

2011

# La Salle University Undergraduate Catalog 2011-2012

La Salle University

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**UNDERGRADUATE CATALOG**  
**2011 – 2012**

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Philadelphia, Pennsylvania 19141  
215.951.1500  
[www.lasalle.edu](http://www.lasalle.edu)

**NONDISCRIMINATION POLICY**

La Salle University does not discriminate against any applicant because of race, color, religion, sex, age, national origin, sexual orientation, marital status, or handicap or disability. Admission is based upon an applicant's qualifications and ability to meet the established requirements for admission and for specific programs. This commitment extends to participation in all educational programs and activities of the University.

**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  
Fax: 813.769.6559

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 Wound, Ostomy, and Continence Nurses  
Society's Board of Directors accredited the  
Wound, Ostomy, and Continence Nursing Edu-  
cation Program.

The Commonwealth of Pennsylvania, Depart-  
ment of Education's Bureau of Teacher Prepara-  
tion and Certification approved the School  
Nurse Certificate and the Certificate for Speech  
and Language Disabilities.

The Marriage and Family Therapy Master's pro-  
gram 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 Uni-  
versities, National Collegiate Honors Coun-  
cil, AACSB International (The Association  
to Advance Collegiate Schools of Business),  
College Entrance Examination Board, Ameri-  
can Association of Collegiate Registrars and  
Admissions Officers, Association of College  
Admissions Counselors, National Catholic Edu-  
cational Association, College and University  
Council of Pennsylvania, Association of Liberal  
Arts Colleges of Pennsylvania for the Advance-  
ment of Teaching, Pennsylvania Catholic Edu-  
cation Association, American Library Associa-  
tion, Urban Studies Association, National  
Commission on Accrediting, American Catho-  
lic Historical Society, Educational Confer-  
ence of the Brothers of the Christian Schools,  
National Association for Foreign Student  
Affairs, National Association of Student Per-  
sonnel Administrators, Association of College

and University Housing Officers, and National  
Association of College and University Business  
Officers.

**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 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](http://www.lasalle.edu/admin/businessaffairs/security/securityandsafety.pdf).

To comply with Federal Consumer Information Regulations, La Salle makes available upon request a report on job placement statistics and graduation rates. A copy of the 2002 report may be requested in writing from the Vice President for Enrollment Services, La Salle University, Philadelphia, PA 19141.

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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 (08/2011). 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](http://www.lasalle.edu/academ/descrip.htm).

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## 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.

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## 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.

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## CAMPUS VISITS

Reading about La Salle is great, 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 that 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. Tour and interview combinations are planned hourly, Monday through Friday, from 9 a.m. to 3 p.m. Please call to set up an appointment. The Office of 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 9 a.m., 11 a.m., and 1 p.m. and provide general information on La Salle University, the admission process, and financial aid. A campus tour follows each session at 9:30 a.m., 11:30 a.m., 1:30 p.m., and 3 p.m. The 3 p.m. is our last tour of the day and does not have a Group Information Session preceding it.

### 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.

### Departmental Workshops

Several of La Salle's academic departments, including Biology, Business, and Communication, offer special full-day workshops focused on each area of study. For students interested in these specific areas, there is no greater day to visit La Salle.

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

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## APPLYING FOR ADMISSION

Students can apply to La Salle anytime after completing their junior year of secondary (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 also accepts The Common Application
2. An application essay or personal statement
  - Topics are provided in the application
3. An official transcript of three-year high school scholastic records
4. An academic letter of recommendation from a teacher, counselor, 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 at [www.lasalle.edu](http://www.lasalle.edu)

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 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 Uniform Candidate's Reply Date. Resident students must submit an additional \$200, \$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
<b>Total</b>	<b>11 units</b>

The remaining five units may be distributed as follows:

#### Applicants for the Liberal Arts program

- Five other academic units

#### Applicants for the Science, Mathematics, or Computer Science programs

- Five other academic units
- An additional one-half unit in mathematics

#### Applicants for the School of Business Administration

- Five other academic or commercial units, excluding typing

#### Applicants for the School of Nursing and Health Sciences

- Five other academic units
- Two units 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. SAT scores cannot be submitted later than January of the senior year, and ACT scores no later than February of the senior year. Arrangements can be made to sit for these tests through your high school counselor, or by writing six weeks prior to the test date to either:

#### 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:

SAT / CEEB: 2363

ACT: 3608

### SAT II SUBJECT TESTS

SAT II subject tests are not required for admission. These tests are recommended only to students who:

1. Wish to apply for a waiver of the freshman composition requirement
2. Desire immediate placement in a calculus course
3. Plan 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 upon, 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

The name La Salle is recognized throughout the world. That is just one reason why the world comes to La Salle. La Salle welcomes international students, those individuals who are not United States citizens or permanent residents, to apply as freshmen and transfer students. 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 services (World Education Services [www.wes.org](http://www.wes.org), Educational Credential Evaluators [www.ece.org](http://www.ece.org), etc.)
- Original university transcripts and course descriptions (for transfer students) Or Original official credential evaluation from a recognized credential evaluation services
- Official Test of English as a Foreign Language (TOEFL) scores (Internet-based test encouraged; paper-based and computer-based tests also accepted):
  - recommended Internet-based score = 76 (with a score of 19 on each section)
  - recommended computer-based score = 207 (with a 5.0 essay rating)
  - recommended paper-based score = 540 (with a 5.0 essay rating)
- 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](http://www.lasalle.edu))
- Official SAT/ACT scores (optional for admission, but required for students to receive scholarship consideration)

All documents submitted by international students must be official; no photocopies will be accepted under any circumstances. International applicants are not required to take the SAT, but taking the SAT is recommended as it can qualify students to receive scholarship money. No need-based financial aid is available to international students.

More information on international admission can be found online at [www.lasalle.edu/admiss/international](http://www.lasalle.edu/admiss/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 on primarily 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.

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## 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.

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## COURSE SELECTION

All accepted students will receive a course selection form in the mail sometime in May. At this time, students may indicate their preference of courses for both fall and spring terms. Additional academic counseling will be available to incoming freshmen during the Day ONE Program that all incoming students attend in the summer prior to their start.

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## 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](http://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](http://www.lasalle.edu/security).

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

Office phone: 215.951.1066

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## FOOD SERVICES

The Food Services Department provides students with a complete range of services and meal plan alternatives. This Department has been honored by the National Association of College and University Food Services (NACUFS) for outstanding menu selection. Food Services operates Blue and Gold Dining Commons, located at the north end of campus; Treetops Café, a 300-seat dining venue at the south end of campus; a food court; a restaurant, Intermissions; a smoothie bar, Backstage; and a convenience store, Union Market, all located in the Student Union on Main Campus. Food Services also operates Elements Café, located in St. Benilde Tower on West Campus. In addition, the Department also operates a faculty/staff dining room, concessions for home basketball games, vending services, and a full range of catering services.

Students who live in a residence hall on campus (including St. Basil Court) are required to participate in one of several meal plans available. Each of these meal plans is specifically designed to meet the individual needs and the busy lifestyle of an undergraduate student.

For more information concerning meal plans, please visit our Web site, [www.lasalle.edu/mealplans](http://www.lasalle.edu/mealplans).

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## 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 learn-

ing 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](http://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.

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## ART MUSEUM

The La Salle Art Museum is the only university museum in the Philadelphia area with a permanent collection of Western art from the Renaissance to the present. The 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 Museum owns a number of special collections, including Japanese prints, Indian miniatures, African art, and ancient Greek vases and figurines.

Since its founding in the mid-1960s, the 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 museum receives many requests both here and abroad for the loan, publication, research, and reproduction of works of art in its collection. The Museum is steadily gaining a national and international reputation.

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## 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; a 24x7 telephone help desk line; a high-bandwidth wired Internet connection for every resident; numerous computer labs and classrooms, and a comprehensive portal that permits students 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. Lenovo ThinkPad 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.

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## DIVISION OF STUDENT AFFAIRS

### DEAN OF STUDENTS

La Salle Union 123  
215.951.1017

The Interim Dean of Students, **Anna Melnyk Allen**, 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](http://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.

### 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

Career Services Center  
Administration Center 409  
215.951.1075  
and  
Student Counseling Center  
McShain Hall  
215.951.1355  
and  
Student Health Center  
North Residence Halls  
215.951.1565

This unit is supervised by the Associate Dean of Students, **Lane B. Neubauer, Ph.D.** Based in the Career Services Center, the Student Counseling Center, and the Student Health Center, and incorporating the Alcohol and Other Drug Program and the Peer Educators, the members of the unit provide health programs and services, including primary health care, personal counseling, crisis intervention, peer education, and alcohol and other drug programs for students. They also assist students and alumni with all appropriate aspects of career planning and development, facilitate experi-

ential education opportunities, and build and sustain strong relationships with potential employers.

### 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) <sup>1</sup>	\$17,420
Part-time and extra, per credit hour	1,090
Student Activities Fee, per semester	100
Technology Fee, full time	100
Technology Fee, part time	50
Freshman Counseling and Orientation Fee	120
Freshman Commuter Orientation Fee	30
Freshman Resident Orientation Fee	100
Nursing Test Assessment Fee	100
Nursing Clinical Fee	200

### RESIDENCE HALLS AND FOOD SERVICE

#### ALL FEES ARE PER SEMESTER

Single room rent	\$3,345
Premium single room rent	3,710
Double room rent	3,075
Standard triple room rent	2,740
Quad room rent	3,185
St. Basil single room rent	3,445
St. Basil double room rent	3,240
St. Basil premium double room rent	3,555
St. Basil suite rent	3,505
St. Basil premium suite rent	3,870
Apartment rent	3,405
Graduate standard apartment rent	3,505
Graduate single apartment rent	3,850
Townhouse rent	3,825

#### Meal Plans

##### Plans for Residence Hall students (must select one)

14-Meal Plan Plus \$100	2,385
14-Meal Plan Plus \$250	2,550
17-Meal Plan Plus \$100	2,765
17-Meal Plan Plus \$250	2,930

##### Inflation Fighter Plans (no price increase for up to four years)

###### For students on the Inflation Fighter Plan since Fall 2008

7-Day Unlimited Access Plus \$100	2,625
7-Day Unlimited Access Plus \$250	2,760

###### For students on the Inflation Fighter Plan since Fall 2009

7-Day Unlimited Access Plus \$100	2,730
7-Day Unlimited Access Plus \$250	2,865

###### For students on the Inflation Fighter Plan since Fall 2010

7-Day Unlimited Access Plus \$100	2,840
7-Day Unlimited Access Plus \$250	2,980

###### For students new to the Inflation Fighter Plan (Fall 2011)

7-Day Unlimited Access Plus \$100	2,955
7-Day Unlimited Access Plus \$250	3,100

##### Plans for apartment/townhouse residents and commuters

Block of 35 Meals Plus \$330 (new)	925
Block of 50 Meals Plus \$150	925
Block of 75 Meals Plus \$100	925
5-Meal Plan Plus \$50	925

## CONTINUING STUDIES AND SUMMER SESSIONS

#### Tuition, per credit hour

Continuing Studies	\$475
Pre-Med Certificate, new students	600
Pre-Med Certificate, continuing students	475
Pre-Speech-Language Pathology Program, new students	600
Pre-Speech-Language Pathology Program, continuing students	525
Nutrition, new students	600
Nutrition, continuing students	475
R.N.-BSN Program	475
ACHIEVE Program	525
LPN-BSN Program	525
Nursing Test Assessment Fee	100
Technology Fee, full time	100
Technology Fee, part time	50
General University Fee	75

### UNLIMITED ACCESS MEAL PLANS

A new concept to University dining. 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](http://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. The payment due dates are as follows:

Fall semester: First Wednesday in August

Spring semester: First Friday in January

Credit card (American Express, Discover, and MasterCard) and ACH payments can be made at <http://my.lasalle.edu>. Credit card payments are subject to a 2.75 percent convenience fee, however, ACH payments are not subject to a convenience fee. An ACH payment is an electronic debit of a checking or savings account. 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 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 is available for the fall and spring semesters. All financial obligations must be satisfied before a student's enrollment is finalized.

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## 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; not covered by a third party. Third party billing authorizations are accepted in lieu of payment and must be received by the payment due date. Please mail billing authorizations to the Office of Student and Accounts Receivable.

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## 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 only). The plan begins July 5, 2011, and ends April 5, 2012. For additional information, call Nelnet Business Solutions (NBS) 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).

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## 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.

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## 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 diplomas until such indebtedness is paid.

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## 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 Food 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 withdraw may receive a partial refund of tuition. There are no exceptions to the following terms and conditions:

#### Fall, Spring, and Full-term Summer Semesters

Time of Withdrawal	Refund
During first week*:	100%
During second week:	60%
During third week:	40%
During fourth week:	20%
After fourth week:	No Refund

#### Accelerated and Six-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

#### Intersession Semester

Before and during the first day of class**:	100%
After the first day of class :	0%

\*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 of the particular 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 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.

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## 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. The completed scholarship materials must be received by the Honors Program no later than Jan. 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 grant 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.

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

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## 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 March 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](http://www.fafsa.ed.gov).

For some students, the federal government requires us to collect additional documentation to complete an application. Notification will be sent that

details the additional documentation that is needed. The documentation must be submitted within 30 days of receipt of the request letter. (See the section below on deadlines for more information). No aid information will be awarded until the requested documentation is returned.

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

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

### DEADLINE DATES

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

Please note, the student must 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.

### 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 upon the total amount borrowed.

### PENNSYLVANIA STATE GRANTS (PHEAA) AND OTHER STATE GRANT PROGRAMS

Pennsylvania state grants are administered by the Pennsylvania Higher Education Assistance Agency (PHEAA). Eligible students must demonstrate financial need, meet Pennsylvania residency requirements, and be enrolled at least half time. Full-time students must complete a minimum of 24 credits per year, while half-time students must complete a minimum of 12 credits annually. The Free Application for Federal Student Aid (FAFSA) must be filed by May 1 to be eligible.

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 access to 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.

### NATIONAL SCIENCE AND MATH TO RETAIN TALENT GRANT (SMART)

The National Science and Math to Retain Talent (SMART) Grant program is a federally funded grant available to students who are enrolled full time, are Federal Pell Grant recipients, are U.S. citizens, are third- or fourth-year students, have a GPA of 3.0 or greater, and are pursuing a major in math, physical science, or technology. The award amount is \$4,000 for both the third and fourth year.

### 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, \$5,500 as upperclassmen, and \$8,500 as graduate students. Students must be enrolled half time to be eligible.

### 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 subsidized Direct 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 \$12,000 as graduate students. Students must be enrolled at least half time to be eligible. 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 loan for the parents of undergraduate students who are enrolled as at least half-time students. Borrowers have the option of beginning repayment on the PLUS loan either 60 days after the loan is fully disbursed or waiting until six months after the dependent student on whose behalf the parent borrowed ceases to be enrolled on at least a half-time basis. The interest rate is 7.9 percent with a 4 percent origination fee (For example: A loan of \$10,000 will disburse to the University as \$9,600).

### CHARLOTTE W. NEWCOMBE FOUNDATION SCHOLARSHIPS

Charlotte W. Newcombe Foundation Scholarships are offered to women who are at least 25 years of age, who are part-time or full-time students, and who will be enrolled at La Salle for a minimum of six credits during the term in which the scholarship will be used. The student must demonstrate financial need, have a minimum cumulative GPA of 2.5, and have completed a minimum of 60 credits by the term during which the scholarship will be used. Additional application information can be obtained from the Student Financial Services section of the La Salle Web site at [www.lasalle.edu](http://www.lasalle.edu). The priority deadline is 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 by filling out a single Common Scholarship Application, which is available from the Student Financial Services section of the La Salle Web site at [www.lasalle.edu](http://www.lasalle.edu). Even if a student has been awarded a scholarship in the past, the student must reapply for that scholarship. Scholarships available through La Salle include:

- Accounting Department Scholarship
- Annenberg-Henrich Scholarship
- The Peter & Gladys Altamore Memorial Scholarship
- Gregg Argenziano 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 Endowment 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
- Major General Burns ROTC Scholarship
- John F. Byrne Memorial Scholarship
- ascal R. Canavo, '55 Endowed Memorial Scholarship
- Robert J. Chesco Memorial Scholarship
- Christian Brothers Scholarship
- Class of 1970 Scholarship
- Communication Department Faculty Award
- Lt. John H. Condon Memorial Scholarship
- Bishop Corrigan Memorial Scholarship
- Dr. Robert J. Courtney 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
- 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
- Julius Fioravanti Memorial Scholarship
- Dr. Joseph F. Flubacher 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
- Frances and John Jenich Memorial Scholarship
- Johnson and Johnson 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 Endowment 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
- Charles E. Merrill Trust 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
- 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
- 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., 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

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## 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, all students are required to achieve the cumulative grade point average as listed below if they are to continue to receive institutional and federal financial aid:

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 grade point average, please contact the Registrar.

Some scholarships require a higher GPA for renewal.

### MAXIMUM TIMEFRAME

The maximum timeframe 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 timeframe, then an appeal may be made based upon this.

All appeals for waivers of academic progress must be done in writing and be accompanied by an Academic Recovery Plan. To formulate an Academic Recovery Plan, a student should first meet with an Assistant Dean or an adviser to discuss how the student will improve his or her academic performance. The student should put this in written form and submit it along with a letter of appeal to the Office of Student Financial Services. No appeals for progress will be accepted after the term begins.

The student may be asked to provide supporting documentation of the situation. All appeals will be reviewed by the Student Financial Services Appeal Committee. Appeals, when granted, are for one semester only, and the student must comply with any and all conditions attached to the waiver of the academic policy. 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 up to one year.

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.

For 2011-12, the Department of Education has issued new guidance on the appeal process to waive standards of academic progress for financial aid. Please check the FAQ on the Student Financial Services section of the La Salle University Web site for the most complete information.

### STANDARDS OF ACADEMIC PROGRESS FOR THE PHEAA STATE GRANT PROGRAM

The student must successfully complete at least 24 credits 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- 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 Stafford 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.

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## 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 Stafford loans, Subsidized Federal Stafford 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.

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## 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. 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. 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.
- Attend an exit interview at your school if you have a Federal Perkins Loan, Federal Stafford Loan, or PLUS Loan.
- Satisfactorily perform the work agreed upon in a Federal Work-Study job.
- Understand the school's refund policy.
- Meet all financial aid deadlines.

**PROGRAM OF STUDIES**

The program of studies prescribed by the student's advisor 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 by 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 an additional semester in college. 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, Nutrition, Philosophy, Physics, Political Science, Psychology, Religion, Sociology, 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, Catholic Studies, Central and Eastern European Studies, Environmental Studies, Film Studies, Forensic Studies, Health Care Administration (not currently available), International Studies, Justice and Society Studies, Life Science, Management, Management Information Systems, 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.

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## 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 farther 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 post-undergraduate goals.

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](http://www.lasalle.edu/exploreu)) or contact the Career Services Center at 215.951.1075 or [ExploreU@lasalle.edu](mailto:ExploreU@lasalle.edu).

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## EXPERIENTIAL EDUCATION PROGRAMS

Experiential Education is learning experiences that extend beyond the classroom and campus of La Salle University, offering students a unique opportunity to:

- apply classroom theory to actual work situations;
- add relevance to their academic program;
- afford an understanding of human relationships outside their peer group; and
- provide 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 careers.

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 clinical, practicum, or field experiences in a hands-on environment, as necessitated by their accrediting bodies. 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 health-care-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 the Career Services Center, students will prepare a resume, practice their interview skills, and identify and apply to potential employers.

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## 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 has strong ties with the American University of Rome in Italy, the National University of Ireland in Galway, Universidad La Salle in Mexico City, and Deakin University in Melbourne, Australia, where students have the opportunity to gain a semester-long learning experience. 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. In addition, the Multicultural and International Center provides various levels of support for students wanting to study at other destinations.

### 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.

### 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](mailto: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.

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## 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.

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## 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.

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## REGISTRATION

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

Students may register through the first week of the semester.

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## CLASSIFICATION OF STUDENTS

A full-time student carries a minimum of 12 semester credit hours; many carry an average of 15 semester credit hours. 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.

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## 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.

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## 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.

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## EXAMINATIONS

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

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## 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, or through other authorized standardized testing procedures or in-house tests. 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 and other authorized standardized testing procedures, 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 authorized standardized testing procedures.

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/](http://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](http://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 evaluation of recitations, written assignments, and examinations, including mid-term and final 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 for reasons beyond his or her control. Make-up examinations for the fall semester must be completed before the opening day of the spring semester. 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](http://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 after 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.

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## 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."

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## DEANS' HONOR LIST

The Deans' Honor List is published at the termination of each semester. Those students who have a cumulative average of 3.4 and above are placed on the Deans' List. To be eligible for this list, a student must have complied with all the requirements of the University and must have earned 24 credits with letter grades A, B, C, or D at La Salle University.

Deans' List students are eligible for courses in the University's Honors Program.

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## 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.

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 would not participate in any academic coursework either at La Salle or any other institution for a one-year period.
2. He or she could take 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 only be elected 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 may take courses at another institution. This option may only be elected 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 only be repeated 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 only be repeated at La Salle.
- Course selection must be pre-approved by the appropriate La Salle Dean's Office.

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## 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.

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## 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 Sept. 15, Jan. 15, and on the date of the Commencement exercises. 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 September or January are invited to participate formally in the Commencement exercises of the following May.

A candidate for the baccalaureate degree must have completed 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 required number of courses and hours, the student must also:

1. have obtained a C average or cumulative index of 2.00 in the total program of studies;
2. have fulfilled all course requirements controlled by the major department with a C average or a cumulative index of 2.00 in those courses; and
3. have fulfilled the core requirements.
4. Students are required to take their 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 will obtain written permission from the appropriate Dean and Chair.
2. If the student holds a bachelor’s degree from La Salle, he or she will meet 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 must fulfill the core requirements of one
4. The student is required to take the 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*.

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## 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 (non-nursing evening students with approval of their academic adviser in the College of Professional and Continuing Studies).
2. Students must file a Course Withdrawal form with their Dean's Office (non-nursing evening students with their academic adviser in the College of Professional and Continuing Studies) 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](http://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 (see pages 10 and 15 for refund policy) 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 (non-nursing evening students with their academic adviser in the College of Professional and Continuing Studies). 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 (Please note: non-nursing evening students must consult with their adviser in the College of Professional and Continuing Studies). 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](http://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 (see pages 10 and 15 for refund policy) 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 (non-nursing evening students with their academic adviser in the College of Professional and Continuing Studies). 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.

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## 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.



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**SCHOOL OF  
ARTS AND SCIENCES**

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The School of Arts and Sciences offers general or liberal arts programs and programs in science and mathematics. Within these two areas you 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 eligibility for an Instructional I certificate to teach in either the elementary 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 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, 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 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.

## 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 heritage 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 towards 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 all areas of the core, 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 under-

standing 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

## 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.

## 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<sup>1</sup>  
• \_\_\_\_\_

### 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)

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2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
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11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_





### V. Electives (number varies)

1. \_\_\_\_\_
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3. \_\_\_\_\_
4. \_\_\_\_\_
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6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

<sup>1</sup> Pilot program of course selections. Students should consult with their adviser or the chair of the Mathematics/Computer Science Department.

**\*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: Leibiger  
 Assistant Professors: Grauke, Jarvinen

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:

- Four electives, three of which must be in the same academic discipline or in a thematic cluster (e.g., in Gender Studies, in Race and Ethnicity, or in a specific time period) at the 300 or 400 level. The fourth elective may be chosen from any University course relating to American culture

■ **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

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## 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 examine 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, limited to 15 students, 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

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## ART HISTORY

(See Fine Arts)

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## BIOLOGY

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### FACULTY

James Pierce, Ph.D., Chair

Professors: Ballough, McPhillips, Pierce

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

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

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### FRAMEWORKS COURSES

#### ■ NATURAL SCIENCE

- **BIO 157, 158**

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### REQUIREMENTS

#### ■ REQUIRED FOR MAJOR IN BIOLOGY:

- **BIO 210**
- **BIO 220**
- **BIO 230**

- **BIO 412**
- **BIO 413; NOTE: THIS COURSE REPLACES BIO 418.**
- additional 300/400-level Biology courses to total a minimum of 11 courses.
- **CHM 111-112, 201-202**
- **PHY 105-106 (OR 170-171, WITH PERMISSION)**
- **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.)

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

A foundation biology course for non-majors that places an emphasis on the unifying concepts of ecology. It is intended to demonstrate interconnections between the life and physical sciences, provide opportunity for in-depth exploration of environmental issues, and establish a relevance to students' lives. Topics will include human influence on patterns and

products of change in living systems, energy matter and organization, and human interaction and interdependence with other living systems.

### **BIO 158 (F, S)**

LIFE SCIENCE: A HUMAN APPROACH  
3 credits / Frameworks

A foundation biology course for non-majors that places an 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

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

### **BIO 163 (F, S)**

CLINICAL MICROBIOLOGY  
4 credits

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.

### **BIO 210 (F, S)**

CELLULAR BIOLOGY AND GENETICS  
4 credits

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

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

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

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

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

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

**BIO 306**  
NEUROBIOLOGY  
3 credits

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 308**  
METHODS IN BIOLOGICAL RESEARCH  
3 credits

A laboratory course designed to give hands-on experience in proper use of laboratory equipment, care of laboratory animals, common histological and cytological techniques, tissue culture, use of radioisotopes in research, and experimental design; for students interested in a research career. One hour lecture, four hours laboratory. Permission of Chair required.

**BIO 310**  
GENETICS  
3 credits

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 312**  
RADIOBIOLOGY  
3 credits

Theory of the production, detection, and measurement of ionizing radiations; use of ionizing radiations in research and medicine; effect of ionizing radiations on life forms. Two hours lecture, two hours laboratory.

**BIO 314**  
BIOMETRICS  
3 credits

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 315**  
PLANT PHYSIOLOGY  
3 credits

Metabolic and physical processes of plants. Emphasis on photosynthesis, photorespiration, mineral nutrition, transpiration, phloem transport, intermediary metabolism, and hormonal activity. Two hours lecture, two hours laboratory.

**BIO 316**  
PLANT ANATOMY  
3 credits

Structure of plant tissues and organs, particularly those of higher vascular plants. Emphasis on vegetative organs, but reproductive organs are discussed. Structure correlated with function and/or habitat. Two hours lecture, two hours laboratory.

**BIO 317**  
INVERTEBRATE ZOOLOGY  
4 credits

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

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 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  
4 credits

Functional anatomy, phylogeny, and basic systematics of non-vascular and vascular plants. Three hours lecture, two hours laboratory.

**BIO 400**  
MARINE BIOLOGY  
3 credits

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 401**

TAXONOMY OF THE SEED PLANTS  
3 credits

A survey of seed-forming plants with emphasis on flowering plants. Lectures emphasize the principles of identification, classification, systematics as well as economic importance of selected families of seed plants. Two hours lecture, two hours laboratory.

**BIO 402**

CELL BIOLOGY  
3 credits

Physical properties, chemical structure, and metabolism of simple and specialized cells; recent advances in the techniques of cell culture and investigation. Two hours lecture; two hours laboratory.

**BIO 403**

PRINCIPLES OF ECOLOGY  
3 credits

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

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

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

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. Required for students starting their studies in the fall of 2008; replaces BIO 418-419. BIO 413 will first be offered to the class entering in the fall of 2008. Prerequisite: BIO 412.

**BIO 418 (S)**

MOLECULAR BIOLOGY  
3 credits

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. Three hours lecture (taken alone or concurrently with BIO 419). This course is required for those starting their studies in the fall of 2000 or earlier and will be replaced by BIO 413 starting with the entering class of Fall 2008. Prerequisite: BIO 412.

**BIO 419 (S)**

MOLECULAR BIOLOGY LABORATORY  
1 credit

This course focuses on exercises that emphasize the basic techniques currently utilized in molecular biology. Students will isolate, clone, and characterize a bacterial gene. Laboratory techniques include gel electrophoresis, restriction endonuclease digestion analysis, nucleic acid purification and identification, genetic recombination, molecular cloning, recombinant selection, and ELISA. Three hours laboratory. Corequisite or prerequisite: BIO 418.

**BIO 460 (F, S, Summer)**

COOPERATIVE EDUCATION/INTERNSHIP  
3 credits

Normally full-time, paid employment at a cooperating institution/company to provide on-the-job training (part-time positions may qualify). 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

For election by qualified students contemplating advanced studies. 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.

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## CHEMISTRY/BIOCHEMISTRY

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### FACULTY

William A. Price, Ph.D., Chair  
 Professors: Cichowicz, Jones, Price, Straub  
 Associate Professor: Prushan  
 Assistant Professor: Gentry  
 Lecturers: Grouke, La Belle

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### FRAMEWORKS COURSE

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

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### REQUIREMENTS

- **REQUIRED FOR B.A. IN CHEMISTRY:**
  - CHM 111-112
  - CHM 201-202
  - CHM 212
  - CHM 301-302
  - CHM 311
  - CHM 320
  - 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 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 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 301, CHM 302, CHM 311, CHM 320

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

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### COURSE DESCRIPTIONS

**CHM 111 (F) - 112 (S)**  
 GENERAL CHEMISTRY  
 4-8 credits

A general course based on physical principles; emphasis on elementary thermodynamics with applications to gases, solutions, heats of reaction, electrochemistry, ionic and non-ionic equilibria. Concepts of elementary quantum mechanics applied to spectral concepts and the theory of the chemical bond. Reaction kinetics applied to reaction mechanisms. Descriptive chemistry of the representative elements and transition metal complexes. Laboratory examines qualitative and quantitative aspects of chemistry. Prerequisite: CHM 111 with a grade of C- or better for CHM 112. Three hours lecture, three hours laboratory.

**CHM 150 (F, S)**  
 CONSUMER CHEMISTRY  
 3 credits/Frameworks

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. Four hours lecture/laboratory sessions.

**CHM 152 (F, S)**  
 CRIMINALISTICS FOR NON-PHYSICAL-SCIENCE MAJORS  
 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

A terminal course for students who wish to obtain a general knowledge of chemistry with emphasis on the processes in the body and in nature. Descriptive and some quantitative principles discussed. Prerequisite: high school algebra. Three hours lecture, three hours laboratory.

**CHM 201 (F) - 202 (S)**ORGANIC CHEMISTRY  
4-8 credits

Chemistry of carbon compounds with emphasis on structure, stereochemistry, synthesis, and reaction mechanisms. Application in allied fields. Laboratory introduces techniques involved in organic synthesis, analysis, and study of reaction mechanisms. Intended for majors in Chemistry and Biology and all students pursuing careers in the health professions. Prerequisites: CHM 111-112, CHM 201 with a grade of C- or better for CHM 202. Three hours lecture, three hours laboratory.

**CHM 212 (S)**QUANTITATIVE ANALYSIS  
4 credits

Neutralization, oxidation-reduction, chemical equilibria, colorimetry, and the methods of quantitative chemical analysis. Thorough training in volumetric, gravimetric, and colorimetric techniques. Prerequisite: CHM 112. Three hours lecture, three hours laboratory.

**CHM 262 (F)**ORGANIC CHEMISTRY FOR THE LIFE SCIENCES  
3 credits

A one-semester course in organic chemistry designed to be particularly applicable to students interested in the health sciences. The subject matter includes organic chemistry principles (the naming of compounds, identification of functional groups, chemical reactions, etc.). An effort will be made to make the examples and problems as health-related as possible. Prerequisites: CHM 161 with a grade of C- or better.

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

A one-semester course in biochemistry designed to be particularly applicable to students interested in the health sciences. The subject matter includes biochemical principles (identification and properties of proteins, carbohydrates, lipids, and nucleic acids, metabolic pathways, etc.). An effort will be made to make the examples and problems as health-related as possible. Prerequisites: CHM 262 with a grade of C- or better.

**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 will employ 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 will touch on areas of chemistry, biology, biochemistry, physics, toxicology, statistics, and other fields. Prerequisites: CHM 111, CHM 112, CHM 201. Four hours lecture/laboratory sessions.

**CHM 301 (S)**PHYSICAL CHEMISTRY I  
4 credits

Quantum mechanics applied to the solution of elementary systems. Discussion of atomic and molecular structure, chemical bonding, spectroscopy, laser chemistry, and photochemistry. Prerequisite: CHM 302. Three hours lecture, three hours laboratory.

**CHM 302 (F)**PHYSICAL CHEMISTRY II  
4 credits

Elucidation of the principles of thermodynamics and kinetics as applied to gases, liquids, solids, and solutions. Discussion of chemical equilibrium and thermochemistry. Prerequisites: CHM 111-112, MTH 221, and PHY 105-106. Three hours lecture, three hours laboratory.

**CHM 306 (S)**QUANTUM CHEMISTRY  
3 credits

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. Prerequisite: CHM 301 or permission of the instructor. Three hours lecture.

**CHM 311 (F)**INSTRUMENTAL ANALYSIS  
4 credits

Theory and practice of physical measuring instruments with particular attention to modern trends in analytical chemistry. Prerequisite: CHM 212 or permission of the instructor. Corequisite: CHM 302. Three hours lecture, three hours laboratory.

**CHM 320 (S)**ORGANIC LABORATORY METHODS  
4 credits

A course in current methods of organic synthesis with emphasis on the separation and identification of reaction products. A one-hour lecture per week devoted to advanced spectral methods as applied to structure determination. Prerequisites: CHM 201-202. One hour lecture, six hours laboratory.

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

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). 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.

**CHM 403 (F)**ADVANCED INORGANIC CHEMISTRY  
4 credits

Theoretical aspects of chemical bonding, descriptive chemistry trends relative to the periodic table, molecular structure and symmetry of molecules, and general discussion of the transition metals, their complex ions, and their organometallic chemistry. Prerequisites: CHM 201-202, 301-302. Three hours lecture, three hours laboratory.

**CHM 404 (S)**ADVANCED ORGANIC TOPICS  
3 credits

Designed to extend the knowledge of organic chemistry; emphasis on those topics not fully developed in the elementary course. An introduction to the literature of chemistry is also included. Prerequisites: CHM 201-202, 301. Three hours lecture.

**CHM 411 (F)**  
BIOCHEMISTRY I  
4 credits

The chemistry of carbohydrates, fats, proteins, vitamins, enzymes, and hormones; emphasis on their roles in biochemical processes. Laboratory work illustrates common techniques used to prepare, identify, and assay biochemical materials. Prerequisites: CHM 201-202, 302. Three hours lecture, three hours laboratory.

**CHM 412 (S)**  
BIOCHEMISTRY II  
4 credits

The storage, transmission, and expression of genetic information, recombinant DNA methodology, and physiological processes at the molecular level will be explored. Laboratory work includes the isolation and analysis of plasmid DNA, creation of a new plasmid and transformation into bacterial cells. Prerequisite: CHM 411. Three hours lecture, three hours laboratory.

**CHM 470 (F, S)**  
SPECIAL TOPICS  
3 credits

Courses in “Chemical Dynamics” and “Advanced Organic and Organometallic Chemistry” may be offered as Special Topics.

**CHM 480 (F) and/or 481 (S)**  
CHEMICAL RESEARCH  
4-8 credits

Individual laboratory or theoretical work under supervision of a staff member. Restricted to Chemistry and Biochemistry majors. Hours to be arranged.

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## COMMUNICATION

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### FACULTY

Lynne A. Texter, Ph.D., Chair

Professors: Dainton, Molyneaux

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

Assistant Professors: Celano, Collins, Dunleavy, MacLeod, Pampaloni

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

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### POWERS COURSE

- **SPEECH**
- **COM 150**

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### 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**

Two communication electives. Internship and co-operative education experiences do NOT count as communication electives.

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

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

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### 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

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



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 team work, 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

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

Introduction to and application of scriptwriting techniques in formats appropriate for radio, television, and film.

**COM 306 (F, S)**

IN-DEPTH JOURNALISM  
3 credits

An advanced journalism course that 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. Covers principles of collecting and interpreting audience data with application to programming, promotion, and sales.

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

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 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

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

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; Law and Economics. Prerequisite: permission of instructor.

**ECN 330 (S 2008, S 2010)** →

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

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

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.

**ECN 351 (S, Even years)**

ENVIRONMENTAL ECONOMICS  
3 credits

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

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. Stressed are 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

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, Administrative Director of ESE

Marie Ward, Administrative Director of SE

Professors: Bednar, Clabaugh, Feden, Vogel, Williams, Yost

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

Assistant Professors: Lewinski, Patrylo

### REQUIREMENTS

La Salle University offers teacher preparation programs in secondary education (SE), early elementary/special education (ESE), and middle-level social studies. These programs are approved by the Pennsylvania Department of Education and lead to a B.A. degree. Upon successful completion, recommendation for Instructional I certification in the area(s) pursued by the certification candidate is made by Department faculty. 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 directors of the respective programs 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. ESE juniors are required to complete one full day of field work in partnership schools. The administrative directors of ESE and SE make placements for all teacher candidates enrolled in education programs.

Department faculty recommend students for the student teaching experiences. Recommendations are predicated upon successful completion of all course requirements with the indexes and grades specified in the Department of Education Student Handbook and on 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. Information about the Praxis Tests is available in the Department of Education office (Olney 254). Other states may also require prospective teachers to take these or other examinations.

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. All students are required to obtain both a Criminal History and Child Abuse form. Commonwealth of Pennsylvania residents must have the Act 34 Request for Criminal Background check completed.

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. Every education major is also required to join the Pennsylvania State Educational Association and purchase liability insurance. Membership and liability insurance must be maintained throughout the four years of a student's program. 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 the background checks, insurance liability forms, and tuberculin tests and keep copies of the results on file in the Education office. For more information about these requirements, see the Administrative Director of ESE (Olney 257) or the Administrative Director of SE (Olney 259). 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 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 or 219
- EDC 224
- EDC 306

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

- EDC 103
- EDC 104
- EDC 224
- EDC 225
- EDC 304
- EDC 306
- 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 recommendation for Instructional I certification in Citizenship Education (History concentration), Communications (non-print media), English, Biology, Chemistry, Mathematics, French, General Science, Earth Space Science, German, Italian, Latin, and Spanish. (Foreign Language students are certified to teach K-12.)

**■ REQUIREMENTS FOR RELIGION-EDUCATION:**

- EDC 103
- EDC 104
- EDC 224
- EDC 225
- EDC 304
- EDC 306
- 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:**

- EDC 103
- EDC 104
- EDC 120
- EDC 217
- EDC 218
- EDC 219
- EDC 220
- EDC 306
- EDC 307
- EDC 309
- EDC 325
- EDC 418
- EDC 474
- EDC 475

Upper Elementary-Social Studies certification students enrolled in the upper elementary-social studies certification 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 can add an optional year of study at the graduate level to earn certification in special education.

**■ REQUIREMENTS FOR MAJOR IN EARLY ELEMENTARY AND SPECIAL EDUCATION (ESE):**

- 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 412
- EDC 476
- EDC 415
- IMS 162
- IMS 262

**EARLY ELEMENTARY AND SPECIAL EDUCATION**

Early elementary and special education (ESE) majors are also required to minor 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 (N-4) and special education (N-7). A Department faculty member meets individually with each student during pre-registration throughout the four-year program. This process insures that all students are following the prescribed sequence of courses leading to a B.A. degree and recommendation for certification.

**■ REQUIREMENTS FOR MASTER OF ARTS IN EDUCATION:**

See Harris Lewin, Ed.D., 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 205 (F, S)**

EDUCATIONAL PSYCHOLOGY: DEVELOPMENT AND LEARNING  
3 credits

Course content emphasizes developmental theories, theories of learning and motivation, lesson-planning, basic management approaches, assessment, research, and more advanced problem-solving skills. The emphasis is on theory informing practice and thus students will be engaged in developing lesson and management plans using theory as a rationale and applying their knowledge of developmental and learning theories to help students reach their fullest potential. Prerequisite: EDC 103.

**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 (F, 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. (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 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. Prerequisites: EDC 103 and EDC 104.

**EDC 225**

DIFFERENTIATING INSTRUCTION FOR ADOLESCENTS THROUGH EDUCATIONAL TECHNOLOGY

The 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 populations. The course is heavily dependent upon a variety of digital and analog product technologies, and is problem, as well as project-based, in nature. Prerequisite: EDC 224.

**EDC 306 (F, S)**

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



This course promotes disciplined analysis of the meaning and effects of educational institutions and provides resources for developing a critical understanding of educational thought and practice. This course also encourages the development of value positions regarding education and schooling in America based on critical study. Students gain resources for the development of policy-making perspectives and skills. Open to non-majors; required course for SE and 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 thinking 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 321 (F, S)**

## EXPOSITORY READING AND WRITING IN ELEMENTARY AND SPECIAL EDUCATION CLASSROOMS

3 credits

This course provides an understanding of expository reading and writing processes and their relationship to other language arts and to content area instruction. There is an emphasis on understanding and developing a theoretical framework to guide decision-making for instruction, remediation, and assessment of expository discourse. Prerequisites: junior standing and acceptance into Stage I Candidacy (formal admission to the Elementary and Special Education program.)

**EDC 325 (F, S)**

## TEACHING ENGLISH LANGUAGE LEARNERS

3 credits

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

**EDC 401 (F)**

## THE ART AND SCIENCE OF TEACHING

6 credits

This course emphasizes teaching and learning within an educational technology framework. The focus is on elements of the educational process characterized by teacher involvement in decision-making: 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 pre-school 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 in their practicum.

**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 pre-requisite courses. The course is taken in two weeks at the beginning of a senior semester of student teaching.

**EDC 455 (F, S)**DIMENSIONS OF AUTISM  
3 credits

This course provides an overview of the historical and legislative antecedents of autism spectrum disorder (ASD). Students will learn about the characteristics of students who fall within the Autistic Spectrum (Asperger's syndrome, pervasive developmental disorder, Rett's syndrome, childhood disintegrative disorder, and hyperlexia) in preparation for teaching students with autism in inclusive and self-contained settings. Students will be introduced to a continuum of interventions for students with ASD.

**EDC 474 (F, S)**THE PROFESSIONAL SEMESTER: STUDENT TEACHING  
10 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 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 upon 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 476 (F, S)**SPECIAL EDUCATION PRACTICUM  
6 credits

Students will be placed in special education settings for eight weeks during the semester (M, W, R, F) and work with students with special needs under the guidance of a cooperating teacher and supervisor. Tuesdays will be spent on campus attending special topics seminars 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.



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## 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 handicapping condition.

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.

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## ENGLISH

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### FACULTY

Kevin J. Harty, Ph.D., Chair  
 Stephen P. Smith, Ph.D., Graduate Director  
 Judith Musser, Ph.D., Assistant Chair  
 Craig Franson, Ph.D., Coordinator of First-Year Writing  
 Internship Coordinator: Harty  
 Professors: Butler, Harty, Musser, Seydow, Soven  
 Associate Professors: Allen, Beatty, Busse, Grauke, Mollenhauer, Molyneaux, Smith  
 Assistant Professors: Betz, Dean, Franson, Jesson, Langemak, Malatesta, Narendorf  
 Instructor: Bennett, Garnett, O'Dowd  
 Professors *Emeriti*: Burke, Ellis, Fallon

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### POWERS COURSES

- **WRITING**
- **ENG 110, 210**

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### PATTERNS COURSES

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

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## CONCENTRATION OPTION

Any 300- or 400-level literature course

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## 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 to society as a whole.

The English major at La Salle provides students with contexts, frameworks, and opportunities to read widely and deeply in a variety of literatures in English and translation; to write well in academic, creative, and professional modes; and to make connections between what they read and the communities in which they live. In doing so, the English major 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 program in Digital Arts and Multimedia Design. Double majors in English also 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 (2-5 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

- **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

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

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, 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

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

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.

- **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

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

## ■ 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 (2-4 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 • Eng 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 • Eng 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 100 (F)**

INTRODUCTION TO COLLEGE WRITING AND ACADEMIC DISCOURSE  
4 credits

English 100 introduces students to the sometimes-challenging requirements of college writing and particularly to the genre of the academic essay. The course includes a strong focus on critical reading as well.

**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.

**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

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

A study of the art of playwriting from the traditional and contemporary point of view. 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

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

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 108.

**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 351**

GENDER AND ETHNICITY  
3 credits / Concentration Option

In this course, although topics vary from section to section, students read and discuss ethnic representations of American or diaspora writers combined with a discussion of gender.

**ENG 352**

GENRE AND FORM  
3 credits / Concentration Option

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

**ENG 353** 

CONTEMPORARY LITERATURE  
3 credits / Concentration Option

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

**ENG 357**

LIVING AMERICAN WRITERS  
3 credits / Concentration Option



Students read from the works of 4 to 5 well-known American writers who visit the class to discuss their work. Although topics of discussion will vary according to the writers being studied, consideration will be given to such matters as canonicity, the role of the writer in the broader culture, literary form, theme as it evolves over the course of an author's career, and the business of publishing.

**ENG 367**

LITERATURE AND FILM  
3 credits

This course examines the 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. Cross listed as Film Studies 367.

**ENG 370-79**

SPECIAL TOPICS  
3 credits/Concentration Option



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

**ENG 402 (F, S)**

TOPICS IN CREATIVE AND PROFESSIONAL WRITING II  
3 credits



Special topics in advanced writing, including memoir writing, magazine writing, advanced business writing, advanced poetry writing, and writing about the environment. May be repeated for credit.

**ENG 405-06**

ADVANCED FICTION WORKSHOP  
3 credits



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

**ENG 410**

PUBLICATION DESIGN  
3 credits

Publication Design reviews and extends knowledge of copyediting and layout and design for both print and Web. The emphasis is on the use of Adobe InDesign to produce a range of documents from logos, advertisements and personal identity packages to magazine pages, magazine dummies and Web layouts. Copy from La Salle journalism students will be used for some layout and photography exercises, and posted to the Web as the next edition of La Salon. Experience with InDesign (e.g. from ENG310) is helpful but not required.

**ENG 417**

HISTORY AND STRUCTURE OF THE ENGLISH LANGUAGE  
3 credits



This course studies the ways in which the language we call English has developed over the centuries, the kinds of English that are spoken in the world today, and the underlying structure of these 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 437**

WORLD LITERATURE, THE WESTERN TRADITION  
3 credits / Concentration Option



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

**ENG 438**

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



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

**ENG 441**

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

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

**ENG 442**

STUDIES IN BRITISH LITERATURE AND CULTURE 1700-1900  
3 credits / Concentration Option



In this course, students intensively study the Restoration, 18th- and 19th-century literature, and the culture of the British Isles. 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 concludes 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

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

Supervised research in environmental studies. Can be elected in fall, spring, or summer. Permission of Chair required.

**FINE ARTS****FACULTY**

Julie Valenti, M.A., Acting Chair

**Art and Art History**

Professor: Haberstroh

Associate Professor: Camomile Conaty

Assistant Professor: Jamison

Lecturers: Farrell, Heise, McShane, Schupack, Troxell, Valenti, Vendelin, Williams

**Music**

Lecturers: Galvan, Haffley, Reese

**ART AND ART HISTORY****PATTERNS COURSES**

Fine Arts

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

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

Studio courses do not count for Patterns requirements

**REQUIREMENTS**

■ **Required for Major in Art History: 12 courses**

- **ART 150**
- **ART 201**
- **ART 202**
- Two 200-level art history courses
- One studio art course
- A second studio art course or a third 200-level art history course
- Four 300-level art history courses
- **ART 380**
- **ART 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) studio course may be counted toward the minor.
- The art history minor may, with permission of the Chair, pursue an internship, 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 is to consider ART 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

### ART 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.

### ART 201-202 (F, S)

#### HISTORY OF ART I AND II

3-6 credits/Patterns 2

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.

### ART 203

#### ANCIENT ART

3 credits/Patterns 2

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.

### ART 205

#### MEDIEVAL ART

3 credits/Patterns 2

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.

### ART 213

#### THE RENAISSANCE IN ITALY

3 credits/Patterns 2

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.

### ART 216

#### BAROQUE AND ROCOCO ART

3 credits/Patterns 2

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.

### ART 217

#### 19TH-CENTURY ART

3 credits/Patterns 2

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.

### ART 222

#### AMERICAN ART: NATIVE AMERICAN TO MODERN

3 credits/Patterns 2

This survey course introduces American art through 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.

### ART 223

#### AMERICAN ARCHITECTURE

3 credits/Patterns 2

This course presents the major trends that mark the architectural history of the United States from roughly the second half of the 19th century through the present. Emphasis will be on architects and styles that have had a significant and lasting impact on the urban landscape of America, with particular attention to such centers as Chicago, New York, and Philadelphia. Architects to be discussed include Frank Lloyd Wright, Mies van der Rohe, Philip Johnson, Robert Venturi, and Frank Gehry. Prerequisite: 100- or 200-level Art History or permission of the instructor.

### ART 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.

### ART 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.

### ART 270

#### SPECIAL TOPICS IN ART HISTORY

3 credits/Patterns 2

Topics vary from semester to semester. May be repeated for credit if material is essentially different.



**ART 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.

**ART 319**

MODERN ART  
3 credits/Patterns 2

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.

**ART 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.

**ART 322**

TOPICS IN AMERICAN ART  
3 credits/ Patterns 2

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.

**ART 325**

TOPICS IN GLOBAL ART  
3 credits/ Patterns 2

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.

**ART 340**

ART AND CULTURE  
3 credits/ Patterns 2

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.

**ART 370**

SPECIAL TOPICS IN ART HISTORY  
3 credits/Patterns 2

Topics will vary from semester to semester. May be repeated for credit if material is essentially different.

**ART 380**

RESEARCH TOPICS IN ART HISTORY  
3 credits



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 instructor.

**ART 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 2.75 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 pre-registration period before internships can be approved.

**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

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

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 strat-

egies that focus on the dynamic potential of these interactive images. Prerequisite: ART 102.

**ART 260-261**

OIL PAINTING  
3-6 credits

Introduction to basic techniques of painting, drawing, and perspective. Preparation of canvas and media. Exercises in indoor and outdoor painting.

**ART 262**

PRINT MAKING  
3 credits

Introduction to basic print processes. Relief, intaglio, collograph printing, followed by mixed-media projects. Experimentation encouraged.

**ART 263**

DRAWING  
3 credits

Provides students with mastery of basic principles of observation and familiarity with the potential and limitation of various media. Study of proportion, volume, perspective, and anatomy. Representation of still lifes, the human figure, and landscape using various media.

**ART 265-66**

FIGURE SCULPTING  
3 credits

A studio sculpture class in which students sculpt the human figure in non-hardening clay, working from live models covering as wide a range of body types as possible. An emphasis will be placed on anatomy. Course may be repeated for advanced credit (Art 266) after completion of Art 265.

**ART 268**

INTRODUCTION TO DIGITAL PHOTOGRAPHY  
3 credits

A course introducing 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

■ **REQUIRED FOR MINOR IN MUSIC: 6 COURSES  
ADHERING TO THE FOLLOWING GUIDELINES:**

- **MUS 150**
- 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. Students may count only one of the following towards the minor: MUS 220 or 320.

**COURSE DESCRIPTIONS****Music History Courses****MUS 150 (F, S)**

THE ART OF LISTENING  
3 credits/Patterns 1

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

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 210**

EARLY MUSIC  
3 credits/Patterns 2

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

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

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

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 2

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. May be repeated for credit if course material is essentially different.

**MUS 304**

COMPOSERS AND THEIR WORLDS  
3 credits / Patterns 2

Emphasis on the relationship between music and culture. Selected composers. Material will vary from semester to semester. May be repeated for credit if course material is essentially different. Prerequisite: MUS 150.

**MUS 305**

THE SYMPHONY  
3 credits / Patterns 2

An examination of the development of one of the musical world's most widely cultivated forms. 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. Masterworks of principal European and American composers. Prerequisite: MUS 150.

**MUS 306**

OPERA  
3 credits / Patterns 2

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

An exploration of the chamber music medium in both popular and classical styles. Improvisational and non-improvisational approaches. The different social backgrounds of the two principal areas. 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

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

An introduction to concepts and tools used in digital musical production. Hands-on experience in digital recording, composing, editing, processing, and mixing. Includes techniques of musical analysis and critical listening sessions, many based on student compositions. Discussion of music's integral role in contemporary multimedia production.

**MUS 320**

COMPUTER MUSIC COMPOSITION  
3 credits

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**

Bernhardt G. Blumenthal, Ph.D., Chair

Professors: Blumenthal, Kling, Perfecky, Rudnytzky (emeritus)

Associate Professors: Gómez, Marsh, Ossa

Assistant Professors: Biehl, Cerocchi, Gracia

Lecturers: Barlow, Buckley, Colavita-Jacyszyn, Dolan, 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.**

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## COURSE DESCRIPTIONS

### LIT 150

MODERN EUROPEAN AND LATIN AMERICAN WRITERS

3 credits/Patterns 1

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 2

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. Short critical papers.

Descriptions of major programs follow; for dual majors, greater flexibility in individual programs can be arranged in consultation with departmental advisor.




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## CLASSICAL LANGUAGES

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### REQUIREMENTS

- **REQUIRED FOR MAJOR IN CLASSICAL LANGUAGES:  
14 COURSES**
  - 10 courses in Latin
  - Four courses in Greek

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### COURSE DESCRIPTIONS

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#### Greek

#### GRK 101-102

ELEMENTARY GREEK

3-6 credits/Patterns 1-2

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

Review of elementary grammar; readings of selected prose and poetry.

#### GRK 301-302

GREEK READINGS

3-6 credits/ Patterns 1-2 or Concentration Option

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.

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#### 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

Review of elementary grammar; readings of selected prose and poetry.

#### LAT 301-302

LATIN READINGS

3-6 credits/ Patterns 1-2 or Concentration Option

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. May be repeated for credit.

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#### Related Studies:

#### CLS 211

CLASSICAL MYTHOLOGY

3 credits

A study of the legends of Greece and Rome: what they are, how they have survived, their value to us. The legend of Troy emphasized. Audio-visual presentations, discussions, and research. All readings in English.

#### CLS 212

CLASSICAL DRAMA

3 credits

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

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

The more important works in Latin literature read and discussed in terms of the history of the times. Their influence on later literature noted. No knowledge of Latin required.

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**MODERN LANGUAGES**


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**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 topically 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


Review of 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

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

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.

**FRN 411**

SIXTEENTH-CENTURY LITERATURE  
3 credits/Concentration Option

Readings and reports on works of representative authors of the 16th century.

**FRN 425**

CLASSICAL THEATRE  
3 credits/Concentration Option

A study of the plays of Corneille, Moliere, and Racine.

**FRN 431**

EIGHTEENTH-CENTURY LITERATURE  
3 credits/Concentration Option


Readings and reports on works of representative authors of the 18th century.

**FRN 447**

NINETEENTH-CENTURY NOVEL   
3 credits/Concentration Option

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

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

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

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 topically 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

Translation of selected scientific and technical articles from contemporary journals in bio-medicine, chemistry, economics, geology, computer science, and physics. Emphasis 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

Major themes from medieval to modern times (love, death, suffering, and political and social involvement). Practice in conversation and composition. 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

Analysis of the contemporary culture of German-speaking countries: lifestyles, national characteristics, folk tradition. Emphasis on the Ger-

mans' view of themselves, and their view of their recent past. Focus varies from semester to semester.

**GER 401**

## HISTORY OF THE GERMAN LANGUAGE

3 credits/Concentration Option

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

Development of the ability to read texts in German Script from mid-20th-century Europe to 18th-century America. Brief history of German Script.

**GER 405**

## MIEVEAL LITERATURE

3 credits/Concentration Option

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

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

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

Study and discussion of the literature of Romanticism, Realism, and Naturalism.

**GER 451**

## LITERATURE OF THE 20TH CENTURY

3 credits/Concentration Option

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). Seminar paper.

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**ITALIAN**

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**REQUIREMENTS****■ REQUIRED FOR MAJOR IN ITALIAN: 14 COURSES**

- 10 courses in Italian
- Four courses in second language

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**COURSE DESCRIPTIONS**

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**ITL 101-102**

ELEMENTARY ITALIAN  
3-6 credits/Patterns 1-2

The courses are topically 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

A comprehensive study of Italian literature from the Middle Ages to modern times, with comparative references to European literatures. Readings and discussions in Italian.

**ITL 320**

STUDIES IN ITALIAN CULTURE  
3 credits/Concentration Option

Analysis of contemporary Italian culture: lifestyles, national characteristics, and folk tradition. Emphasis on the Italians' view of themselves and their place in and contributions to contemporary European civilization. Focus varies from semester to semester. May be repeated for credit.

**ITL 331-332**

READING LIST  
3-6 credits/Patterns 1-2 or Concentration Option

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

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

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. Seminar paper.

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**JAPANESE****JPN 101-102** →

ELEMENTARY JAPANESE  
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 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.

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**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

Romanticism and Realism in Russian literature. Readings from Pushkin, Griboedov, Lermontov, Gogol, Turgenev, Ostrovsky, Dostoevsky, L. Tolstoy, Saltykov-Shchedrin, Leskov, Chekhov, Kuprin, Bunin, and Andreev.

**RUS 245-246**

SOVIET LITERATURE  
3-6 credits/Patterns 1-2 or Concentration Option

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

Theory and practice in translating scientific and technical texts. Selected readings in economics, chemistry, physics, mathematics, geology, anatomy, and astronomy.

**RUS 303-304**

ADVANCED READINGS AND COMPOSITION  
3-6 credits/Patterns 1-2 or Concentration Option

Selected readings of 19th- and 20th- century Russian prose and verse. Translation of selected scientific articles. Intensive exercises in translating standard English prose into Russian.

**RUS 401**

HISTORY OF THE RUSSIAN LANGUAGE  
3 credits/ Concentration Option

Historical background for an understanding of the phonology, morphology, syntax, and vocabulary of modern Russian.

**RUS 402**

OLD RUSSIAN LITERATURE  
3 credits/Concentration Option

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.

**RELATED STUDIES:****SLA 320**

THE CULTURES OF THE COMMONWEALTH OF INDEPENDENT STATES  
3 credits

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.

**SLA 403**

UKRAINIAN  
3 credits

The 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

The 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 typically 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

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 311-312**

## SURVEY OF SPANISH LITERATURE

3-6 credits/Patterns 1-2 or Concentration Option

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/Concentration Option

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

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

A cultural and historic presentation of the diversity of Latin America from the Aztecs and Incas to the Conquest, the vicerealties, 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

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 401**

## HISTORY OF THE SPANISH LANGUAGE

3 credits/Concentration Option

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.

**SPN 405**

## LITERATURE OF THE MIDDLE AGES

3 credits/Concentration Option

Emphasis is placed 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

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

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

Readings and discussions of *Don Quixote*. Other important works by Cervantes also discussed.

**SPN 442**

## ROMANTICISM

3 credits/Concentration Option

A study of the early 19th century that analyzes works of such authors and poets as Larra, Duque de Rivas, Zorrilla, Espronceda, Garcia Gutierrez, Hartzenbusch, and Becquer.

**SPN 443**

POETRY OF THE 19TH AND 20TH CENTURIES  
3 credits/ Concentration Option

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

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 to works by and about women. Class discussions and examinations in Spanish.

**SPN 457**

THE SPANISH NOVEL OF THE 19TH AND 20TH CENTURIES  
3 credits/Concentration Option

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 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

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

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

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

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

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. Study of the growth, internal structure, and physical properties of minerals. Six hours lecture and laboratory. Prerequisites: GEO 151 or permission of instructor.

**GEO 203 (S)**PETROLOGY  
4 credits

Hand specimen description and identification of rocks and their components. Overview of petrologic processes in a tectonic context with emphasis on global chemical cycles. Six hours class and laboratory. Prerequisites: GEO 202 or permission of the instructor.

**GEO 204 (S)**OPTICAL MINERALOGY  
4 credits

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

A review of the invertebrate and vertebrate fossil record. Correlation of biological development with the evolution of the earth. Two hours lecture, three hours laboratory.

**GEO 270-271**SPECIAL TOPICS  
3-6 credits**GEO 301 (F)**SEDIMENTOLOGY  
4 credits

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

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

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

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

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 hours lecture, three hours laboratory. Prerequisites: CHM 111, 112; GEO 151 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

A review of the origin of the different igneous rock types based on the latest chemical, petrographic, and geophysical evidence. 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

A review of the origin of metamorphic rocks with a look at the physical, thermodynamic, and geochemical processes concerned with mineral recrystallization. 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

The study of ore deposits associated with igneous, metamorphic, and sedimentary rocks. Emphasis on classical ore deposits. A survey of the various origins for metallic and non-metallic deposits. Three hours lecture. Prerequisites: GEO 203, 204; CHM 111, 112.

**GEO 404**

## ENVIRONMENTAL GEOLOGY AND FIELD METHODS

4 credits

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

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

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.

**GEO 480 (F, S)**

## RESEARCH

1-4 credits

Supervised research in geology. 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.

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**ENVIRONMENTAL STUDIES**

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**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

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**PHYSICS**

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**FRAMEWORKS COURSE**

- **NATURAL SCIENCE**
- PHY 150

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**COURSE DESCRIPTIONS****PHY 105**GENERAL PHYSICS I  
4 credits

Vectors, elementary mechanics of point particles and rigid bodies, gravitation. Prerequisite: MTH 120. Three hours lecture, three hours laboratory.

**PHY 106**GENERAL PHYSICS II  
4 credits

Simple harmonic motion and waves. Elementary optics, electromagnetism, and DC circuits. Prerequisite: PHY 105. Three hours lecture, three hours laboratory.

**PHY 120**SCIENCE, TECHNOLOGY, AND SOCIETY  
3 credits

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

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 (F, S)**SOME REVOLUTIONS IN PHYSICS  
3 credits / Frameworks

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. Current ideas in elementary particle physics.

**PHY 201 (F)**COMPUTER ELECTRONICS I  
3 credits

Binary representation of numbers including various types (integer, unsigned and floats) with an emphasis on the finiteness of that representation (range, overflow, etc.) Basic logic gates and their use in the realization of any truth tables (combinatorial logic). Simplification procedures, such as Karnaugh maps. Flip-flops, registers and memory (sequential logic). Specific components such as adders, comparators, multiplexors, counters, buses, etc. Introduction to design and architecture.

**PHY 202 (S)**COMPUTER ELECTRONICS II  
3 credits

Simple circuit components: resistors, capacitors, inductors, diodes, transformers, transistors, and logic gates. Emphasis on their roles in computer electronics.

**PHY 207 (F)**MODERN PHYSICS I  
3 credits

The breakdown of classical physics around the turn of the century and its replacement by relativity theory and quantum mechanics. Attention 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

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

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**HISTORY**

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**FACULTY**

Stuart Leibiger, Ph.D., Chair

Professors: Ryan, Stow

Associate Professors: Allen, Desnoyers, Leibiger, Sheehy

Assistant Professors: Jarvinen, McInnes, Stebbins

Professor *Emeritus*: Rossi

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**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.

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**CORE CONCENTRATION**

- **HIS 300**

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**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 must take the seminar (two semesters). Dual education majors should take the seminar in their junior year instead of the required senior year so as not to conflict with senior student teaching.

#### ■ REQUIRED FOR HISTORY MINORS: 6 COURSES

Minors must take 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

GLOBAL HISTORY TO 1500  
3 credits/Patterns 1

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 (150)

GLOBAL HISTORY FROM 1500 TO THE PRESENT  
3 credits/Patterns 2

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

THE UNITED STATES TO 1877  
3 Credits/Core Concentration

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.

#### Areas of Concentration

##### Area I: United States History

##### HIS 305

THE UNITED STATES FROM 1877 TO THE PRESENT  
3 credits

The second half of the survey begun by the Core concentration course, HIS 300. 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 (F, S)

HISTORY OF PHILADELPHIA  
3 credits

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.

##### HIS 329 (S)

THE AMERICAN WOMAN  
3 credits

An in-depth analysis of the experience of women in American culture. Special attention 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.

##### HIS 333 (F, S)

THE AMERICAN IMMIGRANT  
3 credits

The history of immigration to America and the ethnic impact upon American institutions.

**HIS 337 (F, S)**

THE BLACK EXPERIENCE IN AMERICA  
3 credits

The main themes in black history from the African experience to the present, with special attention given to slavery, protest movements, civil rights, and black achievement.

**HIS 340 (F, S)**

TOPICS IN U.S. HISTORY  
3 credits

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 (F, S)**

HISTORY OF THE WESTWARD MOVEMENT IN AMERICA  
3 credits

A study of the American frontier emphasizing pioneer life, federal Indian policy, and the settlement of the Great Plains and Far West.

**HIS 347 (F, S)**

PRESIDENTIAL POLITICS; ROOSEVELT TO REAGAN  
3 credits

Historical analysis of presidential campaigns from 1900 to 1980, stressing the evolution of political techniques, issues, political parties, and presidential personalities.

**HIS 402 (F, S)**

THE AMERICAN REVOLUTION  
3 credits

An intensive analysis of concepts and movements generated in the American colonies, which resulted in revolution and separation of the British settlements.

**HIS 413 (F, S)**

JEFFERSONIAN-JACKSONIAN DEMOCRACY  
3 credits

A detailed analysis of the development of the American political system in an increasingly democratic society.

**HIS 415 (F, S)**

THE AMERICAN CIVIL WAR  
3 credits

A detailed study of the disruption of the Union, stressing the causes, personalities, and human drama of the military events leading to Appomattox.

**HIS 425 (F, S)**

AMERICA AS A WORLD POWER, 1939-PRESENT  
3 credits

The growth of government involvement at home and abroad since 1939; reading and analysis of original documents.

**HIS 429 (F, S)**

THE EMERGENCE OF MODERN AMERICA, 1877-1913  
3 credits

The nationalization of American life, including the building of the railroad network, the rise of industry, the labor movement, immigration, and urbanization.

**HIS 447 (F, S)**

THE UNITED STATES IN THE PACIFIC BASIN  
3 credits

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

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 THE PRESENT  
3 credits

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 (F, S)**

IMPERIALISM IN THE MODERN WORLD  
3 credits

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

The history of women and their changing role and position in Western Europe from the Classical Period to the 20th century. Particular attention to explanations of changed status in successive historical eras; e.g., the Greeks, the Romans, etc.

**HIS 335 (F, S)**

GREEK CIVILIZATION  
3 credits

A survey that stresses the development of Greek civilization until the death of Alexander the Great.





**HIS 336 (F, S)**

THE ROMAN EMPIRE  
3 credits

A survey that places a special emphasis upon the Roman Republic and the Empire until 476 A.D.

**HIS 338 (F, S)**

THE EARLY MIDDLE AGES  
3 credits

A study of the period from 284 A.D. until c. 1000 A.D., emphasizing the synthesis of Roman, Christian, and barbarian cultures.

**HIS 339 (F, S)**

THE LATER MIDDLE AGES  
3 credits

A study of the period from c. 1000 A.D. until the Renaissance, focusing on the social, economic, intellectual, and political revival of Europe.

**HIS 343 (F, S)**

MODERN EUROPE TO 1870: THE AGE OF REVOLUTIONS  
3 credits

A survey of Europe centered on the political and social development in Germany and France, and the impact of Russia's rise to world power.

**HIS 345 (F, S)**

MODERN EUROPE SINCE 1870: THE AGE OF VIOLENCE  
3 credits

A detailed survey of Europe in the last 100 years.

**HIS 348 (F, S)**

MUSCOVY AND THE RUSSIAN EMPIRE, 1462-1917  
3 credits

An examination of 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

An examination of selected topics illustrating the political, social, and cultural history of modern Europe.

**HIS 440 (F, S)**

MODERN IRELAND  
3 credits

An examination of the major political, social, and economic developments in Ireland since the Famine of 1845.

**HIS 452 (F, S)**

20TH-CENTURY RUSSIA AND THE USSR  
3 credits

Major themes 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 (F, S)**

RECENT BRITAIN: EMPIRE TO WELFARE STATE  
3 credits

A detailed analysis of the decay of the Empire, the rise of the welfare state, and the impact of both on English life.

**Area III: Non-Western History****HIS 303**

ASIA, AFRICA, AND THE AMERICAS: 1920 TO THE PRESENT  
3 Credits

Traces the beginnings of the breakdown of Western colonialism after World War I and the devolution of European power and decolonization after World War II. Examines the problems of independence, North-South differences, the idea of the "Third World," the impact of the Cold War, the new economic centers of Asia, apartheid, terrorism, and the prospects of the new century.

**HIS 307 (F, S)**

LATIN AMERICA: THE COLONIAL PERIOD  
3 credits

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.

**HIS 308 (F, S)**

LATIN AMERICA IN REVOLUTION  
3 credits

Revolutionary movements in Latin America from Independence to the present, with special emphasis on Cuba, Chile, Mexico, Brazil, and Central America.

**HIS 325 (F, S)**

IMPERIALISM IN THE MODERN WORLD  
3 credits

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 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 (F, S)**

TOPICS IN AFRICAN HISTORY  
3 credits

An account of the empires, tribes, and development of Africa from earliest times to the present.

**HIS 346 (F, S)** →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.

**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 will focus on the Middle East from the Crimean War to the present, with emphasis on the dissolution of the Ottoman Empire, the role of Western imperialism in the creation of modern states in North Africa and West Asia, the Arab-Israeli conflict, oil and Arab nationalism.

**HIS 356**TOPICS IN MODERN NON-WESTERN HISTORY  
3 credits

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.

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**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

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 (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: Borkowski, 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.

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## CORE COURSES

- ISBT 101
- ISBT 102
- ISBT 111-112
- ISBT 201-202
- ISBT 211-212
- ISBT 431
- ISBT 481-482
- BUS 100
- ISBT 379

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## 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.

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## COURSE DESCRIPTIONS

### Required Courses

#### ISBT 101 (F)

LIVING SYSTEMS I  
4 credits

This course will provide students with an introduction to biology, chemistry, environmental science, and geology with an emphasis on practical applications. Included in this course will be the fundamentals of computer use, including training on how to use the computer to prepare laboratory reports. The course will be laboratory-intensive with hands-on group learning experiences. Students will be expected to master basic laboratory skills and gain a degree of comfort in working in the laboratory.

#### ISBT 102 (S)

LIVING SYSTEMS TECHNOLOGY  
4 credits

Students (working in teams) will be required to select 2 to 3 technologies that are derived from the sciences they were introduced to in ISBT 101. Students will analyze the technology from its inception to its current status. The analysis will include business considerations, an understanding of the basic science, moral, social, and ethical issues related to the technology, and a summary suggesting a future for the technology. Each team will be required to prepare both written and oral presentations.

#### ISBT 111 (F)

TECHNOLOGY AND SYSTEMS ANALYSIS  
4 credits

This course will introduce students to the field of systems analysis and to the broad spectrum of technologies that are integrated into the design, construction, and operation of a high-tech electronic commercial product. The product will be disassembled into its simplest parts followed by an analysis of the form, function, and fundamental physical-science-basis of each component. Using laboratory computers, equipment, and software tools, students will assemble the components into a working prototype of the commercial product.

#### ISBT 112 (S)

TECHNOLOGY FOUNDATIONS I: PROCESSES  
4 credits

This course will examine the fundamental physical processes utilized by a wide range of technology, including the technology introduced in the ISBT 111 course. Topics from areas including kinematics, energy, thermodynamics, light, and optics will be discussed. The calculus-level math concepts used to describe these topics will be introduced along with their applications. The course will be laboratory-intensive with hands-on group learning experiences. Upon completion of this course, students will be comfortable in a physical science laboratory.

**ISBT 201 (F)**LIVING SYSTEMS II  
4 credits

This course will examine specific concepts and practices underlying biology, chemistry, environmental science, and geology. Students will spend most of their time in the laboratory learning the skills and procedures that are essential in the technological practice of these sciences. Students will work in teams and practice hands-on problem solving. Prerequisite: ISBT 101.

**ISBT 202 (S)**TECHNOLOGY AND BUSINESS ANALYSIS  
4 credits

This course will continue the student's exploration of existing technologies and the process of commercialization. Students, working in teams, will create companies and analyze three different technologies as if their companies were creating and developing those technologies. Specifically, the students will need to demonstrate the science of the technology in the laboratory, define the need, analyze the sales and marketing plan, understand the moral and ethical implication, and calculate costs and profitability. The students will assess the business-state of the technology and recommend directions in which the technology should expand. Each team will be required to prepare both written and oral presentations.

Teams will be required to select a technology from each of the ISBT areas of concentration, i.e.: biotechnology, energy and natural resources, and information and knowledge management. Analysis of a technology from each of the areas will prepare students to choose their area of concentration. Prerequisite: ISBT 111 and 201.

**ISBT 211 (F)**INSTRUMENTATION AND MEASUREMENT  
4 credits

This course will examine the acquisition of data through an analysis of measurement transducers, instrument design, and computer data-acquisition and interfacing. The descriptive statistics and data-visualization techniques required to transform raw data into useful information will be investigated in a laboratory setting. The incorporation of multiple measurements into process-level monitoring and control systems will be studied with respect to the various commercially available intelligent instruments, industrial network architectures, and information control systems. Prerequisite: ISBT 111, 112.

**ISBT 212 (S)**TECHNOLOGY FOUNDATIONS II: MATERIALS  
4 credits

This course will examine the materials utilized in machines, devices, and consumer products. The study of metals, polymers, ceramics, adhesives, coatings, fuels, and lubricants is combined with the exploration of mechanical and nondestructive materials testing in a hands-on laboratory environment. In addition the sources of raw materials, production methods, markets, costs, and waste products of each type of material are evaluated.

**ISBT 431**REGULATORY AFFAIRS  
3 credits

In this course, we discuss the history, issues, roles, and future trends of the U.S. agencies such as the FDA, EPA, and OSHA that are responsible for administering the major laws and regulations pertaining to the life cycle of products in commerce. Emphasis is on understanding the impacts of environmental, health, safety (EHS), and product laws and regulations with which most businesses have to comply. All of the major

EHS Acts are presented and case studies, practical exercises, and team group work are used to discover the business impact. Prerequisite: ISBT junior standing.

**ISBT 379**PROJECT MANAGEMENT  
3 credits**ISBT 481-482**CAPSTONE EXPERIENCE I, II  
3 credits

As an extension of a student's concentration, individual students or teams of students will work on a real-world problem designed by the student or team. The project will culminate in the student's formal presentation of results and conclusions both orally and in written form.

**Concentration/Elective Courses****Biotechnology****ISBT 301**METHODS IN BIOTECHNOLOGY  
4 credits

This course will provide a hands-on introduction to biotechnology. Throughout the semester the student will learn many of the techniques routinely used in molecular biology and biotechnology. The majority of the time will be spent in the laboratory. Upon completion of the course, the student should have sufficient fundamental knowledge of molecular biology and biotechnology to be able to function in a biotechnology laboratory. Prerequisite: ISBT 201

**ISBT 302**TISSUE CULTURE  
4 credits

This course will provide the student with a hands-on introduction to cell culture. Throughout the semester, the student will learn techniques for handling, storing, growing, and manipulating cells in culture. The majority of the time will be spent in the laboratory practicing these techniques. Upon completion of the course, the student should have sufficient fundamental knowledge of cell culture to be able to function in a cell culture laboratory. Prerequisite: ISBT 201

**ISBT 401**BIOPROCESSING  
4 credits

This course will provide the student with a hands-on introduction to bioprocessing. Throughout the semester, the student will learn how to set up, maintain, and operate bioreactors. Along with the operation of the equipment, she will need to learn and understand the growth requirements for the organisms she chooses to grow and the specific requirements for the product she wishes the organisms to generate. The majority of the time will be spent in the laboratory practicing these techniques. Upon completion of the course, the student should have sufficient fundamental knowledge to be able to run a small-scale bioreactor. Prerequisite: ISBT 201

- BIOINFORMATICS
- SPECIAL TOPICS IN THE PHARMACEUTICAL/BIOTECHNOLOGY INDUSTRY

**Information and Knowledge Management****ISBT 311**

LABORATORY INFORMATICS  
3 credits

Laboratories and production facilities utilize electronic information systems to enhance productivity, quality, safety, and efficiency. This course will introduce students to the concepts of laboratory and production information systems, collectively known as “Laboratory Informatics”. This includes an examination of information collection, storage, and retrieval from computer databases, analysis of technical data including statistical analysis, curve fitting, feature extraction, digital signal processing, frequency analysis, and data modeling, and the study of Supervisory Control and Data Acquisition (SCADA) methodologies. Prerequisite: ISBT 211

**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

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

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.

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## 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.

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## 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

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## COURSE DESCRIPTIONS

**FLMS 204**

AN INTRODUCTION TO FILM STUDIES  
3 credits

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

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

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

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.

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## 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.

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### 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.

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### 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.

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**LEADERSHIP AND GLOBAL UNDERSTANDING MINOR (LGU)**

Marjorie Allen (English Department), Robert Vogel (Education Department), Louise Giugliano (University Ministry and Service)

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: Patricia B. Haberstroh, Department of Fine Arts

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

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## 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.

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## INTERNATIONAL STUDIES MINOR

(See entry in the School of Business section of this catalog)

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## 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, McCoe, Turk

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### POWERS COURSES

#### ■ INFORMATION TECHNOLOGY

- **CSC 151, 152, 153, 155 AND CSM 154**

(CSC 230 also satisfies the Information Technology requirements.)

#### 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 150**

(MTH 114 and MTH 120 also satisfy the Numbers requirement.)

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.

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### PATTERNS COURSE

#### ■ DIGITAL ART AND MULTIMEDIA DESIGN:

- **DART 250**

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## MATHEMATICS

The Department supports two Mathematics majors, one leading to the B.A. degree and another leading to the B.S. degree. The B.A. degree 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.

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### 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.

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**COURSE DESCRIPTIONS**

**MTH 101 (F)**

INTERMEDIATE ALGEBRA

3 credits

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

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

Introduction to functions and modeling; 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. Co-requisite: CSC 151. Prerequisite: MTH 101 or its equivalent.

**MTH 120 (F, S)**

CALCULUS AND ANALYTIC GEOMETRY I

4 credits/Powers

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; integration using substitution. A TI-89 calculator is required for mathematics majors; 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

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

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 calculator is required for mathematics majors; a TI graphing calculator is required for other majors.

**MTH 221 (S)**

CALCULUS AND ANALYTIC GEOMETRY II

4 credits

Differentiation and integration of inverse trigonometric and hyperbolic functions; applications of integration, including area, volume, and arc length; techniques of integration, including integration by parts, partial fraction decomposition, and trigonometric substitution; L'Hopital's Rule; improper integrals; infinite series and convergence tests; Taylor series; parametric equations; polar coordinates; and conic sections. A TI graphing calculator is required for other majors. Prerequisite: MTH 120.

**MTH 222 (F)**

CALCULUS AND ANALYTIC GEOMETRY III

4 credits

Three-dimensional geometry including equations of lines and planes in space, vectors. 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

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

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 (S even years)**  
REAL ANALYSIS  
3 credits

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

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. 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. Prerequisite: MTH 302.

**MTH 345 (S even years)**  
COMBINATORICS  
3 credits

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, 371, 372, 373**  
SELECTED TOPICS IN MATHEMATICS  
3 credits

An introduction 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

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

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

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

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

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

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

Topological spaces; subspaces; product spaces, quotient spaces; connectedness; compactness; metric spaces; applications to analysis. Prerequisite: MTH 302.

**MTH 470, 471, 472, 473**

## SELECTED TOPICS IN MATHEMATICS

3 credits

An introduction to specialized research, concentrating on one particular aspect of mathematics. The subject matter will vary from term to term. Prerequisite: senior Mathematics standing.

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**COMPUTER SCIENCE**

The Department supports three major Computer Science programs. Two of these major programs provide a traditional, strong foundation in the discipline of Computer Science; one leads to a B.A. degree and the other to a B.S. degree. The third major program leads to a B.S. in Information Technology.

A major goal of these programs is the preparation of graduates for direct entry into the computing profession with sufficient background to make continuing contributions. The B.S. program in Computer Science 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. It is strongly recommended that students in the B.A. program in Computer Science choose an appropriate minor in consultation with a departmental advisor. The Information Technology major is designed for those students interested in the study of networks and client support systems. It is recommended that students in the B.S. program in Information Technology choose a concentration in a related area.

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**REQUIREMENTS**
**■ REQUIRED FOR B.A. IN COMPUTER SCIENCE: 18 COURSES**

- CSIT 220
- CSIT 301
- CSC 230
- CSC 240
- CSC 280
- CSC 290
- CSC 480
- CSC 481
- Four additional upper-division Computer Science courses (With the approval of the Department Chair, upper-division CSIT courses may be used.)
- MTH 260
- MTH 261
- PHY 201

- BUS 100 or BUS 101
- Two additional approved Business courses.

**■ REQUIRED FOR B.S. IN COMPUTER SCIENCE 21 COURSES**

- CSIT 220
- CSIT 301
- CSC 230
- CSC 240
- CSC 280
- CSC 290
- CSC 354
- CSC 366
- CSC 457
- CSC 464
- CSC 480
- CSC 481
- One additional upper-division Computer Science courses (With the approval of the Department Chair, an upper-division CSIT course may be used.)
- MTH 120
- MTH 221
- MTH 260
- MTH 261
- PHY 105
- PHY 106
- PHY 201
- PHY 202

**■ REQUIRED FOR A MINOR IN COMPUTER SCIENCE: 6 COURSES**

- CSIT 220
- CSC 230
- CSC 240
- CSC 280
- CSC 290
- One additional Computer Science course numbered 300 or greater.

**Five-Year Bachelor's/ Master's Degree – Computer Science (B.A./ B.S.) – Computer Information Science (M.S.)**

Students may earn either the B.A. or B.S. in Computer Science and the Master of Science in Computer Information Science (M.S. CIS) by participating in the five-year program. The student would satisfy the undergraduate Computer Science degree requirements for either the Bachelor of Arts or the Bachelor of Science during their first four years at the University, earning a minimum of 120 undergraduate credits and maintaining a GPA of 3.0 or better. The student would then enter the Master of Science in Computer Information Science program. The M.S. CIS Program is composed of core, specialized electives, and free electives and/or capstone courses. Individual foundation courses may be waived for those students entering with the B.A. or B.S. For successful completion of the master's degree, a student must earn 33 graduate credits (maintaining a GPA of 3.0 or better).

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**COURSE DESCRIPTIONS**
**CSC 151 (F, S)**

## INTRODUCTION TO COMPUTING USING PACKAGES

3 credits/Powers

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

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

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 155 (F, S)**

INTRODUCTION TO COMPUTER APPLICATIONS FOR BUSINESS  
3 credits/Powers

Effective analysis, design, and presentation of information for business, including advanced word processing, presentation graphics, spreadsheets, and databases. Emphasis on analysis. Topics include formulas, functions, charting, sorting, filtering, pivot tables, what-if analysis, database queries and reports, and business-specific library databases. Credit will be given for only one of CSC 151, CSC 152, CSC 153 and CSC 155.

**CSC 230 (F)**

PROGRAMMING CONCEPTS AND GUIs  
4 credits/Powers

Problem-solving and programming using problem-based learning; programming in an integrated development environment such as Visual Basic.NET; control flow, iteration, modules, arrays, file processing, classes and objects, and basic graphical-user interface concepts (forms and controls); computing software issues (piracy and viruses).

**CSC 240**

DATABASE MANAGEMENT SYSTEMS  
3 credits

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 280 (S)**

OBJECT PROGRAMMING  
4 credits

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; selection and iteration;

and simple collections, such as arrays. Three hours of lecture and two hours of laboratory per week. Prerequisite: CSC 230.

**CSC 290 (F)**

INTRODUCTION TO DATA STRUCTURES AND ALGORITHMS  
4 credits

Continuation of CSC 280; abstract data types, including lists, stacks, queues, and binary trees; recursive techniques; and use of classes in the Java Collections Framework for problem-solving. Three hours of lecture and two hours of laboratory per week. Prerequisite: CSC 280.

**CSC 310**

COMPUTERS, ETHICS, AND SOCIAL VALUES  
3 credits

Laws regarding computer and information science; privacy and information use/misuse; cryptography; attacks on computer systems; aftermath of the Sept. 11 attack; effects of computers on work and society; responsibilities and risks of computing. Prerequisites: CSIT 220 and CSC 240.

**CSC 340**

DATABASE WINDOWS AND INTERNET APPLICATIONS  
3 credits

Programming in Visual Basic (VB.NET) and Active Server Pages (ASP.NET) that supports work with databases; models that support database access such as ActiveX Data Objects .NET (ADO.NET); Use of components class libraries; Design and development of solutions to problems using database tools and programming; database-driven Web sites. Prerequisites: CSC 230 and CSC 240.

**CSC 354**

DATA STRUCTURES  
3 credits

An object-oriented approach to a variety of data structures, together with their classic algorithms, run-time cost, and applications; stacks, queues, priority queues, trees; hash tables; graphs; recursion; searching and sorting. Prerequisite: CSC 290.

**CSC 360**

INTERNSHIP  
3-6 credits

Prerequisite: Permission of Department Chair.

**CSC 366 (S Even Years)**

LANGUAGE THEORY AND DESIGN  
3 credits

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 including procedural, functional, logical, object-oriented, and non-sequential processing. Prerequisite: CSC 290.

**CSC 370, 371, 372, 373, 374, 375, 376, 377**

SELECTED TOPICS IN COMPUTER SCIENCE  
3 credits

An introduction to specialized areas of computer science. The topics will vary from term to term. Prerequisite: junior Computer Science standing.

**CSC 450, 451**COOPERATIVE EDUCATION  
3-6 credits

Prerequisite: Permission of Department Chair.

**CSC 453**COMPUTER GRAPHICS  
3 credits

Introduction to computer graphics, beginning with elementary methods for picture generation; graphical methods for forming geometric figures (lines, circles, polygons, etc.); representation of two- and three-dimensional objects; transformations, windows and clipping, hidden line and surface removal. Prerequisite: CSC 354.

**CSC 456**ARTIFICIAL INTELLIGENCE  
3 credits

Introduction to an AI programming language such as LISP or PROLOG; AI in theory: knowledge representation and problem-solving techniques with production, blackboard, logic-based, and object-oriented systems; AI in practice: game playing, expert, natural language understanding, learning, perceiving, and robotic systems. Prerequisite: CSC 280 and 340.

**CSC 457**OPERATING SYSTEMS  
3 credits

Principles and concepts of process and resource management in operating systems. I/O programming; interrupt mechanism and memory management; processor management; scheduler; traffic controller; device management; and information management and file systems. (Note: Credit will not be given for both CSIT 420 and CSC 457.) Prerequisite: CSC 354.

**CSC 464**THEORY OF ALGORITHMS  
3 credits

Problem-solving strategies, including: divide and conquer, greedy, backtracking, and dynamic programming; complexity analysis of algorithms; and introduction to complexity classes P and NP, with strategies for NP-complete problems. Prerequisite: CSC 354.

**CSC 470, 471, 472, 473**SELECTED TOPICS IN COMPUTER SCIENCE  
3 credits

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 480 (F)**PROJECT DESIGN  
3 credits

Basic concepts and major issues of project design using a software engineering approach; the software development life; structured analysis and object-oriented design techniques; project planning; cost estimation; and requirements definition. Requires a team project to design a software system by generating a software requirements specification. Prerequisite: senior computer science standing.

**CSC 481 (S)**PROJECT IMPLEMENTATION  
3 credits

A continuation of CSC 480. Implementation issues; programming language features; validation and verification techniques; and software maintenance. Requires a team project to develop, document, test, and maintain a software system. Prerequisite: CSC 480.

**INFORMATION TECHNOLOGY****REQUIREMENTS****■ REQUIRED FOR B.S. IN INFORMATION TECHNOLOGY:  
17 COURSES**

- CSIT 220
- CSIT 301
- CSIT 320
- CSIT 321
- CSIT 420
- CSIT 422
- CSIT 460
- CSC 230
- CSC 240
- CSC 280
- CSC 310
- Two additional upper-division CSIT or CSC courses
- MTH 260
- MTH 261
- PHY 201
- PHY 202

**■ 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)**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, the ISO standards. Both local and wide area networks are examined. Student projects may include introductory LAN design and administration.

**CSIT 301**COMPUTER ARCHITECTURE  
3 credits

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: PHY 201 and MTH 260, either of which may be taken concurrently.

**CSIT 320**

LANS AND NETWORK ADMINISTRATION  
3 credits

A practical approach to network administration methodology using current technologies; network hardware; NOS installation; account management; file sharing; network printing; protocol and services configuration; client connectivity and troubleshooting; network application support; server maintenance; cross-platform integration. One hour of lecture and two hours of laboratory per week. Prerequisite: CSIT 220.

**CSIT 321**

CLIENT SUPPORT  
3 credits

Installation, maintenance, and customization of a PC client operating system (OS), additional system and application software; hardware installation. 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. Certain aspects of professionalism and job searching, including licensing, familiarization with relevant portions of certification exams. Prerequisite: CSIT 220.

**CSIT 322**

E-COLLABORATION  
3 credits

Study of the technical design of groupware systems and shared databases in a networked environment; the use and evaluation of groupware systems; and the examination of the issues involved in the group process. One hour of lecture and two hours of laboratory per week. Prerequisite: CSIT 320.

**CSIT 360**

INTERNSHIP  
3-6 credits

Normally 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 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, 371, 372, 373**

SELECTED TOPICS IN INFORMATION TECHNOLOGY  
3 credits

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 standing.

**CSIT 420**

APPLIED OPERATING SYSTEMS AND DISTRIBUTED SYSTEMS  
3 credits

Principles and concepts of process, task, and resource management, including I/O programming, interrupt mechanisms, memory and processor management, schedulers, and file systems; major trends in the networking of systems, including TCP/IP, client/server computing, and clusters. (Note: Credit will not be given for both CSIT 420 and CSC 457.) Prerequisite: CSIT 320.

**CSIT 421**

INTRODUCTION TO LINUX ADMINISTRATION  
3 credits

Installing and maintaining a Linux server, including: using GNOME, users (and groups), BASH shell and related command line interface, file system, internet services (DNS, FTP, Apache), Samba, and backup. Prerequisite: CSIT 320.

**CSIT 422**

INFORMATION SECURITY  
3 credits

Basic computer security concepts, terminology, and issues, including network security, Windows 2000 security, and Linux security; Hardening, TCP/IP, scanning, sniffing, IPSec, public key infrastructure, Kerberos, certificates, cryptography, firewalls, and intrusion detection systems. Prerequisites: CSIT 320 or CSIT 321.

**CSIT 450, 451**

COOPERATIVE EDUCATION  
3-6 credits

Full-time, paid six-month 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 Chair of the Department or director of the program. Required: junior or senior standing, 2.5 G.P.A. overall and in the major, and recommendation of the co-op coordinator.

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**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.

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**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.

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## COURSE DESCRIPTIONS

**CSD 210 (F)**  
CREATING MULTIMEDIA  
3 credits

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

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

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. Mainly client-side scripting, in particular JavaScript, but may also include some server-side scripting and XML. Prerequisite: DArt 230 or permission of the Program Director.

**CSD 342**  
SERVER SIDE SCRIPTING  
3 credits

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

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. Emphasizes site architecture and mastery of Web authoring tools, including Web document deployment and debugging. (Note: Credit will not be given for both DART 230 and ENG 330.) Prerequisite: CSC 153 or permission of director.

**DART 280-281-282 (S)**

DIGITAL ARTS SEMINAR I - II - III  
1 credit

Freshmen, sophomore, and junior DArt majors meet one hour a week to hear and discuss current issues, research, and trends in digital art and design. Discussions focus on students’ interest and professional direction, the presentations by visiting lecturers, their evaluation of the program, and their role as a future professional. Each semester is 1 credit.

**DART 300**

DIGITAL FIGURE DRAWING  
3 credits/Elective

This course is designed for students who have previous digital media experience. Traditional drawing concepts and exercises will be applied using an electronic drawing tablet and computer software. While basic elements of drawing will be reviewed, the concentration of the course will focus on drawing the figure. Classical through contemporary figure painting and drawing will be studied as a means of exploring concept and personal style.

**DART 301 (S)**

TYPOGRAPHY FOR PRINT AND WEB  
3 credits/Elective

This course emphasizes formal, compositional, and abstract methodologies that contribute to communication through visual language. The basic skills involve the process of manipulating type and images to discover the basis of their interaction as methods for creating meaningful graphic messages. Assignments and exercises use computer software to develop typographic designs for static, motion, and Internet graphics.

**DART 309 (F)**

DIGITAL STORYTELLING DESIGN  
3 credits

The course will introduce students to the basic concepts of video production including storyboarding, audio recording, non-linear editing, and DVD production. The design of projects will begin with the goal of developing a compelling video story from the experiences of the student, friends, family, or strangers. The focus is on first-person narratives and students will craft the stories into videos that elevate the value of the events by enabling others to share the experience.

**DART 430 (F)**

ADVANCED AUTHORIZING  
3 credits

Methods to blend graphics, design, content, and multimedia components into a single digital medium; methods for merging these components; advanced and emerging technologies involving digital authoring, including advanced layout and multimedia designs, and current technology trends including server-side; the impact of emerging technologies on digital media designs. Prerequisite: CSD 340.

**DART 450**

COOPERATIVE EDUCATION  
3 credits

Full-time, paid assignment in a cooperating firm involving job-related learning under faculty and on-site supervision. Students will meet regularly with a faculty member and will be required to reflect on the relationship between their course work and their co-op experience. Position is arranged through the director of the program.

Prerequisites:

- A cumulative G.P.A. of at least 2.75
- Junior or senior standing
- A satisfactory review of student portfolio
- Approval of the DArt Program Director

**DART 461-462**

INTERNSHIP  
3-6 credits

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

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.

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## 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.

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### COURSE DESCRIPTIONS

**MSC 101 (F)**  
INTRODUCTION TO MILITARY SCIENCE I  
1 CREDIT

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

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.

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## MUSIC

(See Fine Arts)

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## PHILOSOPHY

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### FACULTY

Marc R. Moreau, Ph.D., Chair

Professors: Van Fleteren

Associate Professors: Dallery, Dobie, Tsakiridou

Assistant Professors: Garver, Hymers, Moreau, Volpe

Associate Faculty: Sullivan

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### PATTERNS COURSES

- **PHL 151, 152**

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### 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.

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### 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

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### COURSE DESCRIPTIONS

#### PHL 151

THE HUMAN PERSON  
3 credits/Patterns

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

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

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

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

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

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 2 or Concentration Option

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

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

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

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

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

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

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

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

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

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

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

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

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

Seventeenth- 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

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

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

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

An examination of 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 evaluated in the light of ethical principles. Special concern 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

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

Professor: Dillon

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 devel-

opment 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. Required of all Political Science majors and minors.

## American Government

### **POL 215 (F, S)**

#### MANAGING THE PUBLIC AND NON-PROFIT SECTORS

3 credits

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

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

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

An examination of 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

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

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

An examination of 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

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

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 Intergrate. Required of all Public Administration majors.

**Comparative Government****POL 120 (F)**

## GOVERNMENTS OF WESTERN EUROPE

3 credits

A political analysis of the constitutional principles and governmental organizations of England, France, and Germany. Required of all Political Science majors.

**POL 221 (S)**

## COMPARATIVE GOVERNMENTAL SYSTEMS

3 credits

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. Required of all Political Science majors.

**POL 322 (F)**

## THE GOVERNMENTS OF EASTERN EUROPE AND RUSSIA

3 credits

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, politics, and economies of nations from Mexico and the Caribbean to those of the Southern Cone. The goal of the course is to afford class members the opportunity to better understand Latin America's history as a basis for comprehending its likely future.

Cross-listed with ECN 334 and HIS 334.

**International Politics****POL 240 (F)**

## INTERNATIONAL RELATIONS

3 credits

An analysis of the basic patterns and major factors underlying international politics. Consideration of current international problems. Required of all Political Science majors.

**POL 341 (S)**

## GLOBALIZATION AND INTERNATIONAL DECISION-MAKING

3 credits

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. Required of all political science majors. Prerequisite: POL 240 is recommended. (Formerly titled "Global Village.")

**POL 342 (F)**

U.S. FOREIGN RELATIONS  
3 credits

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

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 260 (F)**

SURVEY OF POLITICAL THOUGHT I - THE FOUNDATIONS  
3 credits

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. Required of all political science majors.

**POL 361 (S)**

SURVEY OF POLITICAL THOUGHT II—LIBERAL DEMOCRACY AND ITS CRITICS  
3 credits

Analysis of modern liberal democratic thought and the various criticisms of it from both the left and the right. Emphasis is on the reading of original sources by Locke, J.S. Mill, Rousseau, Burke, Marx, Nietzsche, etc. Required of all political science majors. Prerequisite: POL 260 is recommended.

**POL 363 (S)**

THE AMERICAN POLITICAL TRADITION  
3 credits

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

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

A study of methods of research and scholarly writing. Directed research and reports on individual assignments. Course open to political science majors only. Required of all political science majors.

**POL 481 (S)**

SEMINAR II  
3 credits

Supervised research and writing on a major topic. Weekly presentation and group discussion of individual papers. Submission of written thesis. Course open to political science majors only. Required of all political science majors. Prerequisite: POL 480.

**PSYCHOLOGY****FACULTY**

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



Associate Professors: Armstrong, Collins, Falcone, Fingerhut, McClure, Montague, Moon, Smith, Wilson  
 Assistant Professors: Cardaciotto, Goldbacher, McMonigle, Spokas, Williams, Zelikovsky  
 Professors *Emeriti*: McCarthy, Rooney

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## FRAMEWORKS COURSE

### Social Science

- PSY 155

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## 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
- Electives, two of which are at the 300 or 400 level

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## 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 will be 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

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

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

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

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

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 inter-

act 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 will be discussed. Students will be 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


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


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

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 331 (S)**   
RESEARCH DESIGN II  
4 credits

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

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

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)**  
READINGS IN PSYCHOLOGY  
3 credits

Readings consist of basic books and periodicals related to selected topics in the field of psychology. Prerequisite: PSY 155.

**PSY 410 (S)**  
THEORIES OF LEARNING  
3 credits

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

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

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

An examination 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

Readings, discussion, and analysis of contemporary psychological theories and research; individual student research and presentation of paper. Prerequisite: Junior or senior standing as a 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

Examination of a contemporary issue 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**

Margaret McGuinness, Ph.D., Chair

Professors: Grosnick, Kelly, McGuinness, McGuinness, Ramshaw

Associate Professor: Angeles, Pastis

Assistant Professors: Copeland, Dougherty, McDougall, Crawford

Lecturers: Conway, Dolan, Hallahan, Janicki, McGowen, Monaco

Professors *Emeriti*: Biechler, Efrogmson

**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

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

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

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 (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

An exploration of 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

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

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

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-

cal, 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 (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

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

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.

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## **SOCIOLOGY, SOCIAL WORK, AND CRIMINAL JUSTICE**

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**FACULTY**

Charles A. Gallagher, Ph.D., Chair  
Professor: Gallagher  
Associate Professors: Nguyen, Stull  
Assistant Professors: Bogle, Butler, Fiedler, Mariscotti, Wyant, Zetick

**FRAMEWORKS COURSE**


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**■ SOCIAL SCIENCE**

- **SOC 150**

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**SOCIOLOGY PROGRAM**


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**FACULTY**

Charles Gallagher, Ph.D., Chair  
Professor: Gallagher  
Associate Professors: Nguyen, Stull  
Assistant Professor: Bogle  
Lecturers: Lanahan, Ulinski  
Professor *Emeritus*: Connors

**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

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

An examination of 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

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

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

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

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

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

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

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 270, 370, 470 (F, S)

SPECIAL TOPICS IN SOCIOLOGY

3 credits

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 con-



struction 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

The 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

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

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

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

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

An examination of 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

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

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

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

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**

Bonni H. Zetick, Ph.D., LSW, Director

Donna R. Fiedler, Ph.D., LCSW, Field Practicum Coordinator

Janine Mariscotti, MSW, LCSW



Lecturers: Brady, Cummings, Mooney, M. Oleksiak, Perone, K. Smith

## 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 262
- 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 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, based in Alexandria, Va. 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](http://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.

The application 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 October 15 of the semester the student is enrolled in SWK 340: Preparation for Professional Practice. 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 Program:

- a. an overall G.P.A. of 2.30 (Students with a G.P.A. below 2.30 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 NASW Code of Ethics
- d. Two letters of recommendation. One recommendation will 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 Program 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 director.
- 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 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 at the 200 and above level. 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.

### 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, of diverse populations at risk in society, and of the social service delivery system is provided. The student is introduced to advocacy as a basic component of social work. This course includes a 40-hour service-learning component.

#### SWK 201

Crosslisted with SOC/CRJ/201

SOCIAL PROBLEMS & SOCIAL JUSTICE

3 credits/ Elective only

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.

#### 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 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 devel-

opment 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 155, 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 (Day) Summer II of 2008 and 2010 (Evening)

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 320

Crosslisted with SOC/CRJ 320

DELINQUENCY AND JUVENILE JUSTICE

3 credits/Elective only

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; overview of programs aimed at delinquency prevention and control.

#### 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 examination of theories that inform social work practice 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 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 (Day) Spring of 2010 (Evening)

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, inter-

vention, 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 only. Student 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 and apply the research process, 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 examining the global interconnections of oppression. Research on advocacy within the social work profession is presented. Prerequisite: SOC 301.

**SWK 381 S (Day) Spring of 2010 (Evening)**

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 only. Student 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 (Day) spring of 2009 and 2011 (Evening)**

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 (Day) Fall of 2008 & 2010 (Evening)**

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. Prerequisites: SWK 341, SWK 381. Taken concurrently with SWK 440. Open to social work majors only.

**SWK 481 S (Day) Spring of 2009 and 2011 (Evening)**

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, SWK 480. Taken concurrently with SWK 441 and SWK 495. Open to social work majors only.

**SWK 495 S (Day) Spring of 2009 and 2011 (Evening)**

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 Program curriculum. As the capstone course for the Social Work Program, students have the final opportunity to integrate the nine professional foundation areas, with particular emphasis on professional values and ethics. Prerequisites: SWK 440, SWK 480. Taken concurrently with SWK 441 and SWK 481. Open to social work majors only.

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**CRIMINAL JUSTICE****FACULTY**

Charles Gallagher, Ph.D., Chair  
Assistant Professors: Bogle, Butler, Wyant  
Lecturers: S. Rooney, T. Wolf

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**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

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

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

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

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 &amp; DYNAMICS

3 credits

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

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

An examination of philosophy and history underlying attempts to deal with persons who commit crime. Emphasizes social science scholar-

ship 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

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

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

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

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

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

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

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

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.

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## THEMATIC MINORS

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**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.)

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## 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

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### CENTRAL AND EASTERN EUROPEAN STUDIES MINOR

Directed by: Bernhardt Blumenthal, Ph.D., Foreign Languages and Literatures Department

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#### 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)

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### ENVIRONMENTAL STUDIES MINOR

Directed by: H. A. Bart, Ph.D., Geology and Environmental Science Department

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#### 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

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### HEALTH CARE ADMINISTRATION MINOR (THIS MINOR IS NOT CURRENTLY AVAILABLE)

Designated as a minor available to all students regardless of major.



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## 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.

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## COURSE DESCRIPTIONS

### HCA 370 (S)

INTRODUCTION TO HEALTH CARE ORGANIZATION AND MANAGEMENT  
3 credits

Analyzes 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

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

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

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## LIFE SCIENCE MINOR

Directed by: Norbert F. Belzer, Ph.D., Biology Department

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## 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.)

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## URBAN STUDIES MINOR

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## 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**



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**SCHOOL OF  
BUSINESS**

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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 seven of the last eight years, the La Salle chapter of BGS has been chosen as one of the top five chapters out of approximately 500 chapters worldwide, most recently named the Gold Chapter in 2011 and the Silver Chapter in 2010.

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 (see Page 116) that could meet the 150-hour requirement for CPA certification. Experiential education programs—the internship and Business Scholars Co-op programs (see Pages 17 and 116–118)—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. More than 100 executives volunteer their time every year during our Executives on Campus program to come to classes to meet with students. Many of the business clubs set up field trips to area businesses so that students can see professional operations first-hand.

In addition, the Business Advisory Board, which is composed of senior executives from companies throughout the Delaware Valley, advises the

Dean of the School of Business on contemporary developments in business practice and how to help students prepare for professional careers.

Opportunities to enhance a student's international exposure are offered through study abroad and travel/study options. La Salle has strong ties with the American University of Rome in Italy, Universidad La Salle in Mexico City, Deakin University in Melbourne, Australia, and the National University of Ireland in Galway, where students have the opportunity to have a semester-long learning experience. 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.

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## THE CURRICULUM

The program leading to a Bachelor of Science degree in business consists of 120 credits (minimum of 39 courses) for business administration, finance, international business, management, management information systems, 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.

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## 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

Other minors are offered by the School of Arts and Sciences.

All students are required to take a writing emphasis course in their major discipline at the junior/senior level.

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### FREE ELECTIVES (5-7 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.

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## MAJOR COURSES (5 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:

- Accounting
- Business Administration
- Finance
- International Business
- Management Information Systems
- Marketing
- Management

The professional studies consist of five courses in one (or several for the business administration major) functional area beyond those courses required in the business core. The accounting option, however, requires eight courses; this is intended to help students to be better prepared to pass the Certified Public Accounting (CPA) examinations or to embark on an accounting career in industry. Management 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 major). The professional option may be chosen upon matriculation or prior to starting major courses. 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:

Professional minors are offered in:

- Accounting
- Business Administration\*
- Finance Minor for Accounting Majors
- Health-Care Administration (not currently available)
- International Studies
- Management\*
- Management Information Systems\*
- Marketing\*
- Risk Management and Insurance

\*These minors are not available to students who major in business.

## 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**<sup>1</sup>
- B. Psychology or Sociology
- any **PSY** or **SOC**<sup>1</sup>
- C. Macroeconomics
- **ECN 150** Introductory Macroeconomics
- D. Microeconomics
- **ECN 201** Introductory Microeconomics

### III. Patterns of Meaning (8 courses)

- A. Religion
1. **REL 150** Exploring Christianity or **REL 153** Exploring Religion
  2. **REL** REL 200 or 300-Level<sup>2</sup>
- B. Philosophy
1. **PHL 151** The Human Person or **PHL 152** Moral Choice
  2. **PHL** PHL 200 or 300-Level<sup>2</sup>
- 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<sup>2</sup>
- 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 World Literature
  - **HIS 251** Global History 1500 to Present
  - Another course in what was taken in category E: Fine Arts (200 or 300-level)<sup>2</sup> or Foreign Language

### IV. Business Core (13 courses for ACC, FIN—*Investment/Financial Analysis or Risk Management tracks*, MGT, MIS 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<sup>3, 4</sup>

### V. Major Courses (5 or 8 courses)<sup>5, 6</sup>

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### VI. Electives (4 plus 1 credit for ACCOUNTING MAJORS<sup>8</sup>; 5 plus 1 credit for FINANCE—*Investment/Financial Analysis or Risk Management tracks*, MANAGEMENT, MANAGEMENT INFORMATION SYSTEMS, AND MARKETING MAJORS<sup>7,8</sup>; 6 plus 1 credit for FINANCE—*Managerial Finance track or Non-track* and for INTERNATIONAL BUSINESS MAJORS<sup>7,8</sup>)

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, ART 210, 223 (previously 211), 316, 320, MUS 203 or 214.
3. Options to fulfill this requirement are: BUS 300, ECN 333, FIN 403, MGT 356, MKT 305, any School of Business travel study course.
4. Finance majors who are Non-track or 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 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, Finance, MIS, and Marketing require five. Management (MGT) and International Business (INT) majors must also complete requirements of a second major or a minor; for MGT majors, the minor can be in ACC or Risk Management and Insurance (RMI) and for INT majors, the minor can be in RMI. MGT 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. Dual majors (except Finance majors who are on the Investment/Financial Analysis or Risk Management tracks) graduating through 2013 may waive one of the major courses of one of the majors of their choosing. MGT and INT dual majors, however, do not choose; the waiver must be in MGT or INT (except for MGT/INT dual majors who waive one course in one of the majors; they take 5 courses in one and 4 in the other). Dual majors in classes 2013 do not get a waiver.
7. MGT and INT majors use four of their electives for major courses since they must complete requirements of a second major or minor.
8. Additional elective(s) may be required if any of the above courses are waived.

**BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION MODEL ROSTER**

**Freshman Year**

<b>Fall</b>	<b>Spring</b>
Business 101	Business 100
Frameworks or Patterns	Math 114
English 110 or Frameworks or Patterns	Frameworks or Patterns
Computer Science 155 or Patterns	English 110 or Frameworks or Patterns
Frameworks or Patterns	Computer Science 155 or Patterns



**ACCOUNTING MAJOR**

**Sophomore Year**

<b>Fall</b>	<b>Spring</b>
Accounting 201	Accounting 202
Economics 150	Economics 201
Business 150	Business Core
Business 207	Business 202
Business 208	ENG 210 or Frameworks or Patterns
ENG 210 or Frameworks or Patterns	

**Junior Year**

<b>Fall<sup>1</sup></b>	<b>Spring<sup>1</sup></b>
Accounting 303	Accounting 304
Accounting 307	Business Core
Business Core	Business Core
Frameworks or Patterns	Business Core
Frameworks or Patterns	Frameworks or Patterns
Elective	Frameworks or Patterns

**Senior Year**

<b>Fall</b>	<b>Spring</b>
Accounting 405	Accounting 400-level
Accounting 400-level or Elective	Accounting 400-level or Elective
Business Core	Business 400 or Elective
Business 400 or Elective	Business Core
Elective	Elective

**FINANCE, INTERNATIONAL BUSINESS, MANAGEMENT, MANAGEMENT INFORMATION SYSTEMS, OR MARKETING MAJOR**

**Sophomore Year**

<b>Fall</b>	<b>Spring</b>
Economics 150	Economics 201
Business 202	Business 207
Business Core	Business 208
Business Core	Business 150
Frameworks or Patterns	Business Core
	Frameworks or Patterns

**Junior Year**

<b>Fall</b>	<b>Spring</b>
Major Course	Major Course
Business Core	Business Core
Business Core	Business Core
Frameworks or Patterns	Frameworks or Patterns
Elective <sup>2</sup>	Elective <sup>2</sup>

**Senior Year**

<b>Fall</b>	<b>Spring</b>
Major Course	Major Course
Business 400 or Elective	Business 400 or Elective
Frameworks or Patterns	Major Course
Frameworks or Patterns	Elective <sup>2</sup>
Elective <sup>2</sup>	Elective

<sup>1</sup> Alternatively, one of six courses may be taken in summer.

<sup>2</sup> For Management 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.

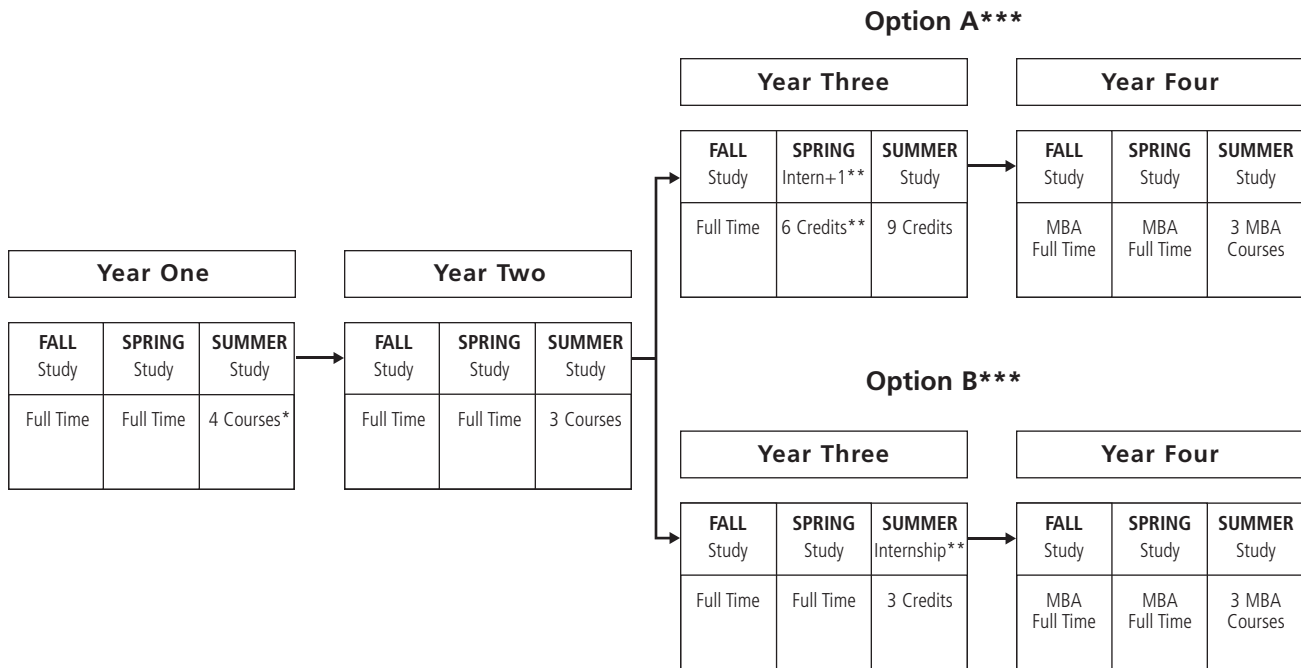
Students electing to pursue the dual degree are required to have only 120 credits for the B.S. degree, rather than the 128 credits required for the four-year B.S. in accounting. The remaining 30 credits are graduate MBA credits and include graduate accounting courses. With careful planning, a student 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#

## FINANCE, MANAGEMENT, MANAGEMENT INFORMATION SYSTEMS, 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

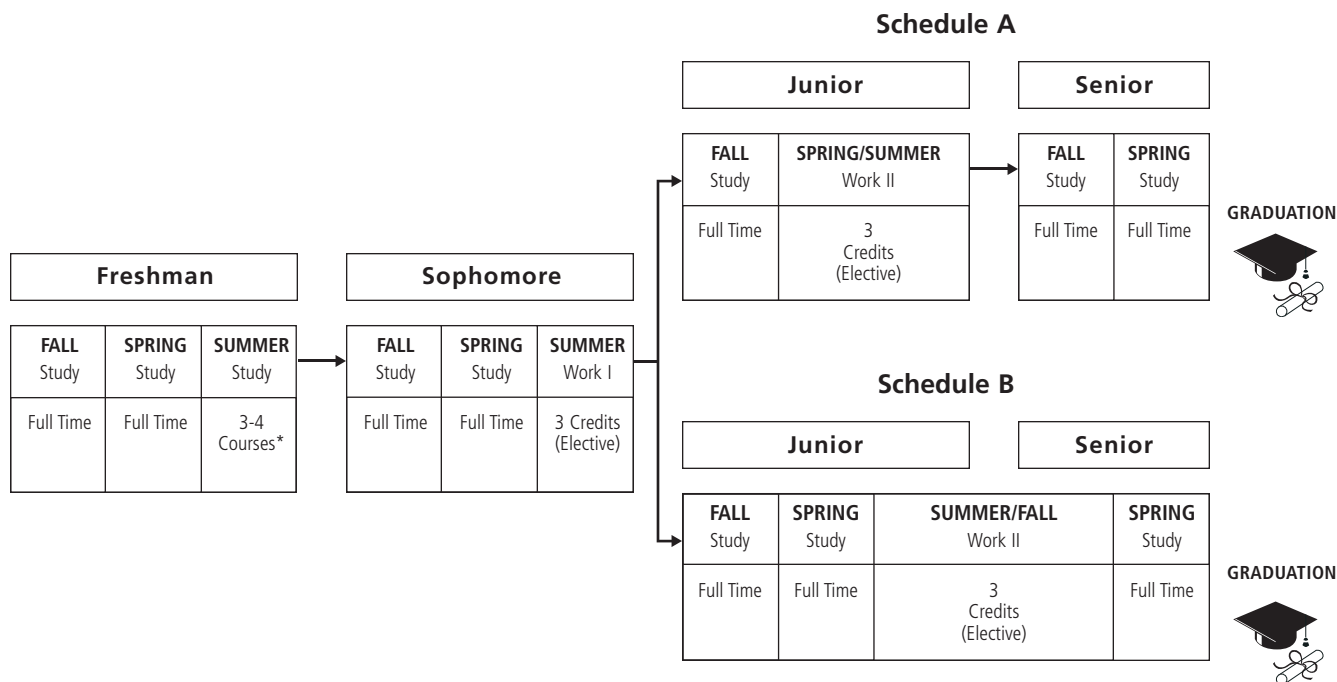
### Senior Year

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

**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 18 credits of foundation level course work for the La Salle MBA degree.<sup>1</sup> (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.) 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.

The GMAT is required for 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.

<sup>1</sup> Students planning to enroll in the La Salle University One-Year MBA Program should consult with the Office of the Dean for a current list of waived courses.

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
<b>Marketing Major Courses</b>		MBA 690*
<b>Accounting Major Courses</b>		MBA 691*
<b>Finance Major Courses</b>		MBA 692*
*Only one from MBA 690, 691, and 692 may be waived		

**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, Massimini, Zook  
 Lecturers: Fusco, Guerin, Kochanski, McAleer, Planita

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

A study of accounting concepts and problems related to solvency and operational capacity, with attention to special reporting issues, including post-employment benefits, income taxes, and stockholders’ equity. 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, conversion of foreign entity financial statements and multinational consolidated reports. Prerequisite: ACC 202.

**ACC 406 (S)**

## SPECIAL TOPICS IN FINANCIAL REPORTING

3 credits

A study of special topics in accounting including partnerships, estate and trust, bankruptcy and fund accounting including governmental, not-for-profit, and hospital accounting. Prerequisite: ACC 202 and Senior standing.

**ACC 411**

## ADVANCED COST MANAGEMENT

3 credits

Economic, industrial, and managerial aspects of cost accounting with emphasis on flexible budget as basis for cost control; analysis of variance and graphic charts. Study of estimated costs, standard costs, and distribution costs. Prerequisites: ACC 303 and Senior standing.

**ACC 418 (S)**

## CORPORATE AND OTHER TAXATION

3 credits

A comprehensive examination of taxation as it relates to the various forms of business entities (C corporations, S corporations, partnerships, limited liability corporations, and limited liability partnerships) and their owners. Other topics include taxation of international transactions, tax-exempt organizations, multi-state corporate tax issues, and estate tax-planning for the business owner. Prerequisites: ACC 307 and senior standing.

**ACC 450 (F, S)**

## COOPERATIVE EDUCATION (SENIOR STANDING)

3 credits

This is a full-time, paid, four- to eight-month assignment in a cooperating firm.

Involves job-related learning under faculty supervision. The position must be approved by the Accounting Department. For registration information, students in the Business Scholars Co-op Program should consult with the Director of the Program and students who are not in the Business Scholars Program should consult with the Associate Director for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member in the Accounting Department who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.25 minimum, overall and major, GPA (higher for students in the Business Scholars Co-op Program) and completion of ACC 201 and preferably ACC 202 as well.

**ACC 471 (S)**

## PERSONAL FINANCIAL PLANNING

3 credits

The course provides a comprehensive understanding of the fundamentals, strategies, and implementation that make up the personal financial planning (PFP) process. An overview of the PFP process is then expanded into a comprehensive study of its essential components, such as risk management, investment planning, retirement planning, and estate planning. Inherent in all aspects of the course will be the underlying tax implications that exist as an integral part of the decision-making. Students will also gain an understanding of the professional responsibilities and regulatory require-

ments 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 (F)**

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 faculty advisor 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 non-profit organizations.

**REQUIREMENTS**

■ **REQUIRED FOR MAJOR IN BUSINESS ADMINISTRATION:  
6 COURSES**

- 6 upper-level major (non-"BUS") courses with no more than three courses in any one business discipline
- Individualized Plan of Study approved by the academic advisor

The Business Administration major is designed to cover multiple business disciplines, and while students may not dual major with another discipline within the School of Business, they may do so with an appropriate discipline outside the School of Business. Students seeking a more specialized career track in business should consider one of the other majors in the School of Business.

**BUSINESS ADMINISTRATION MINOR**

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 100, BUS 101, and three of the following: BUS 203, BUS 204, BUS 205, 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 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.

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## **FINANCE**

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### **FACULTY**

Jan Ambrose, Ph.D., Chair

Joseph A. Kane, Professor Emeritus, Business

Professors: Barenbaum, Buch, Schubert

Associate Professors: Ambrose, Rhoda

Assistant Professors: Cooper, 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.

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### **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**
- **FIN 306** or **FIN 420**
- **FIN 483** Senior Seminar
- 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) 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.

Finance majors wishing to dual major in finance and another business discipline and take advantage of the one-course waiver option (provided the decision is made to continue to allow the waiver for students in classes after 2013) for dual majors must choose the MGF track. Students in the IFA or RM track who wish to dual major with another discipline may not waive a major course in either discipline.

**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 elective at the 300 or 400 level.

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### **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 studied. The impact of regulatory factors on marketing financial services and products is studied. This course is designed especially for marketing and/or finance majors contemplating careers in financial services marketing; it is required for dual finance and marketing majors. Prerequisites: BUS 204, 206, 208.

**FIN 313 (S) (Cross-listed with RMI 313)**

## EMPLOYEE BENEFIT PLANNING

3 credits

A study of the nature and operation of employer-sponsored benefit plans offered in a complex socioeconomic and political environment. Topics include mandated benefits such as Social Security, workers compensation, and unemployment insurance, as well as a more in-depth examination of group life, health, disability, and qualified and non-qualified retirement plans. Emphasis is on benefit plan design, administration, cost, funding, and regulation as viewed from a benefit manager's financial perspective. Same as RMI 313. Prerequisite: BUS 208.

**FIN 314 (F) (Cross-listed with RMI 314)**

## RISK MANAGEMENT

3 credits

Designed to acquaint the student with the nature of risk management and the role of the risk manager in business or governmental organizations. Emphasis on the risk management process of identification and measurement of loss exposures and selection of treatment techniques, including finance and control techniques from a holistic perspective. Same as RMI 314. Prerequisite: BUS 202, 208.

**FIN 350 (F, S, Summer)**

## COOPERATIVE EDUCATION (JUNIOR STANDING)

3 credits

This is a full-time, paid, approximately four-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the department; consult the Experiential Education Adviser in the Finance Department for registration information. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 206 or 208.

**FIN 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 department; consult the Experiential Education Adviser in the Finance Department for registration information. An internship counts as a free elective and not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis (grading for co-ops is on a pass/fail basis); the Experiential Education Advisor in the Finance Department has the discretion as to whether to roster it as a co-op or internship. The number 365 is used if taken in junior year and 465 if taken in senior year. Prerequisites: 2.5 minimum GPA and completion of BUS 206 or 208.

**FIN 375 (F)**

## FINANCIAL STATEMENT ANALYSIS

3 Credits

Financial Statement Analysis focuses on the interpretation and use of financial statements for decision-making by investors, creditors, and internal management. Financial statements provide users with a scorecard of historical performance and the ability to look forward and project likely future financial performance. Outside readings, case studies, and text material will be used to integrate current financial statement guidelines with financial statement analysis. 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 evalu-

ation and measurement of portfolio performance, all in a global context. Prerequisites: BUS 202, 206, 208.

### FIN 403 (F, S)

INTERNATIONAL FINANCE  
3 credits

The study of multinational business practice, direct foreign investment, and managerial challenges in operating abroad. Foreign exchange markets, exchange rate determination, forecasting and hedging, and other contemporary issues in global finance. Prerequisite: BUS 202, 206, 208.

### FIN 420 (S) (Cross-listed with RMI 420)

FINANCIAL MANAGEMENT OF THE INSURANCE FIRM  
3 credits

A functional course emphasizing the interrelationships among underwriting, investment, regulation, and other aspects of insurance company and insurance agency operations. Spreadsheets are used to demonstrate effective financial management of the insurance firm. Same as RMI 420. Prerequisite: BUS 202, 206, 208.

### FIN 450 (F, S)

COOPERATIVE EDUCATION (SENIOR STANDING)  
3 credits

This is a full-time, paid, four- to eight-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the department; consult the Experiential Education Adviser in the Finance Department for registration information. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 206 or 208.

### FIN 470 (F, S)

SELECTED TOPICS IN FINANCE  
3 credits

Selected topics in finance studied in depth under the direction of faculty. Prerequisite: senior standing.

### FIN 483 (S)

SENIOR SEMINAR  
3 credits

Designed as the capstone course for the Investment and Financial Analysis track. In-depth coverage of issues in financial analysis, such as ethics, financial reporting, equity investments, portfolio management, fixed income investments, derivatives, and others. Course includes mock exams for the CFA I exam, and students agree to sit for the actual CFA I exam in June. Prerequisites: Senior standing; completion of FIN 304, 375, 401, and either FIN 306 or 420; grade of B or better in BUS 101, BUS 202, BUS 207, BUS 208, and all FIN courses (or a combined GPA in these courses of 3.25 or higher); or permission of the instructor.

## INTERNATIONAL BUSINESS

James Talaga, 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 inter-

national 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.

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## INTERNATIONAL STUDIES MINOR

Directed by: Joshua Buch, Ph.D., Finance Department

Designated as a minor available to all students regardless of major.

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### REQUIREMENTS

#### ■ REQUIRED: 6 COURSES

Many of the courses listed below may also fulfill requirements 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, 343 (no longer offered) 344**
- **REL 231, 232, 241**
- **SOC 237, 238**

And any 3 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 may be approved; see Dr. Buch for advisement.

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## LAW

Coordinator of Pre-Law Programs: Michael Dillon, J.D., Ph.D., Political Science Department

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### FACULTY

Business-Law Program

Lecturers: Levinson, McLaughlin, Moss

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.

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## 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.

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## MANAGEMENT

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### FACULTY

Kathryn A. Szabat, Ph.D., Chair

Professors: Meisel, Miller, Seltzer, Smither, Tavana, Van Buskirk

Associate Professors: Kennedy, Szabat, Walsh

Assistant Professors: Bruce (Dean *Emeritus*), Gauss, Rappaport

There are two majors in the Management Department: management information systems (MIS) and management (MGT). MGT majors also must choose a second major or a minor in accounting or risk management and insurance. The second major can be within or outside of the School of Business. The choice of the second major should depend on the student's career objectives and personal interests. If there are questions about the majors, the student should consult with the Department Chair or a departmental adviser. MIS and MGT curricula produce graduates who can communicate effectively, can continue to learn and update their skills, and are confident in their abilities as professionals. Students are trained to be sensitive to the expanding role they play in society and understand the evolving implications of their professional, ethical, legal, and social responsibilities.

For students in the School of Arts and Sciences or in the School of Nursing and Health Sciences, the Management Department also offers valuable minors in MIS and MGT.

The primary goal of the Management Department is to graduate competent students in the fields of management information systems or management.

Individuals completing the recommended courses of study in MIS or MGT will be able to:

- possess an awareness of management techniques, professional and ethical concepts, legal issues, and strategic planning;
- communicate in a variety of settings using effective oral, written, and multimedia techniques;
- think creatively in solving problems;
- understand that managers function within a global context and, therefore, must be cognizant of cultural, economic, political, and technological differences;
- function competently in an entry-level position;
- use planning, implementation, and management tools in a changing environment; and

- progress steadily in their managerial careers and/or enter an advanced course of study.

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## MANAGEMENT INFORMATION SYSTEMS

Management Information Systems (MIS) focuses on designing computer systems to help people do their work better. It involves bridging the gap between technology and the people who use it by converting user requirements into cost-effective computer information systems and finding ways to make users and systems more productive.

Information systems have always been significant in the management of organizations. The use of computers has continued to evolve from machines that could calculate and produce simple reports to distributed multiprocessors with powerful individual work stations for the end user.

If you have a flair for computers, but you don't want to be a programmer; if you enjoy working with people, talking about projects, and solving problems in teams; if you think you would enjoy the design process, planning and implementing a system that works most efficiently, you should think about a career in MIS. Professionals entering the MIS marketplace require specialized training and education. Unique skill sets are necessary to support a large number of job titles and positions, such as systems analyst, database administrator, business analyst, data analyst, e-Commerce applications analyst, computer systems auditor, information systems manager, computer and software marketing manager, office automation specialist, computer consultant, network administrator, and off-shore contract manager.

As technology evolves, MIS practice changes. The applied nature of the MIS discipline suggests a critical link between the classroom and the practicing professional community. This relationship is established and maintained through the use of "real-world" projects, practicing MIS professionals as speakers in class, co-ops, and internships. We also provide opportunities for students to network and explore their career interests.

Although many low-level computer programming jobs are offshored these days, career opportunities for higher-level MIS professionals are expanding rapidly and will continue to do so in the foreseeable future.

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## REQUIREMENTS

### ■ REQUIRED FOR MAJOR IN MANAGEMENT INFORMATION SYSTEMS: 5 COURSES

- MIS 410
- MIS 420
- MIS 480
- Choose two of the following: MIS 375, MIS 385, MIS 400, MIS 405, MIS 415

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

### ■ REQUIRED FOR MINOR IN MANAGEMENT INFORMATION SYSTEMS (FOR NON-BUSINESS MAJORS ONLY): 6 COURSES

- BUS 205
- Choose two of the following: BUS 100, BUS 101, BUS 203
- MIS 410
- MIS 420
- Choose one of the following: MIS 375, MIS 385, MIS 400, MIS 405, MIS 415, MIS 480

MIS majors can broaden their technical expertise by choosing a complementary concentration in any of the technology-oriented disciplines, including: Computer Science (CSC), Digital Arts and Multimedia Design (DArt), and Integrated Science, Business, and Technology (ISBT) in the School of Arts and Sciences. Three designated courses are required for a concentration. See a faculty adviser in the Management Department for a list of required courses for each concentration.

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## COURSE REQUIREMENTS

### MIS 371 (F, S)

#### SPECIAL TOPICS IN MANAGEMENT INFORMATION SYSTEMS

3 credits

Designed to address contemporary issues and interests in Management Information Systems. Such topics as Office Automation, Information Systems Evaluation, Information Resources Management, and User Interface Design will be offered in various semesters. Prerequisite: varies with topics.

### MIS 375 (F) (Cross-listed as MGT 375)

#### INFORMATION SYSTEMS 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.

### MIS 385 (S)

#### DECISION SUPPORT AND EXPERT SYSTEMS

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. 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.

### MIS 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 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.

**MIS 360, 460 (F, S, Summer)**

PART-TIME INTERNSHIP IN MANAGEMENT INFORMATION SYSTEMS  
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 and completion of BUS 205 and preferably an upper-level major course.

**MIS 365, 465 (F, S, Summer)**

FULL-TIME INTERNSHIP IN MANAGEMENT INFORMATION SYSTEMS  
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.

**MIS 400 (F)**

BUSINESS APPLICATIONS PROGRAMMING AND SOFTWARE  
3 credits

This course explores a problem solving methodology that employs computer programming. Emphasis is placed on identifying the capabilities and limitations of programming languages in solving typical 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, formal representation of program specifications, implementation of it using selected high level programming languages such as Visual Basic and Java and documentation of such a programming project. This is a hands-on course. Students will design and develop several computer programs throughout the term. Prerequisite: BUS 205 or equivalent.

**MIS 405 (F, S)**

EMERGING INFORMATION TECHNOLOGY  
3 credits

This course is designed to introduce students to one of several areas of emerging information technology such as networking, electronic commerce, enterprise resource planning applications, etc. 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.

**MIS 410 (F)**

INFORMATION SYSTEMS ANALYSIS AND 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. Systems Design topics such as User Interface, Design Alternatives, Prototyping, Input, Output, and File Design are discussed. Prerequisite: BUS 205 or equivalent.

**MIS 415 (S)**

SMALL BUSINESS SYSTEMS DEVELOPMENT  
3 credits

Intended as a project course in which students are equipped with the knowledge and skills necessary to develop and implement information systems for small businesses. The course covers transactional processing, management reporting, and the need to transfer data among multiple application files, and application software integration programs. Development and implementation of multiple-application packages, such as integrated accounting programs and financial reporting systems are examined. Multiple applications in these packages include Order Processing, Invoicing, Accounts Receivable, inventory Control, Credit Monitoring and Reporting, Purchasing, Accounts Payable, Payroll, General Ledger, and Financial Statements. Prerequisite: BUS 205 or equivalent.

**MIS 420 (S)**

DATABASE MANAGEMENT SYSTEMS  
3 credits

This course focuses on data management in organizations, and on the design and development of database applications. Also covered in the course are the database architecture, logical and physical data design, and the integration of databases with programming. Topics include conceptual data modeling, normalization and database design, database system implementation, SQL, distributed data management and client-server systems and database administration. To demonstrate acquired skills, students design and develop a database application using Oracle. Prerequisite: MIS 410.

**MIS 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 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.

**MIS 480 (S)**

INFORMATION SYSTEMS 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 information systems

within the context of a functioning organization. Classroom lectures and discussions are supplemented by multi-disciplinary real-life projects to design innovative information systems solutions. This course serves as the culminating experience in the Management Information Systems program. Prerequisite: Senior standing with at least one upper-level MIS course for MIS majors, and Senior standing with BUS 205 for non-MIS majors.

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## MANAGEMENT

Although specialized knowledge and technical skills are critical in landing an entry-level job, developing management and leadership skills can help you succeed at that job and give you the edge that will help you advance in your career. The aim of the management major is to build the skills that executives need to manage and lead others.

Management majors will be expected to have a second major or a minor in Accounting or Risk Management and Insurance. The second major can be within, or outside of, the School of Business. Thus, students who major in management will graduate with a broad understanding of business (from the School of Business' core courses), specialized knowledge of a business discipline from their second major (accounting, marketing, finance, risk management, or MIS), and strong management skills from their management major. This is the best recipe to land a good first job and also progress rapidly in a successful management career.

The management major is focused on understanding the behavior of people and groups in organizations. The courses are designed to provide you with the knowledge and skills needed to effectively motivate people, manage projects, solve problems, and make decisions. A special feature of the required coursework is participation in two skills-assessment centers. These are structured experiences in which you will practice and receive feedback in areas such as communication, leading groups, and problem solving. These centers are widely used in leading-edge corporations and use experiential exercises, video feedback, and personal coaching to understand your assets and limitations in leadership skills. Embedding these experiences in coursework will help you gain self-awareness and practice leadership skills with the opportunity and resources to attain your full leadership potential.

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## REQUIREMENTS

### ■ 4 COURSES IN MANAGEMENT, AS BELOW

- **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 (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.

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## COURSE DESCRIPTIONS

### **MGT 307 (S)**

DESIGNING ORGANIZATIONS FOR COMPETITIVE ADVANTAGE  
3 credits

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 assessment center. Students who have taken MGT 302 and MGT 303 (which are no longer offered) should not take this course, 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. Students who have taken MGT 302 and MGT 303 (which are no longer offered) should not take this course, 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 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 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 communica-

tion. 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)**

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. Prerequisite: BUS 203.

**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. 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 AS MIS 375)**

INFORMATION SYSTEMS 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)**

TEAMS IN ORGANIZATIONS: 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 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 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

Associate Professors: Jiang, Jones

Assistant Professors: Chia, Dynan, Nucera

Lecturers: Crossen, Dipietro, Ulrich, White, Simons

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, 308, 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 organi-

zation, 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.

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## RISK MANAGEMENT AND INSURANCE MINOR

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### FACULTY

Directed by: Kathleen S. McNichol, M.B.A., C.P.C.U., A.R.M., Finance Department  
Associate Professor: Ambrose  
Assistant Professor: McNichol

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### 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.

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### 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.

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**SCHOOL OF NURSING  
AND HEALTH SCIENCES**

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## LA SALLE UNIVERSITY SCHOOL OF NURSING AND HEALTH SCIENCES

### MISSION

Consistent with Lasallian values, the mission of the School of Nursing and Health Sciences is to provide excellent education programs that develop culturally and clinically competent, caring nursing and health science professionals and that prepare each student for a life of continued learning. Undergraduate and graduate students engage in educational programs that develop appreciation of the autonomy, dignity, spirituality, complexity, and diversity of the people they serve. Students think critically, communicate effectively, and possess a comprehensive body of knowledge about the health status of individuals, families, groups, communities, and populations in a changing society and world.

### VISION

The La Salle University School of Nursing and Health Sciences will lead in the development of curricula that are based on the health needs of populations that mobilize social, political, and health-care and educational resources for the welfare of vulnerable and underserved populations in surrounding communities. The school will provide educational and service programs for the health-care and welfare needs of a diverse urban population through the La Salle Neighborhood Nursing Center, outreach of the greater University community, and in partnership with other agencies. The faculty of the school will implement programs of research, scholarship, leadership, and practice that promote the health and education of people.

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## NURSING PROGRAMS

### PURPOSE

The purpose of the Nursing Programs at La Salle University is to educate students to provide culturally competent health services that promote, maintain, and restore the health of diverse individuals, families, groups, communities, and populations.

### MISSION

Consistent with Lasallian values, the mission of the Nursing Programs is to provide excellent nursing education and service 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 Nursing Programs of the La Salle University School of Nursing and Health Sciences develop nursing curricula based on the health needs of populations and that mobilize social, political, and health-care resources for the welfare of vulnerable and underserved populations. The Nursing Programs provide nursing education and service learning opportunities addressing the health-care needs of a diverse urban population through the La Salle Neighborhood Nursing Center, the greater University community, and in partnerships with local, national, and international agencies. The Nursing Programs faculty engage in collaborative programs of research, scholarship, leadership, and practice that promote the health of individuals, families, groups, communities, and populations.

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## PHILOSOPHY FOR NURSING PROGRAMS

Nursing is an art, science, and profession in which the relationships between nurses and those cared for are essential.

The foundation of basic and advanced nursing education includes the humanities and sciences. The nursing programs prepare students to become self-aware and sensitive to the complexity and diversity of human systems and their environments. The roles of the nurse include direct and indirect caregiver, advocate, collaborator, teacher, manager, coordinator, researcher, consultant, and administrator.

The nursing community at La Salle respects the shared humanity of individuals, families, groups, communities, and populations with appreciation for the autonomy, dignity, spirituality, complexity, and diversity of the people they serve. Nurses recognize that the potential for healing within the person integrates mind, body, and spirit. The programs use systems theory that views health as a dynamic state. Nurses' primary interests are human responses to health, illness, and healing.

The nursing community believes that learning is a transformative, lifelong process that requires active engagement of learners. Students possess a reservoir of experience that is a continuing resource for learning. The teaching-learning environment reflects scholarship, collegiality, respect, and collaboration among learners and teachers, resulting in informed service to others and the profession.

Students develop as ethical, caring practitioners who promote health in the 21st century. La Salle graduates strengthen the nursing profession and contribute to the health of society.

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## 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.

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### PURPOSE OF THE UNDERGRADUATE NURSING PROGRAM

The purpose of the Undergraduate Nursing Program at La Salle University is to educate nurses for entry into professional practice. Graduates practice from a holistic perspective in order to respond to changing health-care needs of individuals, families, groups, communities, and populations in a diverse society. La Salle nursing graduates are prepared as leaders to effect change in health-care and community systems. The program instills the value of lifelong learning as a hallmark of the professional nurse and serves as a foundation for graduate study.

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### LEARNING GOALS OF THE UNDERGRADUATE NURSING PROGRAM

At the completion of the program, the student will:

1. Utilize research-based, theoretical, scientific, and clinical knowledge from nursing and other disciplines as a basis for nursing practice.
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 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 care for vulnerable and underserved populations.

The program is designed for students entering from high school who have selected nursing as a career, transfer students, adult students who are seeking a second undergraduate degree or career change, and students who have completed liberal arts/science pre-nursing requirements. (Please see the evening/weekend section of this catalog for a description of the ACHIEVE Program options at both the Bucks County Center and Main Campus).

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## ACCREDITATION

La Salle University's undergraduate nursing programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE), the professional accrediting body of the American Association of Colleges of Nursing (AACN), and the undergraduate nursing programs have full approval status from the Pennsylvania State Board of Nursing.

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## 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 in Philadelphia and the surrounding area. Clinical experiences associated with coursework will be at institutions such as Albert Einstein Medical Center, St. Christopher's Hospital for Children, Chestnut Hill Hospital, Cooper Medical Center, Fox Chase Cancer Center, Abington Memorial Hospital, Belmont Center for Comprehensive Care, Friends Hospital, Shriner's Hospital for Children, Girard Medical Center, Holy Redeemer Hospital and Medical Center, Thomas Jefferson University Hospital, Methodist Hospital, Lankenau Hospital, Lower Bucks Hospital, Paoli Memorial Hospital, St. Joseph Hospital, Aria Health System, Presbyterian Medical Center, St. Mary Medical Center, Doylestown Hospital, Montgomery Hospital, Philadelphia Nursing Home, YWCA of Germantown, and various public, parochial, and private schools in Philadelphia and the surrounding counties. In addition, students will 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.

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## NURSING HONOR SOCIETY

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 and invitation.

Students who have completed at least half of the nursing curriculum, rank in the upper one-third of their graduating class, and have achieved academic excellence (a GPA of at least a 3.0 or higher) are invited to join. The society inducts new members once a year.

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## NATIONAL STUDENT NURSES' ASSOCIATION

The National Student Nurses' Association (NSNA) 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 at the state level (Student Nurses' Association of Pennsylvania [SNAP]) and at the school/chapter level. The undergraduate nursing programs of La Salle's School of Nursing and Health Sciences have a chapter of SNAP. Students learn professional and leadership skills in this organization and can attend national and statewide nursing conferences and events. Students are strongly encouraged to join and become involved in the NSNA.

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## MINORITY STUDENT NURSES ASSOCIATION

The Minority Student Nurses Association (MSNA) of the La Salle University School of Nursing and Health Sciences seeks to enhance the experiences of minority nursing students while preserving the uniqueness of those individuals who, by virtue of their own culture and/or gender experiences, have the potential to be accomplished nurses and leaders in the nursing profession. MSNA is open to all nursing students who would like to be involved.

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## ADMISSION TO THE NURSING MAJOR

Before beginning nursing major clinical courses—which are concentrated in the junior and senior years—the student must have earned at least 60 required La Salle University credits in the liberal arts and sciences and have a minimum cumulative GPA of 3.0 and science GPA of 3.0 (Anatomy and Physiology I and II, Microbiology, and Chemistry). Students may repeat one science course one time only to earn the science GPA of 3.0. Sciences first taken at La Salle must be repeated only at La Salle University. Students must earn a grade of “C” or better in developmental psychology, statistics, and nutrition prior to admission. After having met the above criteria, the Undergraduate Admission and Academic Standards Committee will review each student's academic file for admission to the nursing major. As part of the review for admission, all nursing students are required to have taken a standardized test that includes English comprehension and math proficiency scores. This test must have been taken within the last three years. Courses taken at La Salle University for which a student received a failing grade of “D” or “F” may not be repeated elsewhere. A student who withdrew from a course and received a “W” may repeat the course at another college or university with the approval of the Assistant Dean. 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. Nursing major courses consist of 56 credits.

Students should be aware that the School of Nursing and Health Sciences undergraduate nursing grading system is different than the general University. Please refer to the School of Nursing and Health Sciences' Undergraduate and Graduate Handbook for details.

The Pennsylvania State Board of Nursing reserves the right to deny a professional license to any applicant who has been convicted of a felony or any offense related to the use and sale of alcohol or controlled substances in Pennsylvania or any other state. Other felony convictions, and certain misdemeanor offenses, may be considered impaired moral character. The determination of whether such conduct constitutes poor moral character

is a discretionary matter for the Board of Nursing. Students should contact the Board with questions pertaining to this policy.

Students with English as a second language may be required to take the Test of English as a Foreign Language (TOEFL) according to University policy.

Students are required to submit the following before entering the clinical settings: cleared criminal record checks, cleared child abuse check, history and physical examination, up-to-date CPR certification, immunization records, and tuberculin testing. Compliance with these requirements are mandatory before acceptance to the nursing major, and updated compliance is required for continued attendance at all clinical experiences. Compliance information must be processed through American Data Bank. Additional compliance requirements, as mandated by clinical agencies, may also be added. Students must provide their own means of transportation to all clinical sites.

Students should expect additional expenses while in the program, including a clinical laboratory pack, stethoscope, watch with a second hand, public transportation or parking expenses, and licensure and NCLEX-RN fees. All students are strongly recommended to purchase notebook computers that are compatible with the La Salle University network systems. Please refer to the Web page for computer specifications. A personal digital assistant (PDA) specific to La Salle University specifications is also strongly recommended.

All senior nursing students are required to attend a NCLEX-RN review course prior to taking the NCLEX-RN. Students are required to meet specific academic NCLEX-RN-related criteria in the senior year before licensure paperwork can be completed.

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## MODEL ROSTER — NURSING PROGRAM

### Freshman Year

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Fall	Spring
Writing I	Writing II
History	Religion
Chemistry or Clinical Microbiology	Clinical Microbiology or Chemistry
Philosophy	Sociology
Psychology	Psychology

### Sophomore Year

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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
Computer Science	Philosophy or Nursing 304

### Junior Year

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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

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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<sup>1</sup>
- **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
  5. **NUTR 165** Principles of Nutrition
- 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** 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)
- **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. 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 the 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
13. **NUR 416** Care of Acutely Ill Adults
14. **NUR 417** Senior Seminar

### V. Elective (2 courses)

1. \_\_\_\_\_
2. \_\_\_\_\_

**FACULTY**

Zane Robinson Wolf, Ph.D., R.N., FAAN  
Dean, School of Nursing and Health Sciences

Barbara Hoerst, Ph.D., R.N.  
Director, Undergraduate Nursing Programs

Professors: Beitz, Wolf, Zuzelo

Associate Professors: Breckenridge, Dillon, Frizzell, Goldberg, Wieland

Assistant Professors: Altmiller, Bailey, Bicknell, Czekanski, Gies, Gurmankin, Harkins, Hoerst, Kavanagh, Kinder, Levine, Matecki, McGrorty, Nowak, Sipe, Strayer, Suozzo, Wilby

Instructors: Grosshauser, Kenney, McGovern, Newmeister, Smith, Terrell

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

Kristin DeLay, M.A.  
Assistant Director, ACHIEVE Program and LPN-BSN Program

Rosemary Elliott, M.Ed., BSN, R.N.  
Coordinator, Nursing Learning Resource Center

Karen Rossi, MSN, R.N.  
Assistant Director, R.N.-BSN and R.N.-MSN programs

**COURSE DESCRIPTIONS****NUR 304 (F, S)**

INTRODUCTION TO PROFESSIONAL NURSING  
3 credits



This course stimulates understanding of the nursing profession as a science, art, and career. It explores the role and functions of the nurse and the practice of nursing in the broader health-care system. Students focus on professional nursing practice, levels of practice, and career development. How nurses critically think and orient professional practice in philosophical, theoretical, legal, and ethical foundations is explored. Prerequisites: 45 credits in the School of Arts and Sciences.

**NUR 305 (F)**

HEALTH ASSESSMENT AND PROMOTION  
4 credits



This course highlights assessment of the health status of persons from theoretical and practical perspectives. Emphasis is on physical assessment of body systems, health promotion and self-care activities, prevention of disease, and teaching interventions used to provide care to healthy persons across the life span. Students learn the contribution of a health history and the practice of physical assessment for healthy clients in the context of health promotion and evaluation. Health assessment and promotion activities are practiced. Includes 42 hours of theory and 42 hours of clinical. Prerequisites: 60 credits in the School of Arts and Sciences.

**NUR 306 (F)**

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 in diverse health-care settings. Emphasis is placed on the application of theoretical principles, including 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. Major maternal and neonatal risk factors and complications that potentially compromise healthy beginnings are emphasized. Students apply the nursing process with childbearing families who may vary in age, ethnicity, culture, language, social status, marital status, and sexual preferences. Nursing plans of care reinforce the problem-solving approach that is useful with many clients as well as promote NCLEX critical thinking. This course supports the use of evidenced-based practice in application of care. 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 (F)**

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 focusing on the nursing process, patient safety issues, and interventions for geriatric patients are provided in secondary and tertiary health-care settings. Traditional and holistic approaches to patient care are emphasized as well as the contributions of informatics to the care of patients. Students demonstrate common nursing skills in the campus laboratory and health-care agencies. 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 (S)**

MENTAL HEALTH OF THE INDIVIDUAL AND COMMUNITY  
5 credits



Theories and concepts of stress and coping are explored from physiological, cognitive-behavioral, cultural, psychosocial, and nursing perspectives. Within the framework of Healthy People 2010, clinical experiences focus on stress and coping by individuals, including nurses as practice professionals, groups, and families dealing with problematic and health-related situations with an emphasis on mental disorders. Includes 42 hours of theory and 84 hours of clinical. Corequisites: NUR 304, NUR 305, NUR 307.

**NUR 312 (S)**

PHARMACOLOGY  
3 credits

This course explores pharmacodynamics, pharmacokinetics, drug actions and interactions, and environmental factors and safety precautions during medication administration. Special considerations are given to the effects of drugs on different age groups and to nursing's responsibilities in drug therapy. 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 chronic illness on adult and geriatric patients and their families. They examine physiological, pathophysiological, and psychosocial changes affecting chronically ill adults. Emphasis is placed on nursing interventions that promote, maintain, and restore the health of older adults. Safety principles are highlighted. Students care for patients with disorders of different body systems in secondary and tertiary health-care agencies. 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, emphasizing the developmental needs of children and adolescents. Students use the nursing process aimed at maintaining health through the illness experience of young patients and their families in secondary and tertiary settings. Risk-reduction strategies in the Healthy Children/Youth 2010 documents are explored. Health promotion and primary care of children and adolescents are discussed. Includes 42 hours of theory and 84 hours of clinical. Prerequisites: all 300-level courses.

**NUR 408 (F)****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 and all NUR 300-level nursing courses.

**NUR 411 (S)****PUBLIC HEALTH NURSING**

5 credits

This course expands the theoretical and experiential foundations of population-based nursing. Healthy People 2010 frames the epidemiological approach to population-based care. Emphasis is placed on applying the nursing process to primary and secondary disease prevention interventions for vulnerable and underserved populations. Historical, political, economic, social, psychological, and cultural factors that promote and constrain aggregate health are examined along with contemporary health issues. Health-care strategies, population-level interventions, and community resources are identified. Varied clinical opportunities support community-oriented practice and public health approaches in selected agency and community sites. 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 ADULT PATIENTS WITH CHRONIC ILLNESS**

5 credits

In this course, students investigate the impact of chronic illnesses on adult and geriatric patients and their families. Physiological, pathophysiological, and psychosocial changes are explored in relation to the experience of illness. Health maintenance and health restoration nursing interventions and safety principles are emphasized. Students care for patients with disorders of different body systems in secondary and tertiary health-care agencies. Includes 42 hours of clinical 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 as well as awareness of interdisciplinary standards. Students will analyze the effect of JCAHO and other institutional bodies on safe patient care as it affects a variety of settings. 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 and practices specific to the nursing care of acutely ill adult patients. 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. 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 development of critical thinking and test-taking skills through the use of evidence-based strategies that promote success in licensure examination.

**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 as a means of using data for problem solving are presented. Students apply statistical concepts to elementary data analysis using the statistical methods commonly used in health-care research. Students are introduced to the Statistical Package for the Social Sciences (SPSS).

**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.

**NUR 462**

## THE PERIOPERATIVE NURSING SYSTEM

3 credits

NUR 462, an elective clinical course, explores the concepts and processes of health care delivery for clients in the perioperative environment. The nursing process will be directed toward clients requiring significant nursing interventions for the promotion and restoration of health. The course provides an introduction to the diversified role of the professional nurse in the operating room and post anesthesia recovery room. Throughout the course, emphasis is placed on the following dimensions of professional perioperative nursing: client/family teaching/learning activities, technical skill development, nurse/client/family communication, priority determination/resource management, and health-care trends. Registration by course faculty only.

**NUR 463**

## ADVANCED CONCEPTS IN PERIOPERATIVE NURSING

3 credits

NUR 463, an elective course, continues the exploration of concepts and processes of health care delivery for clients in the perioperative environment that commences in Nursing 462. Nursing 463, is designed to allow students interested in perioperative care to expand their knowledge of and develop their repertoire of skills for the surgical client. The course introduces students to more complex surgical nursing theory and permits students to have clinical contact with complicated surgical specialty interventions. Sample topics will include: Laser therapy, total joint replacement and internal/external fixation, advanced anesthetic concepts and monitoring, use of specialized surgical equipment (Ultrasonic, pulsavac, rapid infusion systems), pediatric surgery, ambulatory surgery, quality assurance and perioperative research and perioperative case management. Selected surgical procedures will be examined via a general systems theory and nursing process approach. Prerequisite: NUR 462. Registration by course faculty only.

**NUR 465**

## SAFETY STRATEGIES FOR HEALTHCARE DELIVERY SYSTEMS

3 credits

This course explores medication and other health-care errors that threaten patient safety. The impact of health-care errors is examined from the perspectives of consumers, health-care providers, professional organizations, legislators, hospitals, and health-care delivery agencies. Systems improvement initiatives are investigated with the goal of preventing health-care errors. Interdisciplinary and collaborative roles of consumers, legal counsel, and health-care providers, including nurses, pharmacists, and physicians, are emphasized. Prerequisite: NUR 301.

**NUR 466**

## GENETICS IN CLINICAL PRACTICE

3 credits

In this course students explore the scientific advances in human genetics and their influence on health care services. Cellular events, fetal development, inheritance, and genetic conditions are evaluated. Students examine the Human Genome Project and review genetic health care services.

**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.

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## HEALTH STUDIES

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**PURPOSE**

The purpose of the Bachelor of Science in Health Studies degree program is to prepare students for service in the health care of communities. Students will implement projects in community settings serving vulnerable populations. Students sharpen their awareness of broad health issues and public health challenges. Graduates of La Salle's Health Studies Major are prepared to advocate for changes in health care and community systems. The value of life long learning is emphasized. The program may serve as a foundation for graduate study.

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**LEARNING GOALS**


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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.

## 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. Literature<sup>1</sup>
  - **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 235** Foundations of Holistic Health
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
11. **HSC 356** Reproductive Health for Public Health Practitioner
12. **HSC 389** Race, Ethnicity, and Public Health
13. **HSC 408** Research for Program Development
14. **HSC 415** Drugs and Devices: Development of Prescription
15. **HSC 468** 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. Literature<sup>1</sup>
- **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 468** Health Education and Program Evaluation (Capstone)\*\*\*
2. **HSC 408** Research for Public Health  
or **NUR 408** Nursing Research
3. **HSC, NUR, NUTR, SLHS** courses
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 271 The Physical Science of Physiological Instrumentation
4. HSC 361 Health Communication: A Multimedia Approach
5. HSC 389 The Health of a Nation: Cultural Diversity and Health Disparities
6. HSC 416 Urban Health: Families and Children in Jeopardy
7. HSC 451 Urban Men's Health
8. HSC 493 Holistic Health Approaches
9. NUTR 165 Nutrition
10. NUTR 300 Community Nutrition

\*\*\* Required for track completion.

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**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.

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**HEALTH SCIENCE 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, NUR/HSC 467, HSC 468

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**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 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 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 212**

ESSENTIAL PHYSICS FOR HEALTH SCIENCE  
1 credit

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.

**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 as a means of using data for problem solving are presented. Students apply statistical concepts to elementary data analysis using the statistical methods commonly used in health-care research. Students are introduced to the Statistical Package for the Social Sciences (SPSS).

**HSC 223**

PLAGUES AND EPIDEMICS: PAST, PRESENT, AND FUTURE  
3 credits



This course traces the history and etiology of some of the world's most famous plagues and epidemics. The effect of infectious diseases on human civilization are presented. Discussions chronicle the evolution of knowledge and treatment modalities of these diseases. The question of how to prevent plagues and epidemics in the future is addressed. The public health threats of bioterrorism are explained.

**HSC 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 235**

## FOUNDATIONS OF HOLISTIC HEALTH

3 credits

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 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.

**HSC 340 (F)**

## VIOLENCE PREVENTION IN THE COMMUNITY

3 credits

In this course, students examine patterns of violence in the United States and compare programs aimed at violence prevention and control. They analyze the impact of violence on the health of individuals, families, and communities. Local, regional, statewide, and national crime statistics and behavioral change theories are used as a foundation for a violence prevention and control health education project.

**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 356**

## REPRODUCTIVE HEALTH FOR PUBLIC HEALTH PRACTITIONERS

3 credits

Course content emphasizes theories of reproductive health, sexual development, and factors influencing sexual behavior within the continuum of health and illness. Common sexual practices and reproductive health issues of people are studied within the context of lifestyle and situational life crises. Concepts of normal sexual function and dysfunction are examined. Contemporary sexual health and reproductive issues, obstetrical care in the United States and abroad, gender based violence, maternal morbidity and mortality, family planning, and reproductive health policy are explored. Theoretical foundations of the medical, psychological, socio-cultural, political, and biological determinants of human sexual behavior and reproductive health are examined. Issues of biology related to sex, gender identity, social sex role, and sexual orientation are discussed. Contemporary issues of sexual risk behaviors, sexually transmitted infections and safe sex practices are investigated in addition to those issues of chronic illness, disability, and sexual coercion.

**HSC 357**

## WOMEN, GENDER, AND PUBLIC HEALTH

3 credits

This course focuses on constructions of gender and sex and their implications for understanding determinants of population health and creating healthy public policy. It considers how different frameworks of addressing gender and biological sex shape questions people ask 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 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 407**STRESS AND HEALTH  
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 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 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 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 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 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 development of critical thinking and test-taking skills through the use of evidence-based strategies that promote success in licensure examination.

**HSC 422**THEORY, PRINCIPLES, AND ASSESSMENT IN BIOLOGICAL,  
PSYCHOLOGICAL, AND PATHOPHYSIOLOGICAL AGING  
3 credits

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 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.

**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 468 (F, S)**HEALTH EDUCATION AND PROGRAM EVALUATION  
3 credits/Elective

Students explore concepts of health promotion and disease prevention for populations at risk. Principles of teaching and learning are explored. Interdisciplinary collaboration and collaborative practice are emphasized. Students implement a health education project for a community, aimed at promoting healthy outcomes. Program evaluation research structures the project. Prerequisite: HSC 355.

**HSC 493****HOLISTIC HEALTH APPROACHES I**

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.

**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 across the senior year. The dietetic internship contains a minimum of 900 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 Dietetics Education of the American Dietetic Association 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.

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**BACHELOR OF SCIENCE IN NUTRITION:  
DIDACTIC PROGRAM IN NUTRITION**

The mission of the La Salle University Coordinated Program in Dietetics/ Bachelor of Science in Nutrition 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.

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### ACCREDITATION

La Salle University's Coordinated Program in Dietetics is currently granted initial accreditation by the Commission on Accreditation for Dietetics Education of The American Dietetic Association, 120 S. Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312.899.0040, x-5400, cade@eatright.org\*.

\*Graduates are qualified to sit for the Registration Examination for Dietitians after successful completion of the Coordinated Program in Dietetics and a baccalaureate degree.

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### 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\*.

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### 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.

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### ACCREDITATION

La Salle University's Coordinated Program in Dietetics is currently granted initial accreditation by the Commission on Accreditation for Dietetics Education of The American Dietetic Association, 120 S. Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312.899.0040, x-5400, cade@eatright.org\*.

\*Graduates are qualified to sit for the Registration Examination for Dietitians after successful completion of the Coordinated Program in Dietetics.

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### 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.

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### ADMISSION TO THE NUTRITION MAJOR

#### ADMISSION TO THE DIDACTIC PROGRAM IN NUTRITION

Application for admission of all full-time beginning students, transfer students, and non-degree post-baccalaureate students is made through the Office of Admission of the Day Division of La Salle University ([www.lasalle.edu](http://www.lasalle.edu) or 215.951.1500). The candidate's credentials are evaluated in the Admission Office, and the candidate is interviewed by an Admission Office counselor. 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 all part-time post-baccalaureate students is made through the College of Professional and Continuing Studies of La Salle University ([www.lasalle.edu](http://www.lasalle.edu) or 215.951.1234). 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 occurs at the beginning of the spring semester of junior year for full-time degree and non-degree students, and at the beginning of the spring semester for part-time, non-degree students who have completed the prerequisites in No. 4 below.
2. All full-time and part-time students must state their intention to be considered for the CP program by Dec. 1 of each year. Offers will be made for CP program enrollment by Jan. 21 and students must accept or decline the offer by Jan. 31.
3. Preferences for CP admission are as follows if students otherwise meet all entrance criteria:
  - a. All full-time degree students will receive first preference and are currently guaranteed admission to the CP if all admission criteria are met.
  - b. Full-time non-degree students who have received a B.S. in Nutrition from La Salle will receive second preference.
  - c. Full-time non-degree students who have received a B.A./B.S. from another institution will receive third preference.
  - d. Part-time non-degree students will receive fourth preference for any remaining enrollment slots.
  - e. Note: Students other than full-time degree students are not guaranteed admission to the CP, even if admission criteria are met, if the number of students applying is more than the approved available slots (currently 15).
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. a cumulative GPA of 3.0;

- iii.a “C” or better in all science and nutrition courses;
- iv. a “B” or better in Medical Nutrition Therapy I and II\*.

- b. Full-time degree students can have no more than three credits outstanding in La Salle core courses to enter the CP.
- c. All full-time non-degree and part-time 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\*.

\*All students may take Medical Nutrition Therapy (MNT) II after applying to the CP. MNT II must be completed with satisfactory performance (“B” or better) to begin practicum courses.

## 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	Spring
College Writing I (ENG 107)	College Writing II (ENG 108)
Public Speaking (COM 150)	Chemistry of the Life Sciences (CHM 161)
Anatomy and Physiology I BIO 161	Anatomy and Physiology II BIO 162
Introduction to Computers Using Packages (CSC 151)	Religion 150 or 153
Principles of Nutrition (NUTR 165)	Philosophy 151 or 152

### Junior Year

Fall	Spring
Management in Nutrition and Dietetics (NUTR 310)	Quantity Food Prod. / Mgmt. (NUTR 320)
Clinical Microbiology BIO 163	Medical Nutrition Therapy II (NUTR 342)
Professional Practice in Nutrition (NUTR 340)	Intro. to Macroeconomics (ECN 150)
Medical Nutrition Therapy I (NUTR 341)	History 151
Elective	Elective

### Sophomore Year

Fall	Spring
Organic Chemistry for Life Sciences (CHM 262)	Biochemistry for Life Sciences (CHM 263)
Literature (ENG 150)	Food Science (NUTR 230)
Life Cycle Nutrition (NUTR 200)	Community Nutrition (NUTR 300)
Introduction to Psychology (PSY 155)	Statistics for Health Sciences (HSC 217)
Elective	Elective

### Senior Year

Fall	Spring
Nutrition Education/Counsel (NUTR 420)	Food and Culture (NUTR 441)
Special Topics in Nutrition (NUTR 470)	Capstone in Nutrition (NUTR 440)
Religion (any 200-level)	Literature, History, Fine Arts, or Foreign Language
Fine Arts or Foreign Language	Philosophy (any 200-level)
Elective or NUTR 460/480	Elective or NUTR 460/480

## BACHELOR OF SCIENCE — DIDACTIC PROGRAM IN NUTRITION PROGRESS RECORD

### I. Powers

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- 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

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- 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

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- 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

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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)

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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)

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**BACHELOR OF SCIENCE — COORDINATED PROGRAM IN DIETETICS PROGRESS RECORD**
**I. Powers**


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- 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**


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- 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**


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- 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**


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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, MS, RD, CSP, LDN, Didactic Program in Nutrition and Coordinated Program in Dietetics Director  
 Elizabeth A. Emery, MS, RD, CNSD, LDN, Assistant Professor  
 Susan E. Adams, MS, RD, 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 lecture. Required for all subsequent nutrition courses.

**NUTR 200 (F)**

LIFE CYCLE NUTRITION  
 3 credits

Details human nutritional needs for health maintenance and disease prevention during pregnancy, lactation, infancy, early and middle childhood, adolescence, adulthood, and older adulthood. Three-hour 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, meal planning, methods and techniques of food preparation, sensory evaluation of food, menu development, food safety. Prerequisites: NUTR 165, CHM 161.

**NUTR 300 (S)**

COMMUNITY NUTRITION  
 3 credits

Illustrates the role of nutrition in health promotion and disease prevention through the 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, national, and international communities. Three-hour lecture. Prerequisites: NUTR 165 and 200 and BIO 161-162.

**NUTR 310 (F)**

MANAGEMENT IN NUTRITION AND DIETETICS  
 3 credits

General and food management principles, including methodology, cost-effectiveness, personnel, labor law, materials, financial and strategic management, marketing, teamwork, and leadership. Three-hour lecture. Prerequisite: 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; food safety and sanitation. Three-hour lecture. Prerequisite: NUTR 165, 230, and 310.

**NUTR 340 (F)**

PROFESSIONAL PRACTICE IN NUTRITION  
 3 credits

Explores the roles of nutrition professionals within the broader health-care system with an emphasis on how registered dietitians collaborate with other health professionals to provide comprehensive care. The course explores the concepts of critical thinking in the context of clinical, community, and food service management and emphasizes philosophical, legal, and ethical bases for professional practice. Prerequisites: NUTR 165, 200, and 300.

**NUTR 341 (F)**

MEDICAL NUTRITION THERAPY I  
 4 credits

Pathophysiology of nutrition-related disease; normal and therapeutic diets in the prevention and treatment of disease; nutrition assessment, care-planning, and documentation; nutrition support systems and alternate feeding methods; food allergy and intolerance; nutrient/drug interactions. Course material will cover disorders of the gastrointestinal, immune, respiratory, cardiovascular, endocrine, renal, neuromuscular, and skeletal systems, inborn errors of metabolism, energy imbalance, eating disorders, and pediatrics. 3 hours lecture, 1 hour lab. Prerequisite: NUTR 165, 200, 300, BIO 161-162, CHM 161, 262, 263.

**NUTR 342 (S)**

MEDICAL NUTRITION THERAPY II  
 3 credits

Continuation of Medical Nutrition Therapy I: Pathophysiology of nutrition-related disease; normal and therapeutic diets in the prevention and treatment of disease; nutrition assessment, care-planning, and documentation; nutrition support systems and alternate feeding methods; food allergy and intolerance; nutrient/drug interactions. Course material will cover disorders of the gastrointestinal, immune, respiratory, cardiovascular, endocrine, renal, neuromuscular, and skeletal systems, inborn errors of metabolism, energy imbalance, eating disorders, and pediatrics. Three hours of lecture, one hour of lab. 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 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 experience (16 hours per week) in hospitals, medical centers, and long-term care facilities. Prerequisite: Admission to the Coordinated Program.

**NUTR 402 (S)**

PRACTICUM IN MEDICAL NUTRITION THERAPY II  
 6 credits

Students will utilize skills in nutrition assessment, planning, implementation, and evaluation in the nutritional 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 (16 hours per week) in hospitals, medical centers, and long-term care facilities. Two hours of lecture, 16 hours of practicum. Prerequisite: Admission to the Coordinated Program.

**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 home health-care agencies, schools, hospital community education departments, health organizations, and government agencies and programs. Course will include assigned readings, discussions, a community nutrition education project, and eight hours of practical experience per week in community health settings. Two hours of lecture, eight hours of practicum. Prerequisite: Admission to the Coordinated Program.

**NUTR 411 (S)****PRACTICUM IN COMMUNITY NUTRITION II**

6 credits

Practical experience 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 a project that addresses the nutrition problems and needs of a sub-population within the Philadelphia community, and eight hours per week of practical experience in community health settings. Two hours of lecture, eight hours of practicum. Prerequisite: Admission to the Coordinated Program.

**NUTR 420 (F)****NUTRITION EDUCATION AND COUNSELING**

3 credits

Counseling and education theories; counseling and communication strategies for effective behavior change; 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

Emphasizes the integration of nutrition knowledge and the interpretation and application of nutrition-oriented research. Students will write a research paper and present an oral seminar utilizing peer-reviewed journals. Prerequisites: NUTR 165, 200, and 300; HSC 217.

**NUTR 441 (S)****FOOD AND CULTURE**

3 credits

History of food and culinary traditions; illustration of cultural aspects of food within regional and ethnic groups within the U.S. including religious practices and health beliefs; traditional and contemporary factors affecting cultural food practices. Three credits of lecture. Prerequisites: NUTR 165, 200, 230, 300.

**NUTR 460 (F, S, Summer)****NUTRITION EXTERNSHIP**

3 credits/Elective only

Field work under the supervision of a nutrition professional and faculty member. Permission of the Director required. Hours to be arranged.

**NUTR 470 (F, S)****SPECIAL TOPICS IN NUTRITION**

3 credits

Course presents an in-depth examination of a topic of current interest in the field of nutrition. Prerequisites: NUTR 165, 200, 300.

**NUTR 480-481 (F, S)****NUTRITION RESEARCH**

3 credits

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 course work 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 of this program 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. (IIIA, 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.

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## 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, a supervised Clinical Fellowship Year (CFY), and passing the national examination. 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 [www.asha.org/about/Membership-Certification/benefits.htm](http://www.asha.org/about/Membership-Certification/benefits.htm).

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 and is required by Pennsylvania State Board regulations to pass the appropriate sections of the Praxis Series Tests: Professional Assessments for Beginning Teachers, administered by the Educational Testing Service. Information about the Praxis Series Tests is available in the SLHS office (St. Benilde Tower 2201). Other states may also require prospective teachers to take these or other examinations. In addition to all of the requirements for completion of the master's degree, candidates for Instructional I certificates must be recommended by the 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).

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## 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 400 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.

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## THE NATIONAL STUDENT SPEECH LANGUAGE AND HEARING ASSOCIATION

The National Student Speech Language and Hearing Association (NSSLHA) is a pre-professional membership association for students interested in the study of communication sciences and disorders.

La Salle University formed a recognized NSSLHA chapter in 2002. Membership in the La Salle NSSLHA chapter is available to undergraduate and graduate students enrolled full or part time in the Speech-Language-Hearing Science Program.

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## 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.

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## PROGRESSION IN THE PROGRAM

All SLHS majors are expected to maintain a minimum cumulative GPA of 3.0 and a GPA of 3.0 in the SLHS major. Additionally, SLHS majors may not earn more than two grades below "B" in SLHS courses and required science courses. A student's academic performance is reviewed throughout the student's enrollment in the program. Students failing to meet these standards are subject to dismissal from the 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.

**MODEL ROSTER — SPEECH-LANGUAGE-HEARING SCIENCE PROGRAM (FIVE-YEAR PROGRAM)****Freshman Year**

<b>Fall</b>	<b>Spring</b>
CSC 151	Writing II (ENG 108)
Writing I (ENG 107)	SLH 102
SLH 100	Philosophy or Religion
HIS 151	Anatomy and Physiology II (BIO 162)
Anatomy and Physiology I (BIO 161)	Philosophy or Religion

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.

**Sophomore Year**

<b>Fall</b>	<b>Spring</b>
SLH 200	Philosophy or Religion
EDC 103 or PSY 210	PSY 220
SLH 202	HSC 217
Literature (ENG 150)	SLH 203
Philosophy or Religion	SLH 211
	HSC 212

**Fifth (Graduate) Year**

<b>Fall</b>	<b>Spring</b>
SLH 514	SLH 511
SLH 515	SLH 527
SLH 616 or SLH 521	SLH 635
2 SLH Electives	SLH 616 or SLH 521

**Junior Year**

<b>Fall</b>	<b>Spring</b>
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**

<b>Fall</b>	<b>Spring</b>
SLH 409	SLH 502
SLH 413	SLH 516
SLH 503	SLH 513
SLH 512	SLH 520
SLH 518	
<b>Summer</b>	
2 SLH Electives	

## 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. **HSC 212** 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.

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**MODEL ROSTER — SPEECH-LANGUAGE-HEARING SCIENCE PROGRAM (FOUR-YEAR PROGRAM)**
**Freshman Year**


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<b>Fall</b>	<b>Spring</b>
CSC 151	Writing II (ENG 108)
Writing I (ENG 107)	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**


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<b>Fall</b>	<b>Spring</b>
SLH 200	Philosophy or Religion
EDC 103 or PSY 210	PSY 220
SLH 202	HSC 217
Literature (ENG 150)	SLH 203
Philosophy or Religion	SLH 211
	HSC 212

**Junior Year**


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<b>Fall</b>	<b>Spring</b>
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**


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<b>Fall</b>	<b>Spring</b>
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. **HSC 212** 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  
 Evelyn R. Klein, Ph.D., CCC-SLP, Associate 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

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

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: permission of instructor. Prerequisite: SLH 516 or permission of instructor.

**SLH 528:**

COUNSELING IN COMMUNICATION DISORDERS  
3 credits

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

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

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

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

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

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

This course provides investigation of theory, research and clinical application of auditory-oral principles for therapeutic intervention with deaf and hard of hearing children. Focus is on the application of theoretical and research-based principles for the development of assessment and treatment plans, including writing of behavioral objectives specific to the needs of this population. Issues related to advances in technology, equipment management, multi-disciplinary collaboration and family counseling are discussed. Emphasis is placed on increasing diagnostic and therapeutic skills with deaf and hard of hearing children in the education setting who are developing oral language skills. The lecture portion of this course is designed to provide a framework for students to increase their knowledge base. Students reflect on and discuss cases, issues and procedures relevant to use of an auditory-oral approach in intervention with deaf and hard of hearing children. Prerequisite: 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

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

This course focuses on the pros and cons of instrumentation in Speech-Language Pathology (SLP). Current instrumentation commonly used in the evaluation and treatment of swallowing, voice, and speech disorders will be closely reviewed. A comprehensive review of clinical and theoretical research will be conducted to comprehend the clinical benefits and disadvantages of instrumentations. The instruments being discussed will be available for hands on experience to further enhance comprehension of their applications. The following instruments will be included: Electrical Stimulators (VitalStim), Surface Electromyography (sEMG), Modified Barium Swallow Study (MBS), Fiberoptic Endoscopic Evaluation of Swallowing (FEES), Fiberoptic Endoscopic Evaluation of Swallowing and Sensory Testing (FEESST), Computer Speech Lab (CSL), and Videostroboscopy. Emphasis will be given to the instrumentation's purpose, application, risk and management, disinfection, and proper maintenance. Prerequisites: SLH 306 or SLH 506, and SLH 515 and SLH 520 or permission of the instructor..

**SLH 630**

## SEMINAR IN COMMUNICATION AND SWALLOWING DISORDERS

3 credits

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.

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**EVENING AND WEEKEND  
PROGRAMS**

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**COLLEGE OF PROFESSIONAL  
AND CONTINUING STUDIES**

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**COLLEGE OF PROFESSIONAL AND CONTINUING STUDIES**

During the 2008-09 academic year, the College of Professional and Continuing Studies will continue to develop and modify programs to serve the needs of undergraduate evening students. Information contained in this catalog may be subject to change as the College develops and implements its programs and services.

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 roster. 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 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](http://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 Game Room 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.

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## **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.

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## **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..

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## **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.

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## **FOOD SERVICES**

Food services are available all evenings and weekends when classes are held either in the Union Food Court or Intermissions. 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.

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## **THE CAMPUS STORE**

The University has contracted Barnes and Noble to manage a Campus Store, located in Wister Hall. It offers general school supplies, stationery, trade books, textbooks, and some personal care items.

Hours of operation are Monday through Thursday, 9 a.m. to 7 p.m., and Friday, 9 a.m. to 3:30 p.m. Extended hours are posted for semester openings.

The selling and distribution of books at the off-campus centers is arranged and coordinated through the Main Campus store.

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## **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.

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## **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 charged and 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 \$475 per credit hour. Pre-Speech-Language Pathology program students are charged \$600 per credit hour. The charge for students in the ACHIEVE nursing program is \$525 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/financialaid](http://www.lasalle.edu/financialaid). 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 [www.lasalle.edu/bursar](http://www.lasalle.edu/bursar) to enroll. Evening students registering for more than 11 credits in the day school will be charged the full-time basic tuition rate and activities fee of the day school.

**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 penalty 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**

An invoice for your semester charges will be mailed to you from the Office of Student and Accounts Receivable prior to the beginning of each semester. Payment will be due the first Friday in August for the fall semester and the second Friday in January for the spring semester.

For your convenience, the acceptable forms of payment are personal or bank-certified check, money order, or cash (in person only). If you need to make a payment outside of regular business hours, a payment drop box is located outside of the Office of Student and Accounts Receivable on the first floor of the Administration Center. PLEASE DO NOT PLACE CASH IN THE DROP BOX. 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 by cash, certified check, or money order.

Credit card (American Express, Discover, and MasterCard) and ACH payments can be made at [www.lasalle.edu/bursar](http://www.lasalle.edu/bursar). An ACH payment is an electronic debit of a checking or savings account. Credit card payments are subject to a 2.65 percent convenience fee; ACH payments are not subject to a convenience fee.

If full payment cannot be made, the TuitionPay® Payment Plan is available. Please visit [www.TuitionPay.com](http://www.TuitionPay.com) to enroll in the plan. All financial obligations must be satisfied before a student's registration is considered complete.

**AUTOMATIC PAYMENT PLAN**

The Automatic Payment Plan 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 fall semester plan begins Aug. 1 and ends Nov. 1. The spring semester plan begins Jan. 1 and ends April 1. There is a \$35 enrollment fee for the plan each semester.

**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 withdraw may receive a partial refund of tuition. There are no exceptions to the following terms and conditions:

### Fall, Spring and Full-term Summer Semesters

Time of Withdrawal	Refund
During first week*:	100%
During second week:	60%
During third week:	40%
During fourth week:	20%
After fourth week:	No Refund

### Accelerated and Six-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

### 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.

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## 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.

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## DEANS' HONOR LIST

The Dean's Honor List is published in June and February of each year. Those students who have complied with all the regulations of the University and who have earned a cumulative academic index of 3.4 with at least 30 credit hours of graded coursework at La Salle are placed on the Dean's List. An academic convocation is held in the fall semester.

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## 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.

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## REGISTRATION

The registration schedule is set forth in the official calendar, and detailed instructions for registration and for the rostering of courses are supplied prior to registration. Upon completion of registration, the student is officially enrolled in the courses rostered and is financially responsible for the tuition charges.

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## 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.

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## 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.

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## 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.

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## 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.

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## 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.

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## 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.

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## WITHDRAWAL

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

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## 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 due to circumstances beyond one's 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 215.951.1240 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 students are unable to take a final exam as scheduled due to unavoidable absence, they 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 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 their 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 the adult student 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 before they have completed more than 30 semester credit hours of coursework, whether the credits were earned at La Salle, transferred, or awarded through examination. Students are eligible to take Subject Examinations accepted by La Salle in English, history and social sciences, foreign languages, science and mathematics, and business provided they have not taken comparable or more advanced courses in that discipline. Students must have permission from their academic adviser before attempting 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](http://www.lasalle.edu/schools/cpcs).

Effective July 1, 2010, the cost of taking CLEP at La Salle is \$92 (\$77 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.

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## REQUIREMENTS FOR DEGREES

### ASSOCIATE 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 September, January and 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 all core requirements as well as substantial requirements of the major as determined at the time the student enrolls in the second degree program.

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## 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*.

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## 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.

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## CONFERRAL OF DEGREE

La Salle University confers degrees three times a year, on Sept. 15, Jan. 15, and on the date of the Commencement exercises in May. Students receiving diplomas in September or January are invited to participate formally in the Commencement exercise of the following May.

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## 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 Under-



standing” 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.

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## CORE COURSES

All courses in the core may be counted towards 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 107
- English 108
- 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 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)

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- 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)

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

### III. Patterns of Meaning (8 courses)

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- 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

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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. \_\_\_\_\_

<sup>1</sup> 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 and Corporate Communications majors.**

## 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 Business Communication, Criminal Justice, Organizational Leadership, Psychology, and Religion.

The Bachelor of Science can be earned in Business Administration, Information Technology, and Nursing. The Bachelor of Social Work also can be earned.

Curriculum requirements for the Bachelor of Arts, Bachelor of Science, 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

This interdisciplinary online degree-completion program provides a comprehensive, academically coherent program with enough flexibility to be of interest to a wide variety of students. The curriculum will allow students to interweave the theoretical principles from the liberal arts and business traditions to form a solid, broad-based foundation; develop the concepts and skills needed to adjust to a rapidly changing organizational setting; develop the skills needed in a variety of organizational settings such as in business, nonprofit groups, educational institutions, and the government sector; and apply concepts and theories of organizational behavior to be more productive in both individual and group settings.

The online Organizational Leadership program will be broadly recognized as an innovative, challenging, and business-relevant degree-completion program, designed specifically for working adult learners. Students gain the skills and techniques that enable them to understand and unlock the potential of the human aspects of an organization and to lead and implement change within complex organizational systems.

Of the 15 major and non-major courses, 12 major courses must be taken at La Salle University. The Organizational Leadership courses will be offered in a cohort format, which will ensure that courses scheduled within the major will run as advertised. In addition, students will be able to develop a stronger learning community and have more meaningful interactions with the people who are pursuing the same educational goals.

The 12 courses within the major that will be offered in a cohort format are:

- **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

The following three non-major course requirements are not offered in a cohort format:

- **BUS 101** Introduction to Financial Accounting
- **BUS 204** Principles of Marketing with Applications
- **BUS 303** Legal and Ethical Environment of Business

Students must also complete 27 credits (nine courses) of elective requirements. Elective courses can be any courses outside of the major courses. Students in the Organizational Leadership program must successfully complete 120 credits. Students must complete the program with a minimum 2.0 GPA.

The completely online Organizational Leadership program is part of the College of Professional and Continuing Studies, which is dedicated to meeting the needs of adult learners. More specifically, this is a degree-completion program especially designed for adults with at least 30 transferable credits who wish to complete their undergraduate college education. This program has been designed to help students achieve their educational goals quickly without sacrificing quality. All cohort courses in this program are seven weeks in length and are delivered 100 percent online to accommodate your busy work schedule. Some of the summer courses are eight weeks in length. We also offer the University core curriculum online in a 14-week format. Each of our course instructors are skilled in online teaching and have advanced degrees. There is an emphasis on carefully blending theory and practice. Students in the program are expected to participate in online discussions, submit written papers, and complete research projects as assigned.

### 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 mis-

sion 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 intervention 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.

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**BACHELOR OF ARTS IN BUSINESS COMMUNICATION**

Communication is among the commonly offered and frequently selected majors in post-secondary education. Between 2000 and 2008, the number of bachelor's degrees conferred nationally in communication increased from approximately 57,000 to more than 81,000. And over the past 40 years, the number of communication degrees conferred nationally has reflected a year-over-year increase in all but five years. Until recently, La Salle University did not have an academic offering to meet the growing demand for a communication program for part-time evening students. Launched in 2009, the Business Communication degree-completion program satisfies this need for students while enabling La Salle to tap into this important growth market.

This program is an accelerated degree-completion program that operates in a cohort fashion and combines conventional and hybrid instructional techniques. This program is offered on main campus.

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**MAJOR COURSES**

**BUS 204**  
INTRODUCTIONS TO 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.

**BCM 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.

**BCM 215 (S)**  
GROUP AND TEAM COMMUNICATION  
3 credits

U.S. organizations are requiring group work, including virtual team work, 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.

**BCM 280**

## BUSINESS AND PROFESSIONAL COMMUNICATION

3 credits

This course is designed to develop professional communication skills to enhance performance in the workplace. Central to the course are writing, speaking, collaboration, and problem-solving skills.

**BCM 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.

**BCM 316 (F, S)**

## STRATEGIC 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.

**BCM 317**

## 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.

**BCM 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.

**BCM 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.

**BCM 480**

## CORPORATE COMMUNICATION SEMINAR

3 credits

This course provides an overview of the strategy and practice of corporate communications. Core theoretical approaches and critical research are discussed in the context of specific cases. Particular emphasis is placed on reconciling the inevitable conflicts between various needs and objectives. A focus is on managing these tradeoffs on both a strategic and tactical level.

**DART 212**

## VISUAL DESIGN

3 credits

This course provides an overview of visual design practices, including: making, editing, and processing images; designing, editing, and formatting text; and preparing materials for production or publication. Topics include design principles, color theory, typography, digital manipulation of images and photographs, printing processes and color reproduction, and page design for print. Students will be introduced to core software for image and graphics production (Photoshop, Illustrator) and pagination (QuarkXPress, InDesign).

**ENG 303**

## BUSINESS WRITING

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.

**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.

**FRAUD AND FORENSIC ACCOUNTING**

Program Director: Leon La Rosa Jr., CPA, CFE, MST

Recent multi-billion-dollar corporate scandals have shaken the business world. The public and governmental reaction to these events has been enormous. It has triggered congressional action that resulted in legislation and auditing standards that require companies and their auditors to be more aggressive in detecting and preventing fraud. This, in turn, has elevated the importance of the accounting profession in protecting the integrity of the financial system in order to prevent and detect such scandals. Additionally, there is widespread growth in white-collar crime. Racketeering and terrorist groups rely on money-laundering schemes to finance and disguise their activities. The increased use of computer technology as a tool for conducting criminal activities, such as identity theft, present new challenges to forensic accountants. This environment has created many job opportunities in federal, state, and local governmental agencies and in both for-profit and nonprofit organizations for accountants and others with forensic and fraud investigation skills. Students may earn a certificate in Fraud and Forensic Accounting by completing a five-course\*, stand-alone graduate

credit certificate program curriculum and earning 15 graduate credits. This certificate program can be completed in 10 months. It prepares participants for a career in the field of forensic accounting by providing them with skills and tools to both prevent fraud from occurring and to discover fraud after it has occurred.

## 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 index of at least 2.25
3. have completed the following courses:

#### Liberal Arts

1. **ENG 107**
2. **ENG 108**
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 cr.)**
3. **BUS 202**
4. **BUS 207 E (2 cr.)**
5. **BUS 208 E (2 cr.)**
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 & Physiology I  
**BIO 162** Anatomy & Physiology II  
**BIO 163** Clinical Microbiology  
**CHM 161** Chemistry of the Life Sciences  
**NUTR 165** Principles of Nutrition

#### Social Sciences

- SOC 150** Introduction to Sociology  
**PSY 210** Developmental Psychology

### Choose one of the following:

- PSY 150** Introduction to Psychology  
or **PSY 205** Personality Dynamics & Adjustment  
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 via distance. 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)



- **HSC 212** The Physical Science of Physiological Instrumentation (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

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### **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.

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## **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-Bac 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. Both programs include the premedical prerequisites of general chemistry, organic chemistry, physics, biology and calculus, 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 120. All courses are taken with La Salle undergraduates. Students who complete this program receive a Certificate in Premedical Sciences.

The post-baccalaureate program has established an Accelerated Acceptance program with Robert Wood Johnson Medical School. Eligible candidates can apply and be accepted and matriculate within the same year. General requirements include a post-baccalaureate GPA of 3.60, the prerequisites for the medical school, and MCAT taken no later than the spring of the year of matriculation. Students are encouraged to contact the director of the Pre-Health Program ([seitchik@lasalle.edu](mailto:seitchik@lasalle.edu)) for details.

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**SCHOOL OF  
ARTS AND SCIENCES**

**EVENING AND WEEKEND PROGRAMS**

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**ASSOCIATE IN ARTS IN LIBERAL ARTS CURRICULUM PROGRESS CHART**
**I. Powers (5 courses)**


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- 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)**


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

**III. Patterns of Meaning (8 courses)**


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- 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**


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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. Literature<sup>1</sup>
  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. \_\_\_\_\_

<sup>1</sup> 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.**

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## ASSOCIATE IN LIBERAL ARTS BUSCA CURRICULUM PROGRESS CHART

### I. Powers (5 Courses)

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- A. Writing I
  - **ENG 107 BS** Writing for Non-Native Speakers
- B. Writing II
  - **ENG 108 BS** College Writing II
- 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)

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- 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)

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- 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.

### ADMISSION REQUIREMENTS

- An original high school or university transcript, or an original GED certificate or equivalent
- A completed recommendation form
- Complete 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

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, applied written and comprehensive syntax 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 twelve-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 Course Description

BSCA 250 is the capstone course for the BUSCA student. This course provides the student with an integrated academic experience. Through a variety of classroom approaches, assignments and activities, the student will continue to develop his/her English language skills (listening, speaking, reading, and writing) and deepen his/her cross-cultural awareness. The structure of the course is wholly focused on preparing the student to find success in his/her post-BUSCA undergraduate endeavors.

## SEQUENCE OF COURSES FOR BUSCA

### Semester 1

<b>BSCA 150</b>	English for Academic Purposes Prerequisite for all other courses (12 credits) Students must earn a "C" or higher to continue in any English class *
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### Semester 2

<b>LIT 150*</b>	English for Academic Purposes: Literature
<b>ENG 107*</b>	English for Academic Purposes: The Art of Writing 1
<b>CSC 151</b>	Introduction to Computer Science
<b>REL 211</b>	The New Testament

### Semester 3

<b>LIT 250*</b>	English for Academic Purposes: Literature 2 Prerequisite LIT 150
<b>HIS 300</b>	History of the United States until 1877
<b>PHL 151</b>	Philosophy: The Human Person
<b>MTH 150</b>	Mathematics: Overview of Mathematical Concepts

### Semester 4

<b>ENG 108*</b>	English for Academic Purposes: The Art of Writing 2 Prerequisite ENG 107
<b>PHL 206</b>	Political and Social Philosophy
<b>SOC 150</b>	Principles of Sociology
<b>REL 220</b>	The Catholic Church Today

### Semester 5

<b>BIO 158</b>	Biology: A Human Approach
<b>POL 151</b>	Principles of American Government
<b>HIS 305</b>	History of the United States: 1877 to the Present
<b>BSCA 250*</b>	English for Academic Purposes: Capstone Seminar Prerequisite ENG 108 (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 minimum G.P.A. 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.

### 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

<b>BSCA 150</b>	English for Academic Purposes: este curso intensivo de inglés es un requisito que hay que cumplir antes de tomar cualquier otro curso del currículo
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### Semester 2

<b>LIT 150</b>	English for Academic Purposes: literatura 1
<b>ENG 107</b>	English for Academic Purposes: el arte de escribir 1
<b>CSC 151</b>	Introducción a la computación
<b>REL 211</b>	El Nuevo Testamento

### Semester 3

<b>LIT 250</b>	English for Academic Purposes: literatura 2
<b>HIS 300</b>	Historia de los Estados Unidos hasta 1877
<b>PHL 151</b>	Filosofía: la persona humana
<b>MTH 150</b>	Matemáticas

### Semester 4

<b>ENG 108</b>	English for Academic Purposes: el arte de escribir 2
<b>PHL 206</b>	Filosofía política y social
<b>SOC 150</b>	Sociología: principios de la sociología
<b>REL 220</b>	Religión: La Iglesia Católica en el mundo de hoy

### Semester 5

<b>BIO 158</b>	Biología humana
<b>POL 151</b>	Principios del gobierno estadounidense
<b>HIS 305</b>	Historia de los Estados Unidos de 1877 al presente
<b>BSCA 250</b>	English for Academic Purposes: seminario (3 créditos) (Para poder seguir en el Bachelor degree program, hay que aprobar BSCA 250 con una nota mínima de “C”)

Los estudiantes de BUSCA podrán solicitar admisión a un “Bachelor Degree program” en la Universidad La Salle una vez aprobada BSCA 250 con una nota mínima de “C” y una vez que se gradúe de BUSCA con el “Associate Degree.”

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## 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.

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## 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.

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## 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.





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## COURSE DESCRIPTIONS

All courses are listed alphabetically by department. Courses with no semester designation are usually offered on a rotating basis. Consult course rosters.

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## 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**

Julie Valenti, M.A., Acting Chair

**PATTERNS COURSES****■ FINE ARTS**

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

Students should take **ART 150** before taking 300 level courses.

**COURSE DESCRIPTIONS****ART 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.

**ART 201-202 (F, S)**

HISTORY OF ART I AND II  
3-6 credits/Patterns 2

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.

**ART 203**

ANCIENT ART  
3 credits/Patterns 2

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.

**ART 205**

MEDIEVAL ART  
3 credits/Patterns 2

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.

**ART 213**

THE RENAISSANCE IN ITALY  
3 credits/Patterns 2

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.

**ART 216**

BAROQUE AND ROCOCO ART  
3 credits/Patterns 2

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.

**ART 217**

19TH-CENTURY ART  
3 credits/Patterns 2

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.

**ART 222**

AMERICAN ART: NATIVE AMERICAN TO MODERN  
3 credits/Patterns 2



This survey course introduces American art through 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.

**ART 223**

AMERICAN ARCHITECTURE  
3 credits/Patterns 2



This course presents the major trends that mark the architectural history of the United States from roughly the second half of the 19th century through the present. Emphasis will be on architects and styles that have had a significant and lasting impact on the urban landscape of America, with particular attention to such centers as Chicago, New York, and Philadelphia. Architects to be discussed include Frank Lloyd Wright, Mies van der Rohe, Philip Johnson, Robert Venturi, and Frank Gehry. Prerequisite: 100- or 200-level Art History or permission of the instructor.

**ART 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.

**ART 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.

**ART 270**  
SPECIAL TOPICS IN ART HISTORY  
3 credits/Patterns 2

Topics vary from semester to semester. May be repeated for credit if material is essentially different.

**ART 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.

**ART 319**  
MODERN ART  
3 credits/Patterns 2

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.

**ART 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.

**ART 322**  
TOPICS IN AMERICAN ART  
3 credits/ Patterns 2

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.

**ART 325**  
TOPICS IN GLOBAL ART  
3 credits/ Patterns 2

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.

**ART 340**  
ART AND CULTURE  
3 credits/ Patterns 2

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.

**ART 370**  
SPECIAL TOPICS IN ART HISTORY  
3 credits/Patterns 2

Topics will vary from semester to semester. May be repeated for credit if material is essentially different.

**ART 380**  
RESEARCH TOPICS IN ART HISTORY  
3 credits



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 instructor.

**ART 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 2.75 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 pre-registration period before internships can be approved.

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**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

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

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

**ART 260-261**

## OIL PAINTING

3-6 credits

Introduction to basic techniques of painting, drawing, and perspective. Preparation of canvas and media. Exercises in indoor and outdoor painting.

**ART 262**

## PRINT MAKING

3 credits

Introduction to basic print processes. Relief, intaglio, collograph printing, followed by mixed-media projects. Experimentation encouraged.

**ART 263**

## DRAWING

3 credits

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 lives, the human figure, and landscape using various media.

**ART 265-66**

## FIGURE SCULPTING

3 credits

A studio sculpture class in which students sculpt the human figure in non-hardening clay, working from live models covering as wide a range of body types as possible. An emphasis will be placed on anatomy. Course may be repeated for advanced credit (Art 266) after completion of Art 265.

**ART 268**

## INTRODUCTION TO DIGITAL PHOTOGRAPHY

3 credits

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

**ART 270**

## SPECIAL TOPICS IN STUDIO ART

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

**BIOLOGY**

James Pierce, Ph.D., Chair

**FRAMEWORKS COURSES**

## ■ Natural Science

- BIO 157, 158

**COURSE DESCRIPTIONS****BIO 157**

## LIFE SCIENCE: AN ENVIRONMENTAL APPROACH

3 credits/Frameworks

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

**BIO 158**

## LIFE SCIENCE: A HUMAN APPROACH

3 credits/Frameworks

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

**BIO 161-162**

## ANATOMY AND PHYSIOLOGY

4 credits

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

**BIO 163**

## CLINICAL MICROBIOLOGY

4 credits

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**  
GENERAL CHEMISTRY - PART 1  
4 credits

Provides a firm theoretical basis for understanding the fundamentals of chemistry in the field of inorganic chemistry. Includes stoichiometry, the state of matter, thermochemistry, atomic and molecular structure, and the periodic chart. The descriptive chemistry is concerned principally with the nonmetals. Three hours lecture, three hours laboratory.

**CHM 112**  
GENERAL CHEMISTRY - PART 2  
4 credits

Topics include solutions, acid-base equilibria, ionic equilibria, oxidation and reduction, electrochemistry and kinetics. The laboratory experiments are designed to illustrate lecture topics. Three hours lecture, three hours laboratory. Prerequisite: CHM 111 with a grade of C- or better.

**CHM 150 (F, S)**  
CONSUMER CHEMISTRY  
3 credits/Frameworks

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. Four hours lecture/laboratory sessions.

**CHM 152**  
INTRODUCTORY FORENSIC SCIENCE  
4 credits/Frameworks

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

**CHM 161**  
CHEMISTRY OF THE LIFE SCIENCES  
4 credits

A terminal course for students who wish to obtain a general knowledge of chemistry with emphasis on the processes in the body and in nature. Descriptive and some quantitative principles discussed. Prerequisite: high school algebra. Three hours lecture, three hours 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



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**  
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



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



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.

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## COMPUTER SCIENCE

Course listings under Mathematics & Computer Science

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## CRIMINAL JUSTICE

Course listings under Sociology, Social Work and Criminal Justice

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## ECONOMICS

H. David Robison, Ph.D., Chair

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### FRAMEWORKS COURSE

#### ■ SOCIAL SCIENCE

- ECN 150
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### 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

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

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.

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## ENGLISH AS A SECOND LANGUAGE (ESL)

(see Foreign Languages and Lit.)

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## FOREIGN LANGUAGES AND LITERATURES

Bernhardt G. Blumenthal, Ph.D., Chair

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### ENGLISH AS A SECOND LANGUAGE (ESL) COURSES

#### ESL 150

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES  
AND AMERICAN CULTURE  
(Novice Level)  
3 credits

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

Assumes prior knowledge of spoken and written English. Continuing development of listening, speaking, reading, and writing skills in English language and explorations of American cultural values. Emphasis 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.

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## LITERATURE IN TRANSLATION

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### PATTERNS COURSES

Literature:

- LIT 150, 250

#### **LIT 150**

##### MODERN EUROPEAN AND LATIN AMERICAN WRITERS

3 credits/Patterns

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

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.

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## FOREIGN LANGUAGE — CONVERSATION AND CULTURE

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### PATTERNS COURSES

German 150, Irish-Gaelic 150, Japanese 150, and Spanish 150, German 250, Irish-Gaelic 250, Japanese 250, Spanish 250, and Spanish 360

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### COURSE DESCRIPTIONS

#### **German 150**

##### CONVERSATION AND CULTURE I

3 credits/Patterns

An introductory course in conversation and culture in German. Students will develop elementary level ability in speaking German and will be intro-

duced to the heritage and culture of Germany. No prior knowledge of German is required.

#### **Irish-Gaelic 150**

##### CONVERSATION AND CULTURE I

3 credits/Patterns

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

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

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

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

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

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

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

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

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.

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**FOREIGN LANGUAGES**

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**PATTERNS COURSES**

FRN, GER, SPN 101-102

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**COURSE DESCRIPTIONS**

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**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.

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**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.

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**SPANISH****SPN 101-102**ELEMENTARY SPANISH  
3-6 credits

These courses are typically 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  
3-6 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 301-302**CONVERSATION 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

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 311-312**

SURVEY OF SPANISH LITERATURE  
3-6 credits

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

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

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

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 350-351**

INTRODUCTION TO BILINGUAL-BICULTURAL STUDIES  
3-6 credits

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 480**

SEMINAR  
3 credits

Topics of investigation vary from semester to semester.




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## **GEOLOGY, ENVIRONMENTAL SCIENCE, AND PHYSICS**

Henry A. Bart, Ph.D., Chair

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### **GEOLOGY**

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#### **FRAMEWORKS COURSES**

- **NATURAL SCIENCE**
- **GEO 150, 151, 152, 153, 154**

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#### **COURSE DESCRIPTIONS**

**GEO 150**

PLANET EARTH  
4 credits/Frameworks

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

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

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

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 extra-terrestrial intelligence. Three hours lecture.

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### **PHYSICS**

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#### **FRAMEWORKS COURSE**

- **PHY 150**



**COURSE DESCRIPTIONS****PHY 105**

GENERAL PHYSICS I  
4 credits

Vectors, elementary mechanics of point particles and rigid bodies, gravitation. Prerequisite: MTH 120. Three hours lecture, three hours laboratory

**PHY 106**

GENERAL PHYSICS II  
4 credits

Simple harmonic motion and waves. Elementary optics, electromagnetism and DC circuits. Prerequisite: PHY 105. Three hours lecture, two hours laboratory. Prerequisite, MTH 120. Three hours lecture, three hours laboratory.

**PHY 120**

SCIENCE, TECHNOLOGY, AND SOCIETY  
3 credits

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

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

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

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

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

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

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**

THE UNITED STATES TO 1877  
3 Credits/Core Concentration

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 FROM 1877 TO PRESENT  
3 credits

The second half of the survey begun by the core concentration course, HIS 300. 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

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**

## THE AMERICAN WOMAN

3 credits

An in-depth analysis of the experience of women in American culture. Special attention to the women's rights movement, women and the Industrial Revolution, and women in World War I, and World War II. (Formerly HIS 229)

**HIS 331**

## AMERICA'S MILITARY PAST

3 credits

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

The history of immigration to America and the 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. (Formerly HIS 237)

**HIS 340 (F, S)**

## TOPICS IN U.S. HISTORY

3 credits

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

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 POLITICS: ROOSEVELT TO REAGAN

3 credits

Historical analysis of presidential campaigns from 1900-1980, stressing the evolution of political techniques, issues, political parties, and presidential personalities. (Formerly HIS 247)

**HIS 402**

## THE AMERICAN REVOLUTION

3 credits

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

A detailed analysis of the development of the American political system in an increasingly democratic society. (Formerly HIS 313)

**HIS 415**

## THE AMERICAN CIVIL WAR

3 credits

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**

## AMERICA AS A WORLD POWER, 1939-PRESENT

3 credits

The growth of government involvement at home and abroad since 1939; reading and analysis of original documents. (Formerly HIS 325)

**HIS 429 (F, S)**

## THE EMERGENCE OF MODERN AMERICA, 1877-1913

3 credits

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

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

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

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

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 328**

WOMEN AND HISTORY  
3 credits

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

A survey that stresses the development of Greek civilization until the death of Alexander the Great. (Formerly HIS 235)

**HIS 336**

THE ROMAN EMPIRE  
3 credits

A survey that 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

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

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 TO 1870: THE AGE OF REVOLUTIONS  
3 credits

A survey of Europe centered on the political and social development in Germany and France, and the impact of Russia's rise to world power. (Formerly HIS 241)

**HIS 345**

MODERN EUROPE SINCE 1870: THE AGE OF VIOLENCE  
3 credits

A detailed survey of Europe in the last hundred years. (Formerly HIS 242)

**HIS 348 (F, S)**

MUSCOVY AND THE RUSSIAN EMPIRE, 1462-1917  
3 credits

An examination of 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

An examination of selected topics illustrating the political, social, and cultural history of modern Europe.

**HIS 440**

MODERN IRELAND  
3 credits

An examination of 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 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

A detailed analysis of the decay of the Empire, the rise of the welfare state, and the impact of both on English life. (Formerly HIS 358)



**Area III Non-Western History****HIS 303**

ASIA, AFRICA, AND THE AMERICAS: 1920 TO PRESENT  
3 credits

Traces the beginnings of the breakdown of Western colonialism after World War I, and the devolution of European power and decolonization after World War II. Examines the problems of independence, North-South differences, the idea of the “Third World,” the impact of the Cold War, the new economic centers of Asia, apartheid, terrorism, and the prospects for the new century.

**HIS 307**

LATIN AMERICA THE COLONIAL PERIOD  
3 credits

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. (Formerly HIS 231)

**HIS 308**

LATIN AMERICA IN REVOLUTION  
3 credits

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

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, 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

An account of the empires, tribes, and development of Africa from earliest times to the present. (Formerly HIS 244)

**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. (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 will focus on the Middle East from the Crimean War to the present, with emphasis on the dissolution of the Ottoman Empire, the role of Western imperialism in the creation of modern states in North Africa and West Asia, the Arab-Israeli conflict, oil and Arab nationalism.

**HIS 356**

TOPICS IN MODERN NON-WESTERN HISTORY  
3 credits

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

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

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

**POWERS COURSES**■ **INFORMATION TECHNOLOGY**

- CSC 151

■ **NUMBERS**

- MTH 114
- MTH 150

**REQUIREMENTS****Required for B.S. in Information Technology (17 Courses)**

- CSIT 220
- CSIT 301
- CSIT 320

- CSIT 321
- CSIT 420
- CSIT 422
- CSIT 460
- CSC 230
- CSC 240
- CSC 280
- CSC 310
- Two additional upper division CSIT or CSC courses
- MTH 260
- MTH 261
- PHY 201
- PHY 202

**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. 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

Introduction to functions and modeling; 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. Co-requisite: CSC 151. Prerequisite: MTH 101 or its equivalent.

**MTH 150**

MATHEMATICS: MYTHS AND REALITIES

3 credits/Powers

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.

**MTH 261**  
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.

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**COMPUTER SCIENCE**

**CSC 151**  
INTRODUCTION TO COMPUTING USING PACKAGES  
3 credits/Powers

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, CSC 155, and CSIT 154.

**CSC 230**  
PROGRAMMING CONCEPTS AND GUIs  
4 credits/Powers

Problem-solving and programming using problem-based learning; programming in an integrated development environment such as Visual Basic.NET; control flow, iteration, modules, arrays, file processing, classes and objects, and basic graphical-user interface concepts (forms and controls); computing software issues (piracy and viruses).

**CSC 240**  
DATABASE MANAGEMENT SYSTEMS  
3 credits

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 280**  
OBJECT PROGRAMMING  
4 credits

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; selection and iteration; and simple collections, such as arrays. Three hours of lecture and two hours of laboratory per week. Prerequisite: CSC 230.

**CSC 310**  
COMPUTERS, ETHICS, AND SOCIAL VALUES  
3 credits

Laws regarding computer and information science; privacy and information use/misuse; cryptography; attacks on computer systems; aftermath of the Sept. 11 attack; effects of computers on work and society; responsibilities and risks of computing. Prerequisites: CSIT 220 and CSC 240.

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**INFORMATION TECHNOLOGY**

**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, the ISO standards. Both local and wide area networks are examined. Student projects may include introductory LAN design and administration.

**CSIT 301**  
COMPUTER ARCHITECTURE  
3 credits

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: PHY 201 and MTH 260, either of which may be taken concurrently.

**CSIT 320**  
LANS AND NETWORK ADMINISTRATION  
3 credits

A practical approach to network administration methodology using current technologies; network hardware; NOS installation; account management; file sharing; network printing; protocol and services configuration; client connectivity and troubleshooting; network application support; server maintenance; cross-platform integration. One hour of lecture and two hours of laboratory per week. Prerequisite: CSIT 220.

**CSIT 321**  
CLIENT SUPPORT  
3 credits

Installation, maintenance, and customization of a PC client operating system (OS), additional system and application software; hardware installation. 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. Certain aspects of professionalism and job searching, including licensing, familiarization with relevant portions of certification exams. Prerequisite: CSIT 220.

**CSIT 370, 371, 372, 373**  
SELECTED TOPICS IN INFORMATION TECHNOLOGY  
3 credits

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 Standing.

**CSIT 322**  
E-COLLABORATION  
3 credits

Study of the technical design of groupware systems and shared databases in a networked environment; the use and evaluation of groupware systems; and the examination of the issues involved in the group process. One hour of lecture and two hours of laboratory per week. Prerequisite: CSIT 320.

**CSIT 420**

APPLIED OPERATING SYSTEMS AND DISTRIBUTED SYSTEMS  
3 credits

Principles and concepts of process, task, and resource management, including I/O programming, interrupt mechanisms, memory and processor management, schedulers, and file systems; major trends in the networking of systems, including TCP/IP, client/server computing, and clusters. (Note: Credit will not be given for both CSIT 420 and CSC 457.) Prerequisite: CSIT 320.

**CSIT 421**

INTRODUCTION TO LINUX ADMINISTRATION  
3 credits

Installing and maintaining a Linux server including: using GNOME, users (and groups), BASH shell and related command line interface, file system, internet services (DNS, FTP, Apache), Samba and backup. Prerequisite: CSIT 320.

**CSIT 422**

INFORMATION SECURITY  
3 credits

Basic computer security concepts, terminology, and issues, including network security, Windows 2000 security, and Linux security; Hardening, TCP/IP, scanning, sniffing, IPSec, public key infrastructure, Kerberos, certificates, cryptography, firewalls, and intrusion detection systems. Prerequisites: CSIT 320 or CSIT 321.

**MUSIC**

Julie Valenti, M.A., Acting Chair

**PATTERNS COURSES**■ **MUSIC HISTORY:**

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

**COURSE DESCRIPTIONS****MUS 150**

THE ART OF LISTENING  
3 credits/Patterns

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

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

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

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

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

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

Content 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 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

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

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

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

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

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

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

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

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

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

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

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

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

A critical history of thought in North America, tracing its gradual transformation from 17th-century Puritanism to 20th-century pragmatism. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

**PHL 306**

## ENVIRONMENTAL PHILOSOPHY

3 credits/Patterns II or Concentration Option

The course is designed to provide the student with an introduction to a wide range of philosophical issues and problems that attach to the attribution of moral concern to the environment. Topics may include deep ecology, ecofeminism, social ecology, social action, and the moral standing of animals as well as other living beings. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

**PHL 310**

## EXISTENTIALISM

3 credits/Patterns II or Concentration Option

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

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

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

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 evaluated in the light of ethical principles. Special concern given to moral dimensions of management decision-making and to the ethical problems of consumerism and government control. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

**PSYCHOLOGY**

Joseph F. Burke, ES.C., Ph.D., 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 will be 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

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 socioemotional processes will be examined.

**PSY 215 (F)**

## ADULT DEVELOPMENT AND AGING

3 credits

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

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

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**

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY  
3 credits

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 will be introduced to concepts in sport psychology. Issues of individual athletes, athletic teams, and sport psychology interventions will be discussed. Students will be 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

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 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

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

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

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**

READINGS IN PSYCHOLOGY  
3 credits

Readings consist of basic books and periodicals related to selected topics in the field of psychology. Prerequisite: PSY 155.

**PSY 410**

THEORIES OF LEARNING  
3 credits

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

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

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

Examination of a 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**

Margaret M. McGuinness, 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

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


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

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

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

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

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

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

A select survey of “women” in the Hebrew Bible (Old Testament) and New Testament, this course examines biblical stories about women; biblical attitudes about femaleness; women's religious and social roles in their respective historical settings; and recent feminist biblical interpretation.

**REL 324 (F)**  
LA SALLE AND HIS LEGACY  
3 credits/Patterns 2 or Concentration Option

John Baptist de La Salle (1651-1719), saint, scholar, priest, founder, educational innovator, spiritual guide, and universal patron of teachers, initiated a spiritual and educational legacy that drew upon the religious currents of his times and has endured into the present. This course will explore the life experiences, spiritual insights, educational innovations, and lasting influences of St. La Salle, with particular attention to how his legacy continues to inspire and guide Lasallians worldwide today. As participants in an upper division course, students will engage in theological discourse, read and analyze foundational texts, and research and write about course topics with an appropriate level of skill.

**REL 345 (F, S)**  
RELIGION IN PHILADELPHIA  
3 credits/Patterns 2 or Concentration Option

This course in historical theology examines religion through the prism of significant events in Philadelphia and Pennsylvania. In examining the original inhabitants of the Delaware Valley, the Lenni Lenape, and their relations with William Penn, the course considers the meaning of race in America. Similarly, through study of the origins of the African Methodist

Episcopal Church and of abolitionism, the course deals with race in the United States. Feminist strands of American religious history also emerge in the writings of Lucretia Mott and Jarena Lee, and in the watershed ordination of 11 women in the Episcopal Church in 1974. Important contemporary ideas and forces follow from the history of the region. Readings are both primary and secondary, and students visit historical sites and attend at least one contemporary religious service. The premise of the course is that education about the past and experience in the present lead to an understanding of culture and self.

**REL 352 (F)**

PLAYING GOD: RELIGION, ETHICS, AND THE LIFE SCIENCES  
3 credits/Patterns 2 or Concentration Option

This course will examine the dilemmas and debates related to many of today's most controversial issues in the life sciences, as well as the role of religion as a frame for understanding and evaluating the ethical dimensions of these controversies. Topics will include: the American health-care system, stem cell research, genetic engineering, cloning, drug development, pollution, global warming, euthanasia, plastic surgery, and reproductive technology.

**REL 353 (S)**

SOCIAL JUSTICE AND COMMUNITY SERVICE  
3 credits/Patterns 2 or Concentration Option

This course is designed for students who would like to become involved in community outreach activities or who have already demonstrated an ongoing commitment to such activities. This course will integrate community service with issues of justice from the perspective of theology. Its purpose is to provide not only analysis, but also a deeper appreciation and respect for the disadvantaged, and a more long-lasting commitment to enter into solidarity with them in their struggle for justice. Through readings, reflection, a community service project, and discussion, this course will allow students to gain a more comprehensive understanding of the social, political, spiritual, and economic causes of injustice and how their service influences the cause of social justice.

**REL 354 (F, S)**

LOVE, SEX, AND FRIENDSHIP: RELIGIOUS PERSPECTIVES ON HUMAN RELATIONSHIPS  
3 credits/Patterns 2 or Concentration Option

What is the nature of love? What role does friendship play in our happiness? Can sex be a religious experience? Does it have to be? This course will explore how different figures in Western religious thought have dealt with questions such as these, and how love, as a theological idea and as the foundation of a religious ethic, has had an impact on the various religious perspectives on sexuality, friendship, and family life.

**REL 270, 271, 370, 371, 470**  
SPECIAL TOPICS IN RELIGION  
3 credits

Content of course will be announced whenever it is offered.

**REL 400 (F)**

MAJORS CAPSTONE  
3 credits/Patterns 2 or Concentration Option

This course focuses on scholarly research through the selection, writing, and small-group presentation of formal papers in an area selected by the student in consultation with his or her instructor. 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

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

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

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

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

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

The 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

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

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

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 320 (S)**

Cross-listed with CRJ/SWK 320  
(formerly CRJ 220)

DELINQUENCY AND JUVENILE JUSTICE  
3 credits

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

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**

Bonni H. Zetick, Ph.D., Director

Donna R. Fiedler, Ph.D., LCSW, Field Practicum Coordinator

Janine Mariscotti, MSW, LCSW

Lecturers: Bernabeo, Cummings, Mooney, Perone, K. Smith

**REQUIREMENTS****■ REQUIRED FOR MAJOR IN SOCIAL WORK: 22 COURSES**

Council on Social Work Education-Accredited Baccalaureate Program

SWK 160, 280, 281, 290-291, 340-341, 365, 381, 440-441, 480-481, 495; PSY 155; POL 151; BIO 158; SOC 150, 262, 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, based in Alexandria, Va. 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](http://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. 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 Program:

- 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 NASW Code of Ethics;
- d. two letters of recommendation: one recommendation will 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 Program full-time faculty. A student may substitute a second recommendation from a community service experience supervisor for the academic reference. A recommendation from a part-time social work faculty member also will be accepted;
- 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 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 at the 200 and above level. 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.

**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, of diverse populations at risk in society, and of the social service delivery system is provided. The student is introduced to advocacy as a basic component of social work. This course includes a 40-hour service-learning component.

**SWK 201****Crosslisted with SOC/CRJ/201**

SOCIAL PROBLEMS & SOCIAL JUSTICE  
3 credits/ Elective only

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.

**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 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 155, 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 290 F (Day) Summer I of 2008 and 2010 (Evening)**

## SOCIAL WELFARE POLICY I

3 credits

This course provides a historical examination of the development of the social welfare system in the United States and societal values as they impact on policy formulation and implementation. Historical traditions of auspices of social service delivery are explored, including the public agency, private nonprofit, and private for-profit organizations. The role of religion in the development of social welfare policies and programs in the United States is examined. Examples of the historical impact of advocacy are presented.

**SWK 291 S (Day) Summer II of 2008 and 2010 (Evening)**

## 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 320****Crosslisted with SOC/CRJ 320**

## DELINQUENCY AND JUVENILE JUSTICE

3 credits/Elective only

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; overview of programs aimed at delinquency prevention and control.

**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 examination of theories that inform social work practice 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 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 (Day) Spring of 2010 (Evening)**

## 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 only. Student 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 and apply the research process, 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 examining the global interconnections of oppression. Research on advocacy within the social work profession is presented. Prerequisite: SOC 301.

**SWK 381 S (Day) Spring of 2010 (Evening)**

## 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 only. Student 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 (Day) spring of 2009 and 2011 (Evening)**

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 (Day) Fall of 2008 & 2010 (Evening)**

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. Prerequisites: SWK 341, SWK 381. Taken concurrently with SWK 440. Open to social work majors only.

**SWK 481 S (Day) Spring of 2009 and 2011 (Evening)**

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, SWK 480. Taken concurrently with SWK 441 and SWK 495. Open to social work majors only.

**SWK 495 S (Day) Spring of 2009 and 2011 (Evening)**

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 Program curriculum. As the capstone course for the Social Work Program, students have the final opportunity to integrate the nine professional foundation areas, with particular emphasis on professional values and ethics. 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

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

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

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

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

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

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

An examination of philosophy and history underlying attempts to deal with persons who commit crime. Emphasizes social science scholarship in corrections, including implications related to social justice. Topics include: philosophies of punishment, prisons, jails, probation, parole, intermediate punishments, capital punishment, and transformative approaches. The social worlds of prisoners are a major focus of the course. Attendance at multiple sessions at one or more corrections sites may be required.

**CRJ 330 (F)**  
**(formerly CRJ 225)**  
CONSTITUTIONAL PROCEDURES IN POLICING  
3 credits

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

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

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

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

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



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

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 qual-

ity. 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

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.







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**SCHOOL OF  
BUSINESS**

**EVENING AND WEEKEND PROGRAMS**

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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 undergraduate juniors into Beta Gamma Sigma (BGS), the international honor society for students enrolled in AACSB-accredited schools. In seven of the last eight years, the La Salle chapter of BGS has been chosen as one of the top five chapters out of approximately 500 chapters worldwide, most recently named the Gold Chapter in 2011 and the Silver Chapter in 2010.

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.

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## 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 60 credits with a 2.5 G.P.A. can elect to pursue the Bachelor of Science in Business Administration on an accelerated basis utilizing the evening and Saturday schedule. For more information on admission requirements, see the Admission section in General Reference.

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## 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 2.5 G.P.A. can elect to pursue the Bachelor of Science in Business Administration-Business major in an accelerated format.

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## 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)

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## 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

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## EVENING (MAJORS)

There are two majors available during the evening in the School of Business: Accounting and Business Administration.

The Accounting major consists of eight upper-level accounting courses: Accounting 201, 202, 303, 304, 307, 405, and two advanced courses selected in consultation with the Department Chair. 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 (C.P.A.) examinations.

The Business Administration major consists of four upper-level business courses (beyond the Business Core) from the functional areas of Finance, Management, Management Information Systems, and Marketing, with no more than two courses from any one of these disciplines. The Business Administration major in the accelerated format consists of one course in each of the following areas: Accounting, Finance, Management, and Marketing. 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.

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## 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.

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## 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 18 credits of foundation level course work for the La Salle MBA degree.<sup>1</sup> (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.) 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. The GMAT is required for 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.

<sup>1</sup> Students planning to enroll in the La Salle University One-Year MBA Program should consult with the Office of the Dean for a current list of waived courses.

UNDERGRADUATE COURSES	MBA COURSE
<b>ECN 150</b> Introductory Macroeconomics	<b>MBA 610</b>
<b>ECN 201</b> Introductory Microeconomics	
<b>BUS 101</b> Introduction to Financial Accounting	<b>MBA 615</b>
<b>BUS 207E</b> Managerial Accounting	
<b>BUS 202</b> Applied Quantitative Methods for Business	<b>MBA 620</b>
<b>BUS 206</b> Financial Markets and Institutions	<b>MBA 630</b>
<b>BUS 208E</b> Fundamentals of Financial Management	
<b>BUS 304</b> Business Problem Solving and Decision Making	<b>MBA 625</b>
<b>Marketing Major Courses</b>	<b>MBA 690*</b>
<b>Accounting Major Courses</b>	<b>MBA 691*</b>
<b>Finance Major Courses</b>	<b>MBA 692*</b>

\*Only one from MBA 690, 691, and 692 may be waived

## BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION PROGRESS RECORD<sup>1</sup>

### 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. **ART 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/Experience<sup>2</sup>

### 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 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

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

A study of accounting concepts and problems related to solvency and operational capacity, with attention to special reporting issues, including post-employment benefits, income taxes, and stockholders’ equity. 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

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

### **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

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**FINANCE**

Jan Ambrose, Ph.D., Chair

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 (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 470 (F, S)**

SELECTED TOPICS IN FINANCE  
3 credits

Selected topics in finance studied in depth under the direction of faculty. Prerequisite: senior standing.

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**LAW**

Coordinator of Pre-Law Programs: Michael Dillon, J.D., Ph.D., Political Science Department

## MANAGEMENT

Kathryn A. Szabat, Ph.D., Chair

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

#### 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. 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

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.





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**SCHOOL OF NURSING  
AND HEALTH SCIENCES**

**EVENING AND WEEKEND PROGRAMS**

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**MISSION**

Consistent with Lasallian values, the Mission of the School of Nursing and Health Sciences is to provide excellent education programs to develop culturally and clinically competent, caring nursing and health science professionals and to prepare each student for a life of continued learning. Undergraduate and graduate students engage in educational programs that develop appreciation of the autonomy, dignity, spirituality, complexity, and diversity of the people they serve. Students think critically, communicate effectively, and possess a comprehensive body of knowledge about the health status of individuals, families, groups, communities, and populations in a changing society and world.

**VISION**

The La Salle University School of Nursing and Health Sciences will lead in the development of curricula that are based on the health needs of populations that mobilize social, political, and health care and educational resources for the welfare of vulnerable and underserved populations in surrounding communities. The School will provide educational and service programs for the health care and welfare needs of a diverse urban population through the La Salle Neighborhood Nursing Center, outreach of the greater University community, and in partnership with other agencies. The Faculty of the School will implement programs of research, scholarship, leadership, and practice that promote the health and education of people.

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## LA SALLE UNIVERSITY SCHOOL OF NURSING AND HEALTH SCIENCES

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**NURSING PROGRAMS****GOAL**

The goal of the Nursing Programs at La Salle University is to educate diverse students so that they provide culturally competent, professional nursing services.

**MISSION**

Consistent with Lasallian values, the Mission of the Nursing Programs is to provide excellent nursing education and service initiatives to develop culturally and clinically competent, caring nursing professionals, prepared for life long learning, service, leadership, and scholarship.

Nursing students engage in programs that develop appreciation of human autonomy, dignity, spirituality, complexity, and diversity. Students think critically, communicate effectively, and possess a comprehensive body of knowledge about nursing care and the health status of individuals, families, groups, communities, and populations in a changing world.

**VISION**

Nursing Programs lead in the development of curricula that are based on the health needs of populations and mobilize resources for the welfare of vulnerable and underserved people. Nursing Programs implement educational and service activities, meeting the health care needs of a diverse urban population through the La Salle Neighborhood Nursing Center, the greater University community, and in agency partnerships. Nursing Faculty carry out programs of teaching-learning, research, scholarship, service, leadership, and practice that promote the health of people and society.

**PHILOSOPHY FOR NURSING PROGRAMS**

Nursing Programs and services promote, maintain, and restore the health of diverse individuals, families, groups, communities, and populations. Nursing is an art, science and profession in which relationships between nurses and those cared for are essential. The roles of the nurse include direct and indirect caregiver, advocate, collaborator, teacher, leader, manager, coordinator, researcher, consultant, and administrator.

The foundation of professional education for basic and advanced nursing includes humanities and sciences. Nursing Programs prepare students to become self-aware and sensitive to the complexity and diversity of human systems and their environments. The programs use systems theory that views health as an ever-changing state.

The nursing community at La Salle is committed to respecting the autonomy, uniqueness, and shared humanity of cared for individuals, families, groups, communities and populations. Nurses recognize that the greatest potential for healing lies within the person. Nurses' primary focus is improving human responses to health and illness.

The nursing community believes that learning is a transformative, life long process that requires active engagement of learners. Students possess a reservoir of experience that is a continuing resource of learning. The teaching-learning environment reflects scholarship, collegiality, respect, and collaboration among learners and teachers, resulting in informed service to others.

Faculty believe that students have the potential to develop as leaders, responsive to persons served and concerned with their welfare. Students develop as ethical, caring, practitioners who promote health in the 21st Century. La Salle graduates strengthen the nursing profession and contribute to the health of society.

**UNDERGRADUATE NURSING PROGRAM****PURPOSE OF THE UNDERGRADUATE NURSING PROGRAM**

The purpose of the Undergraduate Nursing Program at La Salle University is to educate nurses who will enter into professional practice; who demonstrate leadership when responding to changing health-care needs of individuals, families, groups, communities, and populations in a diverse society; who effect change in health-care and community systems; and who are prepared for graduate study.

**LEARNING GOALS OF THE UNDERGRADUATE NURSING PROGRAM**

At the completion of the program, the student will:

1. Utilize research-based, theoretical, scientific, and clinical knowledge from nursing and other disciplines as a basis for nursing practice.
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. Use clinical judgment and decision-making skills when evaluating the health status of individuals and families and their response to health care.
4. Demonstrate assessment, technical, and communication skills when providing, coordinating, collaborating, and managing nursing care given to individuals, families, groups, communities, and populations across various environments and health-care-delivery systems.

5. Provide safe nursing care to address complex needs of patients and caregivers throughout the course of illness, recovery, and rehabilitation.
6. Initiate partnerships with patients, families, communities, and health-care professionals to promote health and prevent disease.
7. Evaluate nursing and health-care services based on ethical, legal, and professional practice standards.
8. Value self-directed learning for continuing professional development.
9. Practice as a change agent in health-care delivery systems, particularly to insure quality care for vulnerable and underserved populations.

In keeping with the mission of La Salle University, the School of Nursing and Health Sciences offers programs of study that educate nurses to develop knowledge, values, and basic and advanced skills to enable them to think critically, sharpen esthetic perception, communicate effectively, and intervene therapeutically with individuals and communities. The Undergraduate Nursing Programs address several populations of students through two primary nursing curricula: the full-time generic baccalaureate Day Nursing Program and the part-time Basic BSN ACHIEVE Program. Programs leading to the BSN and/or MSN for licensed professional nurses include the Accelerated R.N. to BSN Program, the R.N.-BSN to MSN Program, and the R.N.-MSN Bridge Program.

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## FACULTY

Zane Robinson Wolf, Ph.D., R.N., FAAN  
Dean, School of Nursing and Health Sciences

Barbara Hoerst, Ph.D., R.N.  
Director, Undergraduate Nursing Programs

Professors: Beitz, Wolf, Zuzelo

Associate Professors: Breckenridge, Frizzell, Goldberg, Wieland

Assistant Professors: Altmiller, Bailey, Bicknell, Czekanski, Gies, Gurmankin, Harkins, Hoerst, Kavanagh, Kinder, Levine, Matecki, McGrorty, Nowak, Sipe, Strayer, Suozzo, 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, ACHIEVE Program

Rosemary Elliott, M.Ed., BSN, R.N.  
Coordinator, Nursing Learning Resource Center

Karen Rossi, MSN, R.N.  
Assistant Director, R.N.-BSN and R.N. to MSN Programs

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## STUDENT ORGANIZATIONS

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### 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 (1) to recognize superior achievement, (2) to recognize the development of leadership qualities, (3) to foster high professional stan-

dards, (4) to encourage creative work, and (5) to strengthen commitment to the ideals and purposes of the profession. Membership is by application and invitation to nursing students with an academic index of 3.0 (or higher dependent on the G.P.A. of the upper 1/3 of the total class) and above. The society inducts new members once a year.

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### NATIONAL STUDENT NURSES' ASSOCIATION (NSNA)

The National Student Nurses' Association is a pre-professional organization for nursing students. Students in the ACHIEVE Program, the part-time basic BSN Program, would be eligible to join. This organization, which numbers 300,000 nurses in all levels of nursing education, consists not only at the school/chapter level, but at the state level (Student Nurses' Association of Pennsylvania) and the school/chapter level. La Salle School of Nursing and Health Sciences has a chapter of SNAP. Students learn professional and leadership skills in this organization, and can attend national and state-wide nursing conferences and events. Students are strongly encouraged to join and become involved in NSNA.

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### MINORITY STUDENT NURSES' ASSOCIATION (MSNA)

Minority Student Nurses Association (MSNA) of La Salle University School of Nursing and Health Sciences seeks to enhance the experiences of minority nursing students, while preserving the uniqueness of those individuals who, by virtue of their own culture and/or gender experiences, have the potential to be accomplished nurses and leaders in the nursing profession. MSNA is open to all nursing students who would like to be involved.

**RN – BSN PROGRESS RECORD (121 CREDITS)****I. Powers (4 courses)**

- A. Writing I<sup>1</sup>
- **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. \_\_\_\_\_

## 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 June.

### 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 research process and its relevance to nursing practice is explored. Students examine clinical topics that are appropriate for nursing research. Critique of research as a nurse consumer is emphasized. Prerequisites: HSC 217 and NUR 301.

#### NUR 410

EVIDENCE-BASED PRACTICE  
3 credits

This course focuses on the integration of evidence into clinical nursing practice. Sources of evidence will include nursing research, integrative reviews, practice guidelines, quality improvement data, and case studies. Students 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 410.

**NUR 413**INTERNATIONAL PUBLIC HEALTH NURSING  
3 credits

This course expands the theoretical and experiential base gained in prior nursing and non-nursing courses by introducing students to population-based nursing with a special focus on global and international health issues. Emphasis is placed on identifying trends in the health and health care of populations as well as exploring strategies to address health promotion, primary, secondary and tertiary disease prevention, and protection goals for particular at-risk and high-risk population groups throughout the world. The course orients the student to health-care needs and interests of families, aggregates, communities, and nations as a whole, rather than solely focusing on needs and interests of individual clients. Health-care strategies, population-level interventions, community resources, and opportunities for interdisciplinary and interagency collaboration are identified. Relevant political, economic, social, and ethical implications of particular health-care strategies are examined. Specific countries and public health issues will be selected to compare and contrast with the U.S. health-care-delivery system. Students reflect upon contemporary literature related to national and international public health issues. Prerequisite: NUR 301.

**NUR 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 development of critical thinking and test-taking skills through the use of evidence-based strategies that promote success in licensure examination.

**NUR 418**NURSING LEADERSHIP, MANAGEMENT, AND ORGANIZATIONAL DYNAMICS  
3 credits

Students explore the political, organizational, social, cultural, and economic factors affecting nursing practice. Acute care, long-term care, and community-based settings are examined regarding their organizational structures, health-care financing, and reimbursement challenges. Budgeting principles are analyzed with an emphasis on creating a budget on a spreadsheet for a program of nursing services. Clinical data repositories and interdisciplinary efforts are scrutinized within the context of patient-centered, safe care, and process improvement initiatives. Prerequisite: NUR 301.

**NUR 465**SAFETY STRATEGIES FOR HEALTHCARE DELIVERY SYSTEMS  
3 credits

This course explores medication and other health-care errors that threaten patient safety. The impact of health-care errors is examined from the perspectives of consumers, health-care providers, professional organizations, legislators, hospitals, and health-care delivery agencies. Systems improvement initiatives are investigated with the goal of preventing health-care errors. Interdisciplinary and collaborative roles of consumers, legal counsel, and health-care providers, including nurses, pharmacists, and physicians, are emphasized. Prerequisite: NUR 301.

**Nursing Electives****NUR 400**ETHICS IN NURSING  
3 credits

This course is designed to provide the foundations for critically analyzing ethical dilemmas in nursing practice. Ethical theories will be explored and critically examined, with a focus on application to nursing practice. Moral developmental theories will be discussed in light of the current debate regarding gender and racial disparities in decisions for ethical practice from a systems theory perspective. The course will draw on students' clinical experiences to promote moral reflection and personal values clarifications with regard to contemporary health-care challenges. The course will examine emerging issues as influenced by emerging technological, clinical, political, legal, socio-economic, and fiscal factors.

**NUR 462**THE PERIOPERATIVE NURSING SYSTEM  
3 credits

NUR 462, an elective clinical course, explores the concepts and processes of health care delivery for clients in the perioperative environment. The nursing process will be directed toward clients requiring significant nursing interventions for the promotion and restoration of health. The course provides an introduction to the diversified role of the professional nurse in the operating room and post anesthesia recovery room. Throughout the course, emphasis is placed on the following dimensions of professional perioperative nursing: client/family teaching/learning activities, technical skill development, nurse/client/family communication, priority determination/resource management, and health-care trends. Registration by course faculty only.

**NUR 463**ADVANCED CONCEPTS IN PERIOPERATIVE NURSING  
3 credits

NUR 463, an elective course, continues the exploration of concepts and processes of health care delivery for clients in the perioperative environment that commences in Nursing 462. Nursing 463, is designed to allow students interested in perioperative care to expand their knowledge of and develop their repertoire of skills for the surgical client. The course introduces students to more complex surgical nursing theory and permits students to have clinical contact with complicated surgical specialty interventions. Sample topics will include: Laser therapy, total joint replacement and internal/external fixation, advanced anesthetic concepts and monitoring, use of specialized surgical equipment (Ultrasonic, pulsavac, rapid infusion systems), pediatric surgery, ambulatory surgery, quality assurance and perioperative research and perioperative case management. Selected surgical procedures will be examined via a general systems theory and nursing process approach. Prerequisite: NUR 462. Registration by course faculty only.

**NUR 466**GENETICS IN CLINICAL PRACTICE  
3 credits

In this course students explore the scientific advances in human genetics and their influence on health care services. Cellular events, fetal development, inheritance, and genetic conditions are evaluated. Students examine the Human Genome Project and review genetic health care services.

**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 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 212

ESSENTIAL PHYSICS FOR HEALTH SCIENCE  
1 credit

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.

#### HSC 223

PLAGUES AND EPIDEMICS: PAST, PRESENT, AND FUTURE  
3 credits



This course traces the history and etiology of some of the world's most famous plagues and epidemics. The effect of infectious diseases on human civilization are presented. Discussions chronicle the evolution of knowledge and treatment modalities of these diseases. The question of how to prevent plagues and epidemics in the future is addressed. The public health threats of bioterrorism are explained.

#### HSC 389

RACE, ETHNICITY, AND PUBLIC HEALTH  
3 credits



This course provides students with a basic understanding of racial and ethnic differences in health status and the factors that shape them. Students examine the concepts of race and ethnicity and distinguish between categories of biological and social constructionist perspectives. Students define and describe racial and ethnic health disparities, discuss mechanisms underlying disparities, and think critically about existing health research on health disparities. They also explore theoretical frameworks for interpreting disparities in health and examine approaches for elimination of racial and ethnic health disparities.

#### HSC 389

THE HEALTH OF A NATION:  
CULTURAL DIVERSITY AND HEALTH DISPARITIES  
3 credits



This course explores cultural diversity and health disparities globally and locally. Utilizing systems theory, students relate the impact of culture on health. They explore how their own culture influences their world view. Components of complex cultural environments are analyzed related to health disparities. Students examine existing health disparities, systems, and potential solutions. This course recognizes cultural competency as a basic requirement of any health-care system and its constituents. Students determine the importance of responding respectfully to and preserving the dignity of people of all cultures. Experiential and services learning projects emphasize cultural diversity and its impact on the health of nations.

#### 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 I  
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.

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**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.

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**HSC 271**

THE PHYSICAL SCIENCE OF PHYSIOLOGICAL INSTRUMENTATION  
1 credit



Health care practitioners are required to apply modern electrical instrumentation in clinical settings. Few professionals receive formal training in clinical instrumentation. The purpose of this course is to introduce students to basic electrical principles, types of signals that can be recorded from the human body, biosensors, transducers, and electrical safety. Topics focus on specific applications of electrical instrumentation to perform clinical assessments, therapy, and research in healthcare settings.

**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 389**

THE HEALTH OF A NATION:  
CULTURAL DIVERSITY AND HEALTH DISPARITIES  
3 credits



This course explores cultural diversity and health disparities globally and locally. Utilizing systems theory, students relate the impact of culture on health. They explore how their own culture influences their world view. Components of complex cultural environments are analyzed related to health disparities. Students examine existing health disparities, systems, and potential solutions. This course recognizes cultural competency as a basic requirement of any health-care system and its constituents. Students determine the importance of responding respectfully to and preserving the dignity of people of all cultures. Experiential and services learning projects emphasize cultural diversity and its impact on the health of nations.

**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 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 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 434**

WOMEN'S HEALTH CONCERNS  
3 credits

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 intervention alternatives are examined from a holistic perspective.

**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 467 (S)**

HEALTH EDUCATION AND PROGRAM EVALUATION (CAPSTONE)  
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.

**HSC 468 (F, S)**

HEALTH EDUCATION AND PROGRAM EVALUATION  
3 credits/Elective



Students explore concepts of health promotion and disease prevention for populations at risk. Principles of teaching and learning are explored. Interdisciplinary collaboration and collaborative practice are emphasized. Students implement a health education project for a community, aimed at promoting healthy outcomes. Program evaluation research structures the project. Prerequisite: HSC 355.

**HSC 493**

HOLISTIC HEALTH APPROACHES I  
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.

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## 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.

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### 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.

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### 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.

ADVANCED PRACTICE NURSING ADMINISTRATION IN HEALTH CARE DELIVERY SYSTEMS  
3 credits

##### NUR 608

POPULATION-BASED CARE AND ADVANCED PRACTICE NURSING  
3 credits

Nursing major courses at the BSN level consist of 52 credits. The R.N. student can articulate 25 of the 52 credits. For the student in the R.N.-MSN Program, nine credits of graduate-level coursework will be applied to the remaining 27 undergraduate nursing credits. The BSN is awarded after the R.N. student has earned 121 credits.

## RN TO MSN BRIDGE PROGRAM

The bridge program is intended for registered nurses with a non-nursing baccalaureate degree who are interested in pursuing a Master of Science in Nursing (MSN). Interested applicants would need to fulfill undergraduate evening admission requirements.

Admission requirements include:

- completing an Evening and Weekend Program Application
- providing official copies of transcripts from nursing program, colleges, and/or universities
- providing a copy of current R.N. license

When accepted by the Admission Office, the student would need to successfully complete four courses at the undergraduate level:

- NUR 314 Health Assessment
- NUR 408 Nursing Research
- NUR 413 International Public Health Nursing
- Statistics

After successful completion of the above courses with a GPA of 3.0 or above, the applicant would be able to apply to the MSN Program.

Students should be aware that the School of Nursing and Health Sciences' undergraduate nursing grading system is different from that of the general University

## THE 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 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. 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.

## 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 in Montgomery, Bucks, Delaware, and Philadelphia counties and in New Jersey. Clinical experiences associated with coursework will be 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, St. Joseph Hospital, AriaHealth System, Presbyterian Medical Center, St. Mary Medical Center, Doylestown Hospital, Montgomery

Hospital, Philadelphia Nursing Home, and various public, parochial, and private schools in Philadelphia and the surrounding counties. In addition, students will 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.

## ADMISSION REQUIREMENTS

Students must submit a completed Evening and Weekend Program Application for admission, including official copies of transcripts from colleges, or universities attended. If students have completed fewer than 30 college credits, they need to submit a high school transcript. College credit may be granted for selected prerequisite courses through CLEP and Excelsior's College Examinations, Schedule an Interview with the ACHIEVE Program Coordinator. A cleared criminal record check from Pennsylvania and the student's state of residence and an FBI fingerprint clearance is required as well as a cleared child abuse check. A standardized test of English and math must have been taken within the past three years of application to the nursing program, or the National League for Nursing pre-R.N. entrance exam is required. Students must have a composite score and reading comprehension score within the average range or admission will be denied. Applicants will be accepted each year for the fall and spring semesters that begin in August and January, respectively. Before beginning nursing major courses, the student must have earned at least 60 La Salle University credits in the liberal arts and sciences, which include the following prerequisites: 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). Students must have a minimum cumulative GPA of 3.0 and a science GPA of 3.0 (anatomy and physiology I and II, microbiology, and chemistry). Students must earn a grade of "C" or better in developmental psychology, statistics, and nutrition prior to admission. After having met the above criteria, the Undergraduate Admissions and Academic Standards Committee will review each student's academic file for admission to the nursing major. Students may repeat one science course one time only to earn the science GPA of 3.0. Courses taken at La Salle University for which a student received a failing grade of "D" or "F" may not be repeated elsewhere. A student who withdrew from a course and received a "W" may repeat the course at another college or university with the approval of the Assistant Director of the ACHIEVE and LPN-BSN program. Students are permitted to change division one time only during their program of studies in the undergraduate program. Students are permitted to withdraw from two nursing courses one time only before being required to change majors. 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. Students should expect additional expenses while in the program, including books, uniforms, a clinical laboratory pack, stethoscope, watch with a second hand, public transportation or parking expenses, licensure, and NCLEX-RN fees. Access to a car is required for transportation to clinical sites. Students are expected to meet specific academic NCLEX-RN-related criteria in the senior year before licensure paperwork can be completed. It is required that students take a NCLEX-RN review course before taking the NCLEX-RN licensure examination.

## THE CURRICULUM

Nursing major courses in the ACHIEVE program consist of 56 credits. The Pennsylvania State Board of Nursing reserves the right to deny a professional license to any applicant who has been convicted of a felony or any offense related to the use and sale of alcohol or controlled substances in Pennsylvania or any other state. Other felony convictions and certain

misdeemeanor 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. Students are required to submit the following before entering the clinical setting and each year: a cleared criminal record check, a cleared child abuse check for Pennsylvania, the student's state of residence, history and physical examination, up-to-date CPR certification, immunization records including titers, proof of current health insurance, FBI fingerprinting clearance, and urine for drug screening and tuberculin testing. Compliance with these requirements are mandatory prior to admission to the nursing program. All compliance paperwork must be submitted to American Data Bank. The complete packet is due no later than June 30 (fall semester) and Dec. 1 (spring semester). Any student who has not submitted all requested clinical requirements will not be permitted to attend any clinical experiences. Students will be responsible to make up any missed clinical time and will be required to pay the make up fee. Students not in compliance may be withdrawn from the clinical course before classes begin or prohibited from attending if expired records are not updated.

## COURSE DESCRIPTIONS

### NUR 304 (F, S)



INTRODUCTION TO PROFESSIONAL NURSING  
3 credits

This course stimulates understanding of the nursing profession as a science, art, and career. It explores the role and functions of the nurse and the practice of nursing in the broader health-care system. Students focus on professional nursing practice, levels of practice, and career development. How nurses critically think and orient professional practice in philosophical, theoretical, legal, and ethical foundations is explored. Prerequisites: 45 credits in the School of Arts and Sciences.

### NUR 305 (F)



HEALTH ASSESSMENT AND PROMOTION  
4 credits

This course highlights assessment of the health status of persons from theoretical and practical perspectives. Emphasis is on physical assessment of body systems, health promotion and self-care activities, prevention of disease, and teaching interventions used to provide care to healthy persons across the life span. Students learn the contribution of a health history and the practice of physical assessment for healthy clients in the context of health promotion and evaluation. Health assessment and promotion activities are practiced. Includes 42 hours of theory and 42 hours of clinical. Prerequisites: 60 credits in the School of Arts and Sciences.

### NUR 306 (F)



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 in diverse health-care settings. Emphasis is placed on the application of theoretical principles, including 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. Major maternal and neonatal risk factors and complications that potentially compromise healthy beginnings are emphasized. Students apply the nursing process with childbearing families who may vary in age, ethnicity, culture, language, social status, marital status, and sexual preferences. Nursing plans of care reinforce the problem-solving approach that is useful with many clients as well as promote NCLEX critical thinking. This course supports the use of evidenced-based practice in application of care. 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 (F)



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 focusing on the nursing process, patient safety issues, and interventions for geriatric patients are provided in secondary and tertiary health-care settings. Traditional and holistic approaches to patient care are emphasized as well as the contributions of informatics to the care of patients. Students demonstrate common nursing skills in the campus laboratory and health-care agencies. 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 (S)



MENTAL HEALTH OF THE INDIVIDUAL AND COMMUNITY  
5 credits

Theories and concepts of stress and coping are explored from physiological, cognitive-behavioral, cultural, psychosocial, and nursing perspectives. Within the framework of Healthy People 2010, clinical experiences focus on stress and coping by individuals, including nurses as practice professionals, groups, and families dealing with problematic and health-related situations with an emphasis on mental disorders. 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 environmental factors and safety precautions during medication administration. Special considerations are given to the effects of drugs on different age groups and to nursing's responsibilities in drug therapy. Prerequisite: NUR 304, NUR 307; NUR 305 may be taken concurrently with NUR 312 in the ACHIEVE Program only

### NUR 316 (S)

CARE OF OLDER ADULTS IN HEALTH AND ILLNESS  
5 credits

Students investigate the impact of chronic illness on adult and geriatric patients and their families. They examine physiological, pathophysiological, and psychosocial changes affecting chronically ill adults. Emphasis is placed on nursing interventions that promote, maintain, and restore the health of older adults. Safety principles are highlighted. Students care for patients with disorders of different body systems in secondary and tertiary health-care agencies. 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, emphasizing the developmental needs of children and adolescents. Students use the nursing process aimed at maintaining health through the illness experience of young patients and their families in secondary and tertiary settings. Risk-reduction strategies in the Healthy Children/Youth 2010 documents are explored. Health promotion and primary care of children and adolescents are discussed. Includes 42 hours of theory and 84 hours of clinical. Prerequisites: all 300-level courses.

**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 and all NUR 300-level nursing courses.

**NUR 411**

PUBLIC HEALTH NURSING  
5 credits



This course expands the theoretical and experiential foundations of population-based nursing. Healthy People 2010 frames the epidemiological approach to population-based care. Emphasis is placed on applying the nursing process to primary and secondary disease prevention interventions for vulnerable and underserved populations. Historical, political, economic, social, psychological, and cultural factors that promote and constrain aggregate health are examined along with contemporary health issues. Health-care strategies, population-level interventions, and community resources are identified. Varied clinical opportunities support community-oriented practice and public health approaches in selected agency and community sites. 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 ADULT PATIENTS WITH CHRONIC ILLNESS  
5 credits

In this course, students investigate the impact of chronic illnesses on adult and geriatric patients and their families. Physiological, pathophysiological, and psychosocial changes are explored in relation to the experience of illness. Health maintenance and health restoration nursing interventions and safety principles are emphasized. Students care for patients with disorders of different body systems in secondary and tertiary health-care agencies. Includes 42 hours of clinical 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 as well as awareness of interdisciplinary standards. Students will analyze the effect of JCAHO and other institutional bodies on safe patient care as it affects a variety of settings. 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 and practices specific to the nursing care of acutely ill adult patients. 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. Includes 42 hours of theory and 84 hours of clinical. Prerequisites: all 300-level nursing courses and NUR 405, 408, and 412.

**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 as a means of using data for problem solving are presented. Students apply statistical concepts to elementary data analysis using the statistical methods commonly used in health-care research. Students are introduced to the Statistical Package for the Social Sciences (SPSS).

**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.

**NUR 462**

THE PERIOPERATIVE NURSING SYSTEM  
3 credits

NUR 462, an elective clinical course, explores the concepts and processes of health care delivery for clients in the perioperative environment. The nursing process will be directed toward clients requiring significant nursing interventions for the promotion and restoration of health. The course provides an introduction to the diversified role of the professional nurse in the operating room and post anesthesia recovery room. Throughout the course, emphasis is placed on the following dimensions of professional perioperative nursing: client/family teaching/learning activities, technical skill development, nurse/client/family communication, priority determination/resource management, and health-care trends. Registration by course faculty only.

**NUR 463**

ADVANCED CONCEPTS IN PERIOPERATIVE NURSING  
3 credits

NUR 463, an elective course, continues the exploration of concepts and processes of health care delivery for clients in the perioperative environment that commences in Nursing 462. Nursing 463, is designed to allow students interested in perioperative care to expand their knowledge of and develop their repertoire of skills for the surgical client. The course introduces students to more complex surgical nursing theory and permits students to have clinical contact with complicated surgical specialty interven-

tions. Sample topics will include: Laser therapy, total joint replacement and internal/external fixation, advanced anesthetic concepts and monitoring, use of specialized surgical equipment (Ultrasonic, pulsavac, rapid infusion systems), pediatric surgery, ambulatory surgery, quality assurance and perioperative research and perioperative case management. Selected surgical procedures will be examined via a general systems theory and nursing process approach. Prerequisite: NUR 462. Registration by course faculty only.

**NUR 465**

SAFETY STRATEGIES FOR HEALTHCARE DELIVERY SYSTEMS

3 credits

This course explores medication and other health-care errors that threaten patient safety. The impact of health-care errors is examined from the perspectives of consumers, health-care providers, professional organizations, legislators, hospitals, and health-care delivery agencies. Systems improvement initiatives are investigated with the goal of preventing health-care errors. Interdisciplinary and collaborative roles of consumers, legal counsel, and health-care providers, including nurses, pharmacists, and physicians, are emphasized. Prerequisite: NUR 301.

**NUR 466**

GENETICS IN CLINICAL PRACTICE

3 credits

In this course students explore the scientific advances in human genetics and their influence on health care services. Cellular events, fetal development, inheritance, and genetic conditions are evaluated. Students examine the Human Genome Project and review genetic health care services.

**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.

**ACHIEVE PROGRAM PROGRESS RECORD (126 CREDITS)****I. Powers (4 courses)**

- A. Writing I<sup>1</sup>
- **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
  5. **NUTR 165** Principles of Nutrition
- 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  
or **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
  - 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 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 Nursing Requirements (14 courses)**

1. **NUR 304** Introduction to Professional Nursing
2. **NUR 305** Health Assessment and Promotion
4. **NUR 306** Nursing Care of Women and the Childbearing Family
3. **NUR 307** Foundation 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
13. **NUR 416** Care of Acutely Ill Adults
14. **NUR 417** Senior Seminar

**V. Elective (2 courses)**

1. \_\_\_\_\_
2. \_\_\_\_\_



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**MODEL ROSTER —  
PART-TIME BASIC BSN ACHIEVE PROGRAM,  
MAIN CAMPUS**

<b>Fall</b>	<b>Spring</b>	<b>Summer I/Summer II</b>
Nursing 304	Nursing 305	Nursing 312
Nursing 307	Nursing 306	Nursing 316
<b>Fall</b>	<b>Spring</b>	<b>Summer I/Summer II</b>
Nursing 310	Nursing 408	Nursing 411
Nursing 405	Nursing 412	
<b>Fall</b>		
Nursing 414		
Nursing 416		
Nursing 417		

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**MODEL ROSTER —  
PART-TIME BASIC BSN ACHIEVE PROGRAM,  
BUCKS COUNTY CAMPUS**

<b>Fall</b>	<b>Spring</b>	<b>Summer I/Summer II</b>
	Nursing 304	Nursing 305
	Nursing 307	Nursing 306
<b>Fall</b>	<b>Spring</b>	<b>Summer I/Summer II</b>
Nursing 312	Nursing 310	Nursing 412
Nursing 316	Nursing 405	
<b>Fall</b>	<b>Spring</b>	
Nursing 408	Nursing 414	
Nursing 411	Nursing 416	
	Nursing 417	

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## APPENDIX

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Event	Day	Evening/ Continuing Studies	Graduate Programs	Accelerated Programs
<b>Summer 2010</b>				
Undergraduate and Graduate Summer and Full Summer Sessions start	May 17	May 17	May 17	RN-BSN – I May 17-June 18      ORD – I May 15—June 24
Last day for filing P/F option	May 25	May 25		
Memorial Day holiday	May 31	May 31	May 31	
Memorial Day make-up	June 4	June 4	June 4	
Last day for withdrawal with 'W' grade for 6-week Summer I courses	June 10	June 10	June 10	
Undergraduate and Graduate Summer I Sessions end	June 24	June 24	June 24	
Undergraduate and Graduate Summer II Sessions start	June 28	June 28	June 28	RN-BSN – II June 28-July 30      ORD – II June 26—August 7
Last day for Withdrawal with "W" grade for 12-week courses			July 22	
Independence Day holiday	July 5	July 5	July 5	
Last day for filing P/F option	July 7	July 7		
Independence Day make-up	July 9	July 9	July 9	
Last day for withdrawal with 'W' grade for 6-week Summer II courses	July 22	July 22	July 22	
<b>Intersession Classes – August 7 – August 19</b>				
Undergraduate and Graduate Summer II and Full Summer Sessions end	August 5	August 5	August 5	
<b>Fall 2010</b>				
Opening Convocation	August 26			
Undergraduate and Graduate classes start	August 30	August 30	August 30	RN-BSN – I Aug. 30– Oct. 15      ORD – I Aug. 28–Oct. 16
Last day for late registration and change of roster (Varies for accelerated programs)	September 3	September 3	September 3	RN-BSN – II Oct. 25–Dec. 10      ORD – II Oct. 23–Dec. 11
Labor Day holiday	September 6	September 6	September 6	
Undergraduate Saturday classes start		September 4		
Last day for filing P/F option	September 17	September 17		
Honors Convocation	October 3	October 3		October 3
Undergraduate and Graduate mid-semester holidays	October 18 and 19	October 18 and 19	October 18 and 19	Accelerated courses may meet during Mid-semester holidays
Mid-semester grades due	October 25	October 25		
Senior pre-registration for Spring 2010	Oct. 28 – 29			
Last day for withdrawal with 'W' grade	November 5	November 5	November 5	Varies for accelerated programs
Junior pre-registration for Spring 2010	Nov. 4 – 5			
Sophomore pre-registration for Spring 2010	Nov. 11 – 12			
Freshman pre-registration for Spring 2010	Nov. 18 – 19			
Thanksgiving holidays	November 24 – 28	November 24 – 28	November 24 – 28	Accelerated courses may meet on Nov. 27
Classes end	December 10	December 10	December 10	End dates vary for accelerated programs
Final Examinations	December 13 - 17	December 13 - 17	December 13 - 17	Final exam dates vary for accelerated programs
Supplementary Examination Date	December 18			
Fall semester grades due	December 22	December 22	December 22	

**Dates for Intersession --  
December 18 – January 14**

Event	Day	Evening/ Continuing Studies	Graduate Programs	Accelerated Programs
<b>Spring 2011</b>				
Martin Luther King holiday	January 17	January 17	January 17	
Undergraduate and Graduate classes start	January 18	January 18	January 18	RN-BSN – I Jan. 18 – Mar. 4 ORD – I Jan. 15 – Mar. 5
Last day for late registration and change of roster (Varies for accelerated programs)	January 24	January 24	January 24	RN-BSN – II Mar. 14 – Apr. 29 ORD – II Mar. 19 – May 7
Last day for filing P/F option	February 4	February 4		
Mid-Semester Holiday	March 7 – 11	March 7 – 11	March 7 – 11	Varies for accelerated courses
Mid-semester grades due	April 4	April 4		
La Salle Heritage Week	March 19 – 25			
Last date for withdrawal with 'W' grade	April 5	April 5	April 5	Varies for accelerated programs
Junior pre-registration for Fall 2010	Mar. 23 – 24			
Sophomore pre-registration for Fall 2010	Mar. 31 – April 1			
Freshman pre-registration for Fall 2010	Apr. 7 – 8			
Easter holidays	April 22 & 25			
Continuing Studies and Graduate Easter holiday		April 23	April 23	
Continuing Studies and Graduate classes meet		April 25	April 25	
Classes end	April 29	April 29	April 29	End dates vary for accelerated programs
Final Examinations	May 2 - 6	May 2 - 6	May 2 - 6	Exam dates vary for accelerated programs
Graduating students grades due	May 9	May 9	May 9	
Spring semester grades due	May 11	May 11	May 11	
Commencement Week				
Baccalaureate Liturgy	May 14	May 14	May 14	
Commencement	May 15	May 15	May 15	



2010

	S	M	T	W	T	F	S
AUGUST	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	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	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	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	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	

2011

	S	M	T	W	T	F	S
JANUARY	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	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28					
MARCH	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	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	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				