission of instructor.

SLH 511

FLUENCY AND STUTTERING
3 credits

This course provides information about normal fluency as well as the history, theories, development, nature, and symptomatology of stuttering and other fluency disorders in children and adults. Controversies regarding theoretical explanations about the nature of stuttering that influence management strategies are discussed. Clinical case studies are used to illustrate methodologies and to plan remediation.

SLH 512

LANGUAGE DISORDERS IN YOUNG CHILDREN
3 credits

This course offers a theoretical and applied approach to childhood language disorders from birth through six years. It provides an overview of language development and early assessment and intervention in the field of child language pathology within and across the domains of semantics, pragmatics, syntax, morphology, and phonology. Clinical applications and controversies in case management are emphasized through case presentations, article reviews, and research presentations. Diagnostic information including language sampling, stages of emergent literacy, and stages of play are discussed in relation to early intervention. Prerequisite: SLH 203 or permission of instructor.

SLH 513

ACQUIRED LANGUAGE DISORDERS
3 credits

Neuropathology, symptomatology, and speech-language rehabilitation of individuals with aphasia and related disorders due to stroke, traumatic brain injury, etc. are examined in adults and children. Other neurologically based disorders such as dementia, apraxia, and dysarthria are contrasted for differential diagnosis. Evaluation, treatment, and prognosis for recovery are reviewed. Prerequisite: SLH 306 or permission of instructor.

SLH 514

LANGUAGE LEARNING DISABILITIES IN SCHOOL-AGE CHILDREN AND ADOLESCENTS
3 credits

This course focuses on language learning disabilities in school-age children and adolescents and the cognitive/linguistic processes involved in the classroom performance of listening, speaking, reading, and writing. It explores the role of the speech-language pathologist in the evaluation and treatment of students with language learning disabilities. Prerequisite: SLH 512 or permission of instructor.

SLH 515

VOICE DISORDERS
3 credits

This course investigates the etiology, symptomatology, development, diagnosis, intervention, and prevention of voice disorders in children and adults. Controversies about current treatment strategies are discussed. Prerequisite: SLH 306 or permission of instructor.

SLH 516

CLINICAL PRACTICUM AND PROCEDURES
3 credits

This initial clinical practicum course provides observation and supervised clinical experience focusing on the evaluation and treatment of speech and language disorders, counseling of clients and families, development of treatment plans, and writing of evaluation and progress reports. Emphasis is placed on increasing diagnostic and therapeutic skills with children and adults with communication problems. SLH 516/616 sequentially build on each other and take place in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA certified speech-language pathologist. Students meet with the University Coordinator/Supervisor to reflect and discuss procedures within the clinical experience. Prerequisite: SLH 503 and SLH 512 and permission of Program Director.

SLH 517

CLINICAL PRACTICUM IN AUDIOLOGY
1 credit

This supervised clinical experience focuses on conducting pure-tone air conduction hearing screening and screening tympanometry for the purpose of the initial identification and/or referral of individuals with communication disorders or possible middle ear pathology. Emphasis is also placed on aural rehabilitation and related counseling services for individuals with hearing loss and their families. The role of the speech-language pathologist in the assessment of central auditory processing disorders is discussed. Counseling clients and their families and clinical report writing are emphasized. Prerequisite: SLH 502 or permission of instructor.

SLH 518

RESEARCH DESIGN IN COMMUNICATION DISORDERS
3 credits

This course explores the relationships among research, theory, and practice. Critique of published research focuses students on literature review and purpose methods and findings of studies with applicability of research to clinical situations. Treatment and outcome variables, sampling, measurement theory, qualitative and quantitative analyses, and the use of computers in data analysis are emphasized. Prerequisite: HSC 217 or equivalent or permission of instructor.

SLH 520

DYSPHAGIA: DIAGNOSIS AND TREATMENT OF SWALLOWING DISORDERS
3 credits

This course examines anatomy and physiology of normal swallowing and respiration and the anatomic and physiologic disturbances affecting swallowing in infants, children, and adults. Radiographic and bedside diagnostic and treatment procedures are presented. Indications and methods for non-oral and modified oral feeding are discussed. Prerequisite: SLH 306 or permission of instructor.

SLH 527

MOTOR SPEECH DISORDERS
3 credits

This course provides an overview of the neurological disorders that affect speech production. Procedures for assessing speech disorders associated with neuromotor impairments are investigated. Neuropathology, symptomatology, and speech-language habilitation/rehabilitation of individuals with apraxia and/or dysarthria are emphasized. Prerequisite: SLH 306 and SLH 503 or permission of instructor.

SLH 616

ADVANCED CLINICAL PRACTICUM AND CASE STUDY
3 credits

(repeated as necessary to fulfill ASHA Certification requirements)

This course continues the supervised clinical speech-language pathology experience of SLH 516 necessary to fulfill ASHA Clinical Practicum Requirements. This experience takes place in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA certified speech-language pathologist. Emphasis is placed on the interpretation and application of diagnostic and therapeutic procedures with individuals with a variety of communication disorders across the life span. Students meet with the University Supervisor to present and discuss case studies. Feedback and reflection regarding clinical decision-making are emphasized. Prerequisite: SLH 516.

SLH 635

INTEGRATIVE CAPSTONE IN COMMUNICATION DISORDERS
3 credits

This seminar course is designed as a comprehensive integration and analysis of the field of Speech-Language Pathology. This course provides a formative and summative evaluation of the students' work. Formatively, students will develop a portfolio that contains pieces of work that exemplify their progress throughout the academic program. Summatively, the course provides students with an opportunity to review clinical research across the discipline and gain new insights to the field. Students formally present information from scholarly investigations. Prerequisite: SLH 502, SLH 511, SLH 514, SLH 515, SLH 518, SLH 527, SLH 616, and permission of Program Director.

Courses numbered 500 and above are graduate courses.

Electives**SLH 201**

INTRODUCTION TO SIGN LANGUAGE
3 credits (elective)

This course is designed for students with no previous knowledge of American Sign Language (ASL). Students will acquire basic ASL skills needed to communicate in a wide variety of situations.

SLH 519

CLEFT PALATE AND OTHER MAXILLOFACIAL DISORDERS
3 credits/Elective***

This course focuses on the development of craniofacial structure, classification of clefts, syndromes associated with clefts and other craniofacial anomalies, understanding of the need for surgical repair, and the role of the Speech-Language Pathologist in the diagnosis and treatment of related speech/language disorders. Prerequisite: SLH 202 or permission of instructor.

SLH 521

STUDENT TEACHING IN SPEECH AND LANGUAGE DISABILITIES
6 credits

Candidates for the Teacher Certificate in Speech and Language Disabilities engage in a student teaching experience in public or private schools in the greater Philadelphia area under the supervision of a certified speech-language pathologist who has Teacher Certification for Speech-Language Disabilities and a University Supervisor. Students investigate how speech and language affects the child's achievement and functioning in the school environment and assess the child's communication ability in relation to academic achievement with consideration of age appropriate curriculum in the classroom. Students learn Federal and State special education regulations as they relate to developing and modifying the Individualized Educational Plan (IEP) and other legal documents. They also participate in parent-teacher conferences pertaining to the child's communication and education, organize a caseload, and provide appropriate assessment and intervention in areas including speech, language, voice, and fluency for children who may range in grade from preschool through high school. Prerequisites: SLH 516, appropriate Education courses, and permission of Program Director.

SLH 526

ALTERNATIVE AND AUGMENTATIVE COMMUNICATION
3 credits/Elective

This course investigates theories and practices in clinical management of severely impaired or non-speaking persons. Application of graphics, signs, gestural means of communication, use of aids and devices, development of interactive communication behaviors, and development and use of computer-assisted communication strategies are surveyed. Prerequisite: SLH 516 or permission of the instructor.

SLH 528

COUNSELING SEMINAR IN COMMUNICATION DISORDERS
3 credits/Elective

This course provides an overview of counseling in communication disorders and in the helping professions. Components of the therapeutic relationship including the interpersonal nature of communication, attending to clients, clinical interviewing, and recognizing communication patterns are surveyed. Counseling theories, goal setting, and strategic interventions with clients and their families are critiqued. This course includes active learning strategies and case study analysis.

SLH 530

SPECIAL TOPICS IN COMMUNICATION DISORDERS
3 credits/Elective

Current scientific and professional problems and issues in communication disorders are investigated. Students may re-enroll for a maximum of 12 credits. Prerequisite: permission of instructor.

SLH 537

GERIATRIC COMMUNICATION DISORDERS
3 credits/Elective

Speech, hearing, language, and cognitive problems associated with normal aging and/or various pathological conditions are explored. The course emphasizes evaluation and intervention strategies.

SLH 538

ATYPICAL LANGUAGE DEVELOPMENT AND DISORDERS
3 credits/Elective

This course addresses the language learning problems associated with special populations of children. Characteristics of children with specific language impairment, autism spectrum disorder, emotional/behavioral disorders, and cognitive impairments will be analyzed from theoretical and practical perspectives. Current theories and controversies pertaining to clinical application are explored.

SLH 611

FLUENCY AND STUTTERING II
3 credits/Elective

This course is an in-depth exploration of controversies and issues in the evaluation and management of persons with fluency disorders and stuttering. The phenomenology of stuttering is explored. The role of the client and the client's environment are addressed as they relate to treatment at various stages of life.

Prerequisite: SLH 511 or permission of instructor

SLH 613

ACQUIRED LANGUAGE DISORDERS II
3 credits/Elective

The course explores the advanced study of aphasia syndromes and neuropathology with an emphasis on theoretical models of normal and disordered language processing, critique of diagnostic testing procedures, and current approaches to treatment.

Prerequisite: SLH 513 or permission of instructor

SLH 617

TOPICS IN ORAL/DEAF THEORY AND APPLICATION
3 credits/Elective

This course provides investigation of theory, research, and clinical application of auditory-oral principles for therapeutic intervention with deaf and hard of hearing children. Focus is on the application of theoretical and research-based principles for the development of assessment and treatment plans, including writing of behavioral objectives specific to the needs of this population. Issues related to advances in technology, equipment management, multi-disciplinary collaboration, and family counseling are discussed. Emphasis is placed on increasing diagnostic and therapeutic skills with deaf and hard of hearing children in the educational setting who are developing oral language skills. The lecture portion of this course is designed to provide a framework for students to increase their knowledge base. Students reflect on and discuss cases, issues, and procedures relevant to use of an auditory-oral approach in intervention with deaf and hard of hearing children.

Prerequisite: SLH 502 or permission of instructor.

SLH 619

MEDICAL SPEECH-LANGUAGE PATHOLOGY
3 credits

This course introduces the graduate student in speech-language hearing science to medical speech pathology as it is practiced in the acute care setting. The student will be introduced to the five major service areas in the

acute care setting that interface most commonly with Speech-Language Pathology Services. Those areas are: Neurology, Radiology, Trauma/Neurosurgery, ENT, and Medicine. The information necessary to interact with these services and treat their patients will be provided. The student will also have the opportunity to do site visits, prepare a detailed case study that will be presented in class, submit a research paper in a selected service area, and spend an entire workday with a Neurologist and an ENT during office hours. A written structured reflection on that experience will be required. Prerequisite: SLH 306 or SLH 506, and SLH 513 and SLH 520 or permission of instructor.

SLH 620
PEDIATRIC DYSPHAGIA
3 credits/Elective

This course provides information about the anatomy and physiology of normal and abnormal pediatric swallowing, and explores its evaluation and treatment in the context of a neuro-developmental approach. The course facilitates the development of skills in the diagnosis and treatment of swallowing and feeding disorders in different pediatric clinical populations. The role of the speech-language pathologist as part of an interdisciplinary management team is emphasized. Problem-based learning and experiential learning are utilized to illustrate the complex medical and social issues related to pediatric dysphagia.

Prerequisite: SLH 520 or permission of the instructor.

SLH 622
APPLIED INSTRUMENTATION IN SPEECH-LANGUAGE PATHOLOGY
3 credits/Elective

This course focuses on the pros and cons of instrumentation in Speech-Language Pathology (SLP). Current instrumentation commonly used in the evaluation and treatment of swallowing, voice, and speech disorders will be closely reviewed. A comprehensive review of clinical and theoretical research will be conducted to understand the clinical benefits and disadvantages of instrumentations. The instruments being discussed will be available for hands on experience to further enhance comprehension of their applications. The following instruments will be included: Electrical Stimulators (VitalStim), Surface Electromyography (sEMG), Modified Barium Swallow Study (MBS), Fiberoptic Endoscopic Evaluation of Swallowing (FEES), Fiberoptic Endoscopic Evaluation of Swallowing and Sensory Testing (FEESST), Computer Speech Lab (CSL), and Videostroboscopy. Emphasis will be given to the instrumentation's purpose, application, risk and management, disinfection, and proper maintenance.

Prerequisites: SLH 306 or SLH 506, and SLH 515 and SLH 520 or permission of the instructor.

SLH 630
SEMINAR IN COMMUNICATION DISORDERS
3 credits/Elective

This seminar investigates current technological applications and controversies as they relate to communication and swallowing disorders. Students may re-enroll for a maximum of 12 credits.

Prerequisite: permission of instructor.

SLH 640
THESIS RESEARCH IN COMMUNICATION DISORDERS
3 credits

This course is an opportunity to pursue descriptive and/or experimental research. This thesis option will result in approved, original, scholarly research within the field of communication disorders under the supervision of a member of the faculty to produce an acceptable thesis. Students present their thesis orally to faculty and students in lieu of the master's comprehensive examination. Prerequisite: SLH 518 and permission of faculty

member and program director. Students may re-register for this course until completion of thesis.

**COLLEGE OF PROFESSIONAL
AND CONTINUING STUDIES**

As one of the first universities in Pennsylvania to offer bachelor's degrees that could be completed entirely in the evening, La Salle University has long been recognized for its dedication to the adult learner. Over the years, as more adults have chosen part-time college programs in order to meet work and family obligations during the day, La Salle has responded with more flexible programs and schedules. Courses are offered in the evening and on weekends at La Salle's main campus. Evening classes also are offered at the Bucks County Center in Newtown, Pa., and at the Montgomery County Center at Metroplex Corporate Center in Plymouth Meeting, Pa. Online courses have also been introduced to the schedule. Part-time baccalaureate students at La Salle receive the same quality instructors and support services that full-time students receive—the same quality education that has ranked the University near the top of nearly every national survey.

LA SALLE/OFF-CAMPUS SITES

La Salle University seeks to meet the educational needs of students whose work and/or family obligations make full-time day attendance impossible. In keeping with this intention, the University has established two off-campus centers: the Bucks County Center in Newtown, Pa., and the Montgomery County Center in Plymouth Meeting, Pa. To further accommodate students' busy schedules, classes are available Monday through Thursday evenings and on Saturday at both centers. The courses are the same as those offered on Main Campus, and the faculty who teach at the off-campus centers are drawn from the University's day and evening faculty. In every way, it is a La Salle education, but brought closer to where students live and work.

Both the Bucks County Center and the Montgomery County Center are staffed by a La Salle University staff member, and there is an administrative office where advisement and essential student services are available. Registration, ID photos, textbook sales, library searches, and academic advising are provided at these offices. The off-campus locations, however, are not intended as a branch campus of La Salle, and, therefore, do not supply the full range of academic support services available at main campus. Students enrolled in courses at the Bucks County Center and the Montgomery County Center have the same rights to facilities on main campus as do all other students, and their participation in the academic life and student activities on main campus is encouraged.

Located at Silver Lake Executive Campus, 33 University Drive in Newtown, Pa., approximately one mile from the Newtown-Yardley exit of Interstate 95, the Bucks County Center includes traditional classrooms, seminar rooms, a psychological assessment lab, nursing labs, computer classrooms and labs, executive training and professional development facilities, a student lounge, and a resource center that houses library materials and computer work stations. This state-of-the-art facility offers an undergraduate degree-completion program in business administration during the day. The R.N.-BSN and graduate programs are available at the Bucks County Center during the evening.

The Montgomery County Center is located at Metroplex Corporate Center on Chemical Road in Plymouth Meeting, Pa, approximately one-half mile from the Germantown Pike East/Plymouth Meeting Exit 19 of Interstate 476. The facility includes traditional classrooms, seminar rooms, computer classrooms and labs, executive training and professional development facilities, a student lounge, and a resource center that houses library materials and computer work stations. Graduate programs along with certificate programs are offered at the Montgomery County Center.

The degree-completion programs provide transfer options for students at local community colleges who want to go on to earn a bachelor's degree at La Salle.

FLEXIBILITY

Increasingly, adults are beginning, resuming, and/or completing their degree programs part time at night or on weekends or online in order to meet work and family obligations during the day. Alternatively, some students work at night and take courses during the day. As new professional opportunities arise and personal goals change, more adults are enrolling in educational programs to broaden their education and to facilitate career advancement or career change.

La Salle University's part-time evening and weekend programs exist to provide learning opportunities and educational support for those adults seeking credit courses for a degree, professional growth or credentials, or educational enrichment. Major programs are designed to provide students with the opportunity to gain mastery of the information, skills, techniques, and technologies of their field. The hallmark of La Salle University has been its rapid response to the academic needs of emerging populations with newly designed programs of collegiate study.

La Salle University is committed to the principle that the desire to learn and the need to learn is a lifelong process. Consequently, learning experiences are structured to provide increased competency and personal fulfillment.

La Salle University is proud not only of the education it delivers but also of the way in which it is delivered. Students receive quality instruction and are exposed to many faculty members who have made significant contributions in research and in their respective professions.

Individual attention is enhanced by the smaller-than-average class size. At La Salle, no one is lost in the crowd. The style, size, and scale of classes are geared to enhance the education of the individual student. Advisement opportunities also reinforce this concept. Advisers are available in the College of Professional and Continuing Studies Advisement Center, in the various special programs, in the departmental majors, and in other areas of student services. Both faculty and administrators are committed to providing students with an environment in which teaching and learning can take place. La Salle University remains an environment of support and challenge to those individuals seeking to further their personal, academic, and career goals.

SUMMER SESSIONS

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

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

For more information, call 215.951.1234.

ADMISSION

To qualify for admission, candidates must meet the following general procedural requirements and have earned a diploma from an accredited high school or have been granted a general equivalency diploma (GED) from a state department of education.

Qualified applicants desiring to pursue their education at La Salle are welcome in evening and part-time programs. Admission decisions are based on

past scholastic record, present scholarship, aptitude, experience, potential, and recommendations.

All applicants, except those who already hold a bachelor's degree from an accredited college or university, may be given verbal and mathematical placement examinations. The results of these examinations enable the Admission Committee to evaluate an applicant's verbal and mathematical aptitudes.

Students can apply for admission beginning in the fall, spring, or summer semester. Once admitted, students are classified according to the program of study for which they have applied (i.e., as a candidate for the Associate of Arts, Bachelor of Arts, or Bachelor of Science). An applicant may also be admitted as a special or non-matriculated student to take courses without reference to degree requirements.

La Salle does reserve the right to refuse admission or require the withdrawal of any student whose presence would be in conflict with the ideals of the University or with the observance of its regulations.

APPLYING FOR ADMISSION

1. Secure an Application for Admission form, complete it, and return it with an application fee of \$35 to the Office of Adult Enrollment, La Salle University, 1900 West Olney Ave. Philadelphia, PA 19141. A prospective student can also apply online by using the CPCS Web site, www.lasalle.edu/schools/cpcs, and clicking on "Apply Now."
2. Request that the high school from which you graduated and any colleges or universities that you attended send an official transcript of your record to the Office of Adult Enrollment. A photocopy of a state equivalency diploma (GED) may be submitted in lieu of a high school record.
3. You will receive final notification of the status of your application. If you applied for admission with advanced standing (based on official transcripts submitted from other colleges or universities), you also will be notified of the extent of advanced standing credit granted (i.e., accepted as transfer credits by La Salle).

TRANSFER CREDITS

An applicant who has attended another college or university accredited by one of the regional accrediting associations may be admitted to La Salle with advanced standing credit if the following conditions are met:

The courses must be approved for transfer by the Office of Adult Enrollment in consultation with the Deans of the University.

Credit will be considered for courses completed at the institution from which the applicant is transferring, if they have a quality point value equivalent to or above the La Salle "C" grade (2.0). The grades are not posted on your transcript nor computed in your academic index. Courses accepted for transfer are listed by name and number of credit hours earned. Students interested in transferring should have a minimum GPA of 2.25 with a GPA of 2.5 preferred. Certain programs may require other requirements.

A total of 70 credits is the maximum number that can be transferred to La Salle from other institutions.

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

La Salle reserves the right to refuse advanced standing credit for whatever reasons deemed proper.

Junior- and senior-level business core courses will require validation (through exam or completion of specified upper-division course with a minimum "C" grade) in order to transfer.

STUDENT SERVICES

La Salle University is committed to providing a rich educational experience for all students by offering the opportunity to develop intellectually, professionally, socially, and spiritually.

IDENTIFICATION CARD

Each new student is issued an identification card, which is required for the use of the Connelly Library, Hayman Center (the physical recreation center), and the Independence Blue Cross Fitness Center. Photo identification cards are available at the University ID and Gold Card Account Office located in the lower level of the La Salle Union (adjacent to the Commuter Lounge and Food Services Office).

The La Salle University ID card serves as a means of access to a special Gold Card account. After depositing money in the account, students can use their ID to make purchases in the Campus Store, the Union Market convenience store, all food service areas, vending, etc.

For more information, contact the Gold Card Office at 215.951.1578.

RELIGIOUS ACTIVITIES

The Chapel of La Salle University provides a convenient center both for personal meditation and for group worship. Its facilities are available to the student body at all times. In addition, graduation ceremonies open with the Baccalaureate Mass, to which graduating seniors, their families, and friends are invited.

Upon request and by appointment, a campus minister will meet with a College of Professional and Continuing Studies student.

STUDENT ORGANIZATIONS AND ACTIVITIES

ALPHA SIGMA LAMBDA

Alpha Sigma Lambda, the premier national honor society for adult students, was inaugurated at La Salle in December 1966. The La Salle University Alpha Delta chapter is open by invitation to men and women who have been enrolled in a college or university for an average of four semesters, completed a minimum of 30 semester credits at La Salle, and have a minimum academic index of 3.4. The Alpha Delta chapter seeks to promote and recognize the efforts and accomplishments of adult scholars through a formal induction and reception, which is usually held once each academic year.

ALPHA EPSILON SOCIETY

The Alpha Epsilon alumni honor society was instituted at La Salle University in 1936 to recognize "high scholarship in the pursuit of a Christian and liberal education together with the exceptional but unrewarded participation in the extracurricular life of the University." Members are selected each year from the upper fifth of the senior class, which includes Professional and Continuing Studies students.

The Society also inducts, from time to time, members of the faculty and alumni who have demonstrated loyalty and service to the University.

SIGMA THETA TAU

Sigma Theta Tau, an international honor society for nursing, was initiated at La Salle in 1988. It is open to students who have demonstrated superior achievement and scholarship in nursing. Inductions occur in the spring semester of each academic year.

AWARDS AND HONORS

DR. JOSEPH J. SPRISLER AWARD

This award honors a College of Professional and Continuing Studies student who has exemplified outstanding participation and leadership abilities in extracurricular activities and contributed unselfishly to the enrichment of student life in La Salle University's undergraduate evening degree programs.

HUGH CARROLL AWARD

Established in 1972 to commemorate the 25th anniversary of the University's undergraduate evening degree programs, the Hugh Carroll Award is presented to a College of Professional and Continuing Studies student who has contributed the most to the advancement of the University's evening undergraduate programs. This award may be in recognition of work performed in a single year or over a period of years.

VICTOR D. BROOKS AWARD

This award honors the College of Professional and Continuing Studies student possessing the highest cumulative index. To qualify for the Victor Brooks award, at least half of the student's credits must be earned at La Salle University.

SCHOOL OF NURSING AND HEALTH SCIENCES AWARDS

The School of Nursing and Health Sciences honors nursing students with the R.N.-BSN award for achievement and the Center for Nursing Excellence for Leadership.

PUBLICATIONS

THE EXPLORER

The Explorer is the yearbook published for the members of each graduating class. The book serves as a record of college life and activities.

INTRAMURAL ATHLETICS AND RECREATIONAL FACILITIES

The intramural sports program at La Salle offers a wide variety of athletic activities, and students are welcome to participate when their schedules permit. Recreational facilities at Hayman Center include the gym, pool, and exercise areas, as well as locker rooms. In addition, South Campus houses the Independence Blue Cross Fitness Center. Outdoor tennis courts and an all-weather outdoor track are also available for use by students. Day and evening hours are available. Further information and schedules of hours and activities are available from the athletic office at the Hayman Center.

FOOD SERVICES

Food services are available all evenings and weekends, when classes are held, in the Union Food Court. The Union Market, a convenience store adjacent to the Union Food Court, offers everything from frozen food to

fresh fruits and vegetables, along with soft drinks, snacks, and gourmet coffee.

THE CAMPUS STORE

The University has contracted Barnes and Noble to manage the Campus Store, located in Wister Hall. It offers general school supplies, stationery, trade books, textbooks, and some personal care items.

Hours of operation for the fall and spring semesters are Monday through Thursday, 8:30 a.m. to 7 p.m., Friday, 8:30 a.m. to 3:30 p.m., and Saturday 10 a.m. to 3 p.m. Hours during semester breaks can vary. Summer hours are Monday through Thursday 8:30 a.m. to 4:30 p.m. Extended hours are posted for semester openings.

The selling and distribution of books at the off-campus centers are arranged and coordinated through the main Campus Store.

THE ALUMNI ASSOCIATION

The Alumni Association seeks to promote the welfare of La Salle University and to encourage good fellowship among alumni. To achieve these ends, the Association works principally through the University Alumni Office and class organization.

The Alumni Association is controlled and directed by the alumni in cooperation with the University administration. The governing board is called the Alumni Board of Directors. It consists of representatives from each graduating class and a Director of the Association appointed by the University.

Alumni are encouraged to take an active part in promoting the attendance of worthy and talented students, to take an intelligent interest in the academic affairs of the University, to support the University financially to the best of their ability, and to foster the growth of the University. Alumni are also encouraged to assist The Career Services Office by calling to its attention job opportunities for La Salle students.

EXPENSES

All fees listed in this catalogue reflect fees at date of publication. However, in view of rising costs, La Salle University must reserve the right to amend or add to these charges at any time and to make such changes applicable to both new and current students.

APPLICATION FEE

A non-refundable application fee of \$35 is due with the application for admission. This fee can be waived if applying online.

TUITION

The tuition charge is based on the number of credit hours taken in any semester and is calculated at \$500 per credit hour. Pre-Speech-Language Pathology program students are charged \$630 per credit hour. The charge for students in the ACHIEVE nursing program is \$550 per credit hour. Clinical nursing courses are assessed a \$100 exam fee. A complete listing of tuition charges and fees can be found at www.lasalle.edu/financeadmin/bursar. Payment in full at the time of registration or formal arrangements for the automatic payment plan is required to complete registration. The

automatic payment plan is a monthly payment plan. Please visit <http://my.lasalle.edu> to enroll. Evening students registering for more than 11 credits in the day school will be charged the full-time day division tuition rate and activities fee.

GENERAL UNIVERSITY FEE

A General University Fee of \$75 is charged per semester regardless of the number of credit hours taken during the semester. This fee helps support all of the support services provided to the student, such as registration, billing, academic support, and Commencement.

TECHNOLOGY FEE

A technology fee of \$50 is charged per semester for part-time students.

LATE FEES

A 1 percent monthly late fee will be assessed for all students who have not made payment in full or who have not made acceptable payment arrangements by the official first day of the semester. This fee will be calculated and assessed on the 30th day of the semester and again every 30 days thereafter. If you are unable to make payment in full, you are encouraged to sign up for the automatic payment plan or refer to the Student Financial Services section of the University Web site for directions on how to apply for financial aid.

PARKING FEE

Main Campus parking for evening and part-time students is \$35 per semester and \$10 for the summer or \$75 per year. Parking is free in the G Lot - Shoppes at La Salle at Chew and Wister streets near the Main Campus and at the Bucks County and Montgomery County centers.

OTHER FEES:

Regents College Examinations fees vary according to the examination scheduled. Students should consult the most current Regents Candidate Registration Guide.

Credit awarded through Regents and end-of-course examinations carries a \$75 per test administrative fee, except for Anatomy and Physiology, for which the fee is \$150, to be paid at the time of posting the credit on the transcript.

CLEP Examinations carry a \$77 testing fee and a \$15 administrative fee per exam. Credit awarded through CLEP carries a \$25-per-credit posting fee to be paid at the time the credit is assigned.

A special examination fee of \$5 is charged when a student takes any make-up examination (with instructor's approval) administered through the College of Professional and Continuing Studies Office. A \$10 fee is charged for special make-up final examinations.

The Office of the University Registrar charges a \$5 transcript fee for an official transcript. No transcripts may be issued until all financial obligations to the University have been settled satisfactorily.

A candidate will not be recommended for a degree, diploma, or certificate until all financial obligations have been paid.

PAYMENT OF TUITION

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

Fall semester: First Wednesday in August

Spring semester: First Friday in January

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

If you choose to mail your payment, make your check or money order payable to La Salle University and forward to: La Salle University, P.O. Box 347316, Pittsburgh PA 15251-4316.

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

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

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

ACTIVELY MANAGED PAYMENT PLAN

The Actively Managed Payment Plan (AMPP), administered by Nelnet Business Solutions is an interest-free option that allows you to pay your education expenses over monthly installments during the school year (fall and spring only). The annual plan begins July 5. The fall semester plan begins July 5, and the spring semester plan begins Dec. 5. The annual plan enrollment fee is \$55. The enrollment fee for each semester plan is \$35.

FINANCIAL OBLIGATIONS

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

TUITION REDUCTION FOR CATHOLIC SCHOOL TEACHERS

Students employed as full-time teachers in Catholic schools within the dioceses of Philadelphia, Allentown, Trenton, Camden, and Wilmington may receive a 30 percent tuition reduction for courses taken in all programs, except for Graduate Religion and Psy.D. To apply for this tuition reduction, the student is required to present a letter to the Office of Student Financial Services from his or her principal, verifying full-time employment for each semester the tuition reduction is granted. The student must apply each semester.

REFUND OF TUITION

The following refund policies apply to all students.

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

Fall, Spring, and Full-term Summer Semesters

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

Accelerated and Five-and a-Half-week Summer Semesters

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

Intersession Semester

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

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

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

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

For the purpose of refund computation, a week shall be defined as the period of seven successive days beginning with the official University opening of classes and not the first day in actual attendance by a particular student. Withdrawal forms are available in the College of Professional and Continuing Studies Office, at the Bucks County Center, and at the Montgomery County Center.

La Salle University endeavors to treat all students fairly and consistently through its published tuition refund policy. However, it recognizes that in rare instances individual circumstances may warrant exceptions from this published policy and an appeal may be filed with the Tuition Refund Appeals Committee. To prepare an application for submission to the committee, an undergraduate student who wishes to file an appeal should contact the Assistant Dean of his or her school/college; a graduate student should contact his or her Program Director. The deadline for submitting an appeal for the fall term is 30 calendar days after the first day of the following spring term; the deadline for appeals for the spring or summer term(s) is 30 calendar days after the first day of the following fall term.

FINANCIAL AID

Federal and state financial aid programs and information are listed in the day section of this catalog.

COMMON SCHOLARSHIP

Students may complete a Common Scholarship application in order to qualify for multiple private scholarship opportunities, such as the Brother Ellis Scholarship, that are administered by the Office of Student Financial Services each academic year. The minimum grade point average for scholarship consideration is 2.5, with some scholarships requiring a 3.0 or higher.

CHARLOTTE W. NEWCOMBE FOUNDATION

Scholarships are offered to women at least 25 years of age who are part-time or full-time students and who will be enrolled at La Salle for a minimum of six credits during the term when the scholarship will be used. The student must demonstrate a financial need, have a minimum cumulative grade point index of 2.5, and have completed a minimum of 60 credits by the term during which the scholarship will be used and of which six credits must have been earned at La Salle University. Applications are available in the forms section of the Student Financial Services Web site and must be submitted by Aug. 1 for fall and spring semesters.

MODERN HANDLING EQUIPMENT COMPANY SCHOLARSHIP PROGRAM

Through the generous auspices of the Modern Handling Equipment Company, evening students pursuing an undergraduate degree in our School of Business are eligible for this scholarship for the fall and spring semesters. Students must be enrolled for a minimum of six credits during the term when the scholarship will be used. Information on eligibility and scholarship applications are available in the Office of Student Financial Services or in the forms section of the Student Financial Services Web site and must be submitted by Aug. 1 for both the fall and spring semesters.

ACADEMIC PROGRESS

Academic progress information for full-time students is listed in the day section of this catalog.

Part-time students are making adequate progress toward the degree if they have:

- 1) Completed three-fourths of the total credits attempted, when the combined credits attempted in semesters for which funds were received total 12 or more semester hours in new coursework at satisfactory levels as indicated:
 - a) Completed Freshman Status (0-23 credits)
1.50 cumulative academic index
 - b) Completed Sophomore Status (24-53 credits)
1.75 cumulative academic index
 - c) Completed Junior Status (54-83 credits)
2.00 cumulative academic index
 - d) Completed Senior Status (84+ credits)
2.00 cumulative academic index
- 2) Completed graduation requirements within a maximum of 13 years

of part-time studies. Note that guidelines for academic progress for financial aid are defined in the Student Financial Services section titled "Satisfactory Standards of Academic Progress for All Financial Aid" at the front of this catalog.

ACADEMIC CENSURE

ACADEMIC CENSURE

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

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

For purposes of censure, the sum of the number of credits transferred from another institution and the number of credits attempted at La Salle are used to determine the student's year.

PROBATION

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

During the probation period, the student must consult with his/her academic adviser concerning remedial measures he/she can pursue to improve his/her academic performance. He/she must also limit his/her course load to two courses (six credits).

SUSPENSION

A student is liable for suspension when he/she has attained a cumulative GPA for two or more successive semesters of (a) less than 1.75 during their freshman year (zero-23 credits), (b) less than 1.9 during the sophomore year (24-53 credits), or (c) less than 2.0 during the junior (54-83 credits) or senior (84-plus credits) year. At the discretion of the Dean of the College of Professional and Continuing Studies, a student may be permitted to pursue an additional semester on probation with the two-course-per-semester limitation or encouraged to pursue academic programs elsewhere. After one year of suspension, a student can apply to be reinstated to the college. The decision to readmit the student can involve an evaluation of approved coursework taken elsewhere to determine the student's readiness to resume coursework at La Salle.

The Renewal Policy can assist students who need to raise their GPAs after they return to La Salle.

DEANS' HONOR LIST

The Dean's Honor List is published at the end of each fall and spring semester. Students enrolled in degree programs who complete at least three credits of La Salle University course work and earn a semester grade point average of 3.5 and above are placed on the Dean's Honor List. An academic convocation is held in the fall semester.

ACADEMIC ADVISEMENT

For evening students in the School of Business and School of Arts and Sciences, the College of Professional and Continuing Studies Advisement Center is the center of academic advising. Academic advisers are available to consult with and to assist students in planning and pursuing their educational goals at the University. In addition, the Department Chairs and Program Directors serve as academic advisers for their particular subject areas, and they provide supplementary counseling in choosing a major program, in meeting major requirements, and in developing new areas of interest. Students in the School of Nursing and Health Sciences are advised directly by the School of Nursing and Health Sciences academic adviser. The School of Nursing and Health Sciences publishes specific information about policies and program goals in the R.N.-BSN Student Handbook. These are available from the School of Nursing and Health Sciences student adviser.

REGISTRATION

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

- Fall, Spring, and Full-term Summer semesters, students may register through the first week.
- Accelerated, Five and a Half Week Summer and Intersession semesters, students may register through the first day of class.

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

ROSTER PLAN

In the fall and spring semesters, three-credit-hour courses usually meet once a week for a 160-minute period, which includes a 10-minute break. Four-credit courses usually meet twice a week for 125-minute periods. Courses with laboratories require additional time. Courses offered under the Accelerated Scheduling format meet for a total of seven weeks, on one night per week or on three alternate Saturdays. Exact meeting times are posted in the Course Roster for each semester. The general pattern of class periods is as follows:

MAIN CAMPUS

Monday through Thursday
6:15-8:55 P.M.

Saturday
9 A.M.-noon

LA SALLE/BUCKS COUNTY/MONTGOMERY COUNTY

Monday through Thursday

Courses offered in the accelerated programs follow various day and hour formats.

ROSTER REQUIREMENTS

College of Professional and Continuing Studies students who maintain a satisfactory scholarship index are permitted to schedule a maximum of 12 credit hours in any semester. Most students, however, roster six credit hours each semester, and a number of students choose to take three credit hours. The number of courses that a student is permitted to take is dependent upon the student's ability, past academic record, program of study, and time available for study.

ATTENDANCE POLICY

Students are expected to attend classes regularly. If students must be absent because of conditions beyond their control (e.g., illness or serious personal or family situations), they should explain the problem to their instructor. If an absence extends over a protracted period of time, students should notify the College of Professional and Continuing Studies at 215.951.1240. Students in the School of Nursing and Health Sciences should notify the Dean's Office in the School of Nursing and Health Sciences at 215.951.1430. Attendance is taken from the first regular class day regardless of the time of registration.

CHANGE IN COURSE

The student is responsible for following the sequence of courses for the curriculum in one's major field of study. If changes are desired, approval must be obtained in writing from the Department Chair and the Dean of the College of Professional and Continuing Studies. CPCS students in the School of Arts and Science and the School of Business Administration should contact their advisor in the College of Professional and Continuing Studies for approvals. Students in the School of Nursing should contact their advisor in the School of Nursing.

CHANGE IN MAJOR

College of Professional and Continuing Studies (CPCS) students who wish to change their major curriculum must file a written request for a Change of Major in the CPCS Office. Nursing students should contact their adviser in the School of Nursing and Health Sciences.

CHANGE IN DIVISION

Students who have earned fewer than 90 credits and are in good academic standing may change from undergraduate day to undergraduate evening status, and vice versa.

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

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

the evening.

Students wishing to change their division status should see the Assistant Dean of their respective school or their adviser in the College of Professional and Continuing Studies.

CHANGE IN DIVISION POLICY FOR INACTIVE STUDENTS

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

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

WITHDRAWAL

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

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

1. Students must have approval from their Dean's Office. Students must file a Course Withdrawal form with their Dean's Office by the "Last day for withdrawal from classes," published in the Academic Calendar, located in the current edition of this catalog, and located on the University's Web site, www.lasalle.edu. Please be advised that the date of filing the withdrawal notice is considered as the date of withdrawal from the class(es).
2. Students should consult with their financial aid counselor and/or veteran's benefits coordinator to understand how this change in their enrollment status may affect their aid. Additionally, international students should contact one of the international education associates at the Multicultural and International Center.

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

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

EXAMINATIONS

Examinations are given at any time during the course at the instructor's discretion, at mid-semester, and at the conclusion of the semester. If a student misses any exam prior to the final exam because of circumstances beyond his or her control, with the instructor's permission, the student can

make arrangements through the College of Professional and Continuing Studies Office to take a special exam.

Special examinations submitted by the instructor can be taken by appointment in the College of Professional and Continuing Studies Office while classes are in session. Students must call 215.951.1234 to verify that a make-up exam is on file and to schedule the appointment.

Final examinations are conducted at the times published in the examination schedule issued each semester. If a student is unable to take a final exam as scheduled because of an unavoidable absence, he or she must request approval for a special final exam from the instructor. If approval is granted, the student must make arrangements through the College of Professional and Continuing Studies Office to take a special final exam submitted by the instructor. Regular make-up examinations are subject to a \$5 fee; final make-up examinations are subject to a \$10 fee.

Nursing students must make special arrangements for examinations with the Nursing course instructor.

RENEWAL POLICY FOR RETURNING STUDENTS

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

CREDIT FOR COURSES TAKEN AT OTHER INSTITUTIONS

Regularly enrolled La Salle students who are in good standing may be approved to take courses at other institutions, subject to college, department, or school restrictions.

Please note:

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

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

The transfer credit requirement and residency requirement are repeated here from other sections of this bulletin because of their impact on courses taken at other institutions.

Transfer Credit requirement

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

Residency requirement

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

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

La Salle University participates in the College-Level Examination Program (CLEP), sponsored by the College Entrance Examination Board. CLEP is designed to enable students to demonstrate competencies acquired in various academic disciplines without having attended formal college classes.

There are two kinds of examinations: General and Subject Examinations. Students are eligible to take one or more of the General Examinations accepted by La Salle in humanities, natural sciences, and social sciences and history. The social science and history and the natural sciences CLEP exams may only be taken by students prior to achieving a total of 30 credits, whether the credits were earned at La Salle, transferred, or awarded through examination. The humanities CLEP exam may be taken by students regardless of the number of earned credits. Students are eligible to take subject examinations accepted by La Salle in English, history and social sciences, foreign languages, science and mathematics, or business, provided they have not taken comparable or more advanced courses in that discipline. Students must have permission from their Associate Dean (Day students) or Academic Adviser (Evening students) before attempting to obtain CLEP credit. Advisers can help students select examinations appropriate to their course of study. Further information regarding CLEP test dates and the University policy is available from the CLEP Center Administrator, from the College of Professional and Continuing Studies (215.951.1234), and on La Salle's College of Professional and Continuing Studies Web site, www.lasalle.edu/schools/cpcs.

Currently, the cost of taking a CLEP exam at La Salle is \$95 (\$80 testing fee and \$15 administrative fee) per exam. A matriculated student who receives a satisfactory score will be notified of credit awarded and will be assessed an additional administrative fee of \$25 per credit. After the payment is received by the Office of Student and Accounts Receivable, the Registrar will post the course and credit hours granted through CLEP on the student's record. This credit is not assigned a letter grade, nor is it computed in determining the student's cumulative academic index.

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. Any CLEP exam taken after those dates will be counted toward the following semester's coursework. If these deadlines are not met, graduation will be postponed to the next conferral date.

END-OF-COURSE EXAMINATION

Students who believe that their experience and study have trained them sufficiently to bypass a given La Salle University course may challenge that course through an end-of-course examination. (End-of-course-examinations are offered at the discretion of individual departments in the School of Arts and Sciences. End-of-course examinations are not offered for courses in the School of Business. End-of-course examinations are restricted in the School of Nursing and Health Sciences; students should contact their adviser directly.) A written request should be submitted to the Department Chair, who will then request the approval of the Dean. There is a \$30 charge for each examination. Students who successfully complete the examination will receive credits for the course challenged, which will be posted on their La Salle transcripts upon receipt by the Office of Student and Accounts Receivable of a \$25 per credit administrative fee. This credit is not assigned a letter grade, nor is it computed in determining the student's cumulative academic index.

AMERICAN COUNCIL ON EDUCATION (ACE) APPROVED COURSES

Students who have successfully completed educational programs and seminars approved by the American Council on Education's Program on Noncollegiate Sponsored Instruction (PONSI) may be eligible to receive credit. This credit is not assigned a letter grade, nor is it computed in determining the student's cumulative academic index. A written request with documentation of course completion should be forwarded to the Dean's Office for evaluation.

REQUIREMENTS FOR DEGREES

ASSOCIATE'S DEGREE

A candidate for an associate degree must meet the following requirements:

- completed course work equivalent to a minimum of 60 credit hours, at least 30 of which have been fulfilled at La Salle University;
- have not attained more than 84 credit hours;
- have not received a prior associate degree;
- fulfilled all course requirements prescribed by the University for the specific associate degree;
- have a cumulative academic index of 2.0;
- the candidate must file an application for the associate degree at least four months before the completion of the requirements.

Associate degrees can be conferred in August, January, or May.

Associate degree recipients can receive a diploma during Commencement exercises in May.

BACHELOR'S DEGREE

A candidate for the bachelor's degree must meet the following requirements:

- completed course work equivalent to a minimum of 120 credit hours; the 120 credit hours must include at least 38 courses of three credits or more; in determining the number of courses, a course carrying six credit hours or more will be counted as equal to the lowest number of courses obtained by dividing the credit value by three;
- fulfilled all University Core and major requirements;
- have a cumulative academic index of 2.0 overall as well as in the major courses;
- filed an application for graduation one year before the expected date of graduation.
- Residency requirement: students are required to take their last 30 credits at La Salle.

SECOND BACHELOR'S DEGREE

La Salle University will award either a B.A. or B.S. degree to a student who has already earned a bachelor's degree from an accredited institution under the following conditions:

1. The student has obtained written permission from the appropriate Dean and Department Chair.
2. If the student holds a bachelor's degree from La Salle University, the student must meet substantial requirements of the major as determined at the time the student matriculates in the program leading to the second degree. A minimum of 30 credit hours is required.
3. If the student holds a degree from an institution other than La Salle, a maximum of 70 credit hours may be transferred toward the second degree. The student must fulfill the Core requirements of one religion and one philosophy course and the requirements of the major as determined at the time the student enrolls in the second degree program.

HONORS

The bachelor's degree with honors is conferred on a student who has completed course requirements at the University with a cumulative academic index not lower than 3.40 and who has not incurred any academic censure.

The candidate who has earned an index between 3.40 and 3.59 is graduated with the distinction *Cum Laude*.

The candidate who has earned an index between 3.60 and 3.79 is graduated with the distinction *Magna Cum Laude*.

The candidate who has earned an index of 3.80 or better is graduated with the distinction *Maxima Cum Laude*.

POLICY ON GRADUATION REQUIREMENTS

Students are expected to fulfill the requirements of the curriculum which is in place at the time of matriculation. Students, who have not attended La Salle for a period of two years or more, will not be grandfathered to the time of initial matriculation but will need to fulfill the curricular requirements at the time of reentry to La Salle. Individual waivers and adjustments can be made by the Chair with notification to the Dean's office for major program requirements and by the Dean for University Core requirements. Students will be notified of changed requirements through publications, the advisement system, and the roster.

CONFERRAL OF DEGREE

La Salle University confers degrees three times a year on Aug. 31, Jan. 15, and on the date of the Commencement exercises in May. Students receiving diplomas in August or January are invited to participate formally in the Commencement exercise of the following May.

CURRICULUM

All degree programs have a similar structure, which includes the Core Curriculum, major requirements, and Free electives:

THE CORE CURRICULUM

The Core Curriculum clusters course requirements into areas defined by educational objectives: “Powers,” “Frameworks of Scientific Understanding,” “Patterns of Meaning,” and “Understanding at Home and Abroad.”

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

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

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

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

CORE COURSES

All courses in the core may be counted toward any minor or major barring exclusions by the academic departments sponsoring the minor or major. To complete the core requirements, most Arts and Sciences majors must complete a maximum of 19 courses; School of Business majors, a maximum of 16 courses; and School of Nursing and Health Sciences majors, a maximum of 15 courses. The following is a general outline of the core (specific requirements will vary among major programs).

POWERS COURSES

- English 110
- English 210
- Mathematics 150
- Communication 150 or Business 150
- Computer Science 151)

FRAMEWORKS OF SCIENTIFIC UNDERSTANDING COURSES

Natural Sciences (one course from the following disciplines)

- Biology
- Chemistry

- Geology
- Physics

Social Sciences (two courses, one from each area)

- Economics or Political Science
- Psychology or Sociology

PATTERNS OF MEANING COURSES

(two courses in each of five areas, followed by a third course in one of the 5 areas)

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

MAJOR REQUIREMENTS

Major requirements are those courses determined by your major's department to fulfill the requirements for your degree. Major requirements vary and may include courses outside your primary department. They may include “controlled electives” that allow you to choose courses from several different stated offerings or from offerings in several different departments. Major requirements may even be organized differently; for example, business administration majors are required to take the introductory courses in the business core drawn from several different departments, as well as the professional studies courses in accounting, management, marketing, or finance.

FREE ELECTIVES

Free electives offer a further opportunity to influence your own program of education. You may select courses of special interest to fulfill the free electives in your academic program. The Curriculum Progress Chart is used by your adviser to review your academic progress. Examples of the Curriculum Progress Charts for the Associate of Arts, Bachelor of Arts, and Bachelor of Science degrees are included in this bulletin.

ASSOCIATE IN ARTS IN LIBERAL ARTS CURRICULUM PROGRESS CHART

I. Powers (5 courses)

- A. Writing I
 - **ENG 110** College Writing I
- B. Writing II
 - **ENG 210** College Writing II
- C. Numbers
 - _____
- D. Speech
 - **COM 150** Public Speaking
- E. Information Technology
 - **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (3 courses)

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

III. Patterns of Meaning (8 courses)

- A. Religion
 1. **REL 150** The Christian Tradition
or **REL 153** The Dynamics of Religion
 2. **REL** REL 200 or 300-Level
- B. Philosophy
 1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
 2. **PHL** PHL 200 or 300-Level
- C. Literature
 - **ENG 150** Themes in Literature and Culture
or **LIT 150** Modern European and Latin American Writers
- D. History
 - **HIS 151** Global History to 1500
or **HIS 155** Themes in American History
- E. Fine Arts or Language (one of the following three)
 - **ART 150** Introduction to Art
 - **MUS 150** The Art of Listening
 - **Foreign Language**
- F. Second Course (Literature, History, Fine Arts, or Language)
 - _____

IV. Electives

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

BACHELOR OF ARTS OR SCIENCE PROGRESS RECORD***I. Powers (5 courses)**

- A. Writing I
• **ENG 110** College Writing I
- B. Writing II
• **ENG 210** College Writing II
- C. Numbers
• _____
- D. Speech
• **COM 150** Public Speaking
- E. Information Technology
• **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (3 courses)

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

III. Patterns of Meaning (8 courses)

- A. Religion
1. **REL 150** The Christian Tradition
or **REL 153** The Dynamics of Religion
2. **REL** REL 200 or 300-Level
- B. Philosophy
1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
2. **PHL** PHL 200 or 300-Level
- C. Literature
• **ENG 150** Themes in Literature and Culture
or **LIT 150** Modern European and Latin American Writers
- D. History
• **HIS 151** Global History to 1500
or **HIS 155** Themes in American History
- E. Fine Arts or Foreign Language
• **ART 150** Introduction to Art
• **MUS 150** The Art of Listening
• **Foreign Language**
- F. One of the following:
• **ENG 250** Writers and their Worlds
• **LIT 250** Topics in World Literature
• **HIS 251** Global History 1500 to Present
• Another course in what was taken in category E:
Fine Arts (200 or 300-level) or Foreign Language

IV. Major Requirements

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

V. Electives

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

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

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

This curriculum progress chart is used for the evening Organizational Leadership major.

ENGLISH LANGUAGE INSTITUTE

La Salle University's English Language Institute (ELI) was established to provide the highest quality English as a foreign Language (EFL) instruction for international students and business professionals. Courses focus on all aspects of EFL learning proficiency—listening, speaking, reading, and writing to—meet learning goals. The ELI recognizes that learning English requires more than just studying in the classroom. ELI students are encouraged to interact with other students and share experiences as a valuable part of their education and for learning English. As the ELI is a part of and located on the campus of La Salle University, EFL students are encouraged to participate in campus activities as well as events organized by the ELI.

ELI 005

This level develops the English language skills necessary for speaking, listening, and reading for beginner level students interested in formal study at La Salle University. The objectives of the course of study include academic vocabulary development, improvement of listening skills in academic settings, note-taking skills, grammar, and reading comprehension. The skills of listening, writing, speaking, and reading are monitored by specific learning outcomes consistent with beginner student needs. For communication fluency, students will be taught accent reduction exercises. Successful completion of this one-semester course satisfies requirements for entry to ELI 010.

ELI 010

This level further develops listening, speaking, and reading skills from ELI 005, while adding an academic writing and research skills component that teaches students the style of writing required at the university level. The learning objectives build on the basic skills needed for writing, listening, speaking, and reading comprehension. Another core component of this level is the skills needed for vocabulary development, improvement in writing, reading comprehension analysis, and preliminary development of academic essay and research paper writing skills. Students will be expected to read and present material both verbally and through short essay writing. Successful completion of this course satisfies requirements for entry to ELI 015.

ELI 015

This intermediate level develops academic listening and speaking skills and reading/writing scenarios from ELI 010. Learner outcomes for listening/speaking include academic listening skill improvement, development of effective note-taking skills, and improved discussion and presentation skills. Students at this level are expected to work effectively in groups and comprehend intermediate level lectures. Learner outcomes for the reading/writing component include further reading comprehension, writing proficiency, academic specific vocabulary, and research skills. Activities for this level include formal classroom presentations, reading/listening specific to academic content, and research reports. Successful completion of this level satisfies requirements for entry to ELI 020.

ELI 020

This level further develops high-level intermediate academic listening, reading, and writing scenarios for students planning to matriculate into an undergraduate program. This course is designed around special topics to better prepare students for the challenges faced in the undergraduate university classroom, with special attention given to presentation skills, writing academic papers, and lecture comprehension. Learner outcomes include academic vocabulary development, research writing, listening skills improvement, further development of effective note-taking skills, presentation skills, and issues of enculturation. Activities for this level include formal classroom presentations, discussions specific to academic content,

test-taking, academic lectures, and research reports. The learning objectives build on the skills learned in ELI 015, and successful completion of this course satisfies requirements for formal undergraduate matriculation to the University.

ELI 025

This advanced level ELI course further develops the academic listening, reading, speaking, and writing scenarios for upper level ESL students. The course is designed to immerse students in the language and activities of graduate level classes to better prepare them for matriculation into graduate programs at La Salle. This course prepares students for university study through replicating the texts and tasks encountered in academic contexts. Learner outcomes include mastery of critical academic skills in vocabulary development, research writing, listening skills improvement, reading comprehension, and writing essays. Activities for this level include formal classroom presentations, discussions specific to academic listening and reading content, test-taking, academic lectures, and research reports. The learning objectives build on the skills learned in ELI 020.

THE ASSOCIATE IN ARTS DEGREE

The Associate of Arts in Liberal Arts is structured like the bachelor's degree programs, but it requires only half as many credit hours to attain (60). The courses that fulfill the requirements for the associate's degree can be applied to the bachelor's degree. At least 30 credit hours must be fulfilled at La Salle University.

THE BACHELOR'S DEGREE

The undergraduate curriculum enables the student to pursue an academically valid general education and an in-depth study in a major academic field. The highly flexible program preserves the elements of a common intellectual experience appropriate to a liberal arts university, while at the same time affording the adult student freedom and choice in designing an educational experience which helps to develop knowledge, skills, and abilities.

The program of study leading to a bachelor's degree consists of 120 credits distributed among courses in the University Core Curriculum, major requirements, and free electives. The 120 credits must include at least 38 courses of three credits or more. (See Academic Policy on Bachelor's Degree Requirements)

The Bachelor of Arts can be earned in criminal justice, information technology, organizational leadership, psychology, and religion.

The Bachelor of Science can be earned in business administration and nursing. The Bachelor of Social Work also can be earned.

Curriculum requirements for the Bachelor of Arts, Bachelor of Social Work, Bachelor of Science in Business Administration, and Bachelor of Science in Nursing are explained in their respective school or college.

BACHELOR OF ARTS IN ORGANIZATIONAL LEADERSHIP

Organizational Leadership is an online degree-completion program offering adult learners an opportunity to finish their undergraduate education. The interdisciplinary curriculum allows students to interweave theoretical principles from liberal arts and business traditions. Students will develop the concepts and skills needed to adjust to rapidly changing organizational settings in business, nonprofit groups, educational institutions, and government sectors.

The curriculum will provide many opportunities for learners to practice the role of an organizational development consultant--recognizing, planning, implementing, and evaluating the impact of change within an organization as well as the potential impact on other organizations. The curriculum incorporates learning the correct use of research tools to analyze organizational situations.

ORGANIZATIONAL LEADERSHIP LEARNING OUTCOMES:

- Prepare program graduates to lead effectively in order to meet organizational goals.
- Develop leadership skills and confidence to recognize, plan, and implement change in complex organizational systems.
- Generate effective, organizationally-relevant communication--written, oral, and technological.

- Relate to pertinent aspects of business, psychology, and sociology to understand how these aspects connect with effective organizational leadership.

- Develop the skills to set priorities for outcomes and results that impact the organization, e.g., thinking critically and problem solving.

A Bachelor of Arts degree in Organizational Leadership enhances an individual's potential for both formal and informal leadership positions. Program graduates will gain the skills and techniques that will enable them to understand and unlock their potential to become an effective, constructive individual who will lead and implement change within complex organizational systems. Graduates will be equipped with the interpersonal skills to develop key business relationships necessary to influence decision makers within their organization.

The Organizational Leadership courses listed below are offered in a seven-week online format (Fall and Spring). All other required and elective courses may be offered in either a eight-week or 15-week online format. Summer courses can vary in length.

Students will be able to develop a strong online learning community and have meaningful interactions with other students who are pursuing the same educational goals. Our faculty prides itself on offering individual attention to the online learners with easy faculty access, based on the students busy schedules.

ORGANIZATIONAL LEADERSHIP DEGREE COMPLETION PROGRAM CURRICULUM:

- **ORL 201** Introduction to Organizational Leadership
- **ORL 301** Human Resources Leadership
- **ORL 304** Leadership Skills: Understanding, Assessment, and Development
- **ORL 310** Organizational Leadership and Change in Complex Adaptive Systems
- **ORL 314** Team Analysis and Leadership Skill Development
- **ORL 320** Organizational Assessment, Diagnosis Intervention, and Evaluation
- **ORL 303** Writing at Work
- **ORL 401** Senior Capstone Project
- **PSY 225** Social Psychology
- **PSY 230** Industrial and Organizational Psychology
- **SOC 233** Work and Occupations
- **COM 317** Organizational Communication
- **BUS 101** Introduction to Financial Accounting
- **BUS 204** Principles of Marketing with Applications
- **BUS 303** Legal and Ethical Environment of Business

All ORL cohort courses must be taken at La Salle University. Students in the Organizational Leadership program must successfully complete 120 credits to earn the Bachelor of Arts degree. Students must complete the program with a minimum 2.00 GPA.

The online Organizational Leadership program is part of the College of Professional and Continuing Studies, which is dedicated to meeting the needs of adult learners. This program is especially designed for individuals with at least 30 transferrable credits. The maximum number of transfer credits is 70 credits. 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 a 15-week online format. Our course instructors are skilled in online teaching and have advanced degrees. There is an emphasis on carefully blending organizational theory and practice. Students in the program are expected to participate in online discussions, submit written papers, and complete research projects as assigned.

Spring and fall semesters will offer two consecutive seven-week courses and one concurrent 15-week course. Students can elect to take one, two, or three courses each semester. Many students take three courses (9 credits)

per semester to accelerate graduation. Undergraduate students must enroll in at least 6 credits (two courses) to be eligible to apply for financial aid.

Course Descriptions

ORL 201

INTRODUCTION TO ORGANIZATIONAL LEADERSHIP
3 credits

This course will introduce students to the interdisciplinary field of organizational leadership, providing the framework within which other courses in the major will fit. Issues of diversity, leadership, and community will be covered, as well as the micro and macro aspects of organizations.

ORL 301

HUMAN RESOURCES LEADERSHIP
3 credits

This course focuses on how human resources add value to the organization. It focuses on HR strategy aligned to business strategy to deliver value and improve organizational performance. Students will analyze their organization's mission/vision and values. They will discuss external realities and people strategies designed to enable their organization to achieve its mission goals. Students will examine the design, delivery, and evaluation of human resources policies and programs.

ORL 303

WRITING AT WORK
3 credits

There is a very strong need for a writing intensive course that will stress the day-to-day writing requirements of a leader at work. This course will focus on writing in a global marketplace, ethical issues in business writing, collaborative writing, basic business correspondence, report writing and written presentations. The course will also address how to edit the writings of others at work.

ORL 304

LEADERSHIP SKILLS: UNDERSTANDING, ASSESSMENT, AND DEVELOPMENT
3 credits

Students in this course will have the opportunity to gain an understanding of the critical skills that are necessary to develop in order to support successful leadership in organizations. This course begins with the premise that the most fundamental skill is the skill of self-assessment. By partaking in a myriad of assessment activities, students will gain an understanding of their own personal assets and liabilities. Throughout the course, students will gain an understanding of the most important skills associated with leadership based on sound research. Students will have the opportunity to apply this theoretical knowledge by developing leadership development plans.

ORL 310

ORGANIZATIONAL LEADERSHIP AND CHANGE IN COMPLEX ADAPTIVE SYSTEMS
3 credits

This course examines how change takes place within complex adaptive systems. It also examines the role of leadership and focuses on specific skills that are required to be an effective leader and agent of change in a complex adaptive system.

ORL 314

TEAM ANALYSIS AND LEADERSHIP SKILL DEVELOPMENT
3 credits

Students in this course will have the opportunity to gain an understanding of current theories and thinking regarding teams and team development. This course will afford students the opportunity to develop their leadership skills in a team environment. Analysis and experience will be the foundation of the skill development.

ORL 320

ORGANIZATIONAL ASSESSMENT, DIAGNOSIS, INTERVENTION, AND EVALUATION
3 credits

This course is an overview of the theories and strategies to diagnose and intervene within an organization to increase the effectiveness of the organization, including its employee performance. The course will provide opportunities for learners to practice the role of an organizational development consultant, including learning the interpersonal skills to develop the key business relationships necessary to influence decision makers within the organization. Since the field of organizational leadership (ORL) is dynamic, the course will leverage the latest books, articles, and ORL strategies. The course will require students to make presentations sharing their ORL analysis of an organization (either professional or personal affiliation) using the strategies and tools learned in the course.

ORL 401

SENIOR CAPSTONE PROJECT
3 credits

The Capstone Project provides students with the opportunity to demonstrate and incorporate what they have learned throughout their course of study in organizational leadership at La Salle. It requires students to apply the knowledge and skills they have learned to address a specific real or invented organizational concept of their own choosing. Students will be required to research and describe in detail the situation, analyze the environment, identify the stakeholders, and then develop a comprehensive and realistic approach to ensure that their intervention addresses the situation effectively. The Capstone also requires strong peer review of the the Capstone Project.

PRE-BUSINESS ADMINISTRATION PROGRAM (PBA)

Students interested in pursuing a B.S. in Business Administration will be accepted initially into the Pre-Business Administration Program. Upon successful completion of 22 credits in Liberal Arts courses (listed below) and 18 credits in business courses (listed below), students with a 2.25 cumulative academic index are eligible for admissions into the bachelor's degree program in the School of Business Administration. Students may designate their intended business professional studies option while enrolled in the PBA Program.

PRE-BUSINESS ADMINISTRATION PROGRAM (PBA)

Intended Business Professional Studies Option: Accounting or General Business Administration

PRE-BUSINESS (PBA) CURRICULUM PROGRESS CHART

To move from Pre-Business Administration to Business Administration status, students must meet the following criteria:

1. have a total of at least 40 credits
2. have a cumulative GPA index of at least 2.25
3. have completed the following courses:

Liberal Arts

1. **ENG 110**
2. **ENG 210**
3. **MTH 101**
4. **MTH 114 (4 cr.)**
5. **PSY or SOC**
6. **CSC 151**
7. _____
Liberal Arts

Business Courses

1. **BUS 101**
2. **BUS 150 (2 credits)**
3. **BUS 202**
4. **BUS 207 E (2 credits)**
5. **BUS 208 E (2 credits)**
6. **ECN 150**
7. **ECN 201**

Note: PBA students are not permitted to take 300 or 400 level business courses.

PRE-NURSING PROGRAM

Students, with fewer than 60 credits in transfer, who are interested in pursuing a Bachelor of Science in Nursing from La Salle's School of Nursing, will initially be accepted into the Pre-Nursing (PNUR) Program. Upon successful completion of a minimum of 60 credits at La Salle in the prescribed courses, students with a 3.0 cumulative academic index are eligible for consideration for the bachelor's program in the School of Nursing. Students in the PNUR program will be required to complete the Powers and Patterns of Meaning requirements along with eight specific courses in the Frameworks of Scientific Understanding as noted below. Students must maintain grades of "B" or better in each of the five Natural Sciences and "C" or better in the Social Sciences. Only one course in the Natural Sciences may be repeated to attain a better grade.

Powers:

HSC 217 Statistics for Health Science Professionals
or **ECN 213** Introductory Statistics will fulfill the "numbers" requirements.

Frameworks of Scientific Understanding:**Natural Sciences**

- BIO 161** Anatomy and Physiology I
BIO 162 Anatomy and Physiology II
BIO 163 Clinical Microbiology
CHM 161 Chemistry of the Life Sciences
NUTR 165 Principles of Nutrition

Social Sciences

- SOC 150** Introduction to Sociology
PSY 210 Developmental Psychology

Choose one of the following:

- PSY 150** Introduction to Psychology
or **PSYC 220** Psychopathology
or **PSY 225** Social Psychology

THE PRE-SPEECH-LANGUAGE PATHOLOGY PROGRAM

The PreSLP program provides post-baccalaureate students who do not have the required background in communication sciences and disorders with the prerequisite courses in basic human communication sciences needed to apply to a master's degree program in speech-language pathology.

This unique program offers the recommended 10 to 11 required courses online, affording students the choice of a flexible schedule to pursue the needed prerequisites for a master's program in speech-language pathology.

Upon completing the PreSLP program, students demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases.

Students are strongly encouraged to take all PreSLP courses unless their records indicate that they have taken equivalent courses and earned a B or higher in those courses. By completing the PreSLP program, students are prepared to apply to a graduate program in speech-language pathology. However, entrance into the PreSLP program does not guarantee acceptance into La Salle's graduate Speech-Language-Hearing Science Program.

The following courses are the recommended PreSLP courses and will be offered online. Note that WB indicates online and P WB courses are limited to students enrolled in the PreSLP program:

SLH 100P WB

INTRODUCTION TO LANGUAGE AND COMMUNICATION
3 credits

This course is an introduction to the study of the grammar and sound systems of natural languages with an emphasis on English. Historical and present-day controversies on linguistic theories and the nature of language are emphasized.

SLH 102P WB

INTRODUCTION TO COMMUNICATION DISORDERS
3 credits

This course is an introductory survey of normal processes and disorders of speech, language, and hearing. The behavioral and social consequences of communication disorders in people throughout the life span are presented. Different categories, symptoms, and causes of communication disorders are examined. The roles of the speech-language pathologist and audiologist in the evaluation and treatment of communication disorders are discussed. Preferred American Speech-Language-Hearing Association (ASHA) practice patterns pertaining to a variety of professional situations are surveyed.

SLH 200P WB

PHONETICS
3 credits

This course involves the exploration and study of American English pronunciation through the application of the International Phonetic Alphabet (IPA). Students will be trained in transcription of English phonemes and allophones and introduced to distinctive feature analysis, phonological rules, prosodic features, dynamics of articulation, American dialectal variants, and developmental phonology.

SLH 202P WB

ANATOMY AND PHYSIOLOGY OF THE SPEECH
AND HEARING MECHANISMS
4 credits

This course is designed to give students a basic understanding of the structural organization (anatomy), function (physiology), and neural control for speech production and hearing. The course will emphasize both normal and disordered systems. Two hours lecture, four hours laboratory. Prerequisite: BIO 161 and BIO 162, BIO 164P WB, or permission of instructor.

SLH 203P WB

LANGUAGE DEVELOPMENT
3 credits

This course explores the specific nature, sequence, and patterns of language development from birth through adolescence and its relation to other aspects of child development. Conditions that place infants and children at risk for speech and language disorders are explored. Patterns of normal language development are discussed as a guide for the evaluation and treatment of children with developmental language disorders. Prerequisite: SLH 100, SLH 100P WB, or permission of instructor.

SLH 211P WB

ACOUSTIC BASES OF SPEECH AND HEARING
3 credits

This course explores the physical characteristics of speech sounds and the psychophysical processes involved in hearing and speech perception. Sound waves, resonance, decibels, and spectrogram reading are discussed. Computer applications with practical implications are explored.

SLH 304P WB

INTRODUCTION TO AUDIOLOGY
3 credit

This course is a survey of the field of audiology, including the measurement of hearing and the nature and causes of hearing impairment in infants, children, and adults. Students are introduced to strategies used by audiologists and physicians in managing hearing impairment.

SLH 306P WB

NEUROLOGICAL BASES OF COMMUNICATION AND BEHAVIOR
3 credits

This course is an examination of the structure (neuroanatomy), organization (neurophysiology), and functions of the central and peripheral nervous systems as they relate to speech, language, hearing, and cognition. Behavioral manifestations of normal and abnormal brain functioning are contrasted. Prerequisite: SLH 202 or equivalent, or permission of instructor.

SLH 308P WB

CLINICAL PROCEDURES IN SPEECH AND LANGUAGE PATHOLOGY
4 credits

This course introduces the speech-language-hearing science major to the clinical and supervisory process. Basic information regarding certification, professional standards, and ethics are discussed. Goal setting, lesson planning, methods of observing, describing and recording behavior, informal assessment, and related topics are also discussed. Behavioral observation and computer technology in the measurement and modification of speaker-listener attributes are examined. Students develop clinical writing skills appropriate to various speech-language pathology settings. This course is an introduction to the clinical practicum experience and requires observation of a wide variety of clinical cases. Prerequisite: SLH 102, SLH 200, SLH 203, or equivalents, or permission of instructor.

SLH 314P WB

DIAGNOSTIC PROCEDURES IN SPEECH AND LANGUAGE PATHOLOGY
3 credits

This course provides the student majoring in speech-language-hearing science with a framework for understanding the diagnostic process in speech-language pathology. General topics in the area of diagnostics are discussed, including obtaining and interpreting assessment information. Report-writing and presentation of findings are examined. Observations of diagnostic testing by an American Speech-Language-Hearing Association (ASHA)-certified speech-language pathologist are required. Principles and procedures common to the diagnosis of most communication and swallowing disorders are considered. Assessments of culturally and linguistically different individuals are surveyed. The ASHA Code of Ethics is emphasized. Standardized testing as well as alternatives to standardized testing are explored. Prerequisite: SLH 102, SLH 200, SLH 203, or equivalents, or permission of instructor.

GENERAL ASHA CERTIFICATION REQUIREMENTS

The 2005 ASHA certification guidelines require students to complement their courses in basic human communication sciences with additional courses. These guidelines require students to have both a biology and physical science course. In addition, students need to have courses in the social and behavioral sciences. Currently, La Salle does not offer most of these courses online. Students who have not completed these requirements on the undergraduate level may have to take these courses on either La Salle's campus or another institution to gain the credits needed to be accepted into a master's program.

To fulfill these requirements, La Salle University suggests:

- **BIO 164 WB** Essentials of Anatomy and Physiology (Biological Sciences)
- **PHY 205** Essentials of Physics for Health Sciences (Physical Sciences)
- **HSC 217** Statistics for the Health Sciences
- **EDC 103** Educational Psychology OR **PSY 210** Developmental Psychology
- **PSY 220** Psychopathology (Social and Behavioral sciences)

Course Descriptions**BIO 164 WB**

ESSENTIALS OF ANATOMY AND PHYSIOLOGY
4 credits

This is a Web-based course designed to present the essentials of human anatomy and physiology. The cell as the fundamental unit of life is discussed and examined, including structure and metabolism. The organization of cells into tissues, tissues into organs, and organs into systems is thoroughly explored, and the integumentary, skeletal, muscular, and nervous systems are focal points of study. The course examines in depth the structure and function of five organ systems: (1) endocrine system, (2) blood and cardiovascular system, (3) lymphatic and immune system, (4) respiratory system, and (5) digestive system. The course emphasizes structure and function relationships as well as the interaction among the organ systems. There will be an array of lecture and laboratory exercises involving the use of computerized data acquisition and analyses.

**POST-BACCALAUREATE PREMEDICAL
CERTIFICATE PROGRAM**

La Salle University's Post-Baccalaureate Premedical Certificate Program affords individuals an opportunity to change their current career path with one in the health professions. This program provides students with the necessary prerequisites for admissions into medical school or another health professions program. The program is not intended for post-baccalaureate

students who need to enhance their academic profile by retaking these undergraduate prerequisites. Students in La Salle's post-baccalaureate program have undergraduate degrees in engineering, business, and liberal arts.

Post-baccalaureate premedical students can choose to complete the program in 15 months or 21 months. The premedical prerequisites include general chemistry, organic chemistry, physics, biology and math, and additional elective courses. At La Salle these courses would be CHM 111-112, CHM 201-202, PHY 105-106, BIO 210-220, and MTH 113. All courses are taken with La Salle undergraduates. Students who complete a minimum of seven science/math courses in this program receive a Certificate in Premedical Sciences.

The post-baccalaureate program has established Accelerated Acceptance programs with Robert Wood Johnson Medical School and The Philadelphia College of Osteopathic Medicine. Eligible candidates can apply and be accepted and matriculate within the same year. Requirements for each of the accelerated programs can be found at the Post-Baccalaureate Pre-medical Certificate Program Web site: (http://www.lasalle.edu/schools/cpcs/content.php?section=post_bac_certificates&group=prehealth&page=overview)

**SCHOOL OF
ARTS AND SCIENCES**

EVENING AND WEEKEND PROGRAMS

ASSOCIATE IN ARTS IN LIBERAL ARTS CURRICULUM PROGRESS CHART

I. Powers (5 courses)

- A. Writing I
 - **ENG 110** College Writing I
- B. Writing II
 - **ENG 210** College Writing II
- C. Numbers
 - _____
- D. Speech
 - **COM 150** Public Speaking
- E. Information Technology
 - **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (3 courses)

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

III. Patterns of Meaning (8 courses)

- A. Religion
 - 1. _____
 - 2. _____
- B. Philosophy
 - 1. _____
 - 2. _____
- C. Literature
 - _____
- D. History
 - _____
- E. Fine Arts or Foreign Language
 - _____
- F. Second Course (Literature, History, Fine Arts, or Language)
 - _____

IV. Electives

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

BACHELOR OF ARTS OR SCIENCE PROGRESS RECORD*

I. Powers (5 courses)

- A. Writing I
 - **ENG 110** College Writing I
- B. Writing II
 - **ENG 210** College Writing II
- C. Numbers
 - _____
- D. Speech
 - **COM 150** Public Speaking
- E. Information Technology
 - **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (3 courses)

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

III. Patterns of Meaning (11 courses)

- A. Religion
 1. _____
 2. _____
- B. Philosophy
 1. _____
 2. _____
- C. Literature¹
 1. _____
 2. _____
- D. History
 1. _____
 2. _____
- E. Fine Arts
 1. _____
 2. _____

OR

Foreign Language

 1. _____
 2. _____

Concentration Option

 - _____

Students will select an approved third course in one of the Patterns areas.

IV. Major Requirements (number varies by department)

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

V. Electives (number varies)

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

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

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

This curriculum progress chart is used for the evening Criminal Justice, Information Technology, Psychology, Religion, and Social Work majors.

ASSOCIATE IN LIBERAL ARTS BUSCA CURRICULUM PROGRESS CHART

I. Powers (5 Courses)

- A. Writing I
 - **ENG 110 BS** College Writing I: Persuasion
- B. Writing II
 - **ENG 210 BS** College Writing II: Research
- C. Numbers
 - **MTH 150 BS** Mathematics Myths and Realities
- D. Speech
 - **BSCA 150** English for Academic Purposes
embeds COM 150
- E. Information Technology
 - **CSC 151 BS** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (3 Courses)

- A. Natural Science
 - **BIO 158 BS** Life Science: A Human Approach
- B. Political Science
 - **POL 151 BS** Principles of American Government
- C. Sociology
 - **SOC 150 BS** Principles of Sociology

III. Patterns of Meaning (12 courses)

- A. Religion
 1. **REL 211 BS** The New Testament
 2. **REL 220 BS** Catholicism in the Modern World
- B. Philosophy
 1. **PHL 151 BS** The Human Person
 2. **PHL 206 BS** Social and Political Philosophy
- C. Literature
 1. **LIT 150 BS** Themes in Literature and Culture
 2. **LIT 250 BS** Writers and their Worlds
- D. History
 1. **HIS 300 BS** History of the United States to 1877
 2. **HIS 305 BS** The United States from 1877 to the Present
- E. Foreign Language
 1. **BSCA 150** English for Academic Purposes
 2. **BSCA 150** English for Academic Purposes
- F. Concentration Option
 - **BSCA 150** English for Academic Purposes
- G. Foreign Language
 - **BSCA 250** English for Academic Purposes

BUSCA (BILINGUAL UNDERGRADUATE STUDIES FOR COLLEGIATE ADVANCEMENT) PROGRAM

BUSCA offers the Spanish-speaking community the degree of Associate of Arts with a concentration in English for Academic Purposes. The program of studies fulfills the core requirements of the School of Arts and Sciences and facilitates the students' transition to a Bachelor's degree program.

The BUSCA curriculum is designed to help the students become proficient in English in an educational environment that is comfortable and challenging. BUSCA also provides instruction in U.S. culture and history so that BUSCA graduates will be fully integrated citizens or residents.

Bilingual support services are available to all BUSCA students.

BUSCA offers Spanish-speaking students a quality Catholic educational experience grounded in the Christian anthropological assumption that all are created in the image and likeness of God. BUSCA reflects the University's Catholic and Lasallian mission by educating Hispanic students so they can prosper spiritually, intellectually, and socially as well as economically. BUSCA engages in educational programs designed to empower Hispanic students to be bilingual/bicultural leaders in contemporary U.S. society.

ADMISSION REQUIREMENTS

- An original high school or university transcript, or an original GED certificate or equivalent
- A completed recommendation form
- Completion of the Language Placement Test.
- Interviews with the administrative assistant and the Director

BUSCA offers Spanish-speaking students a quality Catholic educational experience grounded in the Christian anthropological assumption that all are created in the image and likeness of God. BUSCA reflects the University's Catholic and Lasallian mission by educating Hispanic students so they can prosper spiritually, socially, and economically. BUSCA engages in educational programs designed to empower Hispanics to be bilingual/bicultural leaders in contemporary U.S. society.

BSCA 150

Foundations Course

The primary objective of this English foundations course is to introduce the Spanish-speaking student to American English in the university context through spontaneous and directed oral, writing, and reading exercises. The course also guides the Spanish-speaking student through the acculturation process into typical American culture and academic life at the University. The course includes an emphasis on cross-cultural communication skills, beginning reading and writing exercises, grammar-based themes, public speaking, and other skills necessary to initiate a successful academic career.

BSCA 150 is the first course taken by a student entering the BUSCA program. It is a unique course for several reasons. First, it is a 12-credit course. Second, the classes for this one course are spread out over four weeknights. Third, there are four components to this course (Grammar, Composition, Conversation, and University Studies) and several instructors. Fourth, the student's final grade in all four components will be averaged together to form one final grade. Finally, BSCA 150 is unique because each student must earn a final grade of "C" or higher in order to continue in the BUSCA program. In other words, BSCA 150 is a prerequisite for all other courses in BUSCA.

BSCA 250

Capstone Seminar

This course serves as the ninth and final English for Academic Purposes course in the BUSCA program. It is intended to guide fifth-semester BUSCA students in their understanding of undergraduate university requirements and expectations and to refine the students' proficiency with the English language. Special emphasis is placed on continuing to develop the students' English language communication skills, persuasive writing, oral argumentation, critical reading, and facility with conducting academic research. The BSCA 250 students sharpen their skills through the analysis of provocative contemporary issues and through authentic language practice, such as debates, interviews, role plays, oral reports, presentations, essays, and a research paper.

SEQUENCE OF COURSES FOR BUSCA

Semester 1

BSCA 150	English for Academic Purposes: Prerequisite for all other courses (12 credits) *Students must earn a "C" or higher in each English class to take the sub- sequent English class
-----------------	--

Semester 2

LIT 150*	English for Academic Purposes: Literature 1
ENG 110*	English for Academic Purposes: College Writing 1: Persuasion
CSC 151	Introduction to Computer Science
REL 211	The New Testament

Semester 3

LIT 250*	English for Academic Purposes: Literature 2 Prerequisite: LIT 150
HIS 300	History of the United States until 1877
PHL 151	Philosophy: The Human Person
MTH 150	Mathematics: Overview of Mathemati- cal Concepts

Semester 4

ENG 210*	English for Academic Purposes: College Writing 2 Prerequisite: ENG 110
PHL 206	Political and Social Philosophy
SOC 150	Principles of Sociology
REL 220	The Catholic Church Today

Semester 5

BIO 158	Biology: A Human Approach
POL 151	Principles of American Government
HIS 305	History of the United States: 1877 to the Present
BSCA 250*	English for Academic Purposes: Capstone Seminar Prerequisite: ENG 210 *Students who want to continue in a bachelor's degree program must pass this course with a minimum final grade of "C". In addition, a cumula- tive GPA of 2.0 is required to receive the associate's degree.)

BUSCA students may apply to a bachelor's degree program at La Salle University only upon graduation from BUSCA with the associate's degree and a minimum final grade of "C" in BSCA 250.

BUSCA

BUSCA ofrece a la comunidad hispano-hablante el grado de Asociado en Artes Liberales con una concentración en "English for Academic Purposes." El programa de estudios reúne los requisitos básicos de la Facultad de Artes y Ciencias y facilita la transición del estudiante a un programa de bachillerato universitario.

El currículum de BUSCA aborda las aspiraciones de los estudiantes en hacerse proficientes en el inglés mientras se les brinda un ambiente educativo donde el estudiante se siente como en casa, apreciado, y retado académicamente. BUSCA también brinda instrucción sobre la cultura e historia de los Estados Unidos para que los graduados se integren en la sociedad estadounidense contemporánea y sean ciudadanos o residentes bien informados.

BUSCA ofrece apoyo académico y administrativo bilingüe a todos los estudiantes.

BUSCA ofrece a los estudiantes hispano- hablantes una experiencia educativa católica de calidad basada en la asunción antropológica cristiana de que todos somos creados a imagen y semejanza de Dios. BUSCA refleja la misión de la universidad católica y lasaliana, proporcionando una educación a los estudiantes hispanos, de manera que puedan prosperar de manera intelectual, espiritual y social, así como también económicamente. BUSCA se compromete a diseñar programas educativos que permiten a los hispanos ser líderes bilingües y biculturales de la

REQUISITOS DE ADMISIÓN

- Un certificado original de una escuela secundaria, de una universidad, o GED or equivalente del GED
- Un formulario de recomendación
- Completar el Examen de Inglés
- Una entrevista con la asistente administrativa
- Una entrevista con el director

SECUENCIA DE CURSOS PROGRAMA BUSCA

Semester 1

BSCA 150	English for Academic Purposes: este curso intensivo de inglés es un requisito que hay que cumplir antes de tomar cualquier otro curso del currículo (12 créditos) *Los estudiantes deben obtener una "C" o más alta en cada curso de inglés para poder tomar el curso siguiente de inglés.
-----------------	---

Semester 2

LIT 150*	English for Academic Purposes: Literatura 1
ENG 110*	English for Academic Purposes: el Arte de Escribir 1: Persuasión
CSC 151	Introducción a la Computación
REL 211	El Nuevo Testamento

Semester 3

LIT 250*	English for Academic Purposes: Literatura 2 (pre-requisito: Lit 150)
HIS 300	Historia de los Estados Unidos hasta 1877
PHL 151	Filosofía: la Persona Humana
MTH 150	Matemáticas

Semester 4

ENG 210*	English for Academic Purposes: el Arte de Escribir 2: Investigación (pre-requisito: Eng.110)
PHL 206	Filosofía Política y Social
SOC 150	Sociología: Principios de la Sociología
REL 220	Religión: La Iglesia Católica en el Mundo de Hoy

Semester 5

BIO 158	Biología Humana
POL 151	Principios del Gobierno Estadounidense
HIS 305	Historia de los Estados Unidos de 1877 al Presente
BSCA 250*	English for Academic Purposes: Seminario (pre-requisito: Eng 210) *Para poder seguir en el Bachiller universitario, hay que aprobar BSCA 250 con una nota mínima de "C" y además se requiere un promedio de 2.0 para recibir el Título Asociado.

Los estudiantes de BUSCA podrán solicitar admisión a un "Bachiller universitario" en la Universidad La Salle una vez aprobada BSCA 250 con una nota mínima de "C" y que se gradúe de BUSCA con el Título Asociado.

BSCA 150

Curso de Fundamentos

El objetivo principal de este curso de fundamentos de inglés es introducir al estudiante hispano hablante 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 hispano-hablante a adaptarse a la asimilación de la cultura americana y la vida académica en la universidad. 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 son impartidas cuatro días de semana en la tanda nocturna. En tercer lugar, hay cuatro componentes de este curso (Gramática, Composición, Conversación y Estudios Universitarios), cada uno con diferentes profesores. En cuarto lugar, la calificación final en los cuatro componentes se promedia, para formar una calificación final del alumno. Por último, el curso BSCA 150 es único, debido a que cada estudiante debe obtener una calificación final de "C" o mayor, con la finalidad de continuar en el programa BUSCA. En otras palabras, BSCA 150 es un requisito previo para todos los cursos en BUSCA.

BSCA 250

Seminario Final

Este curso es el noveno y último de inglés con propósitos académicos en el programa BUSCA. Su propósito es servir como guía para que el estudiante de quinto semestre conozca cuales son los requisitos de la universidad en cursos sub-graduados 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.

THE ASSOCIATE IN ARTS DEGREE

The Associate in Arts in Liberal Arts degree is structured like the Bachelor's degree programs, but requires only half as many (60) credit hours to attain. The courses which fulfill the requirements for the Associate degree can be applied to the Bachelor's degree.

THE BACHELOR'S DEGREE

The undergraduate curriculum enables the student to pursue an academically valid general education and an in-depth study in a major academic field. The highly flexible program preserves the elements of a common intellectual experience appropriate to a liberal arts university while at the same time affording the adult student freedom and choice in designing an educational experience which helps to develop knowledge, skills and abilities.

The program of study leading to a Bachelor's degree consists of 120 credits distributed among courses in the University Core Curriculum, Major Requirements, and Free Electives. The 120 credits must include at least 38 courses of three credits or more. (See Academic Policy on Bachelor's Degree Requirements.)

The Bachelor of Arts degree can be earned in Criminal Justice, Psychology, and Religion.

The Bachelor of Science degree can be earned in Information Technology. The Bachelor of Social Work can also be earned.

Curriculum requirements for the Bachelor of Arts, Bachelor of Science, and Bachelor of Social Work are explained on the following pages.

SOCIAL WORK PROGRAM

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





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

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

COURSE DESCRIPTIONS

All courses are listed alphabetically by department. Courses with no semester designation are usually offered on a rotating basis. Consult course rosters.

KEY

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

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

ART AND ART HISTORY

Susan M. Dixon, Chair

Art History

Associate Professors: Conaty, Dixon

Assistant Professors: Holochwost, Moriuchi

Lecturers: Farrell, Heise, Scarborough, Troxell, Valenti, Vendelin, Weiss

Studio History

PATTERNS COURSES

■ FINE ARTS

• ARTH 150

- Any 200-level course in the Art History section.
- Any 300-level course in the Art History section.

Students should take **ARTH 150** before taking 300 level courses.

COURSE DESCRIPTIONS

ARTH 150 (F, S)

INTRODUCTION TO ART

3 credits/Patterns 1

This course will introduce students to basic elements of visual literacy through the exploration of art history in a variety of cultural traditions, geographic locations, and chronological periods. Students will learn about principles of design, form, and iconography while exploring the art of different societies and cultures.

ARTH 201-202 (F, S)

HISTORY OF ART I AND II

3-6 credits/Patterns 2

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

ARTH 203

ANCIENT ART

3 credits/Patterns 2

This course examines selected early civilizations to the 4th century A.D. and the Early Christian era, emphasizing Greek, Roman, and other Mediterranean cultures. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 205

MEDIEVAL ART

3 credits/Patterns 2

This course addresses the development of the visual arts from the late Roman period to the late Gothic period of the 15th century. Special emphasis is on the establishment of Christian iconography and the evolution of church types. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 213

THE RENAISSANCE IN ITALY

3 credits/Patterns 2

This course involves the study of Renaissance civilization concentrating on the architecture, painting, and sculpture of Italy from 1200 to 1570. Emphasis will be on such masters as Donatello, Michelangelo, Raphael, Leonardo da Vinci, and Titian. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 216

BAROQUE AND ROCOCO ART

3 credits/Patterns 2

This course focuses on the styles, trends, and major forces in the visual arts of Western Europe during the 17th and 18th centuries, with special focus on the works of Bernini, Rubens, and Rembrandt. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 217

19TH-CENTURY ART

3 credits/Patterns 2

This course examines painting's evolution, content, and style, from circa 1780 to the turn of the 20th century. Emphasis is on major schools and artists, including Romanticism, Realism, Impressionism, and Post-Impressionism. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 222

AMERICAN ART: NATIVE AMERICAN TO MODERN

3 credits/Patterns 2

This survey course introduces American art through the study of selected artists and works of art, many of them in local museums. It traces the evolution of American art from Native American beginnings, through the Colonial and Federal periods, concluding in the World War II era and contemporary eras. Prerequisite: 100- or 200-level Art History or permission of the instructor.



ARTH 223

AMERICAN ARCHITECTURE

3 credits/Patterns 2

This course is a study of representative types, movements, and styles of American architecture from colonial to post-modern. Issues covered in the course include the tension between aesthetics and usefulness and the relationship of architecture to culture and context. Some emphasis is placed on urban architecture, including Philadelphia. Field trips to significant architectural sites are included. Prerequisite: 100- or 200-level art history or permission of the instructor.



ARTH 226

INTRODUCTION TO MUSEUMS

3 credits/ Patterns 2

Students will learn about the history and evolution of the museum and consider some of its main objectives. Topics will include the mission and function of art museums -- collection, care of objects, exhibition, and education -- as well as the politics of interpretation and display. Site visits to local art museums and presentations by curators and museum directors from the area complement readings and lectures by the instructor.

ARTH 227

MUSEUMS OF PHILADELPHIA
3 credits/ Patterns 2

In this course, students visit at least 10 of Philadelphia's art museums and galleries and study such works as Egyptian and other African sculpture, Renaissance and Impressionist paintings, contemporary photographs, American furniture, and Japanese prints. The on-site excursions are supplemented by class discussions and presentations.

ARTH 270

SPECIAL TOPICS IN ART HISTORY
3 credits/Patterns 2

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

ARTH 316

WOMEN AND ART
3 credits/Patterns 2



This course encourages students to think critically about the contributions of women artists, collectors, critics, models, and viewers to the fields of art and art history. These are areas that have been historically dominated by men, and this course requires that students look beyond the traditional models of art criticism to consider how gender has shaped women's artistic practice and their response to works of art. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 319

MODERN ART
3 credits/Patterns 2

This course entails the study of developments in late 19th and early 20th century art as they pertain to the rise of Modernism. Movements to be examined include Post-Impressionism, Expressionism, Cubism, Futurism, and Surrealism. While the focus will be on painting and sculpture, related developments in architecture and the decorative arts may also be considered. Particular attention will be paid to the social and historical context for the production of the works of art studied. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 320

ART AFTER 1945
3 credits/Patterns 2



This course will explore late 20th-century and early 21st-century developments in the arts, with a particular focus on the rise of the American art scene in the years following World War II. Abstract Expressionism, Minimalism, Pop Art, Body and Performance Art, and Land Art will be discussed in depth. Contemporary art (art produced since 1980), including important contemporary movements outside the United States and museum culture of the late 20th and early 21st century, will also be a focus. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 322

TOPICS IN AMERICAN ART
3 credits/ Patterns 2

This is an advanced course that takes an in-depth look at a particular topic in American Art. Possible subject include The Hudson River School, American Genre Painters, The Art and Artists of Mexico, and American Impressionism. Prerequisite: 100 or 200 level Art History course or permission of the Chair.

ARTH 325

TOPICS IN GLOBAL ART
3 credits/ Patterns 2

This is an advanced art history course that surveys the visual arts in selected non-Western societies. Students will study and analyze the styles, methods and cultural contexts of the visual arts from Africa, Asia, Mesoamerica, and Oceania. Prerequisite: 100 or 200 level Art History course or permission of the Chair.

ARTH 340

ART AND CULTURE
3 credits/ Patterns 2

This is an advanced art history course that takes an in-depth look at the art and society of one particular culture or historical period. This course offers a thematic approach to understanding art in a cultural context such as Art and Politics or Urban Art. Prerequisite: 100- or 200-level Art History course or permission of the Chair.

ARTH 370

SPECIAL TOPICS IN ART HISTORY
3 credits/Patterns 2

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

ARTH 380

RESEARCH TOPICS IN ART HISTORY
3 credits/Capstone



This course provides an analysis and application of methods used in art criticism and research, with emphasis on writing. Subjects of study will vary. Required for Art History majors but open to qualified advanced general students, with permission of the instructor.

ARTH 460

INTERNSHIP
3 credits

The internship is designed to give art history majors and minors the opportunity to gain real-world experience in the art field. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between their coursework and their internship experience. Prerequisites are a cumulative GPA of at least 3.0 overall and in the major and approval of the Chair. Students must apply for internships. Application forms, available in the Fine Arts Department office, should be returned to the office during registration period before internships can be approved.

ARTH 480

EXHIBITION SEMINAR
3 credits

This course is an upper-level elective for art history majors or for any major (with instructor permission) with an interest in museum studies. It gives our students practical, yet rigorous training in anticipation of a museum or gallery career, one of the major career options for the B.A. Art History. The exhibition seminar is a special course with the outcome of an exhibition, most often in the La Salle University Art Museum.

Studio Courses
ART 102DIGITAL ART STUDIO
3 credits

In this course, students will learn the fundamental principles and techniques associated with creating and modifying digital images, and how to prepare these images for viewing on screen and in print. Both raster (paint) and vector (draw) type graphics will be studied, using appropriate software applications. The concepts and skills learned in this course will prepare students to handle all subsequent visual communication more effectively. Prerequisite: CSC 151.

ART 215COLOR THEORY
3 credits

This course offers an introduction to color models, color interaction, and the human perception of color. The course will address color in both subtractive (pigmented) and additive (electronic) environments, and theoretical work will be reinforced by practical exercises in various media. Prerequisite: ART 102.

ART 220ELECTRONIC VISUAL COMMUNICATION
3 credits

This course provides an overview of issues related to the history and theory of images and their cultural function; assessment and analysis of digital images and their effectiveness, primarily through the World Wide Web; application of newly gained knowledge to the creation of students' own visual projects. Emphasis will be on looking at the interactive potential of images in digital media and on devising analytical, assessment, and production strategies that focus on the dynamic potential of these interactive images. Prerequisite: ART 102.

ART 260-261OIL PAINTING
3-6 credits

This course is an introduction to basic techniques of painting, drawing, and perspective. Preparation of canvas and media. Exercises in indoor and outdoor painting.

ART 262PRINT MAKING
3 credits

This course is an introduction to basic print processes. Relief, intaglio, collograph printing, followed by mixed-media projects. Experimentation encouraged.

ART 263DRAWING
3 credits

This course provides students with mastery of basic principles of observation and familiarity with the potential and limitation of various media. Study of proportion, volume, perspective, and anatomy. Representation of still lifes, the human figure, and landscape using various media.

ART 265-66FIGURE SCULPTING
3 credits

This is a studio sculpture class in which students sculpt the human figure in non-hardening clay, working from live models covering as wide a range of body types as possible. An emphasis will be placed on anatomy. Course may be repeated for advanced credit (Art 266) after completion of Art 265.

ART 268INTRODUCTION TO DIGITAL PHOTOGRAPHY
3 credits

This course introduces basic concepts, techniques and terminology in digital photography such as how sharpness and exposure affect images and the way they are perceived by viewers. Getting images from camera to computer, to print and/or web, and using software such as Adobe Photoshop will be covered.

ART 270

SPECIAL TOPICS IN STUDIO ART

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

BIOLOGY

James Pierce, Ph.D., Chair

FRAMEWORKS COURSES

■ Natural Science

- BIO 157, 158

COURSE DESCRIPTIONS
BIO 157LIFE SCIENCE: AN ENVIRONMENTAL APPROACH
3 credits/Frameworks

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

BIO 158LIFE SCIENCE: A HUMAN APPROACH
3 credits/Frameworks

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

BIO 161-162ANATOMY AND PHYSIOLOGY
4 credits

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

BIO 163CLINICAL MICROBIOLOGY
4 credits

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

Note: Course descriptions for other prerequisite courses are found in other sections of this catalog.

CHEMISTRY

William Price, Ph.D., Chair

FRAMEWORKS COURSES

■ NATURAL SCIENCE

- CHM 150, 152

COURSE DESCRIPTIONS**CHM 111 (F)**GENERAL CHEMISTRY I
4 credits

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

CHM 112 (S)GENERAL CHEMISTRY II
4 credits

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

CHM 150 (F, S)CONSUMER CHEMISTRY
3 credits/Core: Frameworks of Scientific Understanding

Consumer Chemistry is a non-mathematical examination of the development of fact and theory in chemistry and the utilization of chemistry by society. Topics may include energy, pharmaceuticals, environmental effects,

food additives, or synthetic materials. No prior knowledge of chemistry required. The course consists of three hours of lecture/laboratory sessions.

CHM 152INTRODUCTORY FORENSIC SCIENCE
4 credits/Frameworks

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

CHM 161 (F)CHEMISTRY OF THE LIFE SCIENCES
4 credits

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

COMMUNICATION

Lynne A. Texter, Ph.D., Chair

POWERS COURSE

■ SPEECH

- COM 150

COURSE DESCRIPTIONS**COM 102 (F, S)**INTERPERSONAL COMMUNICATION
3 credits

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

COM 150 (F, S)PRESENTATION SKILLS
3 credits/Powers Course

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



COM 206

FUNDAMENTALS OF JOURNALISM
3 credits

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



COM 207

PRINCIPLES OF PUBLIC RELATIONS
3 credits

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



COM 302

BROADCAST JOURNALISM
3 credits

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



COM 303

SCRIPTWRITING
3 credits

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



COM 357

PUBLIC RELATIONS WRITING
3 credits

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



COMPUTER SCIENCE

Course listings under Mathematics & Computer Science

CRIMINAL JUSTICE

Course listings under Sociology, Social Work and Criminal Justice

ECONOMICS

H. David Robison, Ph.D., Chair

FRAMEWORKS COURSE

■ **SOCIAL SCIENCE**

- **ECN 150**

COURSE DESCRIPTIONS

ECN 150

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



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

ECN 201

INTRODUCTORY MICROECONOMICS: BUSINESS FIRM AND MARKET
ANALYSIS I
3 credits

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

ECN 213

INTRODUCTORY STATISTICS FOR ECONOMICS AND POLITICAL SCIENCE
3 credits

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

ECN 333

ECONOMICS OF INTERNATIONAL BUSINESS
3 credits



This course examines trade theory and applies the theory to firms with international operations. It introduces the cultural, environmental, and ethical issues facing international businesses and provides broader context for international operations by examining trade policy, foreign exchange markets, and the balance of payments. (Formerly ECN 305). Prerequisite: ECN 150 and 201; MTH 114 or 120; Junior standing or permission of Department Chair

ECN 340

AMERICAN ECONOMIC HISTORY
3 credits



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

ENGLISH AS A SECOND LANGUAGE (ESL)

(see Foreign Languages and Lit.)

FOREIGN LANGUAGES AND LITERATURES

Luis A. Gomez, Ph.D., Chair

ENGLISH AS A SECOND LANGUAGE (ESL) COURSES

ESL 150

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
AND AMERICAN CULTURE

(Novice Level)

3 credits

This course focuses on the development of Basic skills in listening, speaking, reading, and writing English. Attention given to American Cultural values to strengthen language usage. Additional hours for Practicum in conversation are required.

ESL 260

ENGLISH LANGUAGE USAGE AND AMERICAN CULTURE

(Intermediate Level)

3 credits

This course assumes prior knowledge of spoken and written English. It emphasizes continuing development of listening, speaking, reading, and writing skills in English language and explorations of American cultural values. Emphasis is placed on various disciplinary approaches. Additional hours for Practicum in conversation are required.

ESL 280

ADVANCED CONVERSATION AND COMPOSITION

(Intermediate High Level)

3 credits

This course follows ESL 150 and 260 and is offered to speakers of limited-English proficiency. This course should be taken prior to WRT 107. A continuation of the developmental speaking, listening, reading, and writing skills with special emphasis upon refinement of speaking and writing skills. Reading materials will be used that reflect past and present American culture. Additional hours for Practicum in conversation are required.

WRT 107

WRITING FOR NON-NATIVE SPEAKERS

(Advanced Level)

3 credits

Designed for non-native speakers who have achieved basic English language competency, this bridge course is a special section of the University's College Writing I course. Instruction in the writing process, invention, and in necessary grammatical and organizational skills. Emphasis on writing from personal experience. Upon successful completion, students may enroll in ENG 108. Prospective students should consult a Continuing Studies advisor or the coordinator.

LITERATURE IN TRANSLATION

PATTERNS COURSES

Literature:

- LIT 150, 250

LIT 150

MODERN EUROPEAN AND LATIN AMERICAN WRITERS

3 credits/Patterns

This course is an examination of modern French, German, Hispanic, Italian and Russian literatures in English translation. A study of attempts by representative men and women to comprehend their times and their cultures and to express their understandings of modern life in literature. Selected works of prose, poetry, and drama. Short critical papers.

LIT 250

SELECTED TOPICS IN WESTERN LITERATURE

3 credits/Patterns

This course provides an examination of specific topics in modern French, German, Hispanic, Italian, and Russian literatures in English translation. The topics may include motifs, such as the search for lost innocence, love and suffering or the examination of specific literary movements such as Romanticism, Neo-Classicism, Post-Modernism. Selected works of prose, poetry and drama. Short critical papers.

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



FOREIGN LANGUAGE — CONVERSATION AND CULTURE

PATTERNS COURSES

German 150, Irish-Gaelic 150, Japanese 150, and Spanish 150, German 250, Irish-Gaelic 250, Japanese 250, Spanish 250, and Spanish 360

COURSE DESCRIPTIONS

German 150

CONVERSATION AND CULTURE I

3 credits/Patterns

This is an introductory course in conversation and culture in German. Students will develop elementary level ability in speaking German and will be introduced to the heritage and culture of Germany. No prior knowledge of German is required.

Irish-Gaelic 150

CONVERSATION AND CULTURE I

3 credits/Patterns

This is an introductory course in conversation and culture in Irish-Gaelic. Students will develop elementary level ability in speaking Irish-Gaelic and will be introduced to the heritage and culture of Ireland. No prior knowledge of Irish-Gaelic is required.

Japanese 150

CONVERSATION AND CULTURE I

3 credits/Patterns

This is an introductory course in conversation and culture in Japanese. Students will develop elementary level ability in speaking Japanese and will be introduced to the heritage and culture of the Japanese. No prior knowledge of Japanese is required.

Spanish 150

CONVERSATION AND CULTURE I
3 credits/Patterns

This is an introductory course in conversation and culture in Spanish. Students will develop elementary level ability in speaking Spanish and will be introduced to the heritage and culture of Hispanics. No prior knowledge of Spanish is required.

German 250

CONVERSATION AND CULTURE II
3 credits/Patterns

This course is a continuation of introductory studies in conversation and culture in German. Development of ability to speak German plus information on the heritage and culture of German-speaking peoples. Assumes some prior knowledge of German (approximately one semester).

Irish-Gaelic 250

CONVERSATION AND CULTURE II
3 credits/Patterns

This course is a continuation of introductory studies in conversation and culture in Irish-Gaelic. Development of ability to speak Irish-Gaelic plus information on the heritage and culture of the Irish. Assumes some prior knowledge of Irish-Gaelic (approximately one semester).

Irish-Gaelic 260

IRISH LANGUAGE AND CULTURE
3 credits/Patterns

This is a conversational course in the Irish language together with an examination of the various aspects of Irish culture. Students will receive a brief introduction to Irish social, cultural and political history. There will also be presentations on Irish music, literature and film.

Japanese 250

CONVERSATION AND CULTURE II
3 credits/Patterns

This is a continuation of introductory studies in conversation and culture in Japanese. Development of ability to speak Japanese plus information on the heritage and culture of the Japanese. Assumes some prior knowledge of Japanese (approximately one semester).

Spanish 250

CONVERSATION AND CULTURE II
3 credits/Patterns

This is a continuation of introductory studies in conversation and culture in Spanish. Development of ability to speak Spanish plus information on the heritage and culture of Hispanics. Assumes some prior knowledge of Spanish (approximately one semester).

Spanish 360

READING STRATEGIES IN SPANISH
3 credits/Patterns

This course is an introduction to reading strategies involving Spanish texts. Readings include short features on topical subjects. Assumes some prior knowledge of Spanish (approximately two semesters).

Special Topic

SPANISH FOR HISPANICS-IN SPANISH
3 credits

This advanced course in Spanish is for native speakers of the language; its principal goal is to develop and refine oral and written skills of students whose dominant language is Spanish. The course includes extensive reading selections which form the basis for oral and written composition. Students will also receive extensive review of the grammatical and syntactical structure of the language.

FOREIGN LANGUAGES

PATTERNS COURSES

FRN, GER, SPN 101-102

COURSE DESCRIPTIONS

FRENCH

FRN 101-102
ELEMENTARY FRENCH
3-6 credits

These courses are typically organized and designed to encourage communication and to offer insight into the culture of the speakers of French. Information is provided on the geo-political areas in which French is spoken and the cultural habits and orientation of its speakers.

FRN 201-202
INTERMEDIATE FRENCH
3-6 credits

These courses promote communication through a knowledge of French and French culture. They involve further study of the structural and lexical features of French based upon topical subjects. They enhance an understanding of the in-depth culture of France through presentations on its traditions of art, music and literature.

GERMAN

GER 101-102
ELEMENTARY GERMAN
3-6 credits

These courses are typically organized and designed to encourage communication and to offer insight into the culture of the speakers of German. Information is provided on the geo-political areas in which German is spoken and the cultural habits and orientation of its speakers.

GER 201-202
INTERMEDIATE GERMAN
3-6 credits

These courses promote communication through a knowledge of German and German culture. They involve further study of the structural and lexical features of German based upon topical subjects. They enhance an understanding of the in-depth culture of German-speaking countries through presentation on their traditions of art, music, and literature.

SPANISH**SPN 101-102**ELEMENTARY SPANISH
3-6 credits

These courses are topically organized and designed to encourage communication and to offer insight into the culture of the speakers of Spanish. Information is provided on the geo-political areas in which Spanish is spoken and the cultural habits and orientation of its speakers.

SPN 201-202INTERMEDIATE SPANISH
3-6 credits

These courses promote communication through a knowledge of Spanish and Hispanic cultures. They involve further study of the structural and lexical features of Spanish based upon topical subjects. They enhance an understanding of the in-depth culture of Spanish-speaking countries through presentations on their traditions of art, music, and literature.

SPN 301-302CONVERSATION AND COMPOSITION
3-6 credits

These courses involve conversations on topical subjects and in-depth analyses of structural, lexical and grammatical features of Spanish. The conversations are drawn on the cultural activities and perspectives of the speakers of Spanish (holidays, work habits, plight of ethnic minorities, church and family).

**SPN 307**COMMERCIAL SPANISH
3 credits

This course is intended to acquaint the student with commercial Spanish terminology combined with lectures, readings, and translations of business letters. Introduction of new vocabulary used in the business world with emphasis on Spanish American idiomatic expressions.

SPN 311-312SURVEY OF SPANISH LITERATURE
3-6 credits

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

**SPN 313**SURVEY OF SPANISH AMERICAN LITERATURE
3 credits

This course focuses on reading and discussion of works from the colonial period to the 20th century, with special emphasis upon contemporary Latin American literature.

SPN 321SURVEY OF SPANISH CIVILIZATION
3 credits

This course is a cultural and historic study of Spain's past, examining the effects of Rome and Islam, the period of Spanish domination and later decline, and the status of present-day Spain.

SPN 322SURVEY OF SPANISH AMERICAN CIVILIZATION
3 credits

This course is a cultural and historic presentation of the diversity of Latin America from the Aztecs and Incas to the Conquest, the viceroalties, and the establishment of independent nations; course concludes with a thorough study of today's Latin America.

SPN 350-351INTRODUCTION TO BILINGUAL-BICULTURAL STUDIES
3-6 credits

This course addresses linguistic and cultural problems in teaching English to speakers of other languages. Emphasis on materials, techniques and attitudes of teachers and students. Special emphasis on the vocabulary and idiom of the Caribbean. Cultural survey of present day problems in Puerto Rico and other Caribbean countries.

SPN 352INTRODUCTION TO TRANSLATION AND INTERPRETATION
3 credits

This introductory translation and interpretation course provides students with an overview of translation theory while providing practice with a variety of texts. Students practice translating from Spanish to English and vice versa in different topics. Basic concepts and problems in the area of translation studies are identified and discussed. Students also discuss different types and modes of translation as well as translation strategies and techniques. In addition, students are familiarized with the role and functions of translator and/or interpreter in the process of intercultural communication.

SPN 402INTRODUCTION TO SPANISH SOCIOLINGUISTICS
3 credits

This course introduces students to the study of Spanish language variation within its social context. Social factors such as geography, race, gender, age, social class, economics, education, as well as specific linguistic features belonging to certain Spanish speaking communities, will be discussed. Students will familiarize with speech community, data collection, types of linguistic variation, and the sociolinguistic variable. In addition to learning about the concepts, questions, and methods associated with sociolinguistic research as they are applied to language, students will discuss and review studies of language variation in different speaking communities. Finally, students will examine language contact situations such as Spanish in the United States.

SPN 480SEMINAR
3 credits

Topics of investigation vary from semester to semester.

GEOLOGY, ENVIRONMENTAL SCIENCE, AND PHYSICS

Henry A. Bart, Ph.D., Chair

GEOLOGY

FRAMEWORKS COURSES

■ NATURAL SCIENCE

- GEO 150, 151, 152, 153, 154
-

COURSE DESCRIPTIONS

GEO 150

PLANET EARTH

4 credits/Frameworks

This course is an introduction to the physical processes that interact to change the interior and the surface of the earth, including weathering, earthquakes, volcanoes, glaciation, marine erosion, Continental Drift, and mountain building. Three hours lecture, two hours laboratory.

GEO 151

ENVIRONMENTAL GEOLOGY

4 credits/Frameworks

This course is an introduction to the geologic processes that shape our planet and modify environments. Such fundamental concepts as land-use planning, development of urban areas, hazardous waste disposal in natural systems, use of resources, and soil development and modification will be emphasized. Three hours lecture, three hours laboratory.

GEO 152

OCEANOGRAPHY

3 credits/Frameworks

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

GEO 154

ASTRONOMY

3 credits/Frameworks

This course offers a contemporary view of the universe from the big bang to its possible ends, our sun and its planets, galaxies, the life and death of stars, white dwarfs, neutron stars, quasars, black holes, life on earth and the possibility of extraterrestrial intelligence. Three hours lecture.

PHYSICS

FRAMEWORKS COURSE

- PHY 150

COURSE DESCRIPTIONS

PHY 105

GENERAL PHYSICS I

4 credits

This course addresses vectors, elementary mechanics of point particles and rigid bodies, and gravitation. Prerequisite: MTH 113. Four-hour lecture/two-hour laboratory is required.

PHY 106

GENERAL PHYSICS II

4 credits

Simple harmonic motion and waves are addressed in this course. Elementary optics, electromagnetism, and DC circuits are the topics that will be emphasized in this course. Four-hour lecture/two-hour laboratory is required. Prerequisite: PHY 105.

PHY 120

SCIENCE, TECHNOLOGY, AND SOCIETY

3 credits

This course is a study of some interactions between science, technology, and society. Topics include: the scientific community; history of technology; weapons; science, technology, and the arts; technology and change.

PHY 121

WOMEN, MEN; SCIENCE, TECHNOLOGY

3 credits

This course is an exploration of gender components in science and technology. Extra-scientific influences on scientific theories; why there are not more female engineers and scientists; how science views male/female differences; use of science to reinforce social attitudes; the political content of technology and how technology impacts differently on men and women.

PHY 150

SOME REVOLUTIONS IN PHYSICS

3 credits/Frameworks

This course offers a non-mathematical introduction to physics with emphasis on studying the processes of scientific change. Ancient astronomy and mechanics. The Copernican/Newtonian Revolution, Special Relativity.

PHY 201 (F)

COMPUTER ELECTRONICS I

3 credits

Topics in this course include full and half-adders using 2's complement; flip flops; clocks; registers; counters; addressing functions; MUX/ DEMUX; memory; op codes; fetching.; computer assembly programming concepts. Prerequisite: CSC 157 and MTH 161, or permission of department chair.

PHY 202 (S)

COMPUTER ELECTRONICS II

3 credits

Topics in this course include basic electronics, including resistors, capacitors, diodes, transistors and transformers. Building basic logic gates from basic electronic components. Constructing logic circuits from logic gates including Karnaugh maps. Prerequisite: PHY 201

HISTORY

Stuart Leibiger, Ph.D., Chair

PATTERNS COURSES

■ HISTORY

- HIS 151, 155, 251

COURSE DESCRIPTIONS

HIS 151

GLOBAL HISTORY TO 1500
3 credits/Patterns

This course examines the development of the first civilizations in Africa, Asia, the Mediterranean, and the Americas, with the aim of exploring their distinctive approaches to human needs and social organization. Students are also introduced to historical methodology, historiography, and different perspectives on how we view the past.

HIS 155 (F, S)

THEMES IN AMERICAN HISTORY: A BIOGRAPHICAL APPROACH
3 credits/Patterns 1

This introductory survey course covers United States history through the lives of representative Americans. Course readings consist of a series of paired biographies of major figures who confronted the pivotal issues and challenges of their times. Course themes include the establishment of the colonies, the emergence of American national identity, the founding and preservation of the republic, the struggle against slavery and racism, the spread of capitalism and industrialization, the rise of foreign affairs, the influence of immigration, the growth of the federal welfare state, and the creation of an inclusive society. Overall, the course addresses the experiences of different races, classes, genders, and ethnicities.

HIS 251

GLOBAL HISTORY 1500 TO PRESENT
3 credits/Patterns

This course is a study of the evolution and interactions of the cultures of Europe, America, Africa, and Asia from 1500 to the present, designed to give students a greater understanding of the relationships among modern nations so necessary in today's shrinking globe. (Formerly History 150)

Area I United States History

HIS 300

US REPUBLIC TO 1877
3 Credits/Core Concentration

This course traces the unfolding of American history from colonial times through the Civil War and Reconstruction. The coming of the Revolution, its results, the Federalist experiment, Jeffersonian and Jacksonian democracy, slavery and its opponents, and the trauma of the Civil War and its aftermath are examined. The central place of Philadelphia during much of this period is also given special attention.

HIS 305

THE UNITED STATES SINCE 1877
3 credits

This course is the second half of the survey begun by the core concentration course, HIS 300. It covers the Progressive Movement, American

involvement in World War I, the Roaring Twenties, America between the wars, World War II, the Cold War, the Civil Rights Movement, the Vietnam Era, and the United States at the dawn of the 21st century.

HIS 324

HISTORY OF PHILADELPHIA
3 credits

This course examines the historical development of Philadelphia from colonial times to the present, emphasizing the way people lived, the impact of transportation upon city growth, and the changing nature of industrialization. Lectures combined with field trips. Cost of field trips requires an additional fee of \$40.00. (Formerly HIS 224)

HIS 329

HISTORY OF U.S. WOMEN
3 credits

This course provides an in-depth analysis of the experience of women in American culture. Special attention is given to the women's rights movement, women in the Industrial Revolution, and women in World War I and World War II.

HIS 331

AMERICA'S MILITARY PAST
3 credits

This course explores the impact of the America military establishment upon American society, and the formation of defense strategy and foreign policy. (Formerly HIS 231)

HIS 333

THE AMERICAN IMMIGRANT
3 credits

This course examines the history of immigration to America and its ethnic impact upon American institutions. (Formerly HIS 233)

HIS 337

THE BLACK EXPERIENCE IN AMERICA
3 credits

The main themes in Black history from the African experience to the present, with special attention paid to slavery, protest movements, civil rights, and Black achievement are addressed in this course. (Formerly HIS 237)

HIS 340 (F, S)

TOPICS IN U.S. HISTORY
3 credits

This course offers an examination of selected topics illustrating the political, social, and cultural history of the modern world.

HIS 341

RUSSIAN-AMERICAN DIPLOMATIC HISTORY
3 credits

This course will survey the diplomatic relations between the United States and the Soviet Union from the American Revolution to the Reagan-Gorbachev summit of 1987.

HIS 342

HISTORY OF THE WESTWARD MOVEMENT IN AMERICA
3 credits

This course presents a study of the American frontier emphasizing pioneer life, federal Indian policy, and the settlement of the Great Plains and Far West. (Formerly HIS 242)

HIS 347

PRESIDENTIAL ELECTIONS
3 credits

A historical analysis of presidential campaigns from 1900 to the present, the course stresses the evolution of political techniques, issues, political parties, and personalities.

HIS 402

AMERICAN REVOLUTION
3 credits

This course is an intensive analysis of concepts and movements generated in the American colonies which resulted in revolution and separation of the British settlements. (Formerly HIS 302)

HIS 413

JEFFERSONIAN-JACKSONIAN DEMOCRACY
3 credits

This course is a detailed analysis of the development of the American political system in an increasingly democratic society. (Formerly HIS 313)

HIS 415

FIERY TRIAL: CIVIL WAR
3 credits

This course offers a detailed study of the disruption of the Union, stressing the causes, personalities, and human drama of the military events leading to Appomattox. (Formerly HIS 315)

HIS 425

MODERN AMERICA
3 credits

This course examines the growth of government involvement at home and abroad since 1939.

HIS 429 (F, S)

THE EMERGENCE OF MODERN AMERICA, 1877-1913
3 credits

This course focuses on the nationalization of American life, including the building of the railroad network, the rise of industry, the labor movement, immigration, and urbanization.

HIS 447

THE UNITED STATES IN THE PACIFIC BASIN
3 credits

This course examines the interrelationship of the United States and the East Asian world in the modern period.

Area II European History**HIS 310**

EUROPE TO 1400
3 credits

This course traces the unfolding of Western civilization from pre-history to the Renaissance. The legacies of Greece and Rome; the heritage of both early Christian Europe and the Byzantine and Islamic civilizations; and the contribution of later medieval society to the governmental, economic, and intellectual growth of Europe.

HIS 311

EUROPE FROM 1400 TO PRESENT
3 credits

This course surveys the decline of feudal institutions, emergence of modern European states, expansion into the Western hemisphere, the impact of the Renaissance, Scientific Revolution and Enlightenment, rise of nationalism, development of modern totalitarianism, and the impact of two world wars on Western society.

HIS 325

IMPERIALISM IN THE MODERN WORLD
3 credits

This course examines the causes and consequences of imperialism in the modern world. It considers and compares imperial institutions, ideologies, economies, and cultures. It also studies the variety of ways in which subject peoples shaped these encounters and evaluates the significance of these experiences for the post-colonial global order.

HIS 328

WOMEN AND HISTORY
3 credits



This course examines the history of women and their changing role and position in Western Europe from the Classical Period to the 20th century. Particular attention to the explanations of changed status in successive historical eras; e.g., The Greeks, The Romans, etc. (Formerly HIS 228)

HIS 335

GREEK CIVILIZATION
3 credits

This survey course stresses the development of Greek civilization until the death of Alexander the Great. (Formerly HIS 235)

HIS 336

THE ROMAN EMPIRE
3 credits

This survey course places a special emphasis upon the Roman Republic and the Empire until 476 A.D. (Formerly HIS 236)

HIS 338

THE EARLY MIDDLE AGES
3 credits

This course is a study of the period from 284 A.D. until c. 1000 A.D., emphasizing the synthesis of Roman, Christian, and barbarian cultures. (Formerly HIS 238)

HIS 339

THE LATER MIDDLE AGES
3 credits

This course is a study of the period from c. 1000 A.D. until the Renaissance, focusing on the social, economic, intellectual, and political revival of Europe. (Formerly HIS 239)

HIS 343

MODERN EUROPE 1789 TO 1914
3 credits

A survey of Europe in the “long nineteenth century,” this course begins with the French Revolution and ends with the outbreak of World War I. It focuses on the political and social history of France, Germany, and Russia.

HIS 345

TWENTIETH-CENTURY EUROPE
3 credits

Beginning with World War I and ending with the collapse of the Soviet Union, this course surveys major events of twentieth-century European history.

HIS 348 (F, S)

MUSCOVY AND THE RUSSIAN EMPIRE, 1462-1917
3 credits

This course examines the history of the Muscovite state and of the Russian empire from 1462 to 1917. Central themes include autocratic rule, state-building, imperial expansion, church-state relations, Westernization, serfdom, popular rebellion, modernization, and revolution.

HIS 355

TOPICS IN MODERN EUROPEAN HISTORY
3 credits

This course examines selected topics illustrating the political, social, and cultural history of modern Europe.

HIS 440

MODERN IRELAND
3 credits

This course examines the major political, social, and economic developments in Ireland since the Famine of 1845. (Formerly HIS 340)

HIS 452 (F, S)

20TH-CENTURY RUSSIA AND THE USSR
3 credits

Major themes of this course include revolution, collapse of empire and creation of the Union of Soviet Socialist Republics, industrialization, Stalinist repression, World War II, reform, and the collapse of the Soviet Union.

HIS 458

RECENT BRITAIN: EMPIRE TO WELFARE STATE
3 credits

This course analyzes the political, socio-economic, and cultural history of modern Britain. It explores the development of parliamentary government, democracy, the modern state, empire, capitalism, and urban-industrial society as well as the cultural changes accompanying and informing these transformations. British modernity was indeed precocious, and this course evaluates the context, causes, and consequences of that experience.

Area III Non-Western History**HIS 303**

TWENTIETH-CENTURY THIRD WORLD
3 credits



This course traces the recent history of the world outside the “core,” using case studies to try to understand the big picture of global history and see how historical changes affected the daily lives of individuals in the Third World. The topics covered will include the impact of the world wars and the Cold War; the circumstances of empire, the processes of decolonization, and the experiences of independence; and the history of local economies in the face of globalization.

HIS 307

LATIN AMERICA THE COLONIAL PERIOD
3 credits



This survey course treats the Inca, Aztec, and Maya cultures. African influences as well as Spanish and Portuguese contributions to the development of Latin America. (Formerly HIS 231)

HIS 308

LATIN AMERICA IN REVOLUTION
3 credits



This course focuses on revolutionary movements in Latin America from Independence to the present, with special emphasis on Cuba, Chile, Mexico, Brazil, and Central America. (Formerly HIS 232)

HIS 325

IMPERIALISM IN THE MODERN WORLD
3 credits



This course is a study of the expansion of western nations into the world of Asia and Africa in the 19th century, and the contraction of western influence in these areas in the 20th century. (Formerly HIS 225)

HIS 334 (F, S)

THE POLITICAL ECONOMY OF LATIN AMERICA
3 credits



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

Cross-listed with ECN 334 and POL 334.

HIS 344

TOPICS IN AFRICAN HISTORY
3 credits



This course is an introductory survey of African history from the origins of humanity to the events of the recent past, with special attention paid to the early modern and modern eras. The course focuses on the global role of Africans in the history of the world, the importation of commodities and culture, the ways outsiders have portrayed Africa and Africans, the daily lives and experiences of the continent’s inhabitants, and the challenges of using the available sources for “doing” African history.

HIS 346

EAST ASIA IN THE MODERN WORLD
3 credits

This course examines changes in Modern Asia as a result of the rise of industrialism, urbanism, nationalism, and western influence. (Formerly HIS 246)

**HIS 350 (F)**

TRADITIONAL CHINA TO 1840
3 credits

This course will trace the social, political, cultural, and economic origins of the Chinese dynastic system, the elaboration and triumph of Confucianism, and the expansion of the empire south of the Yangtze and west to Central Asia. The course will conclude with an overview of the initial western intrusion into this wealthiest and most populous of traditional civilizations.

**HIS 351 (S)**

MODERN CHINA, 1840 TO THE PRESENT
3 credits

Beginning with the traumas of the Opium Wars and Taiping Rebellion, this course will provide an overview of China's initial attempts at using foreign technology to safeguard the Confucian polity, the rending of the social fabric during the Republican and Civil War eras, and the eventual triumph of Chinese Communism. The economic reforms of Deng Xiaoping and the events leading to Tiananmen Square will receive particular attention.

**HIS 352 (F)**

TRADITIONAL JAPAN TO 1840
3 credits

For nearly two millennia, the people of Japan have shown a remarkable ability to marry religious, political, and cultural innovations from abroad with vigorous indigenous institutions. The result has been one of the world's most remarkable cultural syntheses. This course will trace the origins and development of the imperial system, the influence of Shinto and Buddhism, the development and elaboration of the early Shogunates, and conclude with an examination of Tokugawa society on the eve of Japan's "opening" to the west.

**HIS 353 (S)**

MODERN JAPAN, 1840 TO THE PRESENT
3 credits

This course will assess the astounding transformation of Japan from Tokugawa seclusion to the dynamic superpower of today. Along the way such topics as the impact of the Meiji Restoration, Japan's "special relationship" with China and the Asian mainland, the grand catastrophe of World War II, and the resurgence of a demilitarized economic colossus in the Pacific Rim will be examined.

**HIS 354 (F, S)**

THE MODERN MIDDLE EAST
3 credits

This course investigates the history of the modern Middle East since the 18th century. It examines the political, economic, social, and cultural transformations of this period in the Ottoman Empire, its successor states, Egypt, and Iran. Topics include the encounter with Western imperialism, modernization, ideological change, revolution, and war.

**HIS 356**

TOPICS IN MODERN NON-WESTERN HISTORY
3 credits

This course is an examination of selected topics illustrating the political, social, and cultural history of the non-Western world.

HIS 370-470

SPECIAL TOPICS IN THIRD WORLD AREAS
3 credits

Central America, the Middle East, China, India, etc.

**Other Courses**

Depending on the specific topic, these courses can be taken for either Area I, II, or III.

HIS 460

DIRECTED READINGS
3 credits

This course focuses on readings of certain basic books relating to a specific historical topic, theme, or era; assignments discussed in seminar-tutorial fashion.

HIS 475 (F, S)

INTERNSHIP
3 credits

Working under a public historian, a student will expand his/her understanding of American History through hands-on participation at a historical site, museum, or archive. The internship requires meetings with a faculty supervisor, an on-site project, a major paper, and an evaluation by the site historian.

HIS 480-485

SEMINARS
3-6 credits

These courses focus on methodology and historiography; bibliographical essay required in 480; seminar research paper required in 481.

HUMANITIES**Humanities 100**

READINGS: THE HUMANITIES
1 credit

Independent reading of important books in literature, history or the social sciences. No regular class meetings. Essay examination or final research paper for Pass-Fail grade.

**MATHEMATICS, COMPUTER SCIENCE,
AND INFORMATION TECHNOLOGY**

Jonathan C. Knappenberger, Chair

Professors: Longo, McManus

Associate Professors: Blum, Highley, Kirsch, Redmond

Assistant Professors: McCoe, Turk

POWERS COURSES**■ INFORMATION TECHNOLOGY**

- CSC 151

■ NUMBERS

- MTH 114
 - MTH 150
-

REQUIREMENTS**Required for B.A. in Information Technology (14 Courses)**

- CSIT 220
 - CSIT 301
 - CSIT 320
 - CSIT 321
 - CSIT 420
 - CSIT 422
 - CSC 230
 - CSC 240
 - CSC 310 or CSIT 380
 - BUS 203 or one CSIT/CSC elective numbered 280 or higher
- One CSIT/CSC elective numbered 280 or higher
- MTH 260
 - PHY 201
 - Two of the following
 - CSC 343
 - CSIT 327
 - CSC 340 or 341 (both cannot count toward this requirement)
-

COURSE DESCRIPTIONS

MATHEMATICS**MTH 101**

INTERMEDIATE ALGEBRA
3 credits

Algebraic operations, linear and quadratic equations, exponents and radicals, elementary functions, graphs, and systems of linear equations will be studied in this course. Students who have other college credits in mathematics must obtain permission of the Department Chair to enroll in this course. NOTE: Not to be taken to fulfill major requirements.

MTH 114

APPLIED BUSINESS CALCULUS
4 credits/Powers

This course is an introduction to functions and modeling as well as differentiation. There will be a particular focus on mathematical modeling and business applications. These applications include : break-even analysis; compound interest; elasticity; inventory and lot size; income streams; and supply and demand curves. The course will include the frequent use of Microsoft Excel. A TI-84 or TI-83 graphing calculator is required. Co-requisite: CSC 151. Prerequisite: MTH 101 or its equivalent.

MTH 150

MATHEMATICS: MYTHS AND REALITIES
3 credits/Powers

This course is an overview of mathematical concepts that are essential tools in navigating life as an informed and contributing citizen, logical reasoning, uses and abuses of percentages, interpreting statistical studies and graphs, the basics of probability, descriptive statistics, and exponential growth. Applications of these topics include population statistics, opinion polling, voting and apportionment, statistics in disease diagnoses and health care, lotteries and games of chance, and financial mathematics.

MTH 260

DISCRETE STRUCTURES I
3 credits

This course is the first half of a two-semester course in discrete mathematics. The intended audience of the course consists of computer science majors (both B.A. and B.S.) and IT majors. Topics in the course include logic, sets, functions, relations and equivalence relations, graphs, and trees. There will be an emphasis on applications to computer science.

COMPUTER SCIENCE**CSC 151**

INTRODUCTION TO COMPUTING USING PACKAGES
3 credits/Powers

This course includes a survey of computers and computer systems as well as problem-solving and computer applications for business and social science. This will provide an introduction to a PC-based Graphical User Interface/ windowed operating system. Computer packages including a word processor, electronic spreadsheet, and presentation software are presented. Internet use is explored, including electronic mail and the World Wide Web. Credit will be given for only one of CSC 151, CSC 152, CSC 153, and CSC 155.

CSC 230

PROGRAMMING CONCEPTS AND USER INTERFACES
4 credits/Powers

The focus of this course is on problem-solving and variables, control flow, iteration, modules, arrays, file processing, classes, and objects, and . The course will also address basic graphical-user interface concepts (forms/ pages and controls) for desktop and/or Web or mobile environments. Three hours of lecture and two hours of laboratory are scheduled per week.

CSC 240

DATABASE MANAGEMENT SYSTEMS
3 credits

This course addresses components of database systems, database models: entity-relationship, relational, hierarchical, network; normalization, integrity, relational algebra, query languages, system security, distributed databases, social and ethical concerns; implementation of case studies using a relational DBMS.

CSC 310

COMPUTERS, ETHICS, AND SOCIAL VALUES
3 credits

This course emphasizes privacy and information use/misuse offline and online, intellectual property, the First Amendment, e-waste, accuracy of information, ethics, effects of computers on work and society; , responsibilities and risks of computing, and current issues, such as credit cards and associated debt, cyberwar, and cloud computing. Prerequisites: CSIT 220 and CSC 240.

CSC 340
 .NET PROGRAMMING
 3 credits

Programming in .NET (such as Visual Basic.NET or C#) and Active Server Pages (ASP.NET) that supports work with databases and the Web; models that support database access, such as MS SQL, Entity Framework, and LINQ; design and development of solutions to problems using database tools and programming; and database-driven Web sites, including validation, navigation, and security, will be topics of focus in this course. Prerequisites: CSC 230 and CSC 240.

CSC 341
 OPEN-SOURCE APPLICATION DEVELOPMENT
 3 credits

Students will develop Web solutions that integrate client- and server-side interfaces. The emphasis for the course will be on development for server side, with results being viewed and designed for the client. At least half of the course will include database maintenance using the open-source solution, including development of authentication and authorization. Prerequisites: CSC 230 and CSC 240.

CSC 343
 CLIENT-SIDE SCRIPTING
 3 credits

This course will require students to design and develop standards-based client interfaces for Web/Client-side applications using the latest versions of HTML, CSS, and Javascript. Students will study Web-based standards and application/design styles. Students will also use popular Web-development tools. Some mobile development will be included in the course. Prerequisite: CSC 230.

INFORMATION TECHNOLOGY

DESCRIPTION OF PROGRAM

In the Evening Division, the Department offers a program in Information Technology that leads to a B.A. The information technology major is designed for those students interested in the study of networks and client support systems. The program is offered with a practical, hands-on focus alongside the necessary theory. The primary goal of this program is the preparation of graduates for direct entry into the information technology profession with sufficient background to make continuing contributions in the field.

COURSE DESCRIPTIONS

CSIT 220
 DATA COMMUNICATION NETWORKS
 3 credits

Current methods and practices in the use of computer networks to enable communication, physical layers, architectural layers, design, operation, management, and the ISO standards will be addressed in this course. Local, cloud, and wide-area networks are examined. Student projects may include introductory LAN design, implementation, and administration.

CSIT 301
 COMPUTER ARCHITECTURE
 3 credits

This course is an introduction to computer architecture and hardware, underlying structures needed to accomplish tasks electronically, and hardware and software architecture components relative to memory management, I/O control, and processing capabilities. Prerequisite: CSIT 220.

CSIT 320
 LANS AND NETWORK ADMINISTRATION
 3 credits

This course is a practical approach to network administration methodology using current technologies; network hardware; Network Operating System installation; account management; file sharing; network printing; protocol and services configuration; client connectivity and troubleshooting; network application support; server maintenance; and cross-platform integration. One hour of lecture and two hours of laboratory are scheduled per week. Prerequisite: CSIT 220.

CSIT 321
 CLIENT SUPPORT
 3 credits

This course will address the installation, maintenance, and customization of a PC client operating system (OS), additional system and application software; and hardware installation. It will also focus on a survey of OS utilities, services, and settings, including command-line instructions, menus, start-up processes, purposes of essential OS files, browser options, the task manager, the registry, firewall, etc. Prerequisite: CSIT 220.

CSIT 327
 ADMINISTRATIVE SCRIPTING
 3 credits

Production environments use scripts because of the rapid deployment and their “hands-off” nature, which is lacking in GUIs. The main focus is the use of scripts to automate installation, maintenance, and analysis of operating systems, networks, and applications. This course will examine popular scripting languages that are used in Windows and Linux environments. Prerequisites: CSC 230 and CSIT 320.

CSIT 370-379
 SELECTED TOPICS IN INFORMATION TECHNOLOGY
 3 credits

This course is an introduction to specialized research in computers and computing, concentrating on one particular aspect of information technology. The subject matter will vary from term to term. Prerequisite: junior or senior standing.

CSIT 380
 APPLIED TECHNOLOGY SYSTEMS
 3 credits

Students will receive an overview of software systems used in a business environment. The course will discuss the network architecture needed to support these environments, including specific issues related to licensing, metrics, infrastructure, and environmental requirements. Prerequisites: CSIT 220 and CSC 240.

CSIT 422

INFORMATION SECURITY
3 credits

This course will focus on basic computer security concepts, terminology, and issues, including network security, Windows security, and Linux security; hardening, TCP/IP, scanning, sniffing, IPSec, public key infrastructure, Kerberos, certificates, cryptography, firewalls, and intrusion detection systems security policies, and processes. Prerequisite: CSIT 320 or CSIT 321.

MUSIC

Susan Dixon, Chair

Art History

Lecturers: Galvan, Haffley, Reese

PATTERNS COURSES■ **MUSIC HISTORY:**

- **MUS 150**
- Any 200 level course in the Music History section.
- Any 300 level course in the Music History section.
Students should take MUS 150 before taking a 200 or 300 level course
Studio courses do not count for Patterns requirements

COURSE DESCRIPTIONS**MUS 150**

THE ART OF LISTENING
3 credits/Patterns

This course is an exploration of the ways and means of musical composition as a denominator for experiencing music from different time periods and cultures. Popular and classical music, American and European, old and new.

MUS 203

AMERICA'S MUSIC
3 credits / Patterns 2

This course is a study of the major movements in the cultivated and vernacular traditions in 19th-, 20th-, and 21st-century American music. Classical and popular music.

MUS 208

EARLY MUSIC
3 credits/Patterns

This course focuses on the evolution of sacred and secular music from the early Christian Church to the time of Bach. The great periods of vocal music, the creation of new forms, and the development of dramatic and instrumental music.

MUS 211

MUSIC AND THE ENLIGHTENMENT
3 credits / Patterns 2

This course addresses the development of the classical style in Western European music from the age of the Rococo to the time of Beethoven, with special emphasis upon the contributions of Haydn and Mozart.

MUS 212

MUSIC AND ROMANTICISM
3 credits/Patterns 2

This course is a study of 19th-century developments in music. The symphonic poem, art-song, and music-drama. Expansion of instrumental technique; development of orchestral and chamber music forms; and growth of nationalism.

MUS 213

MUSIC AND THE MODERNS
3 credits/Patterns 2

This course examines the emergence of new developments in musical composition in the 20th and 21st centuries. Examination of techniques and styles from impressionism to electronic music.

MUS 214

JAZZ
3 credits/Patterns

The evolution of jazz as a style and form, including Dixieland, Ragtime, Swing, Boogie, Bop, Cool, Funky and recent jazz-rock innovations.

MUS 270

SPECIAL TOPICS IN MUSIC HISTORY
3 credits/Patterns

The content of this course will vary with each semester. May be repeated for credit if course material is essentially different.

MUS 304

COMPOSERS AND THEIR WORLDS
3 credits/Patterns 2

Emphasis in this course will be placed on the relationship between music and culture. Selected composers. Material varies from semester to semester. Prerequisite: MUS 150.

MUS 305

THE SYMPHONY
3 credits/Patterns 2

This course focuses on the growth of the orchestra and orchestral instruments from simple ensembles to the post-romantic orchestra of the late nineteenth and twentieth centuries. The emergence of the conductor. Masterworks of principal European and American composers. Prerequisite: MUS 150.

MUS 370

SPECIAL TOPICS IN MUSIC HISTORY
3 credits/Patterns

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

PHILOSOPHY

Marc R. Moreau, Ph.D., Chair

PATTERNS COURSES

- **PHL 151, 152**

COURSE DESCRIPTIONS**PHL 151**

THE HUMAN PERSON
3 credits/Patterns

This course is a study of the human person that integrates the biological, social, and religious dimensions of human life. Possible topics include freedom and determinism, body and soul, the individual and society, and morality and immortality.

PHL 152

MORAL INQUIRY AND MORAL CHOICE
3 credits/Patterns

This course provides an investigation of classic moral theories. Possible topics include virtue and happiness, social justice, moral relativism, and moral obligation. General principles will be applied to concrete moral issues.

PHL 206

SOCIAL AND POLITICAL PHILOSOPHY
3 credits/Patterns II or Concentration Option

This course is a critical examination of the nature of society through the reading and discussion of primary philosophical texts. Themes include: person and society, the foundation of the political order, human rights and law, justice and society, and the natural and the social sciences. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 213 (F)

PHILOSOPHY OF SPORTS
3 credits

This course is a philosophical investigation of sports and athletics and their significance as a basic human experience. Topics include sports and the achievement of human excellence; sports as a basis of social and cultural structure; and the analysis of sports in philosophical movements such as Marxism and existentialism. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 222

LOVE AND HUMAN SEXUALITY
3 credits/Patterns II or Concentration Option

This course is a philosophical exploration of human love and sexuality. Classical and contemporary writings will be used. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 223

PERSPECTIVES ON DEATH
3 credits/Patterns II or Concentration Option

This course offers a study of various philosophical strategies for coming to terms with human death. Philosophical views on death applied to problems such as aging and dying, suicide and euthanasia, the medical conquest of death, and definitions of death. Of particular value for students choosing careers in the health professions. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 264

CRITICAL THINKING
3 credits/Patterns II or Concentration Option

This course aims at developing the skill of analyzing, interpreting, and criticizing arguments from a variety of disciplines. Topics include: clarification

of concepts, distinguishing between conclusions and reasons for conclusions, evaluation of arguments, and the recognition of fallacies. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 265

PHILOSOPHY OF ART
3 credits/Patterns II or Concentration Option

This course is an introduction to the philosophy of art with emphasis on the metaphysics of beauty and on art's role in politics and society. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 266

PHILOSOPHY LOOKS AT FILM
3 credits/Patterns II or Concentration Option

This course is an application of philosophical perspectives to the study of film, with special attention to international cinema. The course will approach film either as a unique form of art or as a unique medium for engaging traditional philosophical questions. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 267 (F, S)

PHILOSOPHICAL APPROACHES TO GOD
3 credits/Patterns II or Concentration Option

This course is a study of philosophical positions about the existence and nature of God. Themes discussed include various concepts of God; the possibility of proof for the existence of God; and the philosophical dimensions of the religious experience. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 268

TOPICS IN EASTERN PHILOSOPHY
3 credits/Patterns II or Concentration Option

This course will study the major philosophers and philosophies of the East through a focus on one or more of the following philosophical traditions: Indian, Chinese, Japanese, Buddhist, or Islamic. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 269

WORK AND CULTURE
3 credits

This course offers a philosophical consideration of the relationship between work and other dimensions of human life. Topics include: work and society, work and rationality, work and morality, work and play, work and creativity, and work and alienation. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 303 (F, S)

AMERICAN PHILOSOPHY
3 credits/Patterns II or Concentration Option

This course offers a critical history of thought in North America, tracing its gradual transformation from 17th-century Puritanism to 20th-century pragmatism. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 306

ENVIRONMENTAL PHILOSOPHY
3 credits/Patterns II or Concentration Option

The course is designed to provide the student with an introduction to a wide range of philosophical issues and problems that attach to the attribu-



tion of moral concern to the environment. Topics may include deep ecology, ecofeminism, social ecology, social action, and the moral standing of animals as well as other living beings. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 310

EXISTENTIALISM

3 credits/Patterns II or Concentration Option

This course focuses on a critical study of existentialist thinkers and themes from the 19th and 20th centuries. Topics may include absurdity, nihilism, subjectivity, freedom, authenticity, and the Other. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 313

METAPHYSICS

3 credits/Patterns II or Concentration Option

This course provides a study of the ways in which major philosophers have answered questions about the basic nature of reality. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 323

PHILOSOPHY OF SCIENCE

3 credits/Patterns II or Concentration Option

The course looks at the practice of science, its aims, its methods, and its relation to society. Possible topics include the justification of scientific findings, the nature of scientific progress, the various branches of science, morally responsible scientific practice, and science and religion. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 325

SYMBOLIC LOGIC

3 credits/Patterns II or Concentration Option

This course offers an introduction to formal logic, including truth-functional and quantificational logic. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 330-336

THE GREAT PHILOSOPHERS

3 credits/Patterns II or Concentration Option

This course is an in-depth study of a single major thinker from the philosophical tradition. Emphasis on the critical reading of texts, although attention will be given to the historical setting of the thinker's work. Previous thinkers have included St. Augustine, Karl Marx, Simone de Beauvoir, Martin Heidegger, Ludwig Wittgenstein, Pope John Paul II, and Michel Foucault. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 350

BUSINESS ETHICS

3 credits

Business practices re evaluated in the light of ethical principles. Special concerns given to moral dimensions of management decision-making and to the ethical problems of consumerism and government control. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

FRAMEWORKS COURSE

- **PSY 155**

REQUIREMENTS■ **REQUIRED FOR MAJOR IN PSYCHOLOGY: 12 COURSES**

- **PSY 155**
- **PSY 310**
- **PSY 311**
- **PSY 330**
- Seven electives in psychology, including **three** of the following:
PSY 410, 415, 420, 425, 430
- **MTH 150** or higher

COURSE DESCRIPTIONS**PSY 155**

INTRODUCTION TO PSYCHOLOGY

3 credits/Frameworks

This course will provide a general introduction to the discipline of psychology. Emphasis is given to the methods, theories, and findings of psychological research. Areas covered may include biological bases of behavior, learning, perception, thinking, development, personality, abnormality, and social behavior.

PSY 210

DEVELOPMENTAL PSYCHOLOGY

3 credits

This course is a study of the theories and research relevant to understanding human development from conception through adulthood, with special emphasis of childhood and adolescence. Biological, cognitive, and socio-emotional processes will be examined.

PSY 215 (F)

ADULT DEVELOPMENT AND AGING

3 credits

This is an introduction to the scientific study of adulthood, with a special emphasis on gerontology. Focuses on the theories, principles, and research related to cognitive change and on social development, particularly in the context of intergenerational relationships.

PSY 220

PSYCHOPATHOLOGY

3 credits

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.

PSY 225

SOCIAL PSYCHOLOGY

3 credits

This course is 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.

**PSYCHOLOGY**

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

**PSY 230**

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY
3 credits

This course is a study of the application of psychological principles and theories to organizational settings. Topics examined include research methodology, employee selection and assessment, leadership, motivation, job satisfaction, and characteristics of the workplace that affect employee and organizational well-being.

PSY 255

PSYCHOLOGY OF WOMEN
3 credits/Elective

This course provides an overview of psychological theory and research related to the study of women, including research on gender, gender socialization, and sex differences. It will evaluate traditional views and feminist perspectives. Students will learn how gender and sexism interact with ethnicity, class, and age across the lifespan to influence women's lives and understandings.

PSY 260

SPORT PSYCHOLOGY
3 credits/Elective

Students are introduced to concepts in sport psychology. Issues of individual athletes, athletic teams, and sport psychology interventions will be discussed. Students are introduced to conceptualizing and presenting sport psychology issues and interventions.

PSY 265 (S)

STRESS AND HEALTH
3 credits/Elective

This course explores the relationship between stress and health through both a didactic method as well as experiential group exercises, journal writing, guided imagery, and drawing. Introduction to stress-management strategies is provided through readings and hands-on application of demonstrated techniques.

PSY 310

STATISTICS I
3 credits

This course is the first semester of a two semester sequence in statistics covering descriptive and inferential statistics and the logic of hypothesis testing. Emphasis in this course is on understanding the statistic technique and its meaning in making research decisions. Prerequisites: PSY 155 and MTH 150 or higher.

PSY 311

STATISTICS II
3 credits

The 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.

PSY 330

RESEARCH DESIGN I
4 credits

This is a laboratory course focused on introducing students to the techniques and methods of descriptive and inferential research as they are applied to psychological science. Prerequisites: PSY 155 and 311. Three hours lecture, two hours laboratory.

PSY 340 (S)

PSYCHOLOGICAL ASSESSMENT
3 credits

This course focuses on the selection, administration, and interpretation of psychological tests used in the measurement of aptitudes, achievement, interest, and personality. Prerequisites: PSY 155 and 310.

PSY 350

COUNSELING THEORIES AND PRINCIPLES
3 credits

Topics in this course include theories and principles of the counseling process; the dynamics of human change; the objectives, work and continuing problems of counseling. Prerequisite: PSY 155

PSY 360

HEALTH PSYCHOLOGY
3 credits

This course is an overview of key topics, theories, and issues in Health Psychology. Topics include stress, eating, exercise, coping, and the effect of individual traits and psychological/social processes on health. Previously, this special topics course focused exclusively on stress. It has been extended to reflect trends in the fields of psychology and managed care. The intent is to help students become more prepared for entry into graduate school, medical school, or a professional setting.

PSY 410

THEORIES OF LEARNING
3 credits

This course is an analysis of the principal theories of learning in light of recent experiments in animal and human learning. Prerequisite: PSY 155

PSY 415

COGNITIVE PSYCHOLOGY
3 credits

How do we acquire, store, retrieve, and use knowledge? This course investigates how we make sense of our experience by examining classic and contemporary theory and research in human information processing, the representation and organization of knowledge, and the use of higher cognitive skills. Topics may include attention, perception, memory, imagery, language, problem solving, creativity, reasoning, and decision making. Prerequisite: PSY 155.

PSY 420

PHYSIOLOGICAL PSYCHOLOGY
3 credits

This course is an introduction to the neurological endocrinological bases of behavior. Consideration of sensory and motor processes, motivation and emotion, learning and memory. Prerequisite: PSY 155

PSY 425

THEORIES OF PERSONALITY
3 credits

This course offers a systematic study of the principal theories of personality with particular emphasis on recent trends, research methodology, and personality measurement. Prerequisite: PSY 155

PSY 490-491

PSYCHOLOGICAL RESEARCH
3 credits

This course provides the student with an opportunity to do research with a faculty member. The student and the faculty member must agree on the research project before the student signs up for the course. Pre-requisite: Junior or senior standing as a psychology major. May be taken either or both terms.

PSY 495-496

FIELD EXPERIENCE
3 credits

This course provides the student with off-campus opportunities to work in clinics, schools, business, or the criminal justice system. Junior or senior standing as a psychology major. May be taken either or both semesters.

PSY 270, 271, 370, 371, 470, 471

SPECIAL TOPICS IN PSYCHOLOGY
3-6 credits

This course examines contemporary issue in psychology (e.g., psychology of women, drug abuse, forensic psychology, sports psychology, or prejudice). Prerequisite: varies with topics.

PUBLIC ADMINISTRATION

Michael Dillon, Ph.D., Chair

POWERS COURSE■ **NUMBERS**

- ECN 213

FRAMEWORKS COURSE■ **SOCIAL SCIENCE**

- POL 151

COURSE DESCRIPTIONS AND REQUIREMENTS

See above under Political Science

RELIGION

Brother John M. Crawford, F.S.C., Ph.D., Chair

REQUIREMENTS■ **REQUIRED FOR MAJOR IN RELIGION: 13 COURSES**

- One from REL 150 or 153.
- REL 400

Majors will take courses from each of the following areas:

A. Bible (two courses)

- REL 210 Hebrew Bible/Old Testament
- REL 211 The New Testament

- REL 212 The Prophets of Ancient Israel

- REL 214 The Gospels

- REL 315 St. Paul

- REL 316 Women in the Bible

B. Christianity (two courses)

- REL 220 Catholicism and the Modern World

- REL 223 Issues in Christology: Jesus and His Achievements

- REL 224 Christian Spirituality: Visionaries, Mystics, and Saints

- REL 225 The Sacraments

- REL 226 Christian Worship

- REL 244 Religion in America

- REL 245 American Catholicism

- REL 324 La Salle and His Legacy

- REL 345 Religion and Philadelphia

- REL 360 Religious History of Ireland

C. Other World Religions (one course)

- REL 231 Buddhism, Hinduism, and Other Religions of the Far East

- REL 232 Judaism, Islam, and Other Religions of the Near East

- REL 270 Special Topics (Islam in America; Women in Islam)

D. Religion, Ethics, and Culture (two courses)

- REL 240 Contemporary Religious Thought

- REL 241 Women and Western Religion

- REL 250 Contemporary Moral Problems

- REL 251 Peace, Justice, and the Christian Tradition

- REL 352 Playing God: Religion, Ethics, and the Life Sciences

- REL 353 Social Justice and Community Service

- REL 354 Love, Sex, and Friendship: Religious Perspectives on Human Relationships

■ **REQUIRED FOR DUAL MAJORS**

- One from REL 150 or 153

- Nine electives

- REL 400

■ **REQUIRED FOR MINOR IN RELIGION**

- One from REL 150 or 153

- Five REL electives

PATTERNS COURSES■ **RELIGION**

- REL 150 OR 153

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

EXPLORING CHRISTIANITY

3 credits/Patterns 1

This course is a study of Christianity. Students will be introduced to four major topics: the biblical origins of Christianity; the development of the doctrine concerning Christ; key divisions within the churches worldwide; and contemporary beliefs and practices.

REL 153 (F, S)

EXPLORING RELIGION

3 credits/Patterns 1

This course is a study of religion that introduces students to religious symbols and rituals, as well as ideas about God and gods, salvation, death, evil,

human suffering, and myths. This course also explores how religion affects social values, ethics, economics, and politics, as well as the positive impact that religions can exert to encourage people to work for justice and the common good.

REL 210

THE HEBREW BIBLE/OLD TESTAMENT

3 credits/Patterns 2 or Concentration Option

This course examines the Jewish canonical writings in their historical and cultural contexts, introduces the scholarly tools employed to discover the meaning(s) of the documents, and investigates the rich and complex development of the religion of ancient Israel and biblical Judaism(s). The deuterocanonical writings, those not included in the Jewish canon, will also be discussed.

REL 211

THE NEW TESTAMENT

3 credits/Patterns 2 or Concentration Option

This course examines the Christian canonical writings in their historical and cultural contexts, introduces the scholarly tools employed to discover the meaning(s) of the documents, and investigates the continuities and the transformations of Christianity from a Jewish movement to an independent religion.

REL 212 (S)

THE PROPHETS OF ANCIENT ISRAEL

3 credits/Patterns 2 or Concentration Option

This course is a study of prophecy and prophetic literature in the Bible. This course explores prophecy as an institution in the Near East and its unique development in Israel in connection with the theological message of the biblical prophets.

REL 214 (F)

THE GOSPELS

3 credits/Patterns 2 or Concentration Option

This course is an introduction to the four New Testament gospels. While these texts agree on major events in the life of Jesus, they individually offer unique perspectives on who Jesus was. The synoptic gospels: Mark, Matthew, and Luke will be studied first, with special attention given to the question of literary relationships between these three texts, what scholars identify as the "Synoptic Problem." Next, we will study the Gospel of John, the most unique of the four gospels. Finally, we will briefly explore apocryphal (extra-biblical) gospel traditions about the life and teachings of Jesus.

REL 220

CATHOLICISM IN THE MODERN WORLD

3 credits/Patterns 2 or Concentration Option

This course is a historical and theological introduction to the study of Catholicism as it shapes and is shaped by the social, economic, political, and religious contexts of the 21st century. Catholicism will be studied in light of the history of the issues and current theological thought.

REL 223

ISSUES IN CHRISTOLOGY: JESUS AND HIS ACHIEVEMENTS

3 credits/Patterns 2 or Concentration Option

This course studies the person, mission, and achievement of Jesus in the New Testament. Post-biblical church reflections on this tradition. This course also examines contemporary attempts to interpret the story of Jesus and to draw implications for personal faith and society.

REL 225

THE SACRAMENTS

3 credits/Patterns 2 or Concentration Option

This course inquires into the origins and developments of, as well as the current theological issues concerning, Christian rites and symbols. This course includes an examination of some of the problems of contemporary sacramental theology.

REL 226 (S)

CHRISTIAN WORSHIP

3 credits/Patterns 2 or Concentration Option

This course is a study of the shape and practice of worship, especially in Western Christian Sunday liturgy. The course understands worship as lying between art and life, examines both symbol and ritual, and surveys the development of Sunday worship and contemporary issues.

REL 231

BUDDHISM, HINDUISM AND OTHER RELIGIONS FROM THE FAR EAST

3 credits/Patterns 2 or Concentration Option

This course examines the major religious traditions that originated in India and China: Hinduism, Buddhism, Confucianism, and Daoism. The topics covered will include basic doctrines and practices of each religion, major figures like Confucius and the Buddha, central scriptures like the Bhagavad Gita and Dao De Jing, and the impact of each religion on society and culture. Secondary attention will be paid to other religious traditions from the Far East, such as Sikhism, Jainism, or Shinto.

REL 232 (S)

JUDAISM, ISLAM AND OTHER RELIGIONS FROM THE NEAR EAST

3 credits/Patterns 2 or Concentration Option

This course examines Judaism and Islam. The Judaism segment of this course covers the historical origins, roots and developments of Judaism as a religion. The course will evaluate Jewish social and cultural values as well as religious problems faced by Jews today. The Islam segment covers the origins of Islam and the background and development of the Qur'an, Muslim traditions, and values as well as the inner tensions, contemporary movement, and interaction with the non-Muslim world. Secondary attention will be paid to Middle Eastern Christianity (e.g., Coptic or Syrian), Zoroastrianism, Ba'hai, or other aspects of the religious life of Israel, North Africa, and the Middle East.

REL 233

ISLAM IN AMERICA

3 credits

The course explores how American Muslims live and interpret Islam in a western, secular society. Students will learn about the teachings of Islam, its historical development in the United States from the time Muslim slaves were brought to the country to the emergence of local and diasporic Muslim communities in contemporary times. Various dimensions of Islam will be examined while paying attention to the social-political-economic contexts and issues that helped shape these communities. Among topics included in the course are: Qur'an as interpreted in the American environment, women and gender, religion and race, American Muslim politics and civic engagement after 9/11, visual expressions of Islam (material culture), American Muslim spirituality and religious life, Muslim youth and Muslim identity.

REL 240

CONTEMPORARY RELIGIOUS THOUGHT
3 credits/Patterns 2 or Concentration Option

This course offers a critical study of the principal figures who have shaped religious thought in the modern world and exerted influence on societies and their ecclesiastical and political systems. Each phase of the course is structured around a significant religious writer or theme in order to analyze the issues of justice, peace, and responsible leadership in both church and state.

REL 241

WOMEN AND WESTERN RELIGION
3 credits/Patterns 2 or Concentration Option

This course offers an examination of the interaction between women and religion in the Judeo-Christian tradition. Readings will attend to the role of women in the origins and development of these traditions, to contemporary women's efforts to reform the traditions, and to recent diverse women's spiritualities outside the mainstream tradition.

REL 243 (F)

RELIGION AND CONTEMPORARY LITERATURE
3 credits/Patterns 2 or Concentration Option

This course is a study of religion and religious themes in literature, this course focuses on both literary critical concerns and a religious analysis of the readings. This course is cross-listed with ENG 243.

REL 244 (S)

RELIGION IN AMERICA
3 credits/ Patterns 2 or Concentration Option

This course examines the origins of the American national character, the religious and secular roots that have nourished it, and the myths—especially those of being a chosen people, of Progress, and of unlimited freedom. The dominant Protestant tradition in its Calvinist, Evangelical, and Fundamentalist forms will be examined, as well as the the religious “outsiders” who came to be Americans: Catholics, Jews, Native Americans, Blacks, Muslims, Hindus, Buddhists, and East Asians. The secular tradition will be explored as a religion of possessive individualism and consumerism as a new way of being religious. Finally, the apocalyptic strain in American thought will be considered as feeding the desire for an American world empire.

REL 245 (S)

CATHOLICISM IN THE UNITED STATES
3 credits/ Patterns 2 or Concentration Option

This course will examine the history and place of the Roman Catholic community in the United States from the colonial period until the present, with special attention to the 20th and 21st centuries. Topics include: ethnicity, devotional life, and the social, cultural, and historical dynamics that have shaped Catholicism in the United States.

REL 250 (F)

CONTEMPORARY MORAL ISSUES
3 credits/Patterns 2 or Concentration Option

This course studies and promotes discussion on the variety of moral perspectives on selected current issues: war, racism, social justice, sexual conduct, abortion, euthanasia, women's rights, and capital punishment, as these relate to diverse faith traditions.

REL 251

PEACE, JUSTICE AND THE CHRISTIAN TRADITION
3 credits/Patterns 2 or Concentration Option

This course explores the fundamental principles which have influenced religious thinking about and action for peace and justice. Although the principal focus is on Western Christian thought, peace and justice traditions of other world religions may also be included.

REL 315 (S)

ST. PAUL
3 credits/Patterns 2 or Concentration Option

This course is a study of the 13 New Testament letters associated with Paul. These letters bear witness to a diversity of belief and practice in the earliest Christian communities. This course will examine the following: the first century historical and political context, Paul's Jewish background, authorship of the letters, Jesus according to Paul, Paul and women, and primitive Christianity as described in his letters.

REL 316 (S)

WOMEN IN THE BIBLE
3 credits/Patterns 2 or Concentration Option

This course is a select survey of “women” in the Hebrew Bible (Old Testament) and New Testament, this course examines biblical stories about women; biblical attitudes about femaleness; women's religious and social roles in their respective historical settings; and recent feminist biblical interpretation.

REL 324 (F)

LA SALLE AND HIS LEGACY
3 credits/Patterns 2 or Concentration Option

John Baptist de La Salle (1651-1719), saint, scholar, priest, founder, educational innovator, spiritual guide, and universal patron of teachers, initiated a spiritual and educational legacy that drew upon the religious currents of his times and has endured into the present. This course will explore the life experiences, spiritual insights, educational innovations, and lasting influences of St. La Salle, with particular attention to how his legacy continues to inspire and guide Lasallians worldwide today. As participants in an upper division course, students will engage in the theological discourse, read and analyze foundational texts, and research and write about course topics with an appropriate level of skill.

REL 345 (F, S)

RELIGION IN PHILADELPHIA
3 credits/Patterns 2 or Concentration Option

This course in historical theology examines religion through the prism of significant events in Philadelphia and Pennsylvania. In examining the original inhabitants of the Delaware Valley, the Lenni Lenape, and their relations with William Penn, the course considers the meaning of race in America. Similarly, through study of the origins of the African Methodist Episcopal Church and of abolitionism, the course deals with race in the United States. Feminist strands of American religious history also emerge in the writings of Lucretia Mott and Jarena Lee, and in the watershed ordination of 11 women in the Episcopal Church in 1974. Important contemporary ideas and forces follow from the history of the region. Readings are both primary and secondary, and students visit historical sites and attend at least one contemporary religious service. The premise of the course is that education about the past and experience in the present lead to an understanding of culture and self.

REL 352 (F)

PLAYING GOD: RELIGION, ETHICS, AND THE LIFE SCIENCES
3 credits/Patterns 2 or Concentration Option

This course will examine the dilemmas and debates related to many of today's most controversial issues in the life sciences, as well as the role of religion as a frame for understanding and evaluating the ethical dimensions of these controversies. Topics will include: the American health-care system, stem cell research, genetic engineering, cloning, drug development, pollution, global warming, euthanasia, plastic surgery, and reproductive technology.

REL 353 (S)

SOCIAL JUSTICE AND COMMUNITY SERVICE
3 credits/Patterns 2 or Concentration Option

This course is designed for students who would like to become involved in community outreach activities or who have already demonstrated an ongoing commitment to such activities. This course will integrate community service with issues of justice from the perspective of theology. Its purpose is to provide not only analysis, but also a deeper appreciation and respect for the disadvantaged, and a more long-lasting commitment to enter into solidarity with them in their struggle for justice. Through readings, reflection, a community service project, and discussion, this course will allow students to gain a more comprehensive understanding of the social, political, spiritual, and economic causes of injustice and how their service influences the cause of social justice.

REL 354 (F, S)

LOVE, SEX, AND FRIENDSHIP: RELIGIOUS PERSPECTIVES ON HUMAN RELATIONSHIPS
3 credits/Patterns 2 or Concentration Option

What is the nature of love? What role does friendship play in our happiness? Can sex be a religious experience? Does it have to be? This course will explore how different figures in Western religious thought have dealt with questions such as these, and how love, as a theological idea and as the foundation of a religious ethic, has had an impact on the various religious perspectives on sexuality, friendship, and family life.

REL 270, 271, 370, 371, 470

SPECIAL TOPICS IN RELIGION
3 credits

Content of course will be announced whenever it is offered.

REL 400 (F)

MAJORS CAPSTONE
3 credits/Patterns 2 or Concentration Option

This course focuses on scholarly research through the selection, writing, and small-group presentation of formal papers in an area selected by the student in consultation with his or her instructor. Required of all religion majors; open to others approved by the Chair. Prerequisite: 15 hours of religion. May be taken in junior or senior year.

SOCIOLOGY, SOCIAL WORK, AND CRIMINAL JUSTICE

SOCIOLOGY

Charles Gallagher, Ph.D., Director

Continuing students interested in sociology can find the sociology courses description and requirements for the major in the day section of the catalog.

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

PRINCIPLES OF SOCIOLOGY
3 credits / Frameworks

SOC 150 introduces students to the ways human groups cooperate and conflict with one another and the expected and unanticipated consequences of these relations in American society as well as in the worldwide community. The overarching goal of the course is to help students understand how individual human development is a group experience from infancy to old age, how the social world impacts their lives, and how they, in turn, affect the lives of others in this social world.

SOC 151

Cross-listed with SWK/CRJ 201
SOCIAL PROBLEMS AND SOCIAL POLICY
3 credits

This course is an exploration of how social conflict and social organization affect human and societal well-being. Topics: mental health, personal safety, economic well-being, and intergroup relations in an industrial society and a developing nation.

SOC 260 (S)

MEN AND WOMEN IN CONTEMPORARY SOCIETY
3 credits

This course is an exploration of male and female gender roles in the contemporary United States and in the world. An examination of socialization in childhood and adulthood, sexual politics, and power structures and dynamics within the family and the workplace. Special attention to the effects of class and race on gender role formation.

SOC 262 (F, S)

DYNAMICS OF RACE AND ETHNICITY IN CONTEMPORARY SOCIETIES
3 credits

This course is an analysis of the dynamics of race and ethnic relations and of the intersection of race, gender, and class in historical and contemporary contexts. An inquiry into the issues of pluralism and diversity in unity.

SOC 263 (F)

ANTHROPOLOGY
3 credits

This course is an exploration of the spread of humans on earth; racial variations and their significance; cultures in less complex societies and industrial societies across the world; and the impact of these cultures and societies on one another.

SOC 265 (S)

SOCIOLOGY OF LAW
3 credits

This course is an analysis of the law as a social process in historical and comparative perspectives, in particular historical legal traditions such as the British common law, the Napoleonic code, and some other legal systems.

SOC 301 (F)
PRINCIPLES OF STATISTICS
 3 credits/Powers: Numbers

This course introduces students to statistical analysis for social sciences: Presentation and interpretation of data, descriptive statistics, theory of probability and basic sampling distribution, statistical inference including principles of estimation and tests of hypotheses, introduction to correlation and regression, and first principles in the construction and critique of quantitative arguments for research questions in the social and behavioral sciences and public policy.

Effective Fall 2009 Social Statistics I (Soc 301) will be offered as a four-credit course.

SOC 302 (S)
STATISTICAL ANALYSIS AND DATA BASE DESIGN
 3 credits

In this course, students learn about the principles of data analysis using statistics, with emphasis on developing critical thinking skills and performing analyses on real data sets. After completing this course, students will be able to design and analyze basic statistical studies, to understand and criticize statistical methods in research projects and the media, and to appreciate the power and utility of statistical thinking. Examples and methods are drawn primarily from the behavioral, natural, and social sciences, and from public policy. The course will cover the following topics: database design, survey and experimental design, exploratory data analysis, and modeling. (Prerequisite: SOC 301 or permission of instructor)

SOC 305 (F)
SOCIETY AND THE INDIVIDUAL
 3 credits


This course offers a study of the influence of society and culture, as mediated by the social group, on the social, cultural, and personal behavior of the individual.

SOC 306 (S) 
COMPLEX ORGANIZATIONS IN CONTEMPORARY SOCIETY
 3 credits

This course involves the study of the founding, transformation, and disbanding of organizations, the pace of organizational evolution in modern societies as well as the sources of change and stability in contemporary organizations in the U.S. and in other societies, particularly organizational structures, processes, environments, culture, innovation, and effectiveness.

SOC 308 (S) 
SOCIAL INEQUALITY IN CONTEMPORARY SOCIETY
 3 credits

This course provides an analysis of the structure of social stratification and the impact of globalization and economic restructuring on structured inequality in the United States and in the world, using the structural perspective and the world system theory.

SOC 309 (F) 
HEALTH, HEALING, AND HEALTH CARE
 3 credits

This course introduces students to the sociology of health, healing and health care, and to social epidemiology. Examines the relationship between health-care providers and their patients, with special attention to alternative health-care providers and bioethics. Analyzes the health-care systems in the United States and in some developed and developing countries.

SOC 320 (S)
Cross-listed with CRJ/SWK 320
(formerly CRJ 220)
DELINQUENCY AND JUVENILE JUSTICE
 3 credits

This course is a comparative and historical survey of juvenile delinquency and juvenile justice. Study of the nature, magnitude, and social location of youth crime; analysis of causal theories; and overview of programs aimed at delinquency prevention and control.

SOC 385 (S)
Crosslisted with CRJ 385
THEORIES OF DEVIANCE
 3 credits

This course is an intensive analysis of contemporary theories of deviant behavior. Theories examined through seminar discussions of primary materials and critiqued by consideration of research findings. Social policy implications discussed and specific criminal justice programs considered in the light of these theories.

SOCIAL WORK

Donna R. Fiedler, Ph.D., LCSW, Chair, Field Practicum Coordinator
 Janine Mariscotti, MSW, LCSW
 Lecturers: Brady, Cummings, Myrick, Wysor

REQUIREMENTS

■ REQUIRED FOR MAJOR IN SOCIAL WORK: 22 COURSES

Council on Social Work Education-Accredited Baccalaureate Program

SWK 160, 280, 281, 291, 340-341, 365, 381, 440-441, 480-481, 495; PSY 220; POL 151; BIO 158; SOC 150, 301; two Social Work electives.

SOC 301, Social Statistics I, satisfies the "Numbers" component of the core requirements for social work majors.

MISSION

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

GENERALIST SOCIAL WORK PRACTICE: DEFINITION

Strengths-based generalist social work practice is a collaborative process that employs a professional helping relationship directed toward individual, family, group, organizational, and/or community empowerment and the promotion of social and economic justice. (Poulin, J. and Contributors. (2000). Collaborative social work: Strengths-based generalist practice. Itasca: Peacock. P. 4).

COUNCIL ON SOCIAL WORK EDUCATION ACCREDITED BACCALAUREATE PROGRAM

The Social Work Program at La Salle University is accredited by the Council on Social Work Education, the national accrediting body in undergraduate social work education. The Council uses the Educational Policy and Accreditation Standards to review baccalaureate social work programs.

The standards to which accredited undergraduate social work programs are held can be viewed at www.cswe.org/epas or by accessing the link on the La Salle University Social Work Program Web site.

ADMISSION TO THE SOCIAL WORK PROGRAM AT LA SALLE UNIVERSITY

The student must formally apply to the La Salle University Social Work Program for admission as a separate and additional process from admission to the University.

ation for admission to the La Salle University Social Work Program may be submitted following completion of SWK 160: Introduction to Social Work, and must be completed by Oct. 15 of the semester the student is enrolled in SWK 340: Preparation for Professional Practice, typically the first semester of the junior year. The student can declare social work as a major upon admission to the University; however, the student is only formally accepted into the Social Work Program with the successful application process described below.

The student must meet the following criteria for admission into the Social Work Department:

- a. An overall GPA of 2.3 (Students with a GPA below 2.3 may apply for conditional acceptance to the program);
- b. A final grade of "C" or better in all Social Work courses with a course designation of 200 or above;
- c. An affinity with and commitment to the values and ethics of the social work profession as set forth in the National Association of Social Workers (NASW) Code of Ethics;
- d. Two letters of recommendation. One recommendation should be from a person associated with a community service experience in which the student has participated. The second recommendation will be an academic reference from a University faculty member other than La Salle University Social Work Department full-time faculty. A second recommendation from a person associated with a community service experience may be substituted for the academic reference with permission from the Social Work Program Work Chair.
- e. Autobiographical statement: complete a personal statement (maximum of four pages, typewritten and double spaced) discussing your motivations for choosing social work as a profession and describing significant people and life events that have been instrumental in your decision to seek a degree in social work. Address areas of special interest or concern relevant to social work. Note: The autobiography statement completed in SWK 160 will be accepted to fulfill this requirement.
- f. Copy of your current college/university transcript.
- g. Copy of current criminal clearance*(date of clearance must be within one year from date of submission to Social Work Program);
- h. Copy of current child abuse clearance* (date of clearance must be within one year from date of submission to Social Work Program);
- i. Review the NASW Code of Ethics and sign the application form;**
- j. Submit the completed application to the Social Work Program director;
- k. The full-time Social Work Program faculty will review your application, and each will vote on your candidacy.
- l. the student will be notified of the program faculty's decision in writing; the admission decisions include:
 - a. full admission
 - b. conditional admission
 - c. no admission

* A history of criminal conviction and/or child abuse does not automatically preclude admission to the Social Work Program. However, the student will be required to share this information with the field practicum supervisor in the agency.

The student is responsible for informing the Social Work Program of any changes in criminal and/or child abuse status.

** In the event of a violation of the NASW Code of Ethics, the student may not be granted admission to or continuation in the Social Work Program.

CONTINUATION POLICY

Continuation in the Social Work Program for majors requires that a student receive at least a "C" in every SWK course. Failure to receive a "C" or higher means that the student must repeat the course and meet the requirement of a "C" or higher. In some cases, a student may not proceed to a higher-level course without first receiving a "C" or better in a lower-level course. A student may take a course a total of three times. A student must also have an overall GPA of 2.5 or higher and a GPA of 2.5 or higher in social work courses in order to graduate with a BSW.

COURSE DESCRIPTIONS

SWK 160 F (Day) S (Evening)



INTRODUCTION TO SOCIAL WORK
3 credits

This survey course provides an overview of the social work profession, the social welfare system, social work methods, and fields of practice. A basic understanding of human needs, diverse populations, vulnerable populations, and the social service delivery system is provided. The student is given the opportunity to become familiarized with the competencies and accompanying practice behaviors that form the basis for the social work curriculum. The student is introduced to advocacy as a basic component of social work. This course includes a 20-hour service-learning component.

SWK 240 (S)

RELATIONSHIPS AND SEXUALITY
3 credits/Elective only

This course is designed for social work and other undergraduate students to explore issues in relationships and human sexuality. This course examines human sexuality from a bio-psycho-socio-spiritual perspective within a developmental framework. The student examines and clarifies personal and societal values regarding human sexuality, assesses the relationship between personal and professional social work values, and develops fundamental skills for social work practice with issues of relationships and sexuality.

SWK 270, 370, 470 (F, S)

SPECIAL TOPICS
3 credits/Elective only

This course is designed to address contemporary issues in generalist social work practice. Topics include gerontology, mental health, child welfare, family violence, drug and alcohol intervention, and social and economic justice. Students are advised to check with the Program Director about current offerings and to provide suggestions for future topics.

SWK 280)



HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I
3 credits

This course is the first of a two-part sequence that examines the development of the person-in-environment. The course focuses on the development of individuals and families in the context of biological, social, psychological, spiritual, and cultural components. The student completes a 20-hour service-learning experience. Advocacy is stressed as a tool for promoting optimal conditions for the well-being of individuals and families. Prerequisites or concurrent with SOC 150, PSY 220, BIO 158. Students

who have not completed the prerequisites may take the course only with prior written permission of the instructor.

SWK 281 S (Day) S of 2010 (Evening)



HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II
3 credits

This course provides an examination of theories of group, organization, and community development. The reciprocal relationship between the individual and these systems is emphasized. The student completes a 20-hour service-learning experience. Advocacy within the context of organizations is presented. Prerequisite: SWK 280 or written permission of the instructor.

SWK 291 (S)



SOCIAL WELFARE POLICY II
3 credits

This course begins with an historical examination of the development of the social welfare system in the United States and societal values as they impact upon policy formulation and implementation. Contemporary social welfare policy in the United States is then examined, with emphasis on the reciprocal processes between social work practice and social policy development. A policy framework is presented for analyzing current policies as well as formulating new policies and advocating for policies that advance social and economic justice. The impact of social welfare policies on diverse populations and vulnerable populations is emphasized. Global interconnections of oppression also are explored. Advocacy is stressed as a lifelong responsibility of social workers. Prerequisites: POL 151 (may be taken concurrently).

SWK 340 (F)

PREPARATION FOR PROFESSIONAL PRACTICE
3 credits

This course is designed to prepare the student for the practicum in social work. The course provides an opportunity to demonstrate practice behaviors in engagement of individuals in a practice encounter and orients the student to the field practicum process. It familiarizes the student with the roles of the student intern and with skills for the helping relationship. The role of advocacy in social work is stressed. Students enrolled in SWK 340 apply for formal admission to the Social Work Program Department and must be accepted in order to proceed to SWK 341 and SWK 381. Prerequisite: SWK 160, SWK 280 (SWK 280 may be taken concurrently).

SWK 341 (S)

GENERALIST SOCIAL WORK PRACTICE I
3 credits

The first of three courses in the Social Work Practice sequence, this course focuses on the processes of ethical engagement, assessment, intervention, and evaluation in generalist social work practice with individuals. Skills are developed in initiating the social work relationship, assessing individual client strengths and challenges, advocating for individuals, developing intervention plans with individuals, evaluating the outcomes, and making appropriate adjustments. Opportunities are provided for students to demonstrate practice behaviors in engagement of individuals in practice.

Prerequisites: SWK 340 and SWK 281 (SWK 281 may be taken concurrently). Taken concurrently with SWK 381. Open to social work majors or human service minors only. Social work majors must be formally accepted into the Social Work Program in order to enroll in this course.

SWK 350 (F)

LOSS AND GRIEF
3 credits/Elective only

This course investigates the processes of attachment, loss, and grieving. The course explores loss, in life and in preparation for death, and addresses both acceptable and disenfranchised loss and grief.

SWK 365 (S)

SOCIAL WORK RESEARCH METHODS
3 credits

This course prepares the student to understand the reciprocal relationship of practice and apply research, to critique practice literature, and to evaluate one's own practice. The course examines qualitative and quantitative research methodology, including single subject design. The role of social work values and ethics in research is addressed. The student is introduced to research tools for advocacy within the social work profession is presented. The student demonstrates an understanding of the research process through preparation of a research proposal. Prerequisite: SOC 301.

SWK 381 (S)

PROFESSIONAL PRACTICUM I
3 credits

This course provides an introduction to agency social work practice. The student spends two days each week providing direct service with the guidance of a practicing social worker. An opportunity to develop and test beginning practice skills is provided.

Taken concurrently with SWK 341. Open to social work majors or human service minors only. Social work majors must be formally accepted into the Social Work Program in order to enroll in this course.

SWK 440 F (Day) Fall of 2008 and 2010 (Evening)

GENERALIST SOCIAL WORK PRACTICE II
3 credits

This course focuses on social work engagement, assessment, intervention, and evaluation in generalist social work practice with families and with groups. It provides an investigation of and skill development in direct engagement, assessment, intervention, evaluation, and advocacy strategies for effective and ethical generalist social work practice with families and groups. Prerequisites: SWK 341, SWK 381. Taken concurrently with SWK 480. Open to social work majors only.

SWK 441(S)

GENERALIST SOCIAL WORK PRACTICE III
3 credits

This course focuses on engagement, assessment, intervention, and evaluation with organizations and communities, including the global community. The course provides an investigation of and skill development in organizational and macro engagement, assessment, intervention, and evaluation strategies for effective and ethical generalist social work practice. Prerequisite: SWK 440 and SWK 480. Taken concurrently with SWK 481 and SWK 495.

SWK 480 (F)



PROFESSIONAL PRACTICUM II
3 credits

An educationally directed practicum for two days each week provides the student with an opportunity to develop the relationship between social work theory and practice and to demonstrate specified practice behaviors. Prerequisites: SWK 341, SWK 381. Taken concurrently with SWK 440. Open to social work majors only.

SWK 481 (S)

PROFESSIONAL PRACTICUM III
3 credits

A continuation of Professional Practicum II, this course provides a social work practice experience in which students integrate the social work theory, skills, and values that they are learning in the classroom. Students have an opportunity to demonstrate mastery of all the practice behaviors. Prerequisites: SWK 440, SWK 480. Taken concurrently with SWK 441 and SWK 495. Open to social work majors only.

SWK 495 (S)

PROFESSIONAL CONSIDERATIONS IN SOCIAL WORK
3 credits

This course strengthens the student's emerging identity within the social work profession. Students review and critique theoretical frameworks and practice situations studied in the Social Work curriculum. As the capstone course for Social Work, students have the final opportunity to demonstrate mastery of the 10 competencies and accompanying practice behaviors. Prerequisites: SWK 440, SWK 480. Taken concurrently with SWK 441 and SWK 481. Open to social work majors only.

CRIMINAL JUSTICE

Charles Gallagher, Ph.D., Director

REQUIREMENTS**■ REQUIRED FOR CRIMINAL JUSTICE MAJORS:**

CRJ 161, 261, 280, 324, 325, 326, 480, 495; two CRJ electives; SOC 150; one of the following: SOC 260, 262, or 308; 301-302; POL 151; PSY 155

SOC 301, Social Statistics I, satisfies the "Numbers" component of the Core requirements for Criminal Justice majors.

COURSE DESCRIPTIONS**CRJ 161 (F, S)**

(formerly CRJ 222)

INTRODUCTION TO CRIMINAL JUSTICE
3 credits

This course is a survey of the discipline, including its use of social sciences and law in understanding the phenomena of crime and justice and how the two relate. Explores criminal justice theory and processes, as well as the roles of ideology, politics, and mass media in shaping crime policy. Seeks to foster deeper perspectives on how justice—for individuals as well as for society—relates to intensely human experiences like freedom and suffering.

CRJ 261 (S)

(formerly CRJ 221)

CRIMINOLOGY
3 credits

This course is an exploration of major theories of deviance as they apply to behavior viewed as criminal or delinquent. Draws on a variety of academic perspectives to help understand and explain varied manifestations of crime and criminal behavior. Focus is on classical, positivist, and critical approaches, as well as the social policy implications of various theoretical frames of reference.

CRJ 201

Crosslisted with SOC/SWK 201

SOCIAL PROBLEMS AND SOCIAL JUSTICE
3 credits

This course is an exploration of how social conflict and social organization affect human and societal well-being. Topics: mental health, personal safety, economic well-being, and intergroup relations in an industrial society and a developing nation.

CRJ 280 (F, S)

CRIMINAL LAW
3 credits

This course provides a journey into the legal principles that underlie substantive criminal law in the United States, including limits on the power of government to define crimes. Consideration of general principles of criminal liability and criminal defenses and legal requirements for specific crimes, including homicide. Appellate court decisions are a major part of the expedition to facilitate understanding of how criminal law is applied in particular fact situations, how it evolves, and how it is influenced by socio-political factors.

CRJ 320 (S)

(formerly CRJ 220)

Crosslisted with SOC/SWK 320

DELINQUENCY AND JUVENILE JUSTICE
3 credits

This elective course involves a study of why youth become delinquent and the social responses to such behavior, both historically and currently. Includes consideration of definitions, measurement, and theories of delinquency. Also examines the role of socio-demographic factors and juvenile court processing and juvenile corrections. Implications for policy and practice are emphasized.

CRJ 324 (F)

POLICING: THEORY & DYNAMICS
3 credits

This course offers an analysis of police roles, including evolution, public perceptions, administration, culture, and police deviance. Social and political contexts are emphasized through incorporation of social science research related to policing and organizations. Encourages integration of concepts of police on a micro level (the police occupation) with a macro level (the context in which social action occurs), facilitating understanding of the complex relationships between a society and its police.

CRJ 325 (F)

CRIMINAL COURTS
3 credits

This course offers an inquiry concerning the state and federal criminal courts in the United States. Consideration of social science and legal scholarship with regard to major court actors (especially judges, prosecutors, and defenders) and processes (including bail, plea bargaining, and trials). Also examines non-traditional approaches, such as treatment courts. An important theme is the degree to which the courts effectuate the noble goal of "justice."

CRJ 326 (S)

INSTITUTIONAL AND COMMUNITY CORRECTIONS
3 credits

This course is an examination of philosophy and history underlying attempts to deal with persons who commit crime. Emphasizes social science scholarship in corrections, including implications related to social jus-

tice. Topics include: philosophies of punishment, prisons, jails, probation, parole, intermediate punishments, capital punishment, and transformative approaches. The social worlds of prisoners are a major focus of the course. Attendance at multiple sessions at one or more corrections sites may be required.

CRJ 330 (F)**(formerly CRJ 225)**

CONSTITUTIONAL PROCEDURES IN POLICING

3 credits

This course provides an exposition of the legal rules that are supposed to be followed by law enforcement actors when they investigate crime (conduct searches, make arrests, interrogate suspects). Also, the social contexts of those rules are examined, including issues such as breadth of police powers, individual privacy, unequal enforcement, and political influences. State and federal appellate court decisions are the major means through which legal principles are examined.

CRJ 340 (F, S)

CRIMES OF THE POWERFUL

3 credits/Elective

This course is a study of social harms perpetrated by persons of power and influence. Theoretical approaches for understanding elite deviance and legal issues in definition, investigation, prosecution, and sentencing will be considered. Specific crimes of the powerful will be explored, including through case studies.

CRJ 350 (F, S)

VIOLENCE IN SOCIETY

3 credits/Elective

This course provides a study of traditional “street” violence as well as “intimate” violence. A variety of theoretical approaches to understanding violence are explored. A parallel theme is the role of the mass media in shaping how we think about violence.

CRJ 370, 470 (F, S)

SPECIAL TOPICS IN CRIMINAL JUSTICE

3 credits/Elective only

This course is a course that addresses intensively a particular area of criminal justice. Topics vary from semester to semester.

CRJ 385 (F)**Crosslisted with SOC 385**

THEORIES OF DEVIANCE

3 credits

This course provides an intensive analysis of contemporary theories of deviant behavior. Theories examined through seminar discussions of primary materials and critiqued by consideration of research findings. Social policy implications discussed and specific criminal justice programs considered in the light of these theories.

CRJ 387 (F)

GENDER, CRIME, AND JUSTICE

3 credits/Elective only

This course is a study of the gendered nature of criminal justice theory, policy, and practice. Among the major themes are: gender differences in criminal behavior, criminal victimization, and criminal processing. Includes consideration of the contributions of feminist criminologies.

CRJ 480 (F)

RESEARCH METHODS

3 credits

This course is a study of how social research is performed, including through studying examples of criminal justice research. Focus is on becoming a more informed consumer of research information. Topics include: research ethics, sampling, field research, experimental designs, survey research, research using available data, and evaluative research. Prerequisites: CRJ 161, 261, and junior or senior status.

CRJ 481-2 (F, S)**(formerly CRJ 485-6)**

CRIMINAL JUSTICE INTERNSHIP

3-6 credits/Elective only

This elective course requires 15 hours per week (for three credits) or 30 hours per week (for six credits) of supervised internship in an approved criminal justice setting. Participation in one-hour periodic campus integration seminars also is required. Students may take a maximum of two internship courses, either concurrently or sequentially across two semesters. Prerequisites: CRJ 161, 261, senior status, and minimum overall GPA of 2.5

CRJ 483 (F, S)

CRIMINAL JUSTICE RESEARCH

3 credits/Elective only

Each student works on a particular research project in conjunction with a faculty member. Includes preparation of literature review, collection and analysis of data, and preparation of findings in a paper of publishable quality. Faculty authorization required for registration. Prerequisites: CRJ 161, 261, 480, senior status, and minimum overall G.P.A. of 3.0

CRJ 495 (S)

SENIOR SEMINAR: ETHICAL ISSUES IN CRIMINAL JUSTICE

3 credits

This course focuses on an exploration of the interaction between ethics and criminal justice practice, including application of ethical theory to criminal justice issues. Focus is primarily on normative ethics (both deontological and teleological views), including major theorists. The course helps to integrate knowledge gained from previous courses through the overarching theme of the pursuit of justice as an ethical ideal. Prerequisites: CRJ 161 and 261; at least two of the following: CRJ 324, 325, and 326; and senior status.



**SCHOOL OF
BUSINESS**

EVENING AND WEEKEND PROGRAMS

The mission of the School of Business is to offer educational programs that prepare students for a purposeful life by integrating Lasallian values with current business management skills.

Through its faculty, curricular environment, and linkages with the business community, the School of Business creates a value-centered educational community as the milieu 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 prepare them to enter a successful professional career through an exposure to traditional liberal arts and a contemporary business education.

The School of Business strives to fulfill its mission by requiring students to develop communication, analytic, and decision-making skills; by developing in students the ability to define and synthesize; by helping students to form independent, well-reasoned judgements; and by exposing students to common business research methods and practice.

Teaching and learning are of paramount importance. We believe we should:

- know each student as an individual;
- challenge each student to work toward attaining his or her best performance level;
- utilize the curriculum to help students identify the ethical dimensions embedded in business management; and
- immerse students in a learning environment that blends current business theory and practice.

Continuous quality-improvement processes ensure that the many offerings of the School of Business are of the highest quality. The program is accredited by the Association to Advance Collegiate Schools of Business (AACSB International), which establishes standards designed to ensure excellence. Less than 5 percent of the world's business schools are accredited by AACSB. In addition, programs are regularly evaluated in terms of standards established by various professional bodies, such as the American Institute of Certified Public Accountants, the American Management Association, and the American Marketing Association, and through an ongoing dialogue and review with business executives and professionals.

Since 1996, La Salle has inducted the top 10 percent of its undergraduate seniors and 7 percent of its juniors into Beta Gamma Sigma (BGS), the international honor society for students enrolled in AACSB-accredited schools. In 10 of the last 11 years, the La Salle chapter of BGS has been chosen as one of the top five chapters out of approximately 500 chapters worldwide, named in recent years as the Silver Chapter in 2010, 2012, and 2013, and the Gold Chapter in 2011.

The School of Business prepares students to develop the skills and experience for a career change or advancement in management/professional positions in business, government, and nonprofit organizations.

The Business Advisory Board, which is composed of senior executives from companies throughout the Delaware Valley, advises the Dean of the School of Business on contemporary developments in business practice and how to help students prepare for career change or advancement.

ADMISSION REQUIREMENTS

Students interested in pursuing a B.S. in Business Administration will be accepted initially into the Pre-Business Administration program described in the College of Professional and Continuing Studies section. Upon successful completion of 22 credits in liberal arts courses, which include ENG 110 and 210, CSC 151, MTH 101 and 114, PSY or SOC (one of PSY 155,

205, 225, or 230 or SOC 150, 233, 262, 263, or 306), and 19 credits in business courses, which include BUS 101, 150, 202, 207E, and 208E and ECN 150 and 201, students with a 2.25 cumulative academic index are eligible for admission into the bachelor's degree program in the School of Business.

Beginning in fall 2006, College of Professional and Continuing Studies students who have completed the Pre-Business Administration program and have attained at least 54 credits with a 2.25 GPA. can elect to pursue the Bachelor of Science in Business Administration utilizing the evening and Saturday schedule. For more information on admission requirements, see the Admission section in General Reference.

THE CURRICULUM

The program leading to a Bachelor of Science degree in Business Administration consists of 120 credits (minimum 39 courses) for the Business Administration major, and 128 credits (minimum 41 courses) for the Accounting major. The curriculum includes the Liberal Arts Core Curriculum, Additional Arts Requirements, Business Core, Professional Studies and Free Electives. The liberal arts and science studies and business foundation courses tend to be concentrated in the first 60 credits, and the professional studies in the last 60 credits.

Beginning in Fall 2006, evening students with junior standing and a 2.25 GPA can elect to pursue the Bachelor of Science in Business Administration-Business major.

THE LIBERAL ARTS CORE CURRICULUM

The Liberal Arts Core Curriculum provides students with an opportunity to build a strong educational foundation for the future. Guided by La Salle's heritage as a Catholic university, the Core Curriculum reflects La Salle's strong commitment to the interdependence of intellectual and spiritual growth.

While the Core allows some freedom of choice, it includes guidelines which should provide coherence in students' college education. The Core Curriculum clusters course requirements into areas defined by educational objectives: "Powers," "Frameworks of Scientific Understanding," "Patterns of Meaning," and "Understanding at Home and Abroad." A maximum of 18 courses are required of School of Business majors.

POWERS COURSES

"Powers" refers to competencies that enable students to learn, to think, and to communicate. With this course work, students will emerge from the Core Curriculum possessing a strong set of skills in reading, writing, oral communication, and mathematics. They will also learn how to use computer technology to aid their work in each of these areas. These competencies will be integrated in courses in all areas of the Core, but they will be taught directly in courses in writing, oral communication, mathematics, and information literacy. Required Powers courses are:

- English 110
- English 210
- Mathematics 114
- Business 150
- Computer Science 151

FRAMEWORKS OF SCIENTIFIC UNDERSTANDING COURSES

"Frameworks of Scientific Understanding" refers to concepts and methods learned in courses in the natural and social sciences. In these courses students will become familiar with the scientific method and sharpen their

understanding of the natural processes and the social developments that shape the world in which we live. Required Frameworks of Scientific Understanding courses are:

- Natural Science
- Macroeconomics
- Psychology or Sociology

PATTERNS OF MEANING COURSES

“Patterns of Meaning” refers to a set of capacities students must acquire to engage the moral, aesthetic, and spiritual significance of human events and achievements. Courses in the humanities will enable students to develop these capacities. Required Patterns of Meaning courses are:

- 2 Religion
- 2 Philosophy
- 1 Literature
- 1 History
- 1 Fine Arts or Foreign Languages
- 1 more Literature, History, Fine Arts or Foreign Language

All courses in Patterns of Meaning may be counted towards any minor or second major barring exclusions by the academic departments sponsoring the course.

UNDERSTANDING AT HOME AND ABROAD COURSES

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

ADDITIONAL ARTS REQUIREMENTS

- Single-Variable Calculus (MTH 114) or equivalent
- Introductory Microeconomics (ECN 201)

BUSINESS CORE CURRICULUM

Business education at La Salle University exists within the context of a strong liberal arts base. The key two purposes of business education at La Salle University are:

- Preparation of students for careers in business – the primary purpose of the business core.
- Preparation of students in specialized areas of business – the primary purpose of the business major.

In order to accomplish the purpose of preparation of students for business, the business core at La Salle has the following learning goals:

SELF ASSESSMENT AND DEVELOPMENT

- Self knowledge and awareness
- Professional direction and determination to succeed
- An ability to critically assess oneself
- Intellectual curiosity
- An ability to accept and implement change

JOB-RELATED SKILL DEVELOPMENT

- Networking
- Interviewing

- Resume writing

CRITICAL THINKING AND PROBLEM SOLVING

- Problem solving and decision making skills
- An understanding of elements of sound research
- Development of the ability to conduct research
- Critical thinking skills
- An ability to evaluate, identify, and understand different perspectives, positive and negatives, and strengths and weaknesses
- An ability to integrate and synthesize diverse information or skills

COMMUNICATION SKILLS

- Oral communication skills
- Written communication skills
- Interpersonal communication skills

USING DATA AND TECHNOLOGY

- An understanding of, and ability to utilize qualitative and quantitative data
- Technical skills to solve business problems and make decisions

CORE BUSINESS KNOWLEDGE

- Knowledge in key business disciplines
- Knowledge of specific businesses, business practices, and opportunities

ETHICS, SOCIAL RESPONSIBILITY, AND SOCIAL FORCES

- Knowledge of and ability to examine ethical considerations in business
- An understanding of contemporary social forces affecting business, including environmental issues, demographic diversity, technology, global/international issues, cultural forces, and the political and legal environments
- Motivation to contribute to society

The Business Core courses provide the student with integrative approaches to understanding business processes while at the same time focused attention on the various business disciplines. In addition, the core focuses energy on linking theory and practice.

The following courses constitute the Business Core:

- **BUS 101** Introduction to Financial Accounting
- **BUS 202** Applied Quantitative Methods for Business
- **BUS 203** Organizational Behavior and Skill Development
- **BUS 204** Principles of Marketing with Applications
- **BUS 205** Information Technology with Applications
- **BUS 206** Introduction to Financial Markets and Institutions: Principles and Applications
- **BUS 207E** Managerial Accounting
- **BUS 208E** Fundamentals of Financial Management
- **BUS 303** Legal and Ethical Environment of Business
- **BUS 304** Business Problem Solving and Decision Making
- **BUS 400** Strategy Formulation and Implementation
- International Business Course/Experience

EVENING (MAJORS)

There are two majors available during the evening in the School of Business: Accounting and Business Administration.

FREE ELECTIVES

Free electives offer a further opportunity to influence your own program of education. You may choose to concentrate free electives in a particular field or you may use these electives to diversify your background or broaden your interests.

BUSINESS 2+2 PROGRAM

The Bucks County Center in Newtown, Pa., offers a Business 2+2 Program, which leads to a Bachelor of Science in Business Administration. Entering students will have received an associate's degree from their respective community college, maintained a (minimum) 2.5 grade point average, and earned at least 60 transferable credits. Students maintain a "full-time" load of 12 credits (or more) each (fall/spring) semester. Classes meet Monday through Thursday mornings; there are no afternoon classes, nor are there any Friday classes. The program is offered in a cohort format (i.e., students complete the program as a group). The program is offered at a special tuition rate. Students will fulfill the same curriculum as all other School of Business students. Students are required to take a minimum of 20 courses at La Salle University. The 20 required courses at La Salle are as follows:

- BUS 205 Information Technology with Applications
- BUS 206 Financial Markets and Institutions
- BUS 208 Fundamentals of Financial Management
- BUS 300 International Business
- BUS 304 Business Problem Solving and Decision Making
- BUS 400 Strategy Formulation and Implementation

Upper-level Management course

Upper-level Marketing course

Upper-level Accounting course

Upper-level Finance course

Upper-level Religion course

Upper-level Philosophy course

MTH 114 Applied Business Calculus

SOC 306 Complex Organizations in Contemporary Society

PSY 230 Industrial and Organizational Psychology

Electives

MBA BASIC CORE EQUIVALENTS

You can reduce the number of courses required to earn a master's degree in Business Administration at La Salle by earning As or Bs in certain required undergraduate courses.

There is a body of undergraduate course work, drawn primarily from the Business Curriculum, which can be used to waive up to 15 credits of foundation level course work and 3 credits of core level course work for the La Salle MBA degree. (Those students who receive their undergraduate degree from La Salle University with a major in Accounting may be eligible to waive up to 21 credits since they can waive 3 credits in the specialization and elective area.) All of these undergraduate courses are required for all undergraduate business majors. By earning a minimum "B" grade in the undergraduate course(s), the corresponding MBA course requirement will be waived. These courses are listed in the following chart.

A limited number of students with at least a cumulative undergraduate GPA of 3.0 or higher may be admitted into the program for one semester without the GMAT or GRE test scores. Conditionally accepted students are required to successfully complete the GMAT or GRE by the end of their first enrolled semester. Conditionally accepted students are not eligible for financial aid loans until they are fully (regularly) accepted to the program.

The GMAT or GRE is required for regular acceptance into the MBA Program, and students are expected to have proficiencies in written and oral communication, quantitative abilities, and computer skills. Any specific requirement questions should be directed to the MBA Office at 215.951.1057. Effective Fall 2012 applicants with an undergraduate business degree from La Salle who have a minimum overall GPA of 3.2 or above will be granted a GMAT/GRE waiver.

Beta Gamma Sigma tuition discount: All undergraduate students and graduates who are Beta Gamma Sigma members from La Salle will now have the opportunity to apply to the La Salle University Full-time MBA (FTMBA) Program with no application fee, no GMAT or GRE required, and be eligible for a 25% tuition discount (space permitting).

¹ Students planning to enroll in the La Salle University One-Year MBA Program should consult with the Director of Full-time MBA Programs regarding course waivers.

UNDERGRADUATE COURSES	MBA COURSE
ECN 150 Introductory Macroeconomics	MBA 610
ECN 201 Introductory Microeconomics	
BUS 101 Introduction to Financial Accounting	MBA 615
BUS 207E Managerial Accounting	
BUS 202 Applied Quantitative Methods for Business	MBA 620
BUS 206 Financial Markets and Institutions	MBA 630
BUS 208E Fundamentals of Financial Management	
BUS 304 Business Problem Solving and Decision Making	MBA 625
Marketing Major Courses	MBA 690*
Accounting Major Courses	MBA 691*
Finance Major Courses	MBA 692*

*Only one from MBA 690, 691, and 692 may be waived

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION PROGRESS RECORD¹

I. Powers (5 courses)

- A. Writing I
- **ENG 110** College Writing I: Persuasion
- B. Writing II
- **ENG 210** College Writing II: Research
- C. Numbers
- _____
- D. Speech
- **BUS 150** Presentation Skills for Business (2 cr.)
- E. Information Technology
- **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (4 courses)

- A. Natural Science
- **BIO, CHM, GEO, or PHY 150s**
- B. Social Science
1. Economics or Political Science
 - **ECN 150** Introductory Macroeconomics
 2. Any Psychology or Sociology
 - _____

III. Patterns of Meaning (8 courses)

- A. Religion
1. **REL 150** The Christian Tradition
or **REL 153** The Dynamics of Religion
 2. **REL** REL 200 or 300-Level
- B. Philosophy
1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
 2. **PHL** PHL 200 or 300-Level
- C. Literature
- **ENG 150** Themes in Literature and Culture
or **LIT 150** Modern European and Latin American Writers
- D. History
- **HIS 151** Global History to 1500
or **HIS 155** Themes in American History
- E. Fine Arts
1. **ARTH 150** Introduction to Art
or **MUS 150** The Art of Listening
or Foreign Language
- F. Second Course (Literature, History, Fine Arts, or Foreign Language)
- _____

IV. Additional Arts Requirements

1. **MTH 114** Applied Business Calculus (4 cr.)
2. **ECN 201** Introductory Microeconomics

V. Business Core (12 courses)

1. **BUS 101** Financial Accounting
2. **BUS 202** Applied Quantitative Methods
3. **BUS 203** Organizational Behavior and Skill Development
4. **BUS 204** Principles of Marketing with Applications
5. **BUS 205** Information Technology with Applications
6. **BUS 206** Financial Markets and Institutions: Principles and Applications
7. **BUS 207E** Managerial Accounting (2 cr.)
8. **BUS 208E** Fundamentals of Financial Management (2 cr.)
9. **BUS 303** Legal and Ethical Environment of Business
10. **BUS 304** Business Problem Solving
11. **BUS 400** Strategy Formulation
12. International Business Course/Experience²

VI. Professional Studies

(8 Accounting; 4 Business Administration)

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

VII. Electives (5 Accounting majors; 7 Business Administration)

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





1 The Accelerated Business Completion Program utilizes the same curriculum.

2 Options to fulfill this one: BUS 300, ECN 331 or 333, FIN 403, MGT 356, MKT 305, or any School of Business travel course; these courses cannot double-count for a Professional Studies course.

COURSE DESCRIPTIONS

All courses are listed alphabetically by department. Courses followed by a semester designation are usually offered each year during semester indicated. Courses with no designation are usually offered on a rotating basis. Consult course rosters.

KEY

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

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

ACCOUNTING

Mary Jeanne Welsh, Ph.D., Chair

The accounting major consists of eight upper-level accounting courses: Accounting 201, 202, 303, 304, 307, 405, and two advanced courses. This intensive learning experience is intended to serve as a basis for future career development and advancement in the accounting field and to help you better prepare to pass the Certified Public Accounting (CPA) examinations.

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

ACC 201 (S) INTERMEDIATE FINANCIAL ACCOUNTING 4 credits

Theories and problems involved in analysis of transactions and financial statement preparation. The course also focuses on accounting issues related to measurement of profitability, liquidity and financial flexibility. Topics include revenue recognition, cost allocation, and recognition and measurement of assets. Prerequisite: BUS 101 with a “C” grade or better.

ACC 202 (F) INTERMEDIATE FINANCIAL ACCOUNTING II 4 credits

The study of accounting issues related to operational assets, financial instruments and liabilities, and additional financial reporting issues, includ-

ing share-based compensation and the Statement of Cash Flows. Financial reporting in an international environment is also examined. Prerequisite: ACC 201 with a “C” grade or better.

ACC 303 (S) COST MANAGEMENT 3 credits

Basic principles applied to job cost and process cost systems. Topics include: purchasing and issuing of materials and maintenance of perpetual inventory records, control of labor, methods of distributing factory overhead expenses, evaluation of problems involved in shrinkage and idle time, forms used in job and process cost systems, and discussion of the place of cost accounting in modern enterprises. Usually offered spring semesters. Prerequisite: BUS 202 (can be taken concurrently with BUS 202), BUS 207 and 54 credits

ACC 304 (F) AUDITING 3 credits

A practical presentation of modern audit practices, emphasizing the principles and objectives of an audit. Analysis of the audit basis, the best standards, objective reporting, the adoption of improved accounting standards, business controls, professional ethics, and legal liability. Usually offered fall semesters. Prerequisite: ACC 202 (can be taken concurrently with ACC 202)

ACC 307 (S) INCOME TAX 3 credits

A comprehensive introduction to the Internal Revenue Code as it applies to the individual taxpayer. The course is intended to examine theoretical concepts, the structural flow of tax data, the interrelationship of taxable transactions and tax liabilities, and tax planning for the individual. Topics include inclusions, exclusions, basis issues, property transactions, capital gains and losses, sale of a residence, involuntary conversions, nontaxable exchanges, business expenses, itemized deductions, filing status, and exemptions. Computer based case studies are assigned to assist in the application of the tax concepts. Prerequisite: 54 credits, and BUS 101

ACC 405 (S) ACCOUNTING FOR THE MULTINATIONAL ENTERPRISE 3 credits

A study of the accounting concepts applicable to business expansion especially mergers, acquisitions and consolidations. Emphasis is focused on consolidated statements including foreign operations, forward contracts as a hedge, conversion of foreign entity financial statements and multinational consolidated reports. Prerequisite: ACC 202

ACC 406 (F) SPECIAL TOPICS IN FINANCIAL REPORTING 3 credits

A study of special topics in accounting including partnerships, estate and trust, bankruptcy, and fund accounting including governmental, not-for-profit, and hospital accounting. Prerequisite: ACC 202 and Senior Standing

ACC 418 (F) CORPORATE AND OTHER TAXATION 3 credits

A comprehensive examination of taxation as it relates to the various forms of business entities (C corporations, S corporations, partnerships, limited

liability corporations, and limited liability partnerships) and their owners. Other topics include taxation of international transactions, tax-exempt organizations, multi-state corporate tax issues, and estate tax-planning for the business owner. Prerequisites: ACC 307 and senior standing.

BUSINESS ADMINISTRATION

This major is intended to provide you with an opportunity to study major trends in contemporary business practice in the major fields of business and to serve as a basis for future career development and advancement.

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

The Business Administration major consists of four upper-level business courses (beyond the Business Core) from the functional areas of Business Systems & Analytics, Finance, Management & Leadership, and Marketing, with no more than two courses from any one of these disciplines.

BUS 101 (F)

INTRODUCTION TO FINANCIAL ACCOUNTING
3 credits

The course introduces financial reporting, focusing on the fundamental principles of recording business transactions and the presentation and interpretation of corporate financial information. Topics include an overview of financial reporting and the accounting cycle, accounting and reporting operating, investing and financing activities of a business.

BUS 150 (F, S)

PRESENTATION SKILLS FOR BUSINESS (FORMERLY MGT 200)
2 credits

Focuses on the skills needed to link oral communication with the ability to work effectively in the current organizational environment. This course is based on the understanding that content and effective presentation of material are equally important in the understanding of communication. Active participation through oral presentations on current business topics is required. Students will make use of computer-based presentation technology.

BUS 202 (F, S)

APPLIED QUANTITATIVE METHODS FOR BUSINESS
3 credits

This course introduces the student to essential ideas of statistical thinking. Basic statistical methods used in the analysis of business decision problems are presented. Emphasis is on valid applicability of techniques, sound interpretation of statistical results, as well as successful application of statistical methods. Case studies and student-designed projects enhance understanding. Topics include: descriptive statistics, both graphical and numerical; probability distributions; sampling distributions; statistical estimation and hypothesis testing; and regression and correlation. Students will be introduced to statistical software packages. Prerequisite: MTH 114.

BUS 203 (F, S)

ORGANIZATIONAL BEHAVIOR AND SKILL DEVELOPMENT
3 credits

This course examines the behavior of individuals and groups in organizations, with the goal of understanding performance in the new workplace. It is designed to enhance the career potential of people with management and team leadership responsibilities in all areas of business. Topics include: motivation, theories and practice of leadership, individual and group decision making, conflict resolution, communication, international aspects of organizational behavior, perception, individuality, working in groups and teams, and ethical issues of organizational life. The course also emphasizes

interactive and experiential learning to demonstrate the issues of organizational behavior. Through active participation, students will develop skills in leadership, communication, negotiation, teamwork, and group decision-making. Career awareness and skill assessment will be done through brief lectures, personal inventories, and career planning experiences.

BUS 204 (F, S)

PRINCIPLES OF MARKETING WITH APPLICATIONS
3 credits

An overview of marketing concepts and principles applicable to business and other organizations. These include: factors influencing the marketing environment and buyer behavior; market segmentation and targeting; product development, pricing, promotion and distribution to satisfy the needs of selected target markets. Approximately one-third of the course is dedicated to planning and to applying marketing-based concepts to profit and non-profit enterprise situations.

BUS 205 (F, S)

INFORMATION TECHNOLOGY WITH APPLICATIONS
3 credits

This course provides the background necessary to make decisions about computer-based information systems and to be a knowledgeable end-user. The course focuses on the management of information systems within various organizational settings. Topics include: information systems in organizations, telecommunications, database management systems, transactional processing, management information systems, decision support systems, expert systems, systems analysis and design, systems development and implementation, end-user computing, information resources management and emerging technologies and issues in management information systems. The course also emphasizes interactive and experiential learning to demonstrate one of several areas of emerging information technology such as Electronic Business, Data Warehousing, Data Mining, Decision Support Systems, Expert Systems, etc. Through active participation, students are required to utilize the specific information technology in a hands-on environment. Prerequisite: CSC 151

BUS 206 (F, S)

FINANCIAL MARKETS AND INSTITUTIONS: PRINCIPLES AND APPLICATIONS
3 credits

An introduction to the basics of institutional finance. Financial instruments are generated and traded by participants in financial markets with financial intermediaries facilitating the process. Concepts, terminology, and current practices in each of these areas are examined, along with the impact they have on the economy. Students work on "mini cases" which employ actual data to help better understand the principles examined in the course. Prerequisites: BUS 101.

BUS 207E (S)

MANAGERIAL ACCOUNTING
2 credits

An introduction to the fundamentals of managerial accounting with a special emphasis on using accounting information in decision making. Topics covered include planning and control systems, cost management systems, pricing decisions and capital expenditure decisions. Prerequisites: BUS 101, MTH 114, CSC 151

BUS 208E (F, S)

FUNDAMENTALS OF FINANCIAL MANAGEMENT
2 credits

An introduction to the major concepts and techniques of financial management with an emphasis on time value of money, security valuation, cost

of capital, capital budgeting, and financial statement analysis. Prerequisites: BUS 101, MTH 114, CSC 151

BUS 303 (F, S)

LEGAL AND ETHICAL ENVIRONMENT OF BUSINESS

3 credits

A study of the American legal system, exploring how courts decide cases and the values that play a role in such adjudication. The nature, formation, and application of law to individuals and business. The development of law, with emphasis on the Constitution, personal and business torts, the employment relationship, discrimination, international legal perspectives, and an exploration of legal ethics and the ethics of corporations.

BUS 304 (F, S)

BUSINESS PROBLEM SOLVING AND DECISION MAKING

3 credits

Presents an integrated view of problem framing and the methodology of decision-making. Introduces students to several quantitative models applicable to problems in a variety of functional areas of business. Analysis of business cases using computer software allows for a focus on conceptual understanding of the models and how they should be used. Depending on the relevance to chosen case studies, topics covered may include several of the following: Decision Analysis, Forecasting, Inventory Management, Linear Programming, Critical Path Method/Project Evaluation and Review Technique, Quality Control and Simulation. Prerequisites: MTH 114 and BUS 202, 204, 205, 206, 207 and 208.

BUS 310 (F, S)

READINGS IN BUSINESS

1 credit

This course explores broad, multidisciplinary, generic business issues through various readings with a current events focus. Examples of themes that might be studied are: diversity, corporate governance, social responsibility, leadership, entrepreneurship, technology, globalization, and financial disclosure. A quasi-independent study, this course meets two or three times during the semester. Grading is on a pass/fail basis. Prerequisites: Other than junior standing, there are no prerequisites; the course may be taken by non-business majors as well as business majors. the course may be taken by non-business majors as well as business majors.

BUS 400 (F, S)

STRATEGY FORMULATION AND IMPLEMENTATION

3 credits

This course is the capstone course for Business majors. It views the enterprise of the firm from the top management point of view where the various functions of business are shaped and re-shaped in response to technological, global, environmental or economic changes in the company's environment. The course includes industry analysis, company assessment, competitive advantage, network organization and diversification strategies, implementation and business ethics. Prerequisite: Senior standing

FINANCE

Jan Ambrose, Ph.D., Chair

The Finance major is not available in the evening.

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

FIN 308 (F) (Cross-listed with MKT 308)

FINANCIAL SERVICES MARKETING

3 Credits

Financial Services Marketing is cross-listed with the Marketing Department. The course focuses on how financial institutions design and market their services and products. The marketing mix for financial services, consumer and commercial markets, and their buying behavior are also studied. The impact of regulatory factors on marketing financial services and products is studied. This course is designed especially for marketing and/or finance majors contemplating careers in financial services marketing; it is required for dual finance and marketing majors. Prerequisites: BUS 204, 206, 208.

FIN 375

FINANCIAL STATEMENT ANALYSIS

3 Credits

Financial Statement Analysis focuses on the interpretation and use of financial statements for decision-making by investors, creditors, and internal management. Financial statements provide users with a scorecard of historical performance and the ability to look forward and project likely future financial performance. Outside readings, case studies, and text material will be used to integrate current financial statement guidelines with financial statement analysis. This course is required for dual accounting and finance majors. Prerequisite: BUS 208.

FIN 401

INVESTMENT ANALYSIS

3 credits

Focuses on current practice and recent theoretical developments in the securities market. Special emphasis on the stock and bond markets. Deals with the characteristics of individual securities and portfolios. Also criteria and models for alternative portfolio composition, and criteria for evaluation and measurement of portfolio performance, all in a global context. Prerequisites: BUS 202, 206, 208.

FIN 403

INTERNATIONAL FINANCE

3 credits

The study of multinational business practice, direct foreign investment, and managerial challenges in operating abroad. Foreign exchange markets, exchange rate determination, forecasting and hedging, and other contemporary issues in global finance. Prerequisite: BUS 202, 206, 208.

**FIN 470**

SELECTED TOPICS IN FINANCE

3 credits

Selected topics in finance studied in depth under the direction of faculty. Prerequisite: senior standing.

LAW

Coordinator of Pre-Law Programs: Michael Dillon, J.D., Ph.D., Political Science Department

MANAGEMENT AND LEADERSHIP

James Smither, Ph.D., Chair

The Management and Leadership major is not available in the evening.

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

MGT 352

EFFECTIVE COMMUNICATION IN A TEAM ENVIRONMENT
3 credits

An examination of the process of communication in personal and organizational settings. Focus on the individual's styles and patterns of communication, verbal and nonverbal modes, self-image, listening, perception, and barriers to effective communication. Emphasizes building communication skills through active participation in experiences and discussions in class. Limited enrollment. Prerequisite: BUS 203.

MGT 354 (CROSS-LISTED WITH ENT 354)

GROWING A BUSINESS: ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT
3 credits

The actual art and practice of managing a small enterprise. Concepts and methods for decision making and being competitive. Actual cases with live situations and outside speakers from all areas—business, government, and organized labor—impinging on the small entrepreneur today. Prerequisites: ENT 201 and ENT 301 or BUS 101 and BUS 208 or ISBT 333 and ISBT 334.

MGT 356 (F)

MANAGING IN THE GLOBAL ECONOMY
3 credits

Changes in the world business environment are bringing new opportunities and challenges to firms and individuals. In Philadelphia, an increasing number of companies and public agencies are involved in international business. This course will study the area connections to the global economy through discussions with experts in global trade and with representatives of international businesses. The course will feature planned class visits to important businesses, sites, and staging areas for the Philadelphia aspect of the global economy. Prerequisite: BUS 203.



MGT 357

MANAGING CULTURAL DIVERSITY IN THE WORKPLACE
3 credits

This course is designed to teach students how to manage the growing multicultural workforce in the United States. Students will be exposed to the basic concepts and issues of intercultural communication and cross-cultural relations, and will explore the challenge that managing cultural diversity presents to organizations and individuals. Prerequisite: BUS 203.



MARKETING

David B. Jones, Ph.D., Chair

The Marketing major is not available in the evening.

Junior standing is a prerequisite for 300 and 400 level courses

MKT 301

PERSONAL SELLING
3 credits

Examines the importance and practice of professional, consultative selling in business-to-business relationships. Students learn and practice interpersonal problem-solving communication skills in sales roleplays. Students learn how to respond to different buyer types, to develop benefit-based sales presentations, and to engage in ethical selling practices. Prerequisite: BUS 204.

MKT 302

ADVERTISING AND PROMOTIONAL MANAGEMENT
3 credits

Focuses on the economic and social aspects of non-personal promotion, including the important methods and techniques of research which form the basis of any promotional campaign. Includes a practical treatment of sales promotion programs, advertising copy, layout and media; measurement of promotional effectiveness; and advertising departments and agencies. Usually offered fall semester. Prerequisite: BUS 204

MKT 308 (F) (Cross-listed with FIN 308)

FINANCIAL SERVICES MARKETING
3 Credits

This course focuses on how financial institutions such as banks, investment firms, investment bankers, stock brokerages, investment advisors, venture capitalists, insurance companies, credit card issuers, and other financial institutions design and market their services and products. The marketing mix for financial services, consumer and commercial markets, and their buying behavior also are studied. Finally, the impact of regulatory factors on marketing financial services and product is studied. The course is designed especially for marketing and/or finance majors contemplating a career in financial services marketing. Prerequisites: BUS 204, BUS 206, BUS 208. MKT 308 is required for dual finance and marketing majors.

**SCHOOL OF NURSING
AND HEALTH SCIENCES**

EVENING AND WEEKEND PROGRAMS

SCHOOL OF NURSING AND HEALTH SCIENCES

MISSION

To provide excellent teaching, service, and academic programs facilitating students' development as caring health-care professionals prepared for lives of service and continued learning.

VISION

The academic, service, and research activities of the School of Nursing and Health Sciences focus on mobilizing social, political, health-care, and educational resources emphasizing the welfare of vulnerable, underserved, and diverse populations.

GOALS

- To engage students in educational, service, and research programs aimed at caring for people they serve;
- To facilitate student development in critical thinking, effective communication, and knowledge, skill, and values to care and advocate for the health of individuals, families, groups, and communities locally, regionally, and globally.

NURSING PROGRAMS

MISSION

Consistent with Lasallian values, the Mission of the Nursing Programs is to provide excellent nursing education programs, with theoretical and clinical learning opportunities designed to promote the development of clinically competent, caring nursing professionals, who are prepared for a life of service, continued learning, leadership, and scholarship.

VISION

The academic, service, and research activities of the Nursing Programs' faculty mobilize resources to educate students to deliver care to all populations, emphasizing vulnerable, underserved, and diverse communities.

NURSING PROGRAMS' GOALS

- To prepare students to provide nursing services in health care agencies and communities with an emphasis on vulnerable populations.
- To facilitate student development in critical thinking, effective communication, knowledge, skills, and values to care and advocate for the health of individuals, families, groups, and communities locally, regionally, and globally.
- To foster student engagement in interprofessional and collaborative health care services and programs.
- To educate students to strengthen the nursing profession and to contribute to the health of society.

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.

UNDERGRADUATE NURSING PROGRAM

THE ACHIEVE PROGRAM

The ACHIEVE Program is the evening/weekend basic Bachelor of Science in Nursing program, offered at the Bucks County Center in Newtown, Pa. (initiated in January 2002), and at the Main Campus (initiated in September 2002). Students in this program qualify for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) (state board of nursing examination) to become registered professional nurses and to practice as members of the nursing profession. This program, which is 126 credits leading to the BSN, is taught over seven continuous semesters once prerequisite courses are met. The 14 nursing courses are taught during the fall, spring, and summer sessions. Didactic portions of the courses are taught in the evenings during the week. Clinical experiences are planned for day and evening weekend hours. The goal of the program is to enable the graduate to provide professional nursing care, which includes health promotion and maintenance, illness care, restoration, rehabilitation, and health counseling derived from nursing theory and research. La Salle's ACHIEVE Program provides the opportunity to refine critical thinking skills, to strengthen one's self-concept as both a person and member of the nursing profession, and to set a course for self-directed learning and independent action, enhancing one's personal and professional growth. Students who can enter the ACHIEVE Program are those new to nursing, career changers, and LPNs who wish to complete the program on an evening/weekend basis.

UNDERGRADUATE NURSING PROGRAM GOALS

The Undergraduate Nursing Program strives to do the following:

- Educate nurses for entry into professional practice.
- Foster development of a practice perspective that appreciates the health-care needs of individuals, families, groups, communities, and populations in a diverse society.
- Prepare nurses leaders ready to effect change in health-care and community systems.
- Instill the value for life-long learning as a hallmark of the professional nurse and as a foundation for graduate study.

STUDENT LEARNING OUTCOMES OF THE UNDERGRADUATE NURSING PROGRAM

At the completion of the program, the student will do the following:

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

ACCREDITATION

La Salle University's baccalaureate nursing program is fully accredited by the Commission on Collegiate Nursing Education (CCNE), the professional accrediting body of the American Association of Colleges of Nursing (AACN). Further information about accreditation is available by contacting the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202.887.6791. The undergraduate nursing program currently has provisional approval status from the Pennsylvania State Board of Nursing.

STUDENT ORGANIZATIONS

NURSING HONOR SOCIETY SIGMA THETA TAU, KAPPA DELTA CHAPTER

The International Nursing Honor Society, Sigma Theta Tau, is represented at La Salle University through the Kappa Delta Chapter. The goals of the society are to (1) recognize superior achievement, (2) recognize the development of leadership qualities, (3) foster high professional standards, (4) encourage creative work, and (5) strengthen commitment to the ideals and purposes of the profession. Membership is by application following invitation. Students who have completed half of the nursing curriculum, rank in the upper one-third of their graduating class, and have achieved academic excellence (a nursing GPA of at least a 3.0 or higher) are invited to join. The honor society inducts new members once a year.

NATIONAL STUDENT NURSES' ASSOCIATION (NSNA)

The National Student Nurses' Association is a pre-professional organization for nursing students. This organization, which numbers more than 300,000 student nurses enrolled in all program levels of nursing education, exists not only at the national level, but also at both the state level (Pennsylvania's chapter is known as SNAP—Student Nurses of Pennsylvania), and the school/chapter level. The undergraduate nursing program at La Salle School of Nursing and Health Sciences has an active chapter of SNAP. Students learn and develop professional qualities and leadership skills; and they participate in service activities throughout the school, campus, and community. Students may attend national and statewide conferences offered by the NSNA.

Students enrolled in the day full-time nursing program and in the evening/weekend ACHIEVE program are eligible to join, and all students are strongly encouraged to become actively involved in SNAP.

ADMISSION TO THE NURSING MAJOR

Students who are interested in pursuing a baccalaureate degree in Nursing at La Salle University in the ACHIEVE evening/weekend program must first apply for admission to the University. Students must submit a completed Evening and Weekend Program Application for Admission to the Office of Adult Enrollment. An official high school transcript or GED is required of all applicants to the University interested in pursuing a nursing degree; other requirements include official copies of transcripts from colleges or universities attended. College credit may be granted for selected prerequisite courses through CLEP and Excelsior College Examinations. Admission to the University requires the student to provide a clear state criminal record check for Pennsylvania and the student's primary state of residence as well as a clear Pennsylvania child abuse check.

In addition, the student is required to submit official scores from a standardized test of English and math ability that has been taken within the past three years of application to the nursing program. If SAT or ACT scores are not current or not available, the student is required to take the National League for Nursing pre-R.N. examination. Students must have a composite score, reading comprehension score, and a math ability score all within the average range or admission will be denied. The Test of English as a Foreign Language (TOEFL) is required of any student who is requesting credit evaluation through WES or who has attended secondary school in a foreign country. As clear and effective verbal communication is a necessary ability for a professional nurse to practice safely when caring for patients and when communicating with other interprofessional health care team members, the TOEFL is also required for any student whose primary language is not English and for any student for whom the Admissions and Academic Standards Committee deems a language/communication evaluation is necessary.

Students are admitted to the nursing program for a fall semester cohort at the Main campus or a spring semester cohort for the Bucks County Center. Prior to formal acceptance into the nursing major, all students must be interviewed by the Assistant Director of the Evening/Weekend program who will then present each student's academic file for review by the undergraduate Nursing Program's Admissions and Academic Standards Committee. This review does not require a separate application for admission. However, formal acceptance into the clinical courses of the major through this review is required. This review consists of both academic and non-academic requirements, including criteria such as (but not limited to) the student's overall GPA, science GPA, criminal background and health history. A cleared child abuse check, a cleared criminal record check from the state of Pennsylvania and primary residence state, and a cleared FBI nationwide fingerprint check must be current (i.e., within 6 months of starting the nursing major courses). The Pennsylvania State Board of Nursing (SBON) reserves the right to deny a professional license to any applicant who has been convicted of a felony or any offense related to the use and sale of alcohol or controlled substances in Pennsylvania or any other state. Other felony convictions and certain misdemeanor offenses may be considered impaired moral character. The determination of whether such conduct constitutes poor moral character is a discretionary matter for the Board of Nursing. Students should contact the Board with questions pertaining to this policy; however, the SBON typically does not address questions related to individual circumstances until once an applicant makes a formal application requesting licensure.

In order to be formally accepted into major and begin nursing clinical courses, the student must have earned the following:

- at least 67 La Salle University credits in the core and pre-requisite courses in the liberal arts and sciences, which include the following: writing (six credits), anatomy and physiology (eight credits), chemistry (four credits), microbiology (four credits), psychology (six credits), nutrition (three credits), sociology (three credits), and statistics (three credits);
- a grade of "C" or higher in Developmental Psychology, Nutrition, and Statistics;

- an overall GPA of 3.0;
- a Science GPA of 3.0, with completion of Chemistry (4cr), Microbiology (4cr), Anatomy & Physiology I (4cr), and Anatomy & Physiology II (4 cr); no individual science course grade may be lower than a "C"; students may only repeat one science one-time in order to achieve the required 3.0 GPA or required minimum course grade.

Students should be aware that the grading system and requirements for a passing grade in the undergraduate nursing program as well as most programs within the School of Nursing and Health Sciences are different than those of the general University. Specific grading scales are published in the SONHS Undergraduate and Graduate Nursing Programs' Handbook. Additional clinical compliance requirements are needed before a student may attend any clinical experiences. Failure to complete requirements may result in a student being dropped from a clinical course. Any missed clinical time due to non-compliance with clinical requirements will result in clinical make-up time with a fee attached.

Students are permitted to change division one time only during their program of studies in the undergraduate program. This applies to a student who wishes to transfer from the Day Program to the ACHIEVE Program or from the ACHIEVE Program to the Day Program. Students must stay in their original cohort on Main Campus or at the Bucks County Center. Students in the ACHIEVE Program must successfully complete each clinical course each semester and pharmacology before progressing to the next clinical semester in the program of studies. While in the program, students should expect additional expenses such as those for books, uniforms, a clinical laboratory pack, a stethoscope, a watch with a second hand, public transportation or parking, licensure, and NCLEX-RN fees. Access to a car is required for transportation to clinical sites.

CLINICAL EXPERIENCES

The Undergraduate Nursing Programs of La Salle's School of Nursing and Health Sciences have established strong ties with a number of hospitals and other health-care facilities within Philadelphia and surrounding areas (including Montgomery, Bucks, and Delaware Counties as well as New Jersey). Clinical experiences associated with coursework may be assigned at institutions such as Albert Einstein Medical Center, St. Christopher's Hospital for Children, Chestnut Hill Hospital, Cooper Medical Center, Abington Memorial Hospital, Belmont Center for Comprehensive Care, Friends Hospital, Shriners' Hospital for Children, Holy Redeemer Hospital and Medical Center, Thomas Jefferson University Hospital, Methodist Hospital, Lankenau Hospital, Lower Bucks Hospital, Paoli Hospital, Aria Health System, Presbyterian Medical Center, St. Mary Medical Center, Doylestown Hospital, and various public, parochial, and private schools in Philadelphia and the surrounding counties. In addition, students may have the opportunity to practice through the La Salle University Neighborhood Nursing Center, a nurse-managed public-health facility.

Students are responsible for their own means of transportation to and from clinical sites.

REQUIREMENTS FOR PROGRESSION AND GRADUATION

PROGRESSION IN THE NURSING MAJOR

Students in the nursing major must meet specific academic standards for continued progression in the major. Students must maintain a 2.75 GPA in nursing major courses in order to progress; if a student does not maintain the GPA, the student will no longer be permitted to progress in the nursing major and will be advised to choose another major.

REQUIREMENTS FOR GRADUATION

In order to graduate, all nursing students must fulfill these requirements:

- provide documentation of completion of 5000 NCLEX-style questions;
- complete a formal NCLEX-RN® review course at the completion of the program; and
- satisfactorily complete all core and major courses, including NUR 417.

FACULTY

Kathleen A. Czekanski, Ph.D., R.N.
Associate Dean, Nursing Programs, School of Nursing and Health Sciences

Barbara Hoerst, Ph.D., R.N.
Director, Undergraduate Nursing Program

Professors: Wolf, Zane Robinson, Ph.D., R.N., FAAN (Dean *Emerita*,
School of Nursing and Health Sciences)

Associate Professors: Altmiller, Breckenridge, Czekanski, Dillon, Frizzell,
Goldberg, Wieland

Assistant Professors: Bailey, Bicknell, Burke, Gies, Gurmankin, Harkins,
Hoerst, Kavanagh, Kinder, Levine, Matecki, McGroarty, Sipe, Wilby

Instructors: Grosshauser, Kenney, McGovern, Neumeister, Smith, Terrell

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

Kristin DeLay, M.A.
Assistant Director, Evening/Weekend Nursing (ACHIEVE) Program

Karen Rossi, MSN, R.N.
Assistant Director, R.N. to BSN, RN to MSN Bridge Programs

Rosemary Elliott, M.Ed., BSN, MSN, R.N. Coordinator, Nursing Learning
Resource Center

**MODEL ROSTER —
EVENING/WEEKEND BASIC BSN ACHIEVE
PROGRAM, MAIN CAMPUS**

Fall	Spring	Summer I/Summer II
Nursing 304	Nursing 305	Nursing 312
Nursing 307	Nursing 306	Nursing 316
Fall	Spring	Summer I/Summer II
Nursing 310	Nursing 408	Nursing 411
Nursing 405	Nursing 412	
Fall		
Nursing 414		
Nursing 416		
Nursing 417		

**MODEL ROSTER —
EVENING/WEEKEND BASIC BSN ACHIEVE
PROGRAM, BUCKS COUNTY CAMPUS**

Fall	Spring	Summer I/Summer II
	Nursing 304	Nursing 305
	Nursing 307	Nursing 306
Fall	Spring	Summer I/Summer II
Nursing 312	Nursing 310	Nursing 412
Nursing 316	Nursing 405	
Fall	Spring	
Nursing 408	Nursing 414	
Nursing 411	Nursing 416	
	Nursing 417	

ACHIEVE PROGRAM PROGRESS RECORD (126 CREDITS)

I. Powers (4 courses)

- A. Writing I
 - **ENG 110** College Writing I
- B. Writing II
 - **ENG 210** College Writing II
- C. Numbers
 - **HSC 217** Statistics for Health Science Professionals
- D. Information Technology
 - **CSC 151** Introduction to Computing Using Packages
or **CSC 155** Healthcare Informatics

II. Frameworks of Scientific Understanding (8 courses)

- A. Natural Science (5 courses)
The following courses are required:
 1. **BIO 161** Anatomy & Physiology I
 2. **BIO 162** Anatomy & Physiology II
 3. **BIO 163** Clinical Microbiology
 4. **CHM 161** Chemistry of the Life Sciences
 5. **NUTR 165** Principles of Nutrition
- B. Social Science (3 courses)
 1. Sociology
 - **SOC 150** Principles of Sociology
 2. Psychology
 - **PSY 155** Introduction to Psychology
 - **PSY 210** Developmental Psychology

III. Patterns of Meaning (8 courses)

- A. Religion
 1. **REL 150** The Christian Tradition
or **REL 153** The Dynamics of Religion
 2. **REL** REL 200-Level
- B. Philosophy
 1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
 2. **PHL 200** PHL 200-Level
- C. Literature
 - **ENG 150** Themes in Literature and Culture
or **LIT 150** Modern European and Latin American Writers
- D. History
 - **HIS 151** Global History to 1500
or **HIS 155** Themes in American History: A Biographical Approach
- E. Fine Arts or Foreign Language (one of the following three)
 - **ARTH 150** Introduction to Art
 - **MUS 150** The Art of Listening
 - Foreign Language
- F. One of the following
 - **ENG 250** Writers and Their Worlds
 - **LIT 250** Topics in World Literature
 - **HIS 251** Global History 1500 to Present
 - **DART 200** History and Theory of Digital Art (may only be taken if ARTH 150 was taken in category E)
 - Another course in what was taken in Category E; Fine Arts (200-Level) or Foreign Language.

IV. Major Nursing Requirements (14 courses)

1. **NUR 304** Introduction to Professional Nursing
2. **NUR 305** Health Assessment and Promotion
3. **NUR 306** Nursing Care of Women and the Childbearing Family
4. **NUR 307** Foundations of Practice
5. **NUR 310** Mental Health of Individual and Community
6. **NUR 312** Pharmacology
7. **NUR 316** Care of Older Adults in Health and Illness
8. **NUR 405** Nursing Care of Children and Adolescents
9. **NUR 408** Nursing Research
10. **NUR 411** Public Health Nursing
11. **NUR 412** Care of Chronically Ill Adults
12. **NUR 414** Nursing Management and Leadership Concepts and Practice
13. **NUR 416** Care of Acutely Ill Adults
14. **NUR 417** Senior Seminar: Synthesis of Nursing Clinical Concepts

V. Electives (2 courses)

1. _____
2. _____

COURSE DESCRIPTIONS**NUR 304****INTRODUCTION TO PROFESSIONAL NURSING**

3 credits

This course explores concepts fundamental to the nursing profession from perspectives of science, art, and values. Students examine professionalism and the practice of nursing within the broader health care system. They investigate roles of professional nurses, levels of education and practice, and development of a career. Emphasis is placed on how nurses use critical thinking in the context of clinical practice and philosophical, legal, and ethical foundations of professional practice. Prerequisites: 67 credits in the School of Arts and Sciences.

NUR 305**HEALTH ASSESSMENT AND PROMOTION**

4 credits

The focus of this course is to develop the theoretical and practical base necessary to assess the health status of persons across the lifespan. Emphasis is on physical assessment, health promotion activities, prevention of disease, and teaching interventions necessary to provide care to healthy persons. The course concentrates on the identification of health promotion activities and teaching interventions to advance self-care and explore the nature of the person-environment interaction. Students learn physical assessment of the healthy client in the context of health promotion and evaluation. Student experiences take place in the laboratory where health assessment and promotion activities are practiced. The course includes 42 hours of theory and 42 hours of clinical. Prerequisites: 67 credits in the School of Arts and Sciences; NUR 304.

NUR 306**NURSING CARE OF WOMEN AND THE CHILDBEARING FAMILY**

4 credits

The focus of this course is health assessment and health promotion for the childbearing family. Emphasis is placed on the application of theoretical principles that include family theory; the psychological, psychosocial, and physiological nature of the normal childbearing experience; and the promotion and education of lactation as a maternal-child health factor. Special emphasis is given to major maternal and neonatal risk factors and complications that potentially compromise healthy beginnings. Students will apply the nursing process with childbearing families who may vary in age, ethnicity, culture, language, social status, marital status, and sexual preferences. Education is planned so that students may apply learning experiences to a variety of diverse settings. Nursing plans of care reinforce the problem solving approach useful with many clients as well as promote NCLEX critical thinking. This course supports the use of evidenced-based practice in application of care. This course recognizes and incorporates the Standards of Care and Professional Performance as published in the Standards and Guidelines for Professional Nursing Practice in the Care of Women and Newborns, 7th ed. (AWHONN, 2009). The course includes 42 hours of theory and 42 hours of clinical. Prerequisites: 67 credits in the School of Arts and Sciences; NUR 304, NUR 307; corequisite: NUR 305.

NUR 307**FOUNDATIONS OF PRACTICE**

5 credits

This course uses a systems theory framework to assist students to view the health care needs of patients requiring health maintenance services. Clinical experiences are provided in secondary and tertiary health care settings. Students demonstrate common nursing skills in the campus laboratory and health care agencies. The course emphasizes traditional and holistic approaches to patient care. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: 67 credits in the School of Arts and Sciences; corequisite: NUR 304.

**NUR 310****MENTAL HEALTH OF THE INDIVIDUAL AND COMMUNITY**

5 credits

The focus of this course is to develop the theoretical and practice base necessary to care for human systems under stress. The course incorporates learning to care for oneself as an approach to understanding and caring for others. Emphasis is placed on theories of stress and coping (including crisis theory and family systems), as well as theories related to neurobiological and psychosocial conceptual models. The course will provide a strong theoretical practice foundation for assessing human systems facing problems such as loss, crisis, chronic illness, impaired coping ability and maladaptive patterns of behavior. Clinical experiences will provide opportunities to apply the nursing process in caring for the mental health needs of individuals, groups, and families. The course is designed to meet guidelines of professional nursing as presented in *The Psychiatric-Mental Health Nursing: Scope and Standards of Practice*. (2007). Author: ANA, APNA, ISPN: Washington, DC. The course includes 42 hours of theory and 84 hours of clinical. Corequisites: NUR 304, NUR 305, and NUR 307.

NUR 312**PHARMACOLOGY**

3 credits

This course explores pharmacodynamics, pharmacokinetics, drug actions and interactions and selected environmental and cultural factors of drug therapy. Safety precautions during medication administration are emphasized. Special consideration is placed on the effects of drugs on individuals across their lifespan. Nursing responsibilities in drug therapy will be incorporated into clinical nursing courses. Prerequisite: NUR304, NUR 305 and NUR 307.

NUR 316 (S)**CARE OF OLDER ADULTS IN HEALTH AND ILLNESS**

5 credits

Students investigate the impact of illness on adult and geriatric patients and their families. They examine physiological, pathophysiological, psychological, financial, spiritual, and social changes affecting ill adults. Emphasis is placed on nursing interventions that promote, maintain, and restore health. Safety principles are highlighted. Students provide care for adult patients, emphasizing care needs of frail elders, in secondary and tertiary health care agencies. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: NUR 304, 305, and 307; Corequisite: NUR 312.

NUR 405**NURSING CARE OF CHILDREN AND ADOLESCENTS**

5 credits

This course focuses on the impact of acute and chronic illness on children and adolescents and their families. Physiological and psychosocial alterations are explored from a holistic and systems perspective with special emphasis on the developmental needs of the child or adolescent. Application of the nursing process including the maintenance of health through the illness experience is emphasized with young patients and their families in secondary and tertiary settings. Special emphasis is given to risk reduction in the care of children and adolescents and their families as identified in the Healthy Children/Youth 2020 documents. The course is designed to meet the guidelines for professional nurses as found in the ANA Standards of Clinical Nursing Practice and the Statement on the Scope and Standards of Pediatric Clinical Nursing Practice. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: all 300-level courses; NUR 405 may be taken concurrently with NUR 310 only if all other 300-level courses are completed.

NUR 408NURSING RESEARCH
3 credits

The purpose of this course is to stimulate a refinement and appreciation of the potential of the research process in the development of nursing, client, and health care systems. This course emphasizes the research approach in nursing and the necessity for theory-based and evidence-based practice. Problem identification, literature review, hypothesis formulation, research design, sampling, data collection and analysis will be explored. Students will be required to identify a problem in the nursing or client system, propose a method for its investigation, and present the proposal for critique by peers. Emphasis will be placed on a critique of published nursing research and on the notion that an applied discipline is only as strong as its research and theoretical base. Prerequisites: HSC 217 and all NUR 300-level nursing courses.

NUR 411PUBLIC HEALTH NURSING
5 credits

This course expands the theoretical and experiential base gained in prior nursing and non-nursing courses by introducing students to population-based nursing care. Emphasis is placed on planning to address health promotion, primary and secondary disease prevention, and protection goals for particular at-risk and high risk population groups. The course orients the student to health care needs and interests of families, aggregates, and communities as a whole, rather than solely focusing on needs and interests of individual clients. Health care strategies, population-level interventions, and community resources are identified. Neighborhood and community cohesiveness, as well as relevant political, economic, social, and health care action(s) are examined. Students reflect upon contemporary literature related to public health issues. Varied clinical opportunities support nursing, epidemiological, and public health approaches in selected agency and community sites. Students explore and apply nursing strategies that strengthen individual, family, and communal well-being. Clinical practicum projects emphasize the processes of group work and program planning at the community level. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: all 300-level NUR courses, NUR 405, NUR 408, and NUR 412.

NUR 412 (F)CARE OF CHRONICALLY ILL ADULTS
5 credits

In this course students investigate the impact of chronic illness on adult and geriatric patients and their families. Physiological, pathophysiological, and psychosocial changes are explored in relation to the experience of chronic illness. Health maintenance and health restoration nursing interventions and safety principles are emphasized. Students care for chronically ill adult patients in secondary and tertiary health care agencies. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: all NUR 300-level nursing courses.

NUR 414 (S)NURSING LEADERSHIP AND MANAGEMENT CONCEPTS AND PRACTICE
3 credits

The purpose of this course is to analyze nursing leadership and management from a systems perspective. A broad organizational perspective is developed, emphasizing the fit of the nursing unit within the larger organizational structure. Within this context, the roles of professional nurses as leaders and managers are explored. Leadership behaviors in self are compared to those of a nurse leader role model observed in the practice setting. Emphasis is given to the promotion of assertive behavior in the professional role. Prerequisites: all 300-level nursing courses, NUR 405, NUR 408, and NUR 412; Corequisite: NUR 416.

NUR 416 (S)CARE OF ACUTELY ILL ADULTS
5 credits

This course delineates principles, practices and theoretical models specific to the nursing care of acutely ill adult clients. Health maintenance and health restoration nursing interventions are emphasized. The impact of the illness experience on patients, families, and the community is explored from a holistic and systems theory perspective as students develop knowledge and skills. Established evidence, outcomes measures, and continuous quality improvement models are used to develop and evaluate plans of care that emphasize safety and attend to nursing sensitive quality indicators. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: all 300 level nursing courses and NUR 405, 408, and 412.

NUR 417 (F, S)SENIOR SEMINAR: SYNTHESIS OF NURSING CLINICAL CONCEPTS
1 credit

This senior seminar prepares the student for success in the transition from student to professional nurse. The main focus is to assist the student in synthesizing nursing clinical concepts that are essential for the entry-level nurse to provide safe quality nursing care to individuals, families, and groups in a variety of clinical settings. The course readies the student for the NCLEX-RN® examination as it emphasizes the development of critical thinking and test-taking skills through the use of evidence-based strategies that promote success in licensure examination.

Nursing Electives**NUR 465**SAFETY STRATEGIES FOR HEALTHCARE DELIVERY SYSTEMS
1 or 3 credits

This course explores medication and other health-care errors that threaten patient safety. The impact of health-care errors is examined from the perspectives of consumers, health-care providers, professional organizations, legislators, hospitals, and health-care delivery agencies. Systems improvement initiatives are investigated with the goal of preventing health-care errors. Interdisciplinary and collaborative roles of consumers, legal counsel, and health-care providers, including nurses, pharmacists, and physicians, are emphasized. Prerequisite: NUR 301.

NUR 467CARING THEORY, CARING PRACTICE
3 Credits/

This course examines human caring and nurses' contributions to the health and healing of the people served. It emphasizes the history, research, and aesthetics of caring from the perspectives of nursing and other disciplines. Emphasis is placed on critique of caring research, scholarly and aesthetic writing on caring, and resources available to study caring. International caring and self-care are analyzed.

ACCELERATED RN – BSN PROGRAM

La Salle's Accelerated R.N.-BSN Program provides the opportunity to refine critical-thinking skills, to strengthen one's self-concept as a person and as a member of the nursing profession, and to set a course for self-directed learning and independent action, enhancing one's personal and professional growth.

The La Salle University Accelerated R.N.-BSN Program is fully accredited by the Commission on Collegiate Nursing Education (CCNE).

As a special service to students and prospective students, a nurse academic adviser is available to discuss the nature of the program and individual options for progression through the program. For an appointment with the nursing academic adviser, call 215.951.1434 (Main Campus).

ADMISSION REQUIREMENTS

- Completed Evening and Weekend Program Application for admission
- Official copies of transcripts from colleges or universities attended and/or nursing school. If you have completed fewer than 30 college credits, you need to submit a high school transcript. College credit may be granted for prerequisite courses through CLEP and Excelsior's College Examinations
- Copy of R.N. licensure
- GPA of 2.75 in previous nursing program

Applicants will be accepted each year for the summer, fall, and spring semesters, beginning in May, September, and January.

Before beginning nursing major courses, the student must have earned at least 60 credits in the liberal arts and sciences, which include the following prerequisites:

Writing	6 credits
Anatomy and Physiology I and II	8
Chemistry	3*
Microbiology	4
Psychology	6
Nutrition	3**
Sociology	3

*May be waived with proof of passing high school chemistry. If waived, three credits will be substituted with a nursing elective.

**Students may complete an expedited portfolio for three credits of NUTR 165.

Students should be aware that the School of Nursing and Health Sciences' undergraduate nursing grading system is different from the general University. Please refer to the School of Nursing and Health Sciences' Undergraduate and Graduate Handbook for details.

THE CURRICULUM

Nursing major courses in the Accelerated R.N.-BSN Program consist of 52 credits. La Salle's R.N.-BSN Program recognizes the knowledge and experience of the R.N. student by providing a battery of challenging examinations through which the student may validate prior learning in nursing. The R.N. student may articulate 25 of the 52 credits as advanced placement required in the nursing major. Students wishing to articulate credits from prior basic nursing programs must have achieved a GPA of 2.75 or better in that program. Listed below are nursing major courses, their descriptions and prerequisites, and opportunities for earning credits by challenge examination. A fully online option for the nursing courses is available, with cohorts beginning each January and May.

COURSE DESCRIPTIONS

** Courses that may be validated through Challenge Examinations or portfolio assessment.

NUR 301

PROFESSIONAL NURSING PRACTICE AND HEALTH INFORMATION SYSTEMS
3 credits

This course examines professional nursing practice and clinical practice competencies specified by professional nursing organizations, nursing accrediting agencies, and private foundation and federal reports. Students expand knowledge of workforce issues and informatics to enhance patient and health care provider safety, evidence-based practice, and patient-centered care. Professional writing, electronic portfolio development, and informatics skills are emphasized.

NUR 314**

HEALTH ASSESSMENT
3 credits

The purpose of this course is to refine and expand the skills of history and taking and physical assessment of the human system in health. Students analyze qualitative and quantitative data to determine health deviations from the normal healthy state. They collect data systematically using appropriate assessment techniques and tools to complete a physical assessment. The course stresses the documentation of findings using appropriate terminology for each system. There is emphasis on the communication of findings to both the client and other health-care professionals. Course objectives and clinical evaluations are based on ANA Standards of Practice. Prerequisite: NUR 301.

NUR 318

DEVELOPMENTS AND CONTROVERSIES IN PATHOPHYSIOLOGY AND PHARMACOLOGY
3 credits

Controversies and knowledge development in pathophysiology and pharmacology are investigated and their impact on nursing care through the lifespan are examined. Factors influencing health and illness, such as genetics, ethnicity, and environment, are discussed in relation to disease occurrence and treatment. Relationships among disease states and varying approaches to drug therapies are examined using evidence-based approaches. Technology at point-of-care nursing practice is used, including personal digital assistants (PDAs) and clinical data repositories (CDRs), to develop competencies responding to just-in-time critical values and knowledge for patient-centered care. Prerequisite: NUR 301.

NUR 408

NURSING RESEARCH
3 credits

The purpose of this course is to stimulate a refinement and appreciation of the potential of the research process in the development of nursing, client, and health-care systems. This course emphasizes the research approach in nursing and the necessity for theory-based and evidence-based practice. Problem identification, literature review, hypothesis formulation, research design, sampling, data collection, and analysis will be explored. Students will be required to identify a problem in the nursing or client system, propose a method for its investigation, and present the proposal for critique by peers. Emphasis will be placed on critique of published nursing research and on the notion that an applied discipline is only as strong as its research and theoretical base. Prerequisites: HSC 217.

RN – BSN PROGRESS RECORD (121 CREDITS)

I. Powers (4 courses)

- A. Writing I¹
 - **ENG 110** College Writing I
- B. Writing II
 - **ENG 210** College Writing II
- C. Numbers
 - **HSC 217** Statistics for Health Science Professionals
- D. Information Technology
 - **CSC 151** Introduction to Computing Using Packages

1 May be waived by decision of the University before beginning course work; then additional elective is required.

II. Frameworks of Scientific Understanding (8 courses)

- A. Natural Science (5 courses)
The following courses are required:
 1. **BIO 161** Anatomy & Physiology I
 2. **BIO 162** Anatomy & Physiology II
 3. **BIO 163** Clinical Microbiology
 4. **CHM 161** Chemistry of the Life Sciences (may be waived with proof of successful High School chemistry completion. If waived, three credits will be substituted with a nursing elective)
 5. **NUTR 165** Principles of Nutrition (students may complete an expedited portfolio for three credits of NUTR 165.)
- B. Social Science (3 courses)
 1. Sociology
 - **SOC 150** Principles of Sociology
 2. Psychology
 - a. **PSY 210** Developmental Psychology
 - b. One of the following four courses
 - **PSY 205** Personality Dynamics and Adjustment
 - **PSY 220** Psychopathology
 - **PSY 225** Social Psychology
 - **PSY 155** Introduction to Psychology

III. Patterns of Meaning (8 courses)

- A. Religion
 1. **REL 150** The Christian Tradition
or **REL 153** The Dynamics of Religion
 2. **REL** REL 200-Level
- B. Philosophy
 1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
 2. **PHL 200** PHL 200-Level
- C. Literature
 - **ENG 150** Themes in Literature and Culture
or **LIT 150** Modern European and Latin American Writers
- D. History
 - **HIS 151** Global History to 1500
 - **HIS 155** Themes in American History: A Biographical Approach
- E. Fine Arts or Foreign Language (one of the following three)
 - **ART 150** Introduction to Art
 - **MUS 150** The Art of Listening
 - **Language**
- F. One additional Literature, History, Fine Arts, or Foreign Language course
 - _____

IV. Nursing Major Requirements (9 courses)

1. **NUR 300** Nursing Credits for Associate Degree or Diploma Program
2. **NUR 301** Professional Nursing Practice and Health Information Systems
3. **NUR 314** Health Assessment
4. **NUR 318** Developments and Controversies in Pathophysiology and Pharmacology
5. **NUR 408** Nursing Research
6. **NUR 410** Evidence-based Nursing Practice
7. **NUR 413** International Public Health Nursing
8. **NUR 418** Nursing Leadership, Management, and Organizational Dynamics
9. **NUR 465** Safety Strategies for Health Care Delivery Systems
10. Undergraduate Nursing Elective (**NUR 607** or **NUR 608** instead following approval of the Academic Advisor.)

V. Liberal Arts Elective (2 courses)

1. _____
2. _____

NUR 410EVIDENCE-BASED PRACTICE
3 credits

This course focuses on the integration of evidence into clinical nursing practice. Sources of evidence will include nursing research, integrative reviews, practice guidelines, quality improvement data, and case studies. Students will have the opportunity to critically evaluate evidence for its validity and applicability to nursing practice. Historical perspectives of evidence-based nursing practice also will be explored. Prerequisite: NUR 301 AND 408.

NUR 413INTERNATIONAL PUBLIC HEALTH NURSING
3 credits

This course expands the theoretical and experiential base gained in prior nursing and non-nursing courses by introducing students to population-based nursing with a special focus on global and international health issues. Emphasis is placed on identifying trends in the health and health care of populations as well as exploring strategies to address health promotion, primary, secondary and tertiary disease prevention, and protection goals for particular at-risk and high-risk population groups throughout the world. The course orients the student to health-care needs and interests of families, aggregates, communities, and nations as a whole, rather than solely focusing on needs and interests of individual clients. Health-care strategies, population-level interventions, community resources, and opportunities for interdisciplinary and interagency collaboration are identified. Relevant political, economic, social, and ethical implications of particular health-care strategies are examined. Specific countries and public health issues will be selected to compare and contrast with the U.S. health-care-delivery system. Students reflect upon contemporary literature related to national and international public health issues. Prerequisite: NUR 301.

NUR 418NURSING LEADERSHIP, MANAGEMENT, AND ORGANIZATIONAL DYNAMICS
3 credits

Students explore the political, organizational, social, cultural, and economic factors affecting nursing practice. Acute care, long-term care, and community-based settings are examined regarding their organizational structures, health-care financing, and reimbursement challenges. Budgeting principles are analyzed with an emphasis on creating a budget on a spreadsheet for a program of nursing services. Clinical data repositories and interdisciplinary efforts are scrutinized within the context of patient-centered, safe care, and process improvement initiatives. Prerequisite: NUR 301.

NUR 465SAFETY STRATEGIES FOR HEALTHCARE DELIVERY SYSTEMS
3 credits

This course explores medication and other health-care errors that threaten patient safety. The impact of health-care errors is examined from the perspectives of consumers, health-care providers, professional organizations, legislators, hospitals, and health-care delivery agencies. Systems improvement initiatives are investigated with the goal of preventing health-care errors. Interdisciplinary and collaborative roles of consumers, legal counsel, and health-care providers, including nurses, pharmacists, and physicians, are emphasized. Prerequisite: NUR 301.

Nursing Electives**NUR 400**ETHICS IN NURSING
3 credits

This course is designed to provide the foundations for critically analyzing ethical dilemmas in nursing practice. Ethical theories will be explored and critically examined, with a focus on application to nursing practice. Moral developmental theories will be discussed in light of the current debate regarding gender and racial disparities in decisions for ethical practice from a systems theory perspective. The course will draw on students' clinical experiences to promote moral reflection and personal values clarifications with regard to contemporary health-care challenges. The course will examine emerging issues as influenced by emerging technological, clinical, political, legal, socio-economic, and fiscal factors.

Health Science Minor Courses**HSC 114**UNHEALTHY URBAN ENVIRONMENTS: HEALTHY SOLUTIONS
3 credits

This course integrates earth sciences, geology, environmental sciences, and health initiatives in the Greater Philadelphia metropolitan area. These initiatives identify, manage and eliminate urban/environmental threats to the problems. The environmental problems studied in the linked courses include lead poisoning of young children, radon, asbestos exposure, urban brownfields, toxic waste, urban pollution and other environmental hazards. The students are introduced to the urban environment by class trips to neighborhoods in the city. These neighborhoods are identified as high risk for disease and illness because of environmental pollutants and geographic or climatic problems. Classes incorporate Nursing Center programs that deal with in-home or community threats such as lead paint, asthma, and the sinking homes of Logan.

HSC 223PLAGUES AND EPIDEMICS: PAST, PRESENT, AND FUTURE
3 credits

This course traces the history and etiology of some of the world's most famous plagues and epidemics. The effect of infectious diseases on human civilization are presented. Discussions chronicle the evolution of knowledge and treatment modalities of these diseases. The question of how to prevent plagues and epidemics in the future is addressed. The public health threats of bioterrorism are explained.

HSC 389RACE, ETHNICITY, AND PUBLIC HEALTH
3 credits

This course provides students with a basic understanding of racial and ethnic differences in health status and the factors that shape them. Students examine the concepts of race and ethnicity and distinguish between categories of biological and social constructionist perspectives. Students define and describe racial and ethnic health disparities, discuss mechanisms underlying disparities, and think critically about existing health research on health disparities. They also explore theoretical frameworks for interpreting disparities in health and examine approaches for elimination of racial and ethnic health disparities.

HSC 407

STRESS AND HEALTH

The focus of this course is to develop the theoretical and practice base necessary to care for human systems experiencing stress. Theories of stress

and its relationship to disease onset, impaired healing and compromised wellness are examined with an emphasis on developing holistic plans for health promotion, health restoration, and health maintenance. Within the context of the course, the student will have the opportunity to critically examine the experience of a variety of non-invasive therapeutic modalities for promotion of wellness. A strong emphasis of the course is on the assessment of human systems under stress, and on the development of communication techniques that enhance students' ability to understand the human condition. Reflection on personal experiences as a model for understanding self and others will be utilized.

HSC 416

URBAN HEALTH: FAMILIES AND CHILDREN IN JEOPARDY
3 credits



The focus of this course is to develop the theoretical and practice base necessary to care for human systems experiencing stress. Theories of stress and its relationship to disease onset, impaired healing, and compromised wellness are examined with an emphasis on developing holistic plans for health promotion, health restoration, and health maintenance. Within the context of the course, the student will have the opportunity to critically examine the experience of a variety of non-invasive therapeutic modalities for promotion of wellness. A strong emphasis of the course is on the assessment of human systems under stress and on the development of communication techniques that enhance students' ability to understand the human condition. Reflection on personal experiences as a model for understanding self and others will be utilized.

HSC 451

URBAN MEN'S HEALTH
3 credits



This course explores the growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicaments of fragile populations with a focus on the unique health status of urban men. The course recognizes that masculinity, gender roles, employment, and other psychological and social factors influence the way men care for themselves and others. Students participate in health-promotion activities in environments in which the challenges that urban men face when seeking access to care are evident. A service-learning project for urban men is implemented.

HSC 493

HOLISTIC HEALTH APPROACHES
3 credits

This course explores philosophical, theoretical, and practice of holistic health care. The foundations of holistic health care lie in the belief that healing interventions need to take into consideration the whole person with the goal of bringing about unity, harmony, and integrity of the individual with one's internal and external environments. With focus on the needs of the total person, holistic health care is not considered an alternative to the familiar Western health care but a component that co-exists. The course is designed to introduce students to several approaches to health and healing, with a focus on the underlying history, theory, and principles. A focus for this course will be hands-on practice with each of these strategies with the intention that students will be able to integrate these holistic healing approaches into their practice. Strategies included in this course will be: relaxation techniques, guided imagery, foot reflexology, scuttering, meridian massage, introductory Reiki, and therapeutic touch.

R.N.-BSN TO MSN PROGRAM

La Salle's R.N.-BSN to MSN Program is designed for the registered nurse who is committed to pursuing a Master of Science 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. The R.N.-BSN to MSN program is for graduates of diploma and associate degree nursing programs who have made the decision to pursue master's-level education to meet career goals.

ADMISSION REQUIREMENTS

Registered nurses can be admitted to the program through two routes.

The R.N. student completes an Evening and Weekend Program Application.

1. The R.N. student must provide official copies of transcripts from high school and college and/or university programs. The student must provide a copy of a current R.N. license. The R.N. student who is currently enrolled in the R.N.-BSN Program and decides to pursue the R.N.-BSN to MSN option should submit an MSN application during the final semester of the BSN program. Please refer to the Graduate Nursing Web site for admission and schedule an appointment with the Graduate Nursing Director.
2. The R.N. student who is new to La Salle should complete all requirements for admission to the MSN program (see MSN brochure).

Students should be aware that the School of Nursing and Health Sciences' undergraduate nursing grading system is different from that of the general University. Please refer to the School of Nursing and Health Sciences' Undergraduate and Graduate Handbook for details.

THE CURRICULUM
RN-BSN TO MSN OPTION**NUR 301**

PROFESSIONAL NURSING PRACTICE AND HEALTH INFORMATION SYSTEMS
3 credits

NUR 314

HEALTH ASSESSMENT
3 credits

NUR 318

DEVELOPMENTS AND CONTROVERSIES IN PATHOPHYSIOLOGY
AND PHARMACOLOGY
3 credits

NUR 408

NURSING RESEARCH
3 credits

NUR 410

EVIDENCE-BASED NURSING PRACTICE
3 credits

NUR 413

INTERNATIONAL PUBLIC HEALTH NURSING
3 credits

NUR 418

NURSING LEADERSHIP, MANAGEMENT, AND ORGANIZATIONAL
DYNAMICS
3 credits

NUR 465

SAFETY STRATEGIES FOR HEALTH CARE DELIVERY SYSTEMS
3 credits

NUR ELECTIVE/GENERAL ELECTIVE

GRADUATE COURSES MAY BE TAKEN WITH PERMISSION OF THE
ACADEMIC ADVISER.

NUR 607 (F, S, Summer)

ADVANCED EDUCATION NURSING ADMINISTRATION IN HEALTH CARE
DELIVERY SYSTEMS
3 credits

This course examines the evolution of advanced education nursing in the context of changing health care delivery systems. Students explore health care policy development and examine systems of delivering patient care in relation to financial, ethical, legal, sociocultural, legislative-political, and professional concerns. Program development, informatics, fiscal management of health care services, budgeting, and reimbursement issues are emphasized. Students practice interdisciplinary collaboration and coalition-building skills in leadership roles extending beyond the traditional health care environment.

NUR 608 (F, S, Summer)

POPULATION-BASED CARE AND ADVANCED EDUCATION NURSING
3 credits

In this course, students develop cultural competence regarding the role of the advanced education nurse by meeting the health-care needs of diverse groups and populations. Health promotion, disease prevention, resource utilization, and health education responsibilities are examined. Students utilize basic epidemiological concepts, group theories, and needs-assessment approaches for vulnerable populations. They explore the varying needs of diverse groups in community settings through a cultural blueprint.

RN TO MSN BRIDGE PROGRAM

The bridge program is intended for registered nurses with a non-nursing baccalaureate degree who are interested in pursuing a Master of Science in Nursing (MSN). Interested applicants would need to fulfill undergraduate evening admission requirements.

Admission requirements include:

- completing an Evening and Weekend Program Application
- providing official copies of transcripts from nursing program, colleges, and/or universities
- providing a copy of current R.N. license

When accepted by the Admission Office, the student would need to successfully complete four courses at the undergraduate level:

- NUR 314 Health Assessment
- NUR 408 Nursing Research
- NUR 413 International Public Health Nursing
- Statistics

After successful completion of the above courses with a GPA of 3.0 or above, the applicant would be able to apply to the MSN Program.

Students should be aware that the School of Nursing and Health Sciences' undergraduate nursing grading system is different from that of the general University

APPENDIX

BOARD OF TRUSTEES

William R. Sautter, Chairman
 Michael J. McGinniss, F.S.C., Ph.D., President

Susan M. Barrett
 James L. Butler, F.S.C.
 Frank G. Byrne, F.S.C.
 Diego F. Calderin
 Susan F. Altamore Carusi, Esq.
 John M. Daly, M.D., FACS
 Edward J. Fierko
 Daniel K. Fitzpatrick
 Joseph A. Frick
 James F. Gaffney, F.S.C.,
 Gaetano P. Giordano
 Elmer F. (Bud) Hansen III
 Brian Henderson, F.S.C.
 Farah M. Jiminez
 Ricardo R. Johnson, Esq.
 William E. Kelly Jr., J.D.
 Richard Kestler, F.S.C.
 Thomas A. Leonard
 Dennis Malloy, F.S.C.
 Bernadette M. Mangan
 William J. Markmann, M.D.
 William W. Matthews III, Esq.
 Ralph J. Mauro, Esq.
 James V. Morris
 Brennan P. O'Donnell, Ph.D.
 Kevin F. O'Donnell
 James V. O'Rourke
 Frank C. Palopoli
 William R. Sasso, Esq.
 James J. Smart
 Judith A. Spires
 Kevin M. Stanton, F.S.C.
 Gregory J. Webster
 Patricia D. Wellenbach
 Stephen T. Zarrilli

Joseph A. Gallagher, *Emeritus*
 Charles MacDonald Grace, *Emeritus*
 G. Dennis O'Brien, Ph.D. *Emeritus*
 Charles J. Reilly, *Emeritus*
 Louis A. Petroni, Esq., Legal Adviser

OFFICERS OF THE CORPORATION

William R. Sautter, Chairman
 Michael J. McGinniss, F.S.C., Ph.D., President
 Edward J. Sheehy, F.S.C., Ph.D., Vice President
 Matthew S. McManness, Treasurer and Financial Adviser

PRESIDENT
President

Michael J. McGinniss, F.S.C., Ph.D.

Executive Assistant to the President

Alice L. Hoersch, Ph.D.
 Joseph J. Willard, F.S.C.

Director of Intercollegiate Athletics and Recreation

Thomas Brennan, Ed.D.

**Executive Assistant to the President/
 Director of Community and Economic Development**

William J. DeVito

Executive Director, Office of Mission

Margaret McGuinness, Ph.D.

ACADEMIC AFFAIRS
Provost/Vice President for Academic Affairs

Joseph R. Marbach, Ph.D.

Associate Provost for Graduate Financial Planning and Budgets

Kathleen Burns, MBA

Associate Provost for Graduate Studies

Margaret M. McManus, Ph.D.

**Associate Provost for International Education
 and External Relations**

Joseph Y. Ugras, Ph.D., CMA

Assistant Provost

John J. McGoldrick, F.S.C., Ph.D.

Assistant Provost for Academic Support and Student Success

Teri L. Ceraso, M.A.

**Assistant Provost for Evaluation Services
 and Institutional Research**

Michael J. Roszkowski, Ph.D.

Assistant Provost for La Salle University Online

Stanley A. Braverman, J.D., MBA

Assistant Vice President for Corporate and Professional Outreach

Robert Herbst, M.A.

Dean, School of Arts and Sciences

Thomas A. Keagy, Ph.D.

Associate Dean

Sharon F. Schoen, Ed.D.

Assistant Deans

Sally Rooney, M.S.

Julie R. Valenti, M.A.

Director of the Doctorate in Psychology Program

Kelly McClure, Ph.D.

Director of the Doctorate in Theology Program

Rev. Francis J. Berna, O.F.M., Ph.D.

Director of the Hispanic Institute and the Graduate Program in Bilingual/Bicultural Studies, Teaching English as a Second Language, and Translation and Interpretation

Carmen Lamas, Ph.D.

Director of the Graduate Program in Central and Eastern European Studies

Luis Gomez, Ph.D.

Director of the Graduate Programs in Counseling and Family Therapy

Donna Tonrey, PsyD.

Director of the Graduate Program in Professional Clinical Counseling

John J. Rooney, Ph.D.

Director of the Graduate Program in Computer Information Science

Margaret McCoe, M.S.

Director of the Graduate Program in Education

Greer Richardson, Ph.D.

Director of the Graduate Program in English

Stephen Smith, Ph.D.

Director of the Graduate Program in History

George B. Stow, Ph.D.

Director of the Graduate Program in Information Technology Leadership

Margaret McCoe, M.S.

Director of the Graduate Program in Professional Communication

Pamela Lannutti, Ph.D.

Director of the Graduate Program in Theology and Ministry

Rev. Francis J. Berna, O.F.M., Ph.D.

Dean, School of Business

Gary A. Giamartino, Ph.D.

Associate Dean

MarySheila E. McDonald, J.D.

Assistant Dean

Susan E. Mudrick, M.A., MBA

Manager of Events and Public Relations

Maria C. Stout, B.A.

Director of Part-Time MBA Programs

Denise C. Saurennann, M.A.

Director of Full-Time MBA Program and Director of One Year MBA Program

Elizabeth Scofield, MBA

Assistant Director of Part-Time MBA Program

Nicole Blair, MBA

Director of Business Scholars Co-op Program

Penelope Grob, B.A.

Dean *Emeritus* and Director

Gregory O. Bruce, M.S.Ed., MBA

Executive Director, La Salle Center for Entrepreneurship

Steven P. Melick

Executive in Residence

Ralph J. Hall, M.B.A.

Dean, School of Nursing and Health Sciences

Brian A. Goldstein, Ph.D., CCC/SLP

Associate Dean of Nursing

Kathleen E. Czekanski, Ph.D., CNE, R.N.

Assistant Dean

Mary T. Dorr, MSN, R.N.

Director of Undergraduate Nursing Programs

Barbara J. Hoerst, Ph.D., R.N.

Director of the Graduate Nursing, RN-M.S.N. Programs

Patricia Dillon, Ph.D., R.N.

Director of the Master of Public Health Program

Holly M. Harner, Ph.D., CRNP, WHNP-BC, MPH

Director, La Salle Neighborhood Nursing Center

Denise Nagle Bailey, Ed.D., MSN, M.Ed., R.N., CSN

Director of the Speech-Language-Hearing Science Programs

Barbara J. Amster, Ph.D., CCC-SLP

Director of Clinical Education, Speech-Language-Hearing Science Programs

James Mancinelli, MS, CCC-SLP

Clinic Director, Speech-Language-Hearing Science Programs

Maureen Costello, MS, CCC-SLP

Director of the Nutrition Programs

Jule Anne Henstenburg, M.S., RD, CSF, LDN

Dean, College of Professional and Continuing Studies

Joseph Y. Ugras, Ph.D, CMA

Assistant Dean

Elizabeth Heenan, M.Ed.

Director of the Graduate Program in Instructional Technology Management

Bobbe G. Baggio, Ph. D.

**Director of the Graduate Program
in Human Capital Development**

Stephen Hart

Director of the Graduate Program in Economic Crime Forensics

Margaret McCoe, M.S.

Director of the Graduate Program in Nonprofit Leadership

Laura Otten, Ph.D.

Director of the International Institute

Edward F. McManness II, M. Ed.

Director of Marketing

Tomea S. Knight, B.S.

Director of Online Programs

Regina Hierholzer, M.S.

Associate Director of Continuing Studies

James Rook, MBA

Director of Professional and Corporate Education

Robert F. Herbst, M.A.

Associate Director of Recruitment

Bucks County Center Site Manager

William Kline, B.S.

Assistant Director of Conferences and Summer Programs

Jessica Webster, B.A.

Assistant Director of Continuing Studies

Donna Erb, M.S.

**Assistant Director of Program Development and Recruitment
Montgomery County Center Site Manager**

Lillian Mina

Coordinator of Online Programs

Lynnette Clement, M.A.

Associate Director, Academic and Learning Support Services

Jaime Longo, Ph.D.

Director, First-Year Advising and Communication

Phenix Frazier Badmus, M.Ed.

**Academic Skills Instructor and Manager of Academic Support
Services**

Melissa Hediger, M.S., Ed.

Manager of Tutoring Support Services

Kathleen Kaar, M.S.

**Director, Sheekey Writing Center and Supplemental Instruction
Program**

Mary Robertson, Ph.D.

Director of Academic Support Services for Student-Athletes

John Kane, F.S.C., Ed.D.

**Associate Director, Academic Support Services
for Student Athletes**

Christine Cahill, M.Ed.

Director, Academic Discovery Program

Robert B. Miedel, M.Ed.

Assistant Director and Counselor, Academic Discovery Program

Leonard Daniels, M.A.

Adviser and Tutor Coordinator, Academic Discovery Program

Joanne Woods, M.S.Ed.

Academic Achievement Coordinator, The Summit Program

Shaena Moody, M.Ed.

Director and Chief Curator of the Art Museum

Klare Scarborough, Ph.D.

Director of the University Honors Program

Richard A. Nigro, Ph.D.

Chief Information Officer

Edward Nickerson, MBA

Executive Director, Academic Computing

John Caputo, M.S.

Manager of Instructional Design

Sherri Place, M.S.

Executive Director, Administrative Computing

Jane Gilbert, BA, CSM

Executive Director, Network Operations

Tom Pasquale, MA

Director, Web and Mobile Tech

Melissa Miller, M.S.

Manager of End User Support

Lewis Hale III

Chief Technology Architect

Mark Purcell, MBA

Director, Instructional Systems

Alicia Stonesifer, M.S.

**Operations Manager, Multimedia Services
and Center for New Media**

May Truong, B.A.

Senior Engineer, Multimedia Services

David Sullivan

Director of Libraries

John S. Baky, M.A., M.S.

ENROLLMENT SERVICES

Vice President for Enrollment Services

George J. Walter, M.S.

Assistant Vice President for Enrollment Services

Kathryn Payne, B.S.

Director, Information Management Group

Keith Higgins, B.A.

Technical Specialist, Information Management Group

Dennis Ford, B.S.

Technical Specialist, Information Management Group

Lisa Ware, B.S.

Technical Specialist, Information Management Group

Christopher Clark, B.A.

Director of Student Financial Services

Michael Wisniewski, M.A.

Associate Director

Jennifer Houseman, B.S.

Associate Director

James Mishinkash, B.S.

Associate Director

Christine M. Tiano, M.A.

Aid Counselor

Karen Harrigan, B.S.

Aid Counselor

Blaine Blontz, B.S.

Aid Counselor

Christine Kendrick, B.A.

Assistant Vice President for Enrollment Services

Michael Payne, M.S.

Executive Director of Admission

James Plunkett, M.A.

Associate Director of Admission

Robert Arcangel, M.S.

Associate Director of Admission

Michele McDevitt, B.A.

Assistant Director of Admission

Edward Hofmann, F.S.C., M.A., M.P.S.

Assistant Director of Admission

Erin McHugh, M.A.

Assistant Director of Admission

Ryan Gillon, B.A.

Admission Counselor

Erin Carroll, B.A.

Admission Counselor

Nobu McPherson, B.A.

Director of Transfer Admission

Melissa Yogis, B.A.

Assistant Director of Transfer Admission

Christina Foley, M.A.

Assistant Director of Transfer Admission

Margaret M. Emme, B.S.B.A.

Registrar

Dominic J. Galante, B.S.

Associate Registrar

Jean W. Landis, B.A.

Associate Registrar

Edward Koronkiewicz, F.S.C., M.A.

Associate Registrar

Victor De Cuoto, M.A.

Assistant Registrar

Katiria Gonzalez, B.S.

Assistant Vice President for Enrollment Services

Paul J. Reilly, MBA

Director, Graduate and Adult Programs

Terry Jackson, M.Mgt., M.Ed.

Assistant Director of Adult Enrollment

Alison McAnespey Target, M.A.

Admissions Counselor

Veronica Craig, B.S.B.A.

Admissions Processing Manager

Christine Turner, B.A.

FINANCE AND ADMINISTRATION**Vice President, Finance and Administration**

Matthew S. McManness, M.S.

Assistant Vice President, Administration, Planning and Affirmative Action

Rose Lee Pauline, M.A.

Assistant Vice President, Facilities and Capital Management

Robert Kroh

**Assistant Vice President, Finance and Administration/
Assistant Treasurer**

Rebecca Horvath, MBA

Assistant Vice President, Human Resources

Margurete W. Walsh, Ed.D.

Assistant Vice President, Security and Safety

Arthur Grover, B.A.

Controller

Brian McCloskey, MBA,

Director, Duplicating and Mail Services

Samuel Pino

Director, FAIS

Bob McBride

Resident District Manager, Dining Services

Matt Smith

Director, Student and Accounts Receivables

Margaret Wright, B.A.

Manager, Barnes & Noble Campus Bookstore

Mark Allan

STUDENT AFFAIRS

**Vice President for Student Affairs/
Dean of Students**

James E. Moore, Ph.D.

Senior Associate Dean of Students

Alan B. Wendell, M.S.Ed.

Director of Community Standards and Support

Mark Badstubner, M.A.

Director of Off Campus Communities

TiRease Holmes, M.A.

Director of Residential Communities

Ali Martin Scoufield, M.L.S., M.S.

Associate Dean of Students

Anna M. Allen, M.A.

Director of Student Programming Center

J. Christopher Kazmierczak, M.A.

Director of Study Abroad Programs

Melinda Ingersoll, M.A.

Associate Dean of Students

Lane B. Neubauer, Ph.D.

Director of Student Counseling Center

Suzanne Boyll, Ph.D.

Director of Student Health Center

Dina Oleksiak MSN, CRNP

Director of Alcohol and Other Drug Education Center

Kate Ward-Gaus, MS. Ed.

Director of Administrative Services

Jeffrey S. Hershberger, MBA

Associate Director of Administrative Services

Michael A. Nielsen, M.A.

Union Services Director

Kyra B. Spoto, M.A.

Director of University Ministry and Service

Robert J. Kinzler, F.S.C., M.Ed., MSW

Executive Director Career and Employment Services

Stephen L. McGonigle, MBA

Director of Career Services

Louis A. Lamorte, Jr., M.S.Ed.

UNIVERSITY ADVANCEMENT

Vice President for University Advancement

R. Brian Elderton, M.Ed.

Assistant Vice President for Marketing and Communications

Karen Muldoon Geus, B.A.

Assistant Vice President for Alumni Relations

Trey P. Ulrich, MBA

Assistant Vice President for Development

T.B.A.

**Assistant Vice President for Government
and Community Relations**

Edward A. Turzanski, M.A.

Director, Corporate and Foundation Relations

T.B.A.

Director of Major Gifts

Carolyn G. Chirichella, B.S.

Director of Major Gifts

Daniel P. Joyce, B.S., M.A.

Director of Major Gifts

Charles E. Gresh, F.S.C., M.A., M.Litt.

Director of Major Gifts

Felicia H. Gordon-Riehm, MBA, M.A.

Director of Major Gifts

John J. McDonnell, F.S.C., M.Ed.

Director of Grants Research and Support

Fred J. Foley Jr., Ph.D.

Director of Stewardship and Donor Relations

Nikolas G. Kozel, M.S.

Director of Publications

Marian Butcher, M.A.

Director of Media Relations

Jon C. Caroulis, B.A.

Director of Social Media

Amy Gardner Cranston, M.A.

Director of Web Communications

Gregory Fala, M.S.

Director of Prospect Development

Sarah Parnum Cadbury, B.A.

Director of University Events

Julie A. Morrison, B.A.

Director of the La Salle Fund

Helene Baczkowski, MBA

Senior Director of Advancement Services

Elizabeth R. Lochner, BBA

Director of Athletic Development

James K. Gulick, B.A.

UNIVERSITY FACULTY**SUSAN ADAMS, R.D.** (2006)*Assistant Professor, Nutrition*, B.A., University of Akron; M.S., Kent State University.**BARBARA ALLEN** (2002)*Associate Professor, History*, B.A., University of North Carolina; M.A., Ph.D., Indiana University.**MARJORIE S. ALLEN** (1976)*Associate Professor, English*, B.A., University of Rochester; M.A., Ph.D., Princeton University.**GERALYN ALTMILLER, R.N.**, (2003)*Associate Professor, Nursing*, B.S.N., La Salle University; M.S.N., Widener University, Ed.D., Widener University.**JAN AMBROSE** (1991)*Associate Professor, Finance, Risk Management and Insurance*, B.S., Miami University; M.A., Ph.D., University of Pennsylvania.**BARBARA AMSTER** (1999)*Professor, Speech-Language-Hearing Science*, B.A., Brooklyn College; M.S., University of Pittsburgh; Ph.D., Temple University.**STEPHEN ANDRILLI** (1980)*Associate Professor, Mathematics and Computer Science*, B.A., La Salle University; M.A., Ph.D., Rutgers University.**VIVIANNE SM. ANGELES** (2000)*Associate Professor, Religion*, A.B. University of the Philippines, M.A., Kansas State University, M.A., Temple University, Ph.D., Temple University**SHARON LEE ARMSTRONG** (1998)*Associate Professor, Psychology*, B.A., University of Delaware; Ph.D., University of Delaware.**BROOKS AYLOR** (1998)*Associate Professor, Communication*, B.A., M.A., Arkansas State University; Ph.D., University of Arizona.**DENISE BAILEY** (2009)*Assistant Professor, Nursing*, B.S.N., C.S.N., Widener College; M.Ed., Ed.D., Widener University; M.S.N., La Salle University.**JILLIAN LUCAS BAKER** (2011)*Assistant Professor, Public Health*, B.A., University of Pennsylvania; Ed.M, Temple University; Dr.PH., Drexel University.**JOHN S. BAKY** (1980)*Director of Library Services*, B.A., Gettysburg College; M.S., Columbia University; M.A., Wesleyan University.**MARY ELLEN BALCHUNIS** (1991)*Assistant Professor, Political Science*, B.A., University of Pennsylvania; M.P.A., Ph.D., Temple University.**GERALD P. BALLOUGH** (1994)*Professor, Biology*, B.S., Millersville University of Pennsylvania; M.S., Ph.D., Pennsylvania State University.**LESTER BARENBAUM** (1976)*Professor, Finance*, B.B.A., City University of New York; M.A., Ph.D., Rutgers University.**HENRY A. BART** (1975)*Professor, Geology*, B.S., State University of New York at New Paltz; M.A., State University of New York at Buffalo; Ph.D., University of Nebraska.**EITHNE C. BEARDEN** (1987)*Reference Librarian*, B.A., Manhattan College; M.A., Fordham University; M.S.L.S., Pratt Institute**JOHN E. BEATTY** (2000)*Associate Professor, English*, B.Sc. University of Toronto; M.Sc., University College, London; M.P.S., Cornell University; Ph.D., University of Texas.**MARYANNE R. BEDNAR** (1989)*Professor, Education*, B.A., Ed.M., Ph.D., Temple University.**PHYLLIS M. BETZ** (2002)*Assistant Professor, English*, B.A., M.A., St. Joseph's University; M.A., University of Maine; Ph.D., University of Maryland.**PATRICIA A. BICKNELL, R.N., M.S.N., APRN,****B.C.** (2007) *Assistant Professor, Nursing*, B.S.N., Villanova University; M.S.N., Widener University; Ed.D., Wilmington University.**JAMES E. BIECHLER** (1970)*Professor Emeritus, Religion*, B.A., Marquette University; M.A., St. Paul College; J.C.L., Catholic University; Ph.D., Temple University.**HSIAO-PING BIEHL** (2007)*Associate Professor, Foreign Languages*, B.A., M.A., Ph.D., Temple University.**THOMAS E. BLUM** (1998)*Associate Professor, Mathematics and Computer Science*, B.A., La Salle University; Ph.D., University of Rochester.**KATHLEEN BOGLE** (2007)*Associate Professor, Sociology and Criminal Justice*, B.S., M.S., St. Joseph's University; Ph.D., University of Delaware.**SUSAN C. BORKOWSKI** (1989)*Professor, Accounting, ISBT*, B.S., St. Peter's College; B.S., Rutgers University; M.B.A., University of Maryland; Ph.D., Temple University.**MICHAEL BOYLE** (2010)*Assistant Professor, Political Science*, B.A., La Salle University; Masters in Public Policy, Harvard University; M. Phil., Ph.D., University of Cambridge.**PAUL R. BRAZINA, C.P.A., C.M.A.** (1974)*Assistant Professor, Accounting*; B.S., M.B.A., Pennsylvania State University.**DIANE BRECKINRIDGE, R.N.** (2006)*Associate Professor, Nursing*. Diploma, Frankford Hospital School of Nursing; B.S.N., East Stroudsburg University; M.S.N., University of Pennsylvania; Ph.D., University of Maryland.**W. STEPHEN BREEDLOVE** (1987)*Reference Librarian*, B.A., University of Tulsa; M.L.S., Rutgers University, M.A., La Salle University.**ROBIN A. BRENNAN** (2012)*Assistant Professor, Master of Public Health*, B.A., West Chester University; M.S., University of Baltimore, DrPH, Drexel University.**CAROL A. BRIGHAM** (2010)*Collection Development Librarian* B.A., La Salle University; MSLS Drexel University.**JOSHUA BUCH** (1971)*Professor, Finance*, B.S., Hebrew University of Jerusalem; M.B.A., Temple University; Ph.D., University of Pennsylvania.**BROTHER DANIEL BURKE, F.S.C.** (1957)*President Emeritus*, B.A., M.A., Ph.D., Catholic University; L.H.D., Washington and Jefferson College; Litt.D., Haverford College; LL.D., La Salle University.**BROTHER JOSEPH F. BURKE, F.S.C.** (1973)*Professor, Psychology; President Emeritus*, B.A., La Salle University; M.A., University of Miami; Ph.D., Alliant International University .

SHARON MARIE BURKE (2012)

Assistant Professor, Nursing, B.A., Rowan University; B.S.N., M.S.N., Thomas Jefferson University; Ed.D., Rowan University.

CLAIRE M. BUSSE (2001)

Associate Professor, English, B.A., Wellesley College; M.A., Ph.D., University of California, Santa Barbara.

JAMES A. BUTLER (1971)

Professor Emeritus, English, B.A., La Salle University; M.A., Ph.D., Cornell University.

SANDRA CAMOMILE (2001)

Associate Professor, Digital Arts and Multimedia Design, B.F.A., University of Utah; M.F.A., Maryland Institute.

BROTHER MIGUEL A. CAMPOS, F.S.C. (1993)

Associate Professor, Religion
Bacc. Religious Studies and STL, Institute Jesus Magister;
STD, The Pontifical Lateran University, Faculty of Theology

LEEANN CARDACIOTTO (2007)

Associate Professor, Psychology, B.A., Franklin & Marshall College; M.A., MCP Hahnemann University; Ph.D., Drexel University.

DONNA CELANO (2007)

Assistant Professor, Communication, B.A., St. Joseph's University; M.S., Drexel University; Ph.D., Temple University.

MARCO CEROCCHI (2007)

Associate Professor, Foreign Languages, M.A., Florida State University; Ph.D., Rutgers University.

SWEE-LIM CHIA (2004)

Associate Professor, Marketing, B.B.A., M.B.A., Baruch College; Ph.D., City University of New York.

DAVID CICHOWICZ (1984)

Professor, Chemistry/Biochemistry, B.S., St. Joseph's University; Ph.D., Johns Hopkins University.

GARY K. CLABAUGH (1969)

Professor Emeritus, Education, B.A., Indiana State University (Pa.); M.S., Ed.D., Temple University.

HUNTLY COLLINS (2006)

Assistant Professor, Communication, B.S., Portland State University; M.A., University of Missouri.

LYNN H. COLLINS (1998)

Associate Professor, Psychology, B.S., Duke University; M.A., Ph.D., Ohio State University.

SHOBHAN CONATY (2002)

Associate Professor, Art History, B.A., Catholic University; M.A., State University of New York at Stony Brook; Ph.D., Case Western Reserve University.

JOHN F. CONNORS (1955)

Professor, Sociology, Social Work, and Criminal Justice, B.A., Mt. St. Mary's College; M.A., Ph.D., Catholic University.

JOANNE BREWER CONWAY (1987)

Associate Clinical Faculty, Psychology, B.S., Cornell University;
M.A., Ohio State University;
Ed.D., University of Massachusetts

ELIZABETH COOPER (2008)

Associate Professor, Finance, B.S., Villanova University; MBA, Ph.D., Drexel University.

JORDAN COPELAND (2007)

Associate Professor, Religion, B.A., Northwest University; Ph.D., The University of Iowa.

MELANIE COSBY (2006)

Associate Clinical Faculty, Psychology, B.S., Indiana University of Pennsylvania; M.S., Ph.D., West Virginia University.

MAUREEN COSTELLO YACONO (2010)

Clinic Director, Speech-Language-Hearing; B.S., Duquesne University; M.S., La Salle University.

BROTHER JOHN CRAWFORD, F.S.C. (2008)

Assistant Professor, Religion, B.A., M.A., La Salle University; M.Ed., Ph.D., Boston College.

DENNIS M. CROSSEN (2011)

Instructor, Business Systems and Analytics, B.S.E.E. Electrical Engineering, Drexel University, MBA, Drexel University, Master of Science of Instruction, MSc, Drexel University.

KATHLEEN E. CZEKANSKI (2008)

Associate Professor, Nursing, B.S.N., Villanova University, College of New Jersey; M.S.N., Ph.D., Duquesne University.

MARIANNE DAINTON (1996)

Professor, Communication, B.A., Villanova University; M.A., Ph.D., Ohio State University.

ARLEEN B. DALLERY (1976)

Associate Professor, Philosophy, B.A., Bryn Mawr College; M.A., Ph.D., Yale University.

CHRISTOPHER G. DEMATATIS (1994)

Associate Clinical Faculty, Psychology, B.A., Bowdoin College;
MEdC, University of New Hampshire;
Ph.D., Michigan State University

CHARLES DESNOYERS (1989)

Associate Professor, History, B.A., M.A., Villanova University; Ph.D., Temple University.

RICHARD DIDIO (1987)

Associate Professor, Mathematics and Computer Science, B.A., La Salle University; Ph.D., University of Pennsylvania.

MICHAEL DILLON (2007)

Professor, Political Science, B.A., M.A., Ph.D., Notre Dame University; J.D., Temple University.

PATRICIA DILLON (2010)

Associate Professor, Nursing, A.S.N., B.S.N., Gwynedd-Mercy College; M.S.N., University of Pennsylvania, D.N.Sc., Ph.D., Widener University.

SUSAN DIXON (2012)

Associate Professor, Fine Arts, B.S., Temple University; Ph.D., Cornell University.

ROBERT J. DOBIE (2002)

Associate Professor, Philosophy, B.A., Holy Cross College; M.A., Columbia University; Ph.D., Fordham University.

BROTHER JOSEPH DOUGHERTY, F.S.C. (1997)

Assistant Professor, Religion, B.A., Princeton University; M.A., University of Virginia; M.A., La Salle University; Ph.D., University of Notre Dame.

KATIE NEARY DUNLEAVY (2007)

Associate Professor, Communication, B.A., West Virginia Wesleyan College; M.A., Ph.D., West Virginia University.

RITA DYNAN (2005)

Assistant Professor, Marketing, B.B.A., University of Pennsylvania; M.B.A., La Salle University.

DAVID P. EFROYMSON (1967)

Professor Emeritus, Religion, B.A., M.A., S.T.L., St. Mary of the Lake Seminary; Ph.D., Temple University.

BROTHER F. PATRICK ELLIS, F.S.C. (1960)

Professor, English, B.A., Catholic University; M.A., Ph.D., University of Pennsylvania; L.H.D., Assumption College; Hum. D. Kings College; L.L.D., University of Scranton; L.H.D., La Salle University.

ELIZABETH A. EMERY (2004)

Assistant Professor, Nutrition, B.S., R.D., Drexel University; M.S., St. Joseph's University.

DAVID J. FALCONE (1980)

Associate Professor, Psychology, B.S., University of Dayton; M.S., Western Illinois University; Ph.D., University of Kentucky.

PRESTON D. FEDEN (1973)

Professor, Education, A.B., Franklin and Marshall College; Ed.M., Ed.D., Temple University.

DONNA R. FIEDLER (2000)

Assistant Professor, Social Work, B.A., Juniata College; M.S.W., Ph.D., Rutgers University.

JANET L. FIERSON (2011)

Assistant Professor, Mathematics, B.A., Providence College; Ph.D., State University of New York at Stony Brook.

RANDY FINGERHUT (2003)

Associate Professor, Psychology, B.A., Emory University; M.S., Ph.D., University of Miami.

BROTHER E. GERALD**FITZGERALD, F.S.C. (1979)**

Assistant Professor, Accounting, B.S., M.B.A., La Salle University; M.A., Villanova University.

CRAIG FRANSON (2007)

Associate Professor, English, B.A., Albertson College of Idaho; M.A., Ph.D., University of Oregon.

JOAN P. FRIZZELL, R.N. (1994)

Associate Professor, Nursing, B.S.N., Temple University; B.A., Eastern Baptist College; M.S.N., Ph.D., University of Pennsylvania.

CHARLES GALLAGHER (2008)

Professor, Sociology, Social Work, and Criminal Justice, B.S., Drexel University; M.A., Ph.D., Temple University.

LAURA GAMBREL (2012)

Assistant Professor, Psychology, B.A., Goucher College, M.A., Naropa University, Ph.D., Virginia Polytechnic Institute and State University.

STEPHEN J. GARVER (2002)

Assistant Professor, Philosophy, B.A., University of Pennsylvania; Ph.D., Syracuse University.

MARIANNE S. GAUSS (1987)

Assistant Professor, Management and Leadership, B.A., M.B.A., La Salle University.

STUART GENTRY (2006)

Associate Professor, Chemistry, B.A., Colorado College; M.S., Ph.D., University of Michigan.

DAVID L. GEORGE (1979)

Professor, Economics, B.A., University of Michigan; M.A., University of Pennsylvania; M.A., Ph.D., Temple University.

MARY LOU C. GIES, M.S.N., R.N. (2007)

Assistant Professor, Nursing, B.S.N., Temple University; M.S.N., Villanova University, Ed.D., Nova Southeastern University.

MIGUEL GLATZER (2010)

Assistant Professor, Political Science, B.A., University of Chicago; Ph.D., Harvard University.

CONRAD GLEBER (2006)

Professor, Digital Arts and Multimedia Design, B.F.A., Florida State University; M.F.A., School of the Art Institute of Chicago; Ph.D., Florida State University.

EARL GOLDBERG, R.N. (2001)

Associate Professor, Nursing, B.S.N., La Salle University; M.S.N., Villanova University; Ed.D., Widener University.

EDIE GOLDBACHER (2010)

Assistant Professor, Psychology, B.A., The College of New Jersey; M.S., Ph.D., University of Pittsburgh.

JOSEPH GRABENSTEIN, F.S.C. (1996)

University Archivist, B.A., La Salle University; M.A., Villanova University; M.Ed. Duquesne University; MSLS University of Maryland.

BRIAN A. GOLDSTEIN (2012)

Professor, Speech-Language-Hearing, B.A., Brandeis University; M.A., Ph.D., Temple University.

LUIS A. GÓMEZ (2000)

Associate Professor, Spanish, B.A., M.A., Ph.D., Temple University; M.B.A., Villanova University.

KEVIN GRAUKE (2004)

Associate Professor, English, B.A., University of Texas at Austin; M.F.A., Texas State University-San Marcos; Ph.D., State University of New York at Buffalo.

REBECCA GOLDMAN (2011)

Media and Digital Services Librarian, B.A., Swathmore College; MSLS Drexel University.

BARBARA G. GROSSHAUSER (2006)

Instructor, Nursing, B.S.N., Thomas Jefferson University; M.S.N., La Salle University.

MERYLE GURMANKIN, R.N. (2004)

Assistant Professor, Nursing, Diploma, Albert Einstein Medical Center; B.S.N., M.S.N., C.S.N., La Salle University, Ph.D., Clayton College of Natural Health.

PATRICIA B. HABERSTROH (1976)

Professor Emeritus, Fine Arts, B.A., Cabrini College; M.A., Villanova University; Ph.D., Bryn Mawr College.

DARLENE HANNIGAN (2001)

Associate Clinical Faculty, Psychology, B.A., M.A., Psy.D., La Salle University.

HOLLY HARNER (2010)

Assistant Professor, Public Health, A.S.N., B.S.N., Gwynedd-Mercy College; M.S.N., Ph.D., University of Pennsylvania; M.P.H., Harvard University.

KEVIN J. HARTY (1982)

Professor, English, B.A., Marquette University; M.A., Ph.D., University of Pennsylvania.

JULE ANNE HENSTENBURG, RD (1999)

Director, Nutrition Programs, B.S., Pennsylvania State University; M.S., Cornell University.

TIMOTHY L. HIGHLEY JR (2005)

Associate Professor, Mathematics and Computer Science, B.S., University of Dayton; M.C.S., Ph.D., University of Virginia.

KENNETH L. HILL (1964)

Assistant Professor, Political Science, B.A., Hofstra University; M.A., New York University.

ALICE L. HOERSCH (1977)

Professor, Geology, B.A., Bryn Mawr College; M.A., Ph.D., Johns Hopkins University.

BARBARA HOERST, R.N. (2002)

Assistant Professor, Nursing, B.S.N., La Salle University; M.S.N., Villanova University; Ph.D., University of Pennsylvania.

CATHERINE HOLOCHWOST (2013)

Assistant Professor, Art History, B.A., Yale University; M.A., Rutgers University; Ph.D., University of Delaware.

JOHN HYMERS (2008)

Assistant Professor, Philosophy, B.A., University of Waterloo; B.A., M.A., Ph.D., Katholieke Universiteit Leuven.

CHARLES J. JACOB (2011)

Assistant Professor, Psychology, B.A., LaRoche College; M.S.Ed., Duquesne University; Ph.D., The Pennsylvania State University.

LISA JARVINEN (2007)

Associate Professor, History, B.A., University of Michigan; M.A., New York University; Ph.D., Syracuse University.

PINGJUN JIANG (2003)

Associate Professor, Marketing, B.E., Engineering, Harbin Institute of Technology, China; M.B.A., Zhongshan University, China; Ph.D., Southern Illinois University.

JAMES JESSON (2010)

Assistant Professor, English, B.A., University of California at Berkeley; M.A., University of Texas at Austin.

DAVID B. JONES (1992)

Associate Professor, Marketing, B.A., University of North Carolina at Chapel Hill; M.S., M.B.A., Ph.D., Virginia Polytechnic Institute and State University.

NANCY L. JONES (1986)

Professor, ISBT, Chemistry/Biochemistry, B.S., University of Rochester; Ph.D., Northwestern University.

JOSEPH A. KANE (1961)

Professor Emeritus, Business Administration, B.S., La Salle University; M.S., St. Louis University; Ph.D., Temple University.

DENISE P. KAVANAGH, M.S.N., R.N. (2007)

Assistant Professor, Nursing, B.S.N., Villanova University, M.S.N., West Chester University

THOMAS A. KEAGY (2003)

Professor, Mathematics and Computer Science, B.S., Texas Lutheran University; M.S., Ph.D., University of North Texas.

DENNIS T. KENNEDY (1973)

Associate Professor, Business Systems and Analytics, B.S., Pennsylvania State University; M.B.A., Ph.D., Temple University.

CATHERINE KENNEY, R.N. (2007)

Instructor, Nursing, B.S.N., Niagra University
M.S.N., University of Pennsylvania

CHRISTOPHER KIBLER (2001)

Head of Access Services/Circulation Librarian
B.A., Rochester Institute of Technology; MSLS, University of Buffalo.

FRANCES KINDER, R.N., CRNP (2006)

Assistant Professor, Nursing. ADN, Felician College; B.S.N., La Salle University; M.S.N., Gwynedd-Mercy College.; Ph.D., Widener University.

RAYMOND P. KIRSCH (1980)

Associate Professor, Mathematics and Computer Science, B.A., La Salle University; M.S., Drexel University; Four-Year Certificate, Pennsylvania Academy of Fine Arts; Ph.D., Temple University.

EVELYN R. KLEIN (2001)

Professor, Speech-Language-Hearing Science, B.S., Pennsylvania State University; M.A., College of New Jersey; Ph.D., Temple University; Post-Doctoral Fellowship, Drexel University.

JENNIFER KLEINOW (2003)

Associate Professor, Speech-Language-Hearing Science
B.A., University of Michigan; M.S., Purdue University; Ph.D., Purdue University

VINCENT KLING (1980)

Professor, English, B.A., La Salle University; M.A., University of Pennsylvania; Ph.D., Temple University.

JONATHAN KNAPPENBERGER (2000)

Associate Professor, Mathematics and Computer Science, B.A., M.A., Ph.D., Temple University.

C. ANDREW LAFOND (2012)

Assistant Professor, Accounting, B.S., La Salle University, MBA, Drexel University, Ph.D., Sarasota University

CARMEN LAMAS (2012)

Assistant Professor, Spanish, B.A., B.S., Florida State University; M.A., Georgetown University; Ph.D., University of Pennsylvania.

ELIZABETH LANGEMAK (2011)

Assistant Professor, English, B.A., St. Norbert's College; M.A., Boston University; M.A., Ph.D., University of Missouri.

PAMELA LANNUTTI (2012)

Associate Professor, Communication, B.A., La Salle University; M.A., Ph.D., University of Georgia.

MARK LASHLEY (2013)

Assistant Professor, Communication, B.A., University of Scranton; M.A., Ph.D., University of Georgia.

BRUCE A. LEAUBY, C.P.A., C.M.A. (1989)

Associate Professor, Accounting, B.S., Bloomsburg University; M.S., Pennsylvania State University; Ph.D., Drexel University.

STUART LEIBIGER (1997)

Associate Professor, History and American Studies, B.A., University of Virginia; M.A., Ph.D., University of North Carolina at Chapel Hill.

CIARA LYNCH LEVINE, (2007)

Assistant Professor, Nursing, B.S.N., University of Delaware; M.S.N., University of Pennsylvania.

KIMBERLY LEWINSKI (2010)

Assistant Professor, Education, B.A., Catholic University of America; M.Ed., Ph.D., University of Virginia.

LING LIANG (2001)

Associate Professor, Education, B.S., Nanjing Normal University; M.S., Ph.D., Indiana University at Bloomington.

STEPHEN A. LONGO (1971)

Professor, Physics and Mathematics and Computer Science, B.A., La Salle University; M.S., Lehigh University; Ph.D., University of Notre Dame.

JOAN A. LUCKHURST (2004)

Assistant Professor, Speech-Language-Hearing Science, B.S., State University of New York at Geneseo; M.S., State University of New York at Albany; PhD., Marywood University.

SIDNEY J. MACLEOD, JR. (1959)

Assistant Professor, Communication, B.S.S., St. Mary's College, Minn.; M.F.A., Catholic University.

THOMAS N. MCCARTHY (1952)

Professor Emeritus, Psychology, B.A., M.A., Catholic University; Ph.D., University of Ottawa.

CARL P. MCCARTY (1970)

Professor, Mathematics and Computer Science, B.A., La Salle University; M.A., Ph.D., Temple University.

KELLY MCCLURE (2005)

Associate Professor, Psychology, B.A., Loyola College in Baltimore; M.A., Ph.D., MCP Hahnemann University.

MARGARET M. MCCOY (1998)

Assistant Professor, Mathematics and Computer Science, B.A., La Salle University; M.S., Villanova University.

CORI MCFADDEN (2002)

Associate Clinical Faculty, Psychology, B.A., M.A., Psy.D., La Salle University.

BROTHER MICHAEL J. MCGINNISS, F.S.C. (1984)

Professor, Religion, B.A., La Salle University; M.A., Ph.D., University of Notre Dame.

MARY ELLEN MCGONIGLE

Associate Clinical Faculty, Psychology, B.A., La Salle University; M.A., Ph.D., Temple University.

CYNTHIA A. MCGOVERN (2007)

Instructor, Nursing, B.S.N., Holy Family College; M.S.N., La Salle University

ANNE B. MCGRORTY (2007)

Assistant Professor, Nursing, A.D., B.S.N., M.S.N., Gwynedd Mercy College; D.N.P., La Salle University.

MARGARET MCGUINNESS (2006)

Professor, Religion, A.B., M.T.S., Boston University; M.Phil., Ph.D., Union Theological Seminary.

MICHAEL MCINNESHIN (2008)

Assistant Professor, History, B.A., Duke University; M.A., North Carolina State University; Ph.D., University of Minnesota.

MARGARET M. MCMANUS (1983)

Professor, Mathematics and Computer Science, B.A., Immaculata College; M.S., Pennsylvania State University; Ph.D., Temple University.

MARY ELLEN MCMONIGLE (2002)

Assistant Professor, Psychology, B.A., La Salle University, M.Ed., Ph.D., Temple University.

KATHLEEN S. MCNICHOL (1988)

Assistant Professor, Finance, Risk Management and Insurance, B.A., M.B.A., La Salle University.

JOSEPH R. MARBACH (2010)

Professor, Political Science,
B.A., La Salle University;
M.A., Ph.D., Temple University.

JANINE MARISCOTTI, M.S.W., L.C.S.W.
(1989)

*Assistant Professor, Sociology, Social Work, and
Criminal Justice*, B.A., La Salle University; M.S.W.,
Rutgers University.

LEONARD K. MARSH (2010)

Associate Professor, Foreign Languages,
B.A., Catholic University of America; M.A., Middlebury
College; Ph.D., Boston College.

ALVINO MASSIMINI, C.P.A. (1981)

Assistant Professor, Accounting, B.S., Wharton School,
University of Pennsylvania; M.B.A., La Salle University.

DOLORES E. MATECKI, M.S.N., R.N., C.E.N.

(2007) *Assistant Professor*, B.S.N., Holy Family College;
M.S.N., Widener University

STEVEN IAN MEISEL (1981)

Professor, Management and Leadership, B.A., West
Chester University; M.Ed., Ph.D., Temple University.

GARY E. MICHALEK (1988)

*Associate Professor, Mathematics and Computer
Science*, B.A., Cornell University; Ph.D., Yale University.

ANN M. MICKLE (1977)

Associate Professor, Biology, B.Sc., Ohio State
University; Ph.D., University of Wisconsin-Madison.

LYNN E. MILLER (1981)

Professor, Management and Leadership,
B.A., Slippery Rock University; M.A.,
Ph.D., Northern Illinois University.

BROTHER EMERY C.

MOLLENHAUER, F.S.C. (1960)
Associate Professor, English, B.A., Catholic University;
M.A., Ph.D., University of Pittsburgh; L.H.D., La Salle
University.

BROTHER GERARD MOLYNEAUX, F.S.C.
(1973)

Professor, Communication, B.A., La Salle University;
M.A., University of Notre Dame; Ph.D., University of
Wisconsin.

DIANE P. F. MONTAGUE (2002)

Associate Professor, Psychology, B.A., Rider College;
M.S., Ph.D., Rutgers, The State University of New
Jersey.

MYUNGHO MOON (2005)

Associate Professor, Psychology, B.A., M.A., Yonsei
University; Ph.D., The University of Akron.

MARC A. MOREAU (1990)

Assistant Professor, Philosophy, B.A., University of
Connecticut; Ph.D., Temple University.

MEY-YEN MORIUCHI (2013)

Assistant Professor, Art History, B.A., University of
Pennsylvania; M.A., Ph.D., Bryn Mawr College.

FRANK J. MOSCA (1999)

Associate Professor, Education, B.S. State University
of New York at Plattsburgh; M.S. Ph.D. University of
Wisconsin (Madison).

RICHARD E. MSHOMBA (1991)

Professor, Economics, B.A., La Salle University; M.S.,
University of Delaware; Ph.D., University of Illinois.

JUDITH MUSSER (2000)

Professor, English, B.S., Gordon College; M. Litt.,
University of Aberdeen; M.A., Ph.D., Purdue University.

BRYAN NARENDORF (2007)

Associate Professor, English, B.A., Rice University,
M.F.A., Ohio State University, Ph.D., University of
Missouri-Columbia.

KATHLEEN HAUGH NEUMEISTER, M.S.N.,

R.N. (2007) *Instructor, Nursing*, B.S.N., Holy Family
College; M.S.N., La Salle University

BROTHER FRANCIS TRI V. NGUYEN, F.S.C.
(1987)

*Associate Professor, Sociology, Social Work, and
Criminal Justice*, License, Dalat University; M.Sc.,
Asian Social Institute; Ph.D., University of Wisconsin,
Madison.

MAUREEN O'CONNELL (2013)

Associate Professor, Religion, B.A., Saint Joseph's
University; Ph.D., Boston College.

ANNETTE O'CONNOR (1981)

Associate Professor, Biology, B.S., Mount
St. Scholastica College; Ph.D., Johns Hopkins
University.

LUISA OSSA (2002)

Associate Professor, Spanish, B.A., University of Notre
Dame; M.A., Ohio State University; Ph.D., Temple
University.

ANDREA PAMPALONI (2007)

Assistant Professor, Communication, B.A., Montclair
State College; M.A., American University; Ph.D.,
Rutgers University.

SHERYL PANKA-BRYMAN (2011)

Head of Catalog/Technical Services Librarian,
B.A., University of Albany; MSLS, Drexel University.

JACQUELINE PASTIS (1996)

Associate Professor, Religion, B.A., University of
Florida; M.T.S., Emory University; M.A.Ed., Washington
University; Ph.D., University of Pennsylvania.

CAROLE PATRYLO (2001)

Assistant Professor, Education, B.A., Trenton State
College; Ed.D., Nova University.

ELIZABETH A. PAULIN (1988)

Associate Professor, Economics, B.S., University of
Houston; Ph.D., University of Texas at Austin.

JAMES PIERCE (2010)

Professor, Biology, B.A., La Salle University; Ph.D.,
Temple University.

GEORGE A. PERFECKY (1965)

Professor, Russian and Spanish, B.A., University
of Pennsylvania; M.A., Bilingual/Bicultural Studies
(Spanish), La Salle University; M.A., Ph.D., Columbia
University.

CAROLYN M. PLUMP (2012)

*Assistant Professor, Management and Leadership,
Business Law*, B.A., Duke University; J.D., Boston
University Law School.

WILLIAM A. PRICE (1985)

Professor, Chemistry/Biochemistry, B.A., The College of
Wooster; Ph.D., University of Maryland.

MICHAEL J. PRUSHAN (2003)

Associate Professor, Chemistry/Biochemistry, B.A.,
La Salle University; M.S., Ph.D., Drexel University.

S. KARTIKEYA PURANAM (2012)

Assistant Professor, Business Systems and Analytics,
B.S., Indian Institute of Technology Bombay, M.S.,
Indian Institute of Technology Bombay, Ph.D., Rutgers
University.

GAIL RAMSHAW (1989)

Professor, Religion, B.A. Valparaiso University; M.A.,
Sarah Lawrence College; M.Div., Union Theological
Seminary; Ph.D., University of Wisconsin.

JOHN F. REARDON (1962)

Associate Professor Emeritus, Accounting, B.S., La Salle
University; M.B.A., University of Pittsburgh; Ed.D.,
Temple University.

KAREN A. REARDON (2012)

*Assistant Professor, Management and Leadership,
Business Law*, B.A., University of Pennsylvania; J.D.,
Vanderbilt University School of Law.

MICHAEL REDMOND (1999)

*Associate Professor, Mathematics and Computer
Science*, B.S., Duke University; M.S., Ph.D.,
Georgia Institute of Technology.

JULIE REGAN (2013)

Instructor, Asian Religions,
M.F.A., Brown University; M.T.S., Harvard University.

KENNETH RHODA (1981)

Associate Professor, Finance, B.S., Utica College; M.A.,
Ph.D., State University of New York at Buffalo.

GREER RICHARDSON (1999)

Associate Professor, Education, B.A., University of
Pennsylvania; M.Ed., Rutgers University; Ph.D., Temple
University.

BERNETTA D. ROBINSON (1989)

Reference Librarian, B.A., Cheyney University; M.L.S.,
Atlanta University; M.A., La Salle University.

H. DAVID ROBISON (1988)

Professor, Economics, B.S., Juniata College; Ph.D.,
University of Maryland.

JOHN J. ROONEY (1947)

Professor Emeritus, Psychology, B.A., La Salle
University; M.A., Ph.D., Temple University.

JOHN P. ROSSI (1962)

Professor Emeritus, History, B.A., La Salle University;
M.A., University of Notre Dame; Ph.D., University of
Pennsylvania.

GREGORY ROTH (2012)

Assistant Professor, Psychology, B.A., M.Ed., Ph.D., The
Pennsylvania State University.

LEO D. RUDNYTZKY (1964)

Professor Emeritus, German and Slavic Languages,
B.A., La Salle University; M.A., University of
Pennsylvania; Ph.D., Ukrainian Free University,
Munich; D. Habil., St. Clement Pope Ukrainian Catholic
University, Rome; L.H.D., Holy Family College.

CESAR RUIZ (2002)

*Associate Professor, Speech-Language-Hearing
Science,* B.S., M.S., M.A., St. Louis University. S.L.P.-D,
Nova Southeastern University.

FRANCIS J. RYAN (1987)

Professor, American Studies, B.A., La Salle University;
M.A., Villanova University; M.A., Ed.D., Temple
University.

STEFAN SAMULEWICZ (2002)

Associate Professor, Biology, B.S., Villanova University;
Ph.D., University of Delaware.

MEGAN SCHOEN (2012)

Assistant Professor, English, B.A., Miami University of
Ohio; M.A., University of Toledo; M.A., The Ohio State
University; Ph.D., Purdue University.

SHARON F. SCHOEN (1985)

Associate Professor, Education, B.A., Holy Family
College; M.A., Glassboro State College; Ed.D., Lehigh
University.

WALTER SCHUBERT (1980)

Professor, Finance, B.A., M.A., Ph.D., Rutgers
University.

GERI SEITCHIK (1978)

Associate Professor, Biology, B.S., Chestnut Hill
College; M.S., Ph.D., Medical College of Pennsylvania.

JOSEPH SELM (2005)

Associate Clinical Faculty, Psychology,
B.A., Pennsylvania State University; M.A., Psy.D.,
La Salle University.

JOSEPH SELTZER (1976)

Professor, Management and Leadership,
B.S., Carnegie-Mellon University;
Ph.D., University of Pittsburgh.

SARAH SERAPHIN (2010)

Special Collections Librarian
B.A., Temple University; MSLS Clarion University.

JOHN J. SEYDOW (1968)

Professor, English, B.A., La Salle University; M.A.,
Ph.D., Ohio University.

BROTHER EDWARD J. SHEEHY, F.S.C. (1988)

Associate Professor, History, B.A., La Salle University;
M.L.A., Johns Hopkins University; M. Phil., Ph.D.,
George Washington University.

**JENNIFER BRINDISI SIPE, R.N., CRNP,
CWCN (2006)**

Assistant Professor, Nursing, Diploma, Abington
Memorial Hospital School of Nursing; Wound Ostomy
and Continence Education Certificate, B.S.N., M.S.N.,
La Salle University.

JANET E. SMITH, R.N. (2006)

*Instructor, Nursing
Diploma,* Albert Einstein Medical Center School of
Nursing
B.S., Lebanon Valley College
BSN, Holy Family University
MSN, University of Pennsylvania
MBA, La Salle University

ANTHONY PAUL SMITH (2012)

Assistant Professor, Religion, B.A., DePaul University;
M.A., Ph.D., University of Nottingham.

MICHAEL SMITH (1993)

Associate Professor, Communication, B.A.A., M.S.A.,
M.A., Central Michigan University; Ph.D., Purdue
University.

STEPHEN SMITH (1987)

Associate Professor, English, B.A., St. Joseph's
University; M.A., Ph.D., University of Notre Dame.

JAMES W. SMITHER (1992)

Professor, Management and Leadership, B.A., La Salle
University; M.A., Seton Hall University; M.A., Montclair
State College; Ph.D., Stevens Institute of Technology.

MARGOT SOVEN (1980)

Professor, English, B.A., Brooklyn College; M.A.,
DePaul University; Ph.D., University of Pennsylvania.

MEGAN E. SPOKAS (2009)

Assistant Professor, Psychology, B.S., Saint Joseph's
University; M.A., Ph.D., Temple University

H. LYMAN STEBBINS (2011)

Assistant Professor, History, B.A., University of Dallas;
M.A., Ph.D., University of Chicago.

GEORGE B. STOW (1972)

Professor, History, B.A., Lehigh University; M.A.,
University of Southern California; Ph.D., University of
Illinois.

THOMAS S. STRAUB (1972)

Professor, Chemistry/Biochemistry, A.B., Princeton
University; M.S., University of Minnesota; Ph.D., Illinois
Institute of Technology.

JUDITH C. STULL (1972)

*Associate Professor, Sociology, Social Work, and
Criminal Justice,* B.A., Northwestern University; Ph.D.,
Boston College.

MICHAEL SUDE (2011)

Assistant Professor, Psychology,
B.A., M.A., Ph.D., Syracuse University.

KATHRYN A. SZABAT (1981)

Associate Professor, Business Systems and Analytics,
B.S., State University of New York at Albany; M.S.,
Ph.D., University of Pennsylvania.

JAMES A. TALAGA (1988)

Professor Emeritus, Marketing, B.A., University of
Illinois; M.A., Northern Illinois University; M.B.A.,
Ph.D., Temple University.

MARTHA TARLUE (1994)

Reference Librarian, B.S., Kansas State University;
M.L.S., Kent State University.

MADJID TAVANA (1984)

Professor, Business Systems and Analytics,
B.S., Tehran Business College; M.B.A.,
La Salle University; P.M.I.S., Drexel University; Ph.D.,
American University in London.

CAITLIN TAYLOR (2012)

Assistant Professor, Sociology and Criminal Justice,
B.A., Ursinus College; M.A., Ph.D., Temple University.

DIANE TERRELL, M.S.N., R.N. (2007)

Instructor, Nursing, B.S.N., Temple University; M.S.N.,
Temple University

MARY ELIZABETH TEIXEIRA (2012)

Assistant Professor, Nursing, B.S.N., Boston College; M.S.N., University of Massachusetts; Dr.N.P., Drexel University.

LYNNE A. TEXTER (1989)

Associate Professor, Communication, B.S., Ithaca College; M.A., Syracuse University; Ph.D., State University of New York at Buffalo.

MARSHA WENDER TIMMERMAN (1999)

Assistant Professor, ISBT, B.S., Michigan State University; M.S., Rutgers University.

CORNELIA TSAKIRIDOU (1991)

Associate Professor, Philosophy, B.A., American College of Greece (Athens); M.A. (History) and M.A. (Philosophy), Temple University; Ph.D., Georgetown University.

JANE TURK (1980)

Assistant Professor, Mathematics and Computer Science, B.A., D'Youville College; M.A., West Chester University; M.A., Ph.D., Temple University.

JOSEPH Y. UGRAS, C.M.A. (1986)

Associate Professor, Accounting, B.S., M.B.A., Fairleigh Dickinson University; Ph.D., Temple University.

WILLIAM VAN BUSKIRK (1987)

Professor, Management and Leadership, B.A., La Salle University; M.A., Cleveland State University; Ph.D., Case Western Reserve University.

FREDERICK VAN FLETEREN (1987)

Professor, Philosophy, B.A., M.A., Villanova University; Ph.D., National University of Ireland.

ROBERT M. VOGEL (1981)

Professor, Education, B.S., Philadelphia College of Textiles; Ed.D., Temple University.

JOSEPH A. VOLPE, JR. (1989)

Assistant Professor, Philosophy, B.A., University of Washington; Ph.D., University of Pennsylvania.

ANNE M. WALSH (1985)

Associate Professor, Management and Leadership, B.S.W., M.S.W., Temple University; M.B.A., La Salle University; D.S.W., University of Pennsylvania.

YANG WANG (2013)

Assistant Professor, Computer Science, B.E., Anhui Teacher's University; M.E., Beijing University of Posts and Telecommunications; M.S., Ph.D., Georgia State University.

WILLIAM L. WEAVER (1999)

Associate Professor, ISBT, B.S., Slippery Rock University of Pennsylvania; Ph.D., The Ohio State University.

ELIZABETH WEBB (2008)

Assistant Professor, Finance, B.S., Villanova University; M.B.A., Ph.D., Drexel University.

MARY JEANNE WELSH (1991)

Professor, Accounting, B.A., M.L.S., Ph.D., Louisiana State University; M.B.A., University of New Orleans.

KRISTIN WENTZEL (2000)

Associate Professor, Accounting, B.A., La Salle University; M.B.A., Villanova University; Ph.D., Temple University.

DIANE M. WIELAND (2000)

Associate Professor, Nursing, Diploma Nursing, Harrisburg Polyclinic Hospital School of Nursing; B.S.N., M.S.N., Ph.D., University of Pennsylvania.

MARY WILBY, R.N., CNRP (2003)

Assistant Professor, Nursing, B.S.N., M.S.N., La Salle University.

DAHRA JACKSON WILLIAMS (2008)

Assistant Professor, Psychology, B.A., Williams College; M.S., Ph.D., University of Miami.

MARY M. WILLIAMS (2011)

Professor, Education, B.S., M.S., State University of New York Plattsburgh; Ed.D., Boston University.

PATRICIA WILSON (2005)

Associate Professor, Psychology, A.S., Ocean County College, B.A., Georgian Court College; M.S., Ph.D., Rutgers, The State University of New Jersey.

WILLIAM WINE (1981)

Associate Professor, Communication, B.S., Drexel University; M.S., Temple University.

ZANE ROBINSON WOLF, R.N. (1980)

Professor, Nursing, Diploma, Germantown Hospital School of Nursing; B.S.N., University of Pennsylvania; M.S.N., Boston College; Ph.D., University of Pennsylvania.

BRIAN WYANT (2010)

Assistant Professor, Criminal Justice, B.A., McDaniel College; M.S., University of Baltimore; Ph.D., Temple University.

DEBORAH S. YOST (1996)

Professor, Education, B.A., Saint Joseph College; M.A., Ph.D., University of Connecticut.

ELAINE D. ZELLEY (2000)

Associate Professor, Communication, B.A., Ursinus College; M.A., Ph.D., Pennsylvania State University.

NATALIYA ZELIKOVSKY (2009)

Associate Professor, Psychology, B.A., State University of New York, Binghamton; M.S., Ph.D., Ohio University.

JOHN D. ZOOK, C.P.A. (1979)

Assistant Professor, Accounting, B.S., St. Joseph's University; M.B.A., Drexel University.

DAVID ZUZGA (2012)

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

Event	Day	Evening/ Continuing Studies	Graduate Programs	Accelerated Programs
-------	-----	--------------------------------	----------------------	-------------------------

Summer 2013

Undergraduate and Graduate Summer I and Full Summer Sessions start	May 20	May 20	May 20	RN-BSN – I May 20-June 22
Undergraduate Core Online Courses start		May 20		
Last day for filing P/F option	May 28	May 29		
Memorial Day holiday	May 27	May 27	May 27	
Memorial Day make-up	May 31	May 31	May 31	
Registration for Fall 2013 begins		June 3	June 3	
Last day for withdrawal with 'W' grade for 6-week Summer I courses	June 11	June 11	June 11	
Undergraduate and Graduate Summer I Sessions end	June 25	June 25	June 25	
Undergraduate and Graduate Summer II Sessions start	June 26	June 26	June 26	RN-BSN – II July 1-August 3
Pre-MBA Classes begin			July 2	
Last day for filing P/F option	July 3	July 3		
Independence Day holiday	July 4	July 4	July 4	
Independence Day make-up	July 5	July 5	July 5	
Last day for Withdrawal with "W" grade for 11-week courses	July 9	July 9	July 9	
Undergraduate Core Online Courses end		July 12		
Last day for withdrawal with 'W' grade for 5 ½-week Summer II courses	July 22	July 22	July 22	
Undergraduate and Graduate Summer II and Full Summer Sessions end	August 1	August 1	August 1	
Pre-MBA Classes end			August 9	

Intersession Classes – August 3 – August 16**Fall 2013**

Opening Convocation	August 22			
Undergraduate and Graduate classes start	August 26	August 26	August 26	RN-BSN – I Aug. 26–Oct. 12 ACCL – I Aug. 26–Oct. 11
Last day for late registration and change of roster (Varies for accelerated programs)	August 30	August 30	August 30	
Labor Day holiday	September 2	September 2	September 2	
Undergraduate and Graduate Saturday classes start		September 7	September 7	
Last day for filing P/F option	September 13	September 13		
Honors Convocation	September 29	September 29		September 29
Undergraduate and Graduate mid-semester holidays	October 14 and 15	October 14 and 15	October 14 and 15	Accelerated courses may meet during Mid-semester holidays
Mid-semester grades due	October 21	October 21		
Senior pre-registration for Spring 2014	October 31			
Last day for withdrawal with 'W' grade	November 1	November 1	November 1	Varies for accelerated programs
Junior pre-registration for Spring 2014	November 7	November 7	November 7	
Sophomore pre-registration for Spring 2014	November 14			
Freshman pre-registration for Spring 2014	November 21			
Thanksgiving holidays	Nov. 27 – Dec. 1	Nov. 27 – Dec. 1	Nov. 27 – Dec. 1	Accelerated courses may meet on Nov. 29
Classes end	December 6	December 7	December 7	End dates vary for accelerated programs
Final Examinations	December 9 - 13	December 9 - 14	December 9 - 14	Final exam dates vary for accelerated programs
Supplementary Examination Date	December 14	December 14	December 14	
Fall semester grades due	December 18	December 18	December 18	

Event	Day	Evening/ Continuing Studies	Graduate Programs	Accelerated Programs
Dates for Intersession -- December 14 – January 10				
Spring 2014				
Undergraduate and Graduate classes start	January 13	January 13	January 13	RN-BSN – I Jan. 14 – Mar. 1 ACCL – I Jan. 13 – Feb. 28
Last day for late registration and change of roster (Varies for accelerated programs)	January 17	January 17	January 17	
Martin Luther King holiday	January 20	January 20	January 20	
Last day for filing P/F option	January 31	January 31		
Mid-Semester Holiday	March 3 – 7	March 3 – 8	March 3 – 8	Accelerated courses may meet during mid-semester holidays
Registration for Summer classes begins	March 10	March 10		
Mid-semester grades due	March 17			
La Salle Heritage Week	March 15 – 21			
Junior pre-registration for Fall 2014	March 25			
Sophomore pre-registration for Fall 2014	April 1			
Easter holidays	April 18 & 21	April 18 & 21	April 18 & 21	
Last date for withdrawal with 'W' grade	April 1	April 1	April 1	Varies for accelerated programs
Special "Monday" class	April 23			
Freshman pre-registration for Fall 2014	April 8			
Classes end	May 2	May 2	May 2	End dates vary for accelerated programs
Final Examinations	May 5 - 10	May 5 - 10	May 5 - 10	Exam dates vary for accelerated programs
Supplementary Examination Date	May 10	May 10	May 10	
Grades for Graduating Students due	May 12	May 12	May 23	
All other spring semester grades due	May 14	May 14	May 14	
Graduate Commencement			May 16	
Baccalaureate Liturgy	May 17	May 17	May 17	
Commencement	May 18	May 18	May 18	

2013

AUGUST	S	M	T	W	T	F	S
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
SEPTEMBER	S	M	T	W	T	F	S
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					
OCTOBER	S	M	T	W	T	F	S
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		
NOVEMBER	S	M	T	W	T	F	S
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
DECEMBER	S	M	T	W	T	F	S
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				

2014

JANUARY	S	M	T	W	T	F	S
					1	2	3
				4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				
FEBRUARY	S	M	T	W	T	F	S
							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	
MARCH	S	M	T	W	T	F	S
							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					
APRIL	S	M	T	W	T	F	S
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			
MAY	S	M	T	W	T	F	S
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
JUNE	S	M	T	W	T	F	S
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					
JULY	S	M	T	W	T	F	S
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		
AUGUST	S	M	T	W	T	F	S
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						