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

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

### PREPARATION FOR THE HEALTH PROFESSIONS

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

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

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

In the normal application process to health professional schools, the applicant’s full undergraduate record is scrutinized. The strong liberal arts component in the La Salle curriculum will provide evidence of broad interest and rounded academic development. Evidence of leadership and active interest in associated activities will lend strong additional support to applications. Volunteer work in the particular health profession is also necessary. Normally, the competition for placement in these programs results in high acceptance standards. Grade point averages ranging from 3.4 to 4.0 are representative of levels expected in these programs. Students are encouraged to consult with their health professions advisor concerning admissions criteria at various schools.

### PREPARATION FOR LAW

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

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

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

PREPARATION FOR SOCIAL WORK

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

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

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

UNDERGRADUATE STUDENTS TAKING GRADUATE COURSES

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

REQUIREMENTS FOR 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.
## MODEL ROSTER — ARTS AND SCIENCES

### Freshman Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Writing</td>
<td>Core Writing</td>
</tr>
<tr>
<td>Core Computer Science or</td>
<td>Core Communication or Computer Science</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Core Religion or Philosophy</td>
<td>Core Religion or Philosophy</td>
</tr>
<tr>
<td>Major Course</td>
<td>Major Course</td>
</tr>
<tr>
<td>Major Course or Core Elective*</td>
<td>Major Course or Core Elective*</td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Math or Science</td>
<td>Core Math or Science</td>
</tr>
<tr>
<td>Major Course</td>
<td>Major Course</td>
</tr>
<tr>
<td>Major Course or Core</td>
<td>Major Course or Core</td>
</tr>
<tr>
<td>Core Course</td>
<td>Core Course</td>
</tr>
<tr>
<td>Core Course</td>
<td>Core Course</td>
</tr>
</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Course</td>
<td>Major Course</td>
</tr>
<tr>
<td>Major Course or Core</td>
<td>Major Course or Core</td>
</tr>
<tr>
<td>Core Course</td>
<td>Core Course</td>
</tr>
<tr>
<td>Core or Elective*</td>
<td>Core or Elective*</td>
</tr>
<tr>
<td>Elective*</td>
<td>Elective*</td>
</tr>
</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Course</td>
<td>Major Course</td>
</tr>
<tr>
<td>Major Course</td>
<td>Major Course</td>
</tr>
<tr>
<td>Major or Elective*</td>
<td>Major or Elective*</td>
</tr>
<tr>
<td>Elective*</td>
<td>Elective*</td>
</tr>
<tr>
<td>Elective*</td>
<td>Elective*</td>
</tr>
</tbody>
</table>

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

### KEY

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

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

I. Powers (5 courses)
   A. Writing I
   B. Writing II
   C. Numbers
   D. Speech
   E. Information Technology

II. Frameworks of Scientific Understanding (3 courses)
   A. Natural Science
   B. Social Science
      1. Economics or Political Science
      2. Psychology or Sociology

III. Patterns of Meaning (11 courses)
   A. Religion
      1. REL 150 Exploring Christianity
         or REL 153 Exploring Religion
      2. REL REL 200 or 300-Level
   B. Philosophy
      1. PHL 151 The Human Person
         or PHL 152 Moral Choice
      2. PHL PHL 200 or 300-Level
   C. Literature
      1. ENG 150 Introduction to Literature
         or LIT 150 Modern European and Latin American Writers
      1. ENG 250 Literature and Culture
         or LIT 250 Topics in Western Literature
   D. History
      1. HIS 151 Global History to 1500
         or HIS 155 Themes in American History
      2. HIS 251 Global History from 1500 to the present
   E. Fine Arts or Language
      1. ART 150 Introduction to Art
      2. ART History 200/300 level or DART 200
         (Second course in Fine Arts must be in the same discipline as the first. DArt 200 can be used for Patterns 2 only if ART 150 is used for Patterns 1.)
      OR
      1. First course in Foreign Language
      2. Second Foreign Language course in progression
   F. Concentration Option
      • Approved third course in one of the patterns areas

IV. Major Requirements (number varies by department)
   1. 
   2. 
   3. 
   4. 
   5. 
   6. 
   7. 
   8. 
   9. 
   10. 
   11. 
   12. 
   13. 
   14. 
   15. 

V. Electives (number varies)
   1. 
   2. 
   3. 
   4. 
   5. 
   6. 
   7. 
   8. 
   9. 
   10. 

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

FACULTY
Francis McKee, Ed.D., Director

AFFILIATED FACULTY
PROFESSORS: Gallagher, Harty, Leibiger, Musser, Robison
ASSOCIATE PROFESSORS: Bogle, Conaty, Grauke, Jarvinen, Narendorf, O’Connell, Sheehy
ASSISTANT PROFESSORS: Betz, Celano, Holochwost, Lashley, Langemak, Moreau, Volpe

MISSION STATEMENT
American Studies is an interdisciplinary program that examines American life and culture, past and present. In emphasizing the images, symbols, and narratives that undergird American life, the program highlights the intersection of gender, race, ethnicity, and class as reflected in American formal and popular culture. It also emphasizes the role of the city in the American experience. Through numerous pedagogies, students are guided to refine critical reading, writing, speaking, and thinking, while mastering research strategies that derive from oral history, material culture, visual history, AMST-related data bases, and the deconstruction of primary and secondary resources. American Studies emphasizes learning contexts that assist students to discern and articulate connections within course themes and across disciplines—in effect, to display those interdisciplinary habits of mind that constitute the crux of American Studies as an interdisciplinary, liberal arts discipline. Ultimately, American Studies strives, first, to liberate students from the narrow assumptions, intolerance, and prejudices that restrict their understanding and appreciation of American culture; second, to emphasize the role of the city in American life; third, to expand students’ knowledge of America’s place in the global community, and fourth, to prepare students for an expansive range of careers as well as for graduate study.

PROGRAM GOALS
1. Students apply an interdisciplinary perspective in analyzing American society and culture, both past and present.
2. Students deconstruct various American narratives that are imbedded in formal and popular culture and that reveal a deeper understanding of race, ethnicity, class, gender, and of America’s place in the world.
3. Students analyze the role of the city in American life.
4. Students develop proficiency in deconstructing arguments in both primary and secondary materials and in using such materials in writing critical papers and major research papers.
5. Students conduct oral histories and effectively use such histories in presentations and papers.
6. Students gather evidence, evaluate such evidence, and offer conclusions in a written argument that is grammatically, mechanically, and rhetorically correct.
7. Encourage faculty scholarship and professional development.

STUDENT LEARNING OUTCOMES
1. Analyze the role of race, ethnicity gender, and class in American culture.
2. Apply an interdisciplinary perspective.
3. Identify and analyze American narratives in primary sources.
4. Evaluate secondary sources.
5. Apply skills (1-4) in creating evidence-based written assignments.
7. Students will engage in experiential learning with field trips, guest lectures, and the opportunity to take an internship course.

REQUIREMENTS

■ Required for Major in American Studies: 15 courses;
Dual Majors: 10 courses.

Three integrating courses:
• AMST 100 Introduction to American Studies
• AMST 200 Themes and Topics in American Culture
• AMST 400 Capstone Seminar in American Studies

Three courses in American topics that may meet “Patterns” requirements:
• One American history course
• One American literature course
• One American art course.

Five controlled electives:
• One reflecting American culture in the social sciences
• One in American religion
• One in American philosophy
• One in American music
• One in American film

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

**Required for Minor in American Studies: 6 courses.**
- AMST 100 Introduction to American Studies
- AMST 200 Themes and Topics in American Culture
- American history
- American literature
- AMST elective
- AMST elective

**COURSE DESCRIPTIONS**

**AMST 100 (F, S)**
**INTRODUCTION TO AMERICAN STUDIES**
3 credits

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

**AMST 200 (F, S)**
**THEMES AND TOPICS IN AMERICAN CULTURE**
3 credits

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

**PREREQUISITE:** AMST 100 (MAY BE REPEATED FOR CREDIT AS TOPIC VARIES)

**AMST 360 (F, S)**
**INTERNSHIP**
3 credits

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

**AMERICAN STUDIES CORE COURSES:**
- COM 204 Film As Art
- ECN 340 American Economic History
- ECN 351 Environmental Economics
- ECN 455 Public Finance
- ENG 266 Literature and Culture of America Beginnings to 1860*
- ENG 267 Literature and Culture of America 1861-1911*
- ENG 268 Literature and Culture of America Since 1912*
- ART 211 American Architecture*
- ART 320 Art After 1945*
- HIS 300 The United States to 1877*
- HIS 305 The United States from 1877 to the Present*
- HIS 324 History of Philadelphia*
- HIS 329 The American Woman*
- HIS 331 America’s Military Past*
- HIS 333 The American Immigrant*
- HIS 337 The Black Experience in America*
- HIS 342 History of Westward Movement*
- HIS 347 Presidential Politics: Roosevelt to Reagan*
- HIS 402 The American Revolution*
- HIS 413 Jeffersonian-Jacksonian Democracy*
- HIS 415 The Civil War*
- HIS 429 The Emergence of Modern America, 1877-1913*
- PHL 303 American Philosophy
- POL 215 Public Administration
- POL 301 State and Local Government
- POL 302 American Constitutional Law I
- POL 303 American Constitutional Law II
- POL 304 Congress and the Legislative Process
- POL 305 The President and the Executive Branch
- POL 310 Political Parties Elections
- POL 311 Women in Politics
- POL 314 Media and Politics
- POL 363 The American Political Tradition
- REL 244 Religion in America
- REL 345 Religion in Philadelphia
- SOC 260 Sex, Power, and Socialization
- SOC 262 Dynamics of Diversity
- SOC 308 Class, Status, and Power
- SOC 309 Health, Healing, and Health Care
- SOC 312 Social Change and Social Movements

*May meet Concentration Option in "Patterns of Meaning" in University Core

**ART HISTORY**

(See Fine Arts)
ART

FACULTY
Susan Dixon, Ph.D., Chair

ART HISTORY
ASSOCIATE PROFESSORS: Conaty, Dixon
ASSISTANT PROFESSORS: Holochwost, Moriuchi
LECTURERS: Farrell, Feliz, Heise, Scarborough
PROFESSOR EMERITUS: Haberstroh

STUDIO ART
LECTURERS: Buccina, Heise, Schaefer

MISSION STATEMENT

The mission of the Art History program is to:

- visual literacy, which is the ability to interpret and find meaning in objects, artifacts and images;
- foster empathy for others, past and present, through the study of their visual art and culture;
- provide students the critical thinking and writing skills to excel in careers in art history or in other disciplines, and to become life-long learners.
- hire and retain collegial faculty and staff dedicated to the mission of the program and of the university.

PROGRAM GOALS

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

STUDENT LEARNING OUTCOMES

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

PATTERNS COURSES

 ■ Fine Arts
   • ARTH 150
   • Any 200-level course in the Art History section.
   • Any 300-level course in the Art History section.

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

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

REQUIREMENTS

 ■ Required for Major in Art History: 12 courses
   • ARTH 150
   • ARTH 201
   • ARTH 202
   • Two 200-level ARTH courses
   • One studio art course
   • A second ART course or a third 200-level ARTH course
   • Four 300-level art history courses
   • ARTH 380
   • ARTH 460 recommended

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

 ■ Required for Minor in Art History:
   6 courses, adhering to the following guidelines:
   • One (and only one) course at the 100 level
   • At least two courses at the 300 level
   • The remaining three courses may be distributed between 200- and 300-level courses
   • One (and only one) ART course may be counted toward the minor.
   • The art history minor may, with permission of the Chair, ARTH 460 (internship).
Students are advised to elect related courses in other disciplines that will be meaningful in enriching their concentration in art history. It is recommended that art history majors take at least two years of either German or French, especially if they intend to pursue graduate study. The art history major should consider ARTH 201-202 as prerequisite for other art history courses.

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

COURSE DESCRIPTIONS

ARTH 150 (F, S)
INTRODUCTION TO ART HISTORY
3 credits/Patterns 1
This course will introduce students to basic elements of visual literacy through the exploration of art history in a variety of cultural traditions, geographic locations, and chronological periods. Students will learn about principles of design, form, and iconography while exploring the art of different societies and cultures.

ARTH 201-202 (F, S)
HISTORY OF ART I AND II
3-6 credits
This course is a chronological survey of architecture, painting, sculpture, and minor arts from major cultures, especially in the West. Emphasis is on identification and comprehension of styles, monuments, and traditions. ARTH 201 covers pre-historic art to ca. 1400; ARTH 202 covers the Renaissance to the 20th century.

ARTH 203
ANCIENT ART
3 credits
This course is a study of selected early civilizations to the 4th century A.D. and the Early Christian era, emphasizing Greek, Roman, and other Mediterranean cultures.

ARTH 205
MEDIEVAL ART
3 credits
This course examines the development of the visual arts from the late Roman period to the late Gothic of the 15th century. Special emphasis is on the establishment of Christian iconography.

ARTH 213
ITALIAN RENAISSANCE ART
3 credits
This course is a study of Renaissance civilization concentrating on the architecture, painting, and sculpture of Italy from 1250 to 1570. Emphasis will be on the social, economic, religious and political conditions in which the art of the age participates. It will include the study of artists such as Giotto, Fra Angelico, Donatello, Raphael and Michelangelo.

ARTH 216
BAROQUE AND ROCOCO ART
3 credits
This course addresses styles, trends, and major forces in the visual arts of Western Europe from 1580 to 1750. Emphasis will be on the social, economic, religious and political conditions in which the art of the age participates. It will include the study of artists such as Caravaggio, Bernini, Rubens, and Rembrandt.

ARTH 217
19TH-CENTURY ART
3 credits
This course focuses on painting’s evolution, content, and style, from circa 1780 to the turn of the 20th century. Emphasis is on major schools and artists, including Romanticism, Realism, Impressionism, and Post-Impressionism.

ARTH 222
AMERICAN ART
3 credits
This survey course introduces American art through the study of selected artists and works of art, many of them in local museums. It traces the evolution of American art from Native American beginnings, through the Colonial and Federal periods, concluding in the World War II era and contemporary eras.

ARTH 223
AMERICAN ARCHITECTURE
3 credits
This course is a study of representative types, movements, and styles of American architecture from colonial to post-modern. Issues covered in the course include the tension between aesthetics and
usefulness and the relationship of architecture to culture and context. Some emphasis is placed on urban architecture, including Philadelphia. Field trips to significant architectural sites are included.

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

---

**ARTH 224**  
**LATIN AMERICAN ART**  
3 credits

An examination of the visual culture of Latin America beginning with the Spanish and Portuguese arrival and colonization of the New World to the present. It will encompass the study of painting, sculpture, graphics, architecture and other visual media from Mesoamerica, Central America, South America and the Caribbean, as well as Chicano art production in the United States.

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

---

**ARTH 226**  
**INTRODUCTION TO MUSEUMS**  
3 credits

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

---

**ARTH 270**  
**SPECIAL TOPICS IN ART HISTORY**  
3 credits

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

---

**ARTH 319**  
**MODERN ART**  
3 credits

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

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

---

**ARTH 320**  
**CONTEMPORARY ART**  
3 credits

This course will explore late 20th-century and early 21st-century developments in the arts, with a particular focus on the rise of the American art scene in the years following World War II. Abstract Expressionism, Minimalism, Pop Art, Body and Performance Art, and Land Art will be discussed in depth. Art produced since 1980, including important contemporary movements outside the United States and museum culture of the late 20th and early 21st century, will also be a focus.

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

---

**ARTH 322**  
**TOPICS IN AMERICAN ART**  
3 credits

This is an advanced course that takes an in-depth look at a particular topic in American Art. Possible subject include The Hudson River School, American Genre Painters, The Art and Artists of Mexico, and American Impressionism.

**PREREQUISITE:** 100 OR 200 LEVEL ART HISTORY COURSE OR PERMISSION OF CHAIR.

---

**ARTH 325**  
**TOPICS IN GLOBAL ART**  
3 credits

This is an advanced art history course that surveys the visual arts in selected non-Western societies. Students will study and analyze the styles, methods and cultural contexts of the visual arts from Africa, Asia, Mesoamerica and Oceania.

**PREREQUISITE:** 100 OR 200 LEVEL ART HISTORY COURSE OR PERMISSION OF CHAIR.
ARTH 340
ART AND CULTURE
3 credits
This is an advanced art history course that takes an in-depth look at the art and society of one particular culture or historical period. This course offers a thematic approach to understanding art in a cultural context such as Art and Politics or Urban Art.
PREREQUISITE: 100 OR 200 LEVEL ART HISTORY COURSE OR PERMISSION OF CHAIR.

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.

ARTH 370
SPECIAL TOPICS IN ART HISTORY
3 credits
Topics in this course will vary from semester to semester. It may be repeated for credit if the material is essentially different.

ART 215
COLOR THEORY
3 credits
This course is an introduction to color models, color interaction, and the human perception of color. The course will address color in both subtractive (pigmented) and additive (electronic) environments, and theoretical work will be reinforced by practical exercises in various media.
PREREQUISITE: ART 102.

ARTH 380
RESEARCH TOPICS IN ART HISTORY
3 credits/Capstone
This course focuses on an analysis and application of methods used in art criticism and research, with the emphasis on writing. Subjects will vary. This course is required for Art History majors but open to qualified advanced general students, with permission of the instructor.

ART 220
ELECTRONIC VISUAL COMMUNICATION
3 credits
This course provides an overview of issues related to the history and theory of images and their cultural function; assessment and analysis of digital images and their effectiveness, primarily through the World Wide Web; application of newly gained knowledge to the creation of students’ own visual projects. Emphasis will be on looking at the interactive potential of images in digital media and on devising analytical, assessment, and production strategies that focus on the dynamic potential of these interactive images.
PREREQUISITE: ART 102.

ARTH 400
EXHIBITION SEMINAR
3 credits
This course is an upper-level elective for art history majors or for any major (with instructor permission) with an interest in museum studies. It gives our students practical and rigorous training in anticipation of a museum or gallery career, one of the major career options for the B.A. in Art History. The exhibition seminar is a special course with the outcome of an exhibition, most often in the La Salle University Art Museum.

ART 260-261
PAINTING
3-6 credits
The course introduces the fundamentals of painting. Students learn the skills of manipulating paint to solve a sequence of problems exploring color theory, compositional structure, and figure/ground relationships. The course may be repeated for additional credit (Art 261) after the completion of Art 260.

ART 263-264
DRAWING
3 credits
This course provides students with mastery of basic principles of observation and familiarity with the potential and limitation of var-
ious media. This course provides studies of proportion, volume, perspective, and anatomy. Representation of still lives, the human figure, and landscape using various media is also included. The course may be repeated for additional credit (Art 263) after the completion of Art 265.

ART 265-66
SCULPTING
3-6 credits
This is an introduction to the fundamentals and concepts of organizing forms in three dimensions. Students use basic materials for a sequence of problems exploring such aspects as line, plane, volume, texture, and scale with modeled and constructed forms. The course may be repeated for additional credit (Art 266) after the completion of Art 265.

ART 268
INTRODUCTION TO DIGITAL PHOTOGRAPHY
3 credits
This is a course that introduces basic concepts, techniques and terminology in digital photography such as how sharpness and exposure affect images and the way they are perceived by viewers. Getting images from camera to computer, to print and/or web, and using software such as Adobe Photoshop will be covered.

ART 270
SPECIAL TOPICS IN STUDIO ART
Material will vary from semester to semester. May be repeated for credit if course is essentially different.

MUSIC COURSE

MUS 100 (F, S)
LA SALLE SINGERS
1 credit/Elective
Students participate in the La Salle University Singers, a student organization dedicated to the highest quality of choral singing with the goal of performing at least two major concerts per semester. They learn to read music and to perform in 4-part harmony while exploring many musical genres, from classical to popular, and from sacred to secular, and many musical composers. 1 credit. Students may enroll in class up to 3 times.

DART COURSES

Address questions about DArt courses to the Director of the DArt program

MUS 220
INTRODUCTION TO DIGITAL AUDIO
3 credits
This course is an introduction to concepts and tools used in digital musical production. It will offer hands-on experience in digital recording, composing, editing, processing, and mixing. It includes techniques of musical analysis and critical listening sessions, many based on student compositions. Discussion of music’s integral role in contemporary multimedia production will be addressed.

MUS 320
COMPUTER MUSIC COMPOSITION
3 credits
This course focuses on electronic and computer music history and theory from a compositional perspective. Students will apply advanced composition techniques using MIDI and digital audio tools.

PREREQUISITE: MUS 150 OR 220 OR PERMISSION OF INSTRUCTOR.
BIOSCOLOF ARTS AND SCIENCES

BIOSCOLOF ARTS AND SCIENCES

BIOLOGY

FACULTY
James Pierce, Ph.D., Chair
PROFESSORS: Ballough, Hoersch, Pierce
ASSOCIATE PROFESSORS: Mickle, Samulewicz, Seitchik
ASSISTANT PROFESSOR: Church, DeHaven, Hazell, Zuzga
LECTURERS: Debardeleben, Lutz, Palma, Rothblat, Scott
PROFESSOR EMERITUS: Belzer

MISSION STATEMENT

The Biology Department of La Salle University is dedicated to the Lasallian tradition of excellence in teaching. We are committed to developing the full intellectual, personal, and social potential of our students in an environment of mutual respect and cooperation.

The faculty of La Salle’s Biology Department serves qualified students interested in pursuing further education and careers in the health professions, the physical sciences, the life sciences, and science education. In addition, we provide for non-science majors a variety of foundation level courses that explore biological issues of interest and concern to the general public.

La Salle has a long and proud tradition of training undergraduates for admission to health profession schools. We believe it important to provide these undergraduates with courses that emphasize the general principles of the life sciences and that address a diverse range of current scientific issues. We are equally committed to preparing students for graduate work in the life sciences, for careers in scientific/clinical technology, or for careers in science education by providing them with broadly-based theoretical and laboratory training. We feel the development of critical thinking skills and the establishment of a firm understanding of the foundational principles of the life sciences are the best preparation for more specialized professional and graduate training.

We believe the academic experience should provide an opportunity for mutual advancement and sharing of excitement for science through supportive yet challenging dialogue among faculty and students.

PROGRAM GOALS

1. Provide a curriculum that meets the needs of a 21st century biology major.

2. Give Biology Faculty the support to teach biology at a high level.

3. Maintain a physical facility that contains the lecture halls, classroom, and laboratories to teach the biology curriculum.

4. Provide a student advising system that supports all students who major or minor in biology.

5. Provide biology service courses that meet the needs of other programs and departments, especially the Nursing and Health Science programs.

6. Provide on-line courses that help support the University’s mission for more flexibility in distance learning and support of our Containing Education students.

7. Continue to support a strong pre-health advising program and the Post-Bac pre-medical program.

8. Support the University’s core curriculum by providing courses that meet those requirements.

9. Maintain and advance collaboration efforts with other science and the math department(s).

10. Provide faculty and students with research funds and facilitates that allow for the pursuit of scholarly work.

STUDENT LEARNING OUTCOMES

1. Instill a firm understanding of the principles of the life sciences

2. Develop an understanding of the unity and interdependence of the physical and chemical properties governing biological systems

3. Understand ethical issues in the life sciences

4. Develop cooperative attitudes and skills

5. Have knowledge of career opportunities

6. Practice safe laboratory techniques

7. Develop oral communication (presentation) skills

8. Produce an awareness of current issues in the life sciences

9. Develop critical thinking and problem solving skills

10. Produce independent learners

11. Develop scientific writing skills

12. Develop laboratory technical skills in the life science

13. Learn how to develop and test hypotheses

14. Be able to research topics (library skills)

15. Read and understand primary scientific sources

FRAMEWORKS COURSES

- Natural Science
  • BIO 157, 158
REQUIREMENTS

■ Required for Major in Biology:
  • BIO 210
  • BIO 220
  • BIO 230
  • BIO 412
  • BIO 413
  • additional 300/400-level biology courses to total a minimum of 11 courses.
  • CHM 111-112, 201-202
  • PHY 105-106
  • MTH 120

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

■ Required for Minor in Biology:
  • BIO 210
  • BIO 220
  • BIO 230
  • Three additional courses from the 300/400 level (these courses must be approved by the Biology Department Chair)

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

■ Required for Major in Secondary Education/Biology
  • MTH 120
  • PHY 105-106
  • CHM 111-112 and 201-202
  • BIO 210, 220, 230
  • A minimum of four additional biology courses from the 300/400 level (these courses must be approved by the Biology Department Chair)

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

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

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

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

COURSE DESCRIPTIONS

BIO 157 (F, S)
LIFE SCIENCE: AN ENVIRONMENTAL APPROACH
3 credits/Frameworks
The foundation biology course for non-majors places emphasis on the unifying concepts of ecology. It is intended to demonstrate interconnections between the life and physical sciences, provide opportunity for in-depth exploration of environmental issues, and establish a relevance to students’ lives. Topics will include human influence on patterns and products of change in living systems, energy matter and organization, and human interaction and interdependence with other living systems.

BIO 158 (F, S)
LIFE SCIENCE: A HUMAN APPROACH
3 credits / Frameworks
This foundation biology course for non-majors places emphasis on the unifying concepts of human biology. It is intended to demonstrate interconnections between the life and physical sciences, provide opportunity for in-depth exploration of life, and establish a relevance to students’ lives. Topics will include maintaining dynamic equilibrium in humans, human reproduction and inheritance, and human growth and differentiation.

BIO 161-162 (F, S)
ANATOMY AND PHYSIOLOGY
4 credits
This basic course in the structure and functioning of the human body places emphasis on the interrelationships of the major organ systems. It is intended for Allied Health students. Three hours of lecture, two hours of laboratory; two terms.

PREREQUISITE: BIO 161 IS A PREREQUISITE FOR BIO 162.

BIO 163 (F, S)
CLINICAL MICROBIOLOGY
4 credits
Topics of this course include structure, growth, and identification of medically important microorganisms; role of specific pathogens in the etiology of human disease; immunology; chemotherapeutic and antibiotic control of infectious diseases. It is intended for Allied Health students. Three hours lecture, two hours laboratory.
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.

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

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

This course involves 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.

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

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

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

This course is an introduction to genetics at the molecular, cytological, and organismal level. Included are the thorough coverage of Mendelian and other basic transmission genetics phenomena in the light of our knowledge of DNA and cell structure and function; mutation and mutagenesis; and an introduction to recombinant DNA. Two hours lecture; two hours laboratory.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 314</td>
<td>BIOMETRICS</td>
<td>3</td>
<td>This course addresses the analysis of experiments and research data in quantitative biology; descriptive and inferential statistics, including probability distributions, analysis of variance, regression, and correlation. Three hours of lecture.</td>
</tr>
<tr>
<td>BIO 317</td>
<td>INVERTEBRATE ZOOLOGY</td>
<td>4</td>
<td>Topics of this course include life processes, phylogenetic advances, and basic classification of the major pre-chordate phyla with emphasis on their evolution and ecology. Three hours lecture, two hours laboratory.</td>
</tr>
<tr>
<td>BIO 318</td>
<td>EVOLUTION</td>
<td>3</td>
<td>This course involves a presentation and analysis of the evidence for the evolution of life. Major topics include the origin of life and cellular organelles as well as the development of the diversity of life present today. Heavy emphasis will be placed on the ideas of Charles Darwin as expanded and modified by evidence from modern population genetics, cytogenetics, and molecular biology. Three hours lecture.</td>
</tr>
<tr>
<td>BIO 319</td>
<td>THE PLANT KINGDOM</td>
<td>3</td>
<td>Topics of this course include functional anatomy, phylogeny, and basic systematics of non-vascular and vascular plants. Two hours lecture, two hours laboratory.</td>
</tr>
<tr>
<td>BIO 400</td>
<td>MARINE BIOLOGY</td>
<td>3</td>
<td>This course offers a contemporary view of the dynamics establishing community structure in pelagic, estuarine, mangrove tidepool, coral reef, hydrothermal vent, and intertidal ecosystems. Structural, functional, behavioral, and adaptive modifications of marine organisms will be examined. Three hours lecture; field trip(s) typically included.</td>
</tr>
<tr>
<td>BIO 402</td>
<td>CELL BIOLOGY</td>
<td>3</td>
<td>This course examines the physical properties, chemical structure, and metabolism of simple and specialized cells as well as recent advances in the techniques of cell culture and investigation. Two hours lecture; two hours laboratory.</td>
</tr>
<tr>
<td>BIO 403</td>
<td>PRINCIPLES OF ECOLOGY</td>
<td>3</td>
<td>This course addresses the basic concepts of ecology and a broad introduction to overall biosphere functioning. Major topics include energy flows; nutrient cycles; environmental conditions and their importance; plants and animals at the individual, population, and community level; and the overall functioning and development of the major terrestrial and aquatic ecosystems. Three hours lecture.</td>
</tr>
<tr>
<td>BIO 404(F, odd numbered years)</td>
<td>FIELD ECOLOGY</td>
<td>3</td>
<td>This course involves field and laboratory projects/research at La Salle's Penllyn Biostation and other sites.</td>
</tr>
<tr>
<td>BIO 405</td>
<td>HISTOLOGY</td>
<td>4</td>
<td>This course focuses on an examination of the minute and ultrastructure 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.</td>
</tr>
<tr>
<td>BIO 406</td>
<td>DEVELOPMENTAL BIOLOGY</td>
<td>3</td>
<td>This course focuses on the molecular and genetic analysis of development and differentiation. Some descriptive morphogenesis is considered. Two hours lecture; two hours laboratory.</td>
</tr>
<tr>
<td>BIO 412(F)</td>
<td>BIOCHEMISTRY</td>
<td>4</td>
<td>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.</td>
</tr>
</tbody>
</table>

**PREREQUISITES:** CHM 201 AND 202.
BIO 413 (S)  
MOLECULAR BIOLOGY  
4 credits  
This is a survey course that will examine the basic concepts of molecular biology. Topics include mechanisms and regulation of DNA replication, transcription, and translation, recombinant DNA technology, molecular aspects of gene interaction and recombination, cellular transformation, and the molecular biology of the nervous and immune systems. The laboratory focuses on utilizing the basic techniques currently employed in molecular biology (molecular cloning, ELISA, genetic recombination, gel electrophoresis, etc.) Three hours lecture; three hours laboratory.  
PREREQUISITE: BIO 412.

BIO 420  
GENOMICS  
3 credits  
The Genomics course will be a hybrid lecture and hands-on computer course. This course will focus on the topic of genome organization and the bioinformatic tools that are used to study genomes. We will investigate the genome structure of viral, microbial, and eukaryotic genomes and the different databases used to store and access this data. DNA sequence analysis using the BLAST algorithm and multiple sequence alignments will be studied. Identifying genes and genomic elements using different computational tools will be performed.

BIO 430  
THE BIOLOGY OF CANCER  
3 credits  
The cellular and molecular mechanisms driving cancer’s hallmark phenotypes will be explored. These include proliferative signaling, evading growth suppressors, resisting cell death, enabling replicative immortality, inducing angiogenesis, activating invasion and metastasis, reprogramming of energy metabolism and evading immune destruction. Within these conceptual frameworks, primary scientific literature will be examined and clinical implications of the research evaluated. Students will choose a specific area of interest, allowing them to develop an in-depth understanding of the current "state-of-the-art" in a field of research. Students will gain an informed understanding of the inherent challenges cancer presents and assess the prospects of treating and ultimately curing the disease.

BIO 460 (F, S, Summer)  
COOPERATIVE EDUCATION/INTERNSHIP  
3 credits  
This is normally a full-time, paid employment at a cooperating institution/company to provide on-the-job training (part-time positions may qualify). It involves appropriate job-related learning assignments under faculty supervision. Position must be approved by Department Chair. Consult the Associate Director for Experiential Education in the La Salle University Career Center before registering or for further information.  
PREREQUISITE: 3.0 G.P.A.
CHEMISTRY/BIOCHEMISTRY

FACULTY
William A. Price, Ph.D., Chair
PROFESSORS: Cichowicz, Price
ASSOCIATE PROFESSORS: Prushan
ASSISTANT PROFESSORS: Kramer, J. Straub
INSTRUCTORS: Grande
LECTURERS: Cunningham, L. La Belle, C. La Belle, Saddique
PROFESSOR EMERITUS: T. Straub

MISSION STATEMENT
The Department of Chemistry and Biochemistry embraces and supports the overall mission of La Salle University. We strive to create and maintain a nurturing, supportive environment for both students and faculty as we advance our understanding of chemistry and its application to the world around us. Our goal is to establish a community of curious and knowledgeable active learners. Implicit in the mission is a profound respect for the individual learner and an emphasis on the ethical responsibility of scientific inquiry towards the broader local, national and global communities.

PROGRAM GOALS
1. We strive to prepare our students by providing a strong foundational base in chemistry.
2. We strive to maintain a community of active learners.
3. We strive to acknowledge the diversity in students’ needs, goals and backgrounds.
4. We strive to connect chemistry to the world around us.
5. We strive to prepare students for graduate school, professional school and employment in fields related to chemistry and biochemistry - ultimately to prepare them for a lifetime of learning.

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

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

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

3. Students demonstrate ability to utilize existing scientific literature including a familiarity with available search tools as well as the ability to extract key findings from published research works.

FRAMEWORKS COURSE

- Natural Science
  - CHM 150, 152

REQUIREMENTS

- Required for B.S. in Chemistry:
  - CHM 111-112
  - CHM 201-202
  - CHM 212
  - CHM 331-332
  - CHM 311
  - CHM 320
  - CHM 403
  - CHM 411
  - CHM 480
  - MTH 120 (It is strongly suggested that chemistry majors begin with Mathematics 120 as freshmen.)
  - MTH 221
  - PHY 105-106

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

For American Chemical Society certification, students are required to carry out at least one semester of undergraduate research (CHM 480). The Department suggests that all majors have at least 400 hours of lecture and 500 hours of laboratory work, CSC 152, a second computer-based course, and/or a reading knowledge of a foreign language. Advanced work in chemistry and research experience are
recommended. This additional work may qualify a major for accreditation by the American Chemical Society. The Chemistry Program is accredited by the American Chemical Society.

Required for Minor in Chemistry:

- CHM 111-112
- CHM 201-202
- Two of CHM 212, CHM 311, CHM 320, CHM 331, CHM 332

COURSE DESCRIPTIONS

CHM 111 (F, Summer)
GENERAL CHEMISTRY I
4 credits
General Chemistry I provides a firm basis for understanding the fundamentals of chemistry. This course covers atomic and molecular structure, stoichiometry, thermochemistry, and the periodic table. The descriptive chemistry is principally concerned with the reactions of nonmetals and of ions in solution. This course consists of three hours of lecture and three hours of laboratory.

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

CHM 112 (S, Summer)
GENERAL CHEMISTRY II
4 credits
General Chemistry II builds on the concepts of General Chemistry I and focuses on gasses, properties of solutions, kinetics, equilibrium, acid-base chemistry, and electrochemistry. The laboratory experiments reinforce the concepts covered in lecture. This course consists of three hours of lecture and three hours of laboratory.

PREREQUISITE: A C- OR BETTER IN CHM 111.

CHM 150 (F, S)
CONSUMER CHEMISTRY
3 credits/Core: Frameworks of Scientific Understanding
Consumer Chemistry is a non-mathematical examination of the development of fact and theory in chemistry and the utilization of chemistry by society. Topics may include energy, pharmaceuticals, environmental effects, food additives, or synthetic materials. No prior knowledge of chemistry required. The course consists of three hours of lecture/laboratory sessions.

CHM 152 (F, S)
CRIMINALISTICS FOR NON-PHYSICAL-SCIENCE MAJORS
4 credits/Core: Frameworks of Scientific Understanding
This course is for non-science majors who are interested in learning more about how evidence from a crime scene is collected, analyzed, and evaluated. Of necessity, the course will be numerical in nature, but not math-intensive. As a multidisciplinary area of study, the course will use concepts from chemistry, biology, biochemistry, physics, toxicology, statistics, and other fields and will employ hands-on learning activities and laboratories, group work, and the traditional lecture format to convey the course material. The course consists of four hours of lecture/laboratory sessions.

CHM 161 (F, S, Summer)
CHEMISTRY OF THE LIFE SCIENCES
4 credits
Chemistry for the Life Sciences is a course for students typically majoring in nursing or nutrition. The course gives a general knowledge of chemistry (mostly inorganic) with an emphasis on health-related topics and problem-solving strategies. Descriptive and quantitative principles are discussed. This course consists of three hours of lecture and three hours of laboratory.

PREREQUISITE: IS HIGH SCHOOL ALGEBRA.

CHM 201 (F, Summer)
ORGANIC CHEMISTRY I
4 credits
Organic Chemistry is the study of compounds containing carbon. This course is focused on the structure, bonding, and stereochemistry of these compounds together with an introduction to reactions, reaction mechanisms, and synthesis. This course, as well as CHM 202, is intended for students majoring in chemistry, biochemistry, and biology as well as those pursuing a career in the health professions. The laboratory introduces techniques used in organic synthesis, separation, purification, and structure elucidation. This course consists of three hours of lecture and three hours of laboratory.

PREREQUISITE: C- OR BETTER IN CHM 112.

CHM 202 (S, Summer)
ORGANIC CHEMISTRY II
4 credits
The second semester of Organic Chemistry builds on the foundation established in CHM 201. The functional group and mechanistic approach to organic reactions allows for a more in-depth approach to organic synthesis. The use of basic spectral methods as a means of structure elucidation is also covered in this course. This course consists of three hours of lecture and three hours of laboratory.

PREREQUISITE: A C- OR BETTER IN CHM 201.

CHM 212 (S)
QUANTITATIVE ANALYSIS
4 credits
This course covers important areas of analytical chemistry, including statistics, error analysis, chemical equilibria, electrochemistry, and colorimetry. This course consists of three hours of lecture and three hours of laboratory.

PREREQUISITE: A C- OR BETTER IN CHM 112.
CHM 262 (F)
ORGANIC CHEMISTRY FOR THE LIFE SCIENCES
3 credits
CHM 262 is a one-semester course in organic chemistry designed to be particularly applicable to students majoring in nutrition and other health sciences. The subject matter includes organic chemistry principles, the naming of compounds, identification of functional groups, and chemical reactions. A particular emphasis is made in the coverage of reactions that are common to both organic and biochemistry. An effort will be made to make the examples and problems as health-related as possible. This course consists of three hours of lecture.

PREREQUISITE: A C- OR BETTER IN CHM 161.

CHM 263 (S)
BIOCHEMISTRY FOR THE LIFE SCIENCES
3 credits
CHM 263 is a one-semester course in biochemistry designed to be particularly applicable to students majoring in nutrition. The subject matter includes biochemical principles (identification and properties of proteins, carbohydrates, lipids, nucleic acids, metabolic pathways, etc.). An effort will be made to make the examples and problems as health-related as possible. This course consists of three hours of lecture.

PREREQUISITE: A C- OR BETTER IN CHM 262.

CHM 265 (S)
CRIMINALISTICS FOR PHYSICAL SCIENCE MAJORS
4 credits
Criminalistics for Physical Science Majors is a course for physical science majors who are interested in learning more about how evidence from a crime scene is collected, analyzed, and evaluated. The course employs hands-on learning activities, group work, and the traditional lecture format to convey the course material. Forensic science is a multidisciplinary field, and, as such, the course touches on areas of chemistry, biology, biochemistry, physics, toxicology, statistics, and other fields. The course consists of four hours of lecture/laboratory sessions.

PREREQUISITES: A C- OR BETTER IN CHM 201.

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

PREREQUISITE: CHM 212 OR PERMISSION OF THE INSTRUCTOR.

CHM 320 (S)
ORGANIC LABORATORY METHODS
4 credits
This is a course in modern methods of organic synthesis and structure elucidation. This laboratory-intensive course emphasizes asymmetric synthesis, green chemistry, advanced spectral methods, and literature searching. The course consists of 75 minutes of lecture and six hours of laboratory.


CHM 331 (S)
THERMODYNAMICS AND KINETICS
4 credits
This course applies the principles of thermodynamics and kinetics to explain the behavior of gases, liquids, solids, and solutions. Topics include the elucidation of chemical equilibria, phase transitions, reaction mechanisms, and statistical ensembles of energy states. The course consists of three hours of lecture and three hours of laboratory.


CHM 332 (F)
QUANTUM MECHANICS AND SPECTROSCOPY
4 credits
This course uses the formalism of quantum mechanics to understand fundamental chemical systems. It explores atomic and molecular structures, molecular vibrations, and molecular rotations. It also explores the use of spectroscopy to probe these chemical processes. The course consists of three hours of lecture and three hours of laboratory.


CHM 350, 450 (F, S, Summer)
COOPERATIVE EDUCATION
3 credits
This course normally involves full-time, paid employment in a cooperating firm to provide on-the-job training (part-time positions at least six months in duration may qualify). The experience involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the Department Chair. Consult the Associate Director for Experiential Education in the La Salle University Career Center before registering or for further information.

CHM 403 (F)
ADVANCED INORGANIC CHEMISTRY
4 credits
This course covers theoretical and practical aspects of chemical bonding, descriptive periodic trends, and molecular structure and symmetry of molecules. A special emphasis is given to the chemistry
of the transition metals, including coordination and organometallic chemistry. This course consists of three hours of lecture and three hours of laboratory.

**PREREQUISITES:** A C- or better in the following: CHM 331 and CHM 332.

---

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

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

**PREREQUISITES:** CHM 331 or permission of instructor.

---

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

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

**PREREQUISITE:** CHM 411.

---

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

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

---

**CHM 480-481 (F, S)**  
**CHEMICAL RESEARCH**  
3-6 credits

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

FACULTY
Michael Smith, Ph.D., Chair

PROFESSORS: Dainton, Lannutti, Molyneaux
ASSOCIATE PROFESSORS: Dunleavy, Smith, Texter, Zelley
ASSISTANT PROFESSORS: Celano, Collins, Daily, Gallagher, Lashley
LECTURERS: Ellis, Finn, Martino-Frank

MISSION STATEMENT
Guided by Lasallian values, the Communication Department integrates liberal arts education with theoretical knowledge and practical experience in the communication field, and challenges students to demonstrate communication competence.

The Department seeks to develop graduates who engage in informed civic participation and progressive leadership in professional and community settings. Beyond assisting students with finding meaningful careers, we seek to provide students with the communication knowledge and skills needed for meaningful personal, professional and social relationships.

La Salle’s Communication program embraces five (5) broad educational goals. Beyond the broad program goals, each concentration of study (track) has its own learning goals, specific to professional and/or academic standards within the corresponding field(s) of study.

PROGRAM GOALS
1. To create an environment of continual improvement in teaching and learning through active faculty development, including peer observation, and assessment.
2. Begin to develop a systematic program through which students actively explore post-college options from their first day on campus to graduation through cooperation with the La Salle University Career Center, in-class activities/assignments, academic advising, and alumni engagement.
3. Increase efforts to identify, recruit, and commit new students at the undergraduate and graduate level.
4. To support and promote faculty research activities.
5. To deliver a curriculum that reflects both the current and ever-changing communication field and which prepares students for successful careers, service, or further study.
6. To explore social and community issues through specific co-curricular programming, classroom pedagogy, and course units with the aim of illuminating communication’s role in raising and resolving social issues.
7. To cultivate leadership opportunities for students, through co-curricular activities, and faculty, through campus projects and committees as well as professional associations.
8. Use appropriate opportunities presented by the Strategic Program Prioritization Process to create interdisciplinary partnerships to expand opportunities for students.

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

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

POWERS COURSE
- Speech
  - COM 150

REQUIREMENTS
- Required for Major in Communication: 15 courses

Communication Core:
- COM 101
- COM 102
- COM 150
- COM 205
- COM 312


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

Journalism Track:
- COM 206
- COM 208
- COM 302
- COM 357
- COM 308
- COM 356
- COM 406

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

Mass Media Track
- COM 204
- COM 208
- COM 302 or 303
- COM 301
- COM 358
- COM 308
- COM 368
- COM 408

Public Relations Track
- COM 207
- COM 206
- COM 317
- COM 338
- COM 357
- COM 356
- COM 407

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

COMMUNICATION MINORS

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

*At least one course must be a writing course (206, 302, 303, 306, 337, 357); students must meet pre-requisites for courses.

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

Public Relations
- COM 101  Intro to Mass Media
- COM 102  Interpersonal and Group Communication
- COM 205  Communication Theory and Research
- COM 215  Group and Team Communication
- One of COM 312  Persuasion, Power, and Influence, COM 317  Organizational Communication

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

Communication Management
- COM 101  Intro to Mass Media
- COM 102  Interpersonal and Group Communication
- COM 215  Communication Theory and Research
- COM 205  Group and Team Communication
- One of COM 312  Persuasion, Power, and Influence, 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 savvier consumers of media, students will also be asked to be cultural critics of media, connecting their own consumption of media to the larger issues of citizenship and democracy.

COM 102 (F, S)
INTERPERSONAL COMMUNICATION
3 credits
This course examines the factors that influence interpersonal communication, effective and ineffective interpersonal communication practices, and the effects of interpersonal communication on our personal and professional lives. Specific topics include how culture influences communication, conflict management, the power of language, and the influence of communication on relationship development, maintenance, and deterioration.
COM 150 (F, S)  
PRESENTATION SKILLS  
3 credits/Powers Course  
The presentation skills course teaches students how to research, structure, and deliver effective oral presentations. It requires active student participation in order to build both skills and confidence. Among the topics covered in the course are analyzing the audience, identifying, selecting, and critically evaluating content, matching presentation content to presentation goals, using visual aids effectively, and dealing with speaking anxiety.

COM 204 (F, S)  
INTRODUCTION TO FILM STUDIES  
3 credits  
This is a survey course that serves to introduce film both as an industry and an art form. Subject matter includes film techniques, styles, traditions, and genres; the rudiments of cinematography, editing, sound, script structure, acting, and directing; and the business and economics of film production, distribution, and exhibition. The course will also focus on critical evaluations of the work of a diverse, but representative, group of outstanding films and filmmakers.

COM 205 (F, S)  
COMMUNICATION THEORY AND RESEARCH  
3 credits  
This course introduces students to significant theories of communication, including interpersonal communication, mass media, and persuasion theories. Students will be introduced to theories in the humanistic, social scientific, and critical traditions. A focus of the course is on practical application of theory to real world problems and situations. The course is geared toward sophomore students with limited exposure to communication coursework.  

COM 206 (F, S)  
FUNDAMENTALS OF JOURNALISM  
3 credits  
This is a beginning course that teaches students how to report and write news stories that are accurate, fair and complete. Students will learn the basic elements of reporting — how to observe events, how to interview people, and how to use other research tools. Students will also learn how to structure news stories for different media platforms including print, broadcast and online.

COM 267  
COMMUNICATION AND CONFLICT MANAGEMENT  
3 credits  
Communication can be the source of conflict, can reflect conflict, or can be a tool to resolve conflict. This course focuses on productive and unproductive conflict management processes, with a particular focus on the techniques associated with negotiation and dispute resolution.

COM 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 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 215 (S)  
GROUP AND TEAM COMMUNICATION  
3 credits  
Successfully working within a group or team setting is important for our academic, professional, and personal lives. This course blends the theory and practice of successful group communication. Through experiential activities, students will learn about group roles, collaboration, and effective and ineffective decision-making and problem solving.

COM 300  
COMMUNICATION ETHICS  
3 credits  
This course provides students with an overview of ethical standards relevant to social behavior and an in-depth study of contemporary ethical issues facing communicators. Concepts of truth, confidentiality, conflict of interest, social justice, and other issues will be studied from the perspective of several sub-disciplines of communication.

COM 301 (F, S)  
MEDIA IN AMERICA  
3 credits  
This course explores how the media industries of television, radio, and the web have grown and changed through exploration of the economics, regulation, and effects of current entertainment and news media. Students will analyze how media companies make decisions based on research, discuss up to the minute news related to the business practices of media conglomerates, and learn the impact of media business decisions on society and culture.  
PREREQUISITE: COM 101.
COM 302 (F)  
**BROADCAST JOURNALISM**  
3 credits  
This course entails reporting for TV and radio broadcast with an emphasis on hard news but including some feature stories.  
**PREREQUISITE:** COM 208.

COM 303 (S)  
**SCRIPTWRITING**  
3 credits  
This course is an introduction to and application of scriptwriting techniques in formats appropriate for radio, television, and film.

COM 306  
**IN-DEPTH REPORTING**  
3 credits  
This advanced journalism course provides students with multiple opportunities to report and write news and feature stories through print, broadcast, and online platforms, while emphasizing reporting techniques used to produce in-depth journalism.  
**PREREQUISITE:** COM 206.

COM 308 (F, S)  
**COMMUNICATION LAW**  
3 credits  
The course is designed to review the history, development, and interpretation of the First Amendment in the U.S. by our court system and its impact upon journalists, professional communicators, and citizens, along with the ethical principles that underpin effective communication practices. Topics include privacy, defamation, press freedom, media regulations, interpretations of the First Amendment with regard to emerging technologies.

COM 310  
**COMMUNICATION PORTFOLIO**  
1 credit  
The portfolio assists students with synthesizing and applying what they have learned in Communication courses to the task of bridging from undergraduate studies to post-graduation. Students will build a portfolio that can be used to demonstrate knowledge and skills.

COM 312 (F, S)  
**PERSUASION, POWER, AND INFLUENCE**  
3 credits  
This course examines theories and techniques associated with persuasion, ranging from those centered on interpersonal settings to those featured in mass-mediated campaigns. Assignments will focus on both oral and written persuasion with the goal of enhancing the student’s abilities as both consumer and practitioner.

COM 315 (F)  
**ADVANCED INTERPERSONAL COMMUNICATION**  
3 credits  
Through reading and reflection, students will assess their own interpersonal communication skills. Students will also explore interpersonal programs of research, such as: forgiveness, jealousy, distance relationships, and bullying.  
**PREREQUISITE:** COM 102.

COM 316 (F, S)  
**COMMUNICATION RESEARCH AND ANALYSIS**  
3 credits  
This course introduces students to the strategic process of collecting and analyzing information in professional settings. The practical focus of course assignments will be on using research to solve problems. Students will be introduced to situation analysis, designing and implementing surveys, interviewing, focus groups, and content analysis.

COM 317 (F, S)  
**ORGANIZATIONAL COMMUNICATION**  
3 credits  
This course surveys classic concepts and theories associated with organizational communication such as leadership, organizational culture, and the role of organizations in society. Contemporary issues such as globalization and technology are also featured, as well as a focus on the practical skills necessary for a successful job search.

COM 319  
**ADVANCED PERSONAL AND PROFESSIONAL PRESENTATIONS**  
3 credits  
This advanced course is designed to maximize professional success through an in-depth focus on achieving presentation goals. Students will learn how to effectively present themselves as skilled content experts in professional settings.  
**PREREQUISITE:** COM 150.

COM 320 (S)  
**COMMUNICATION AND CULTURE**  
3 credits  
Communication between members of different cultural groups is complex and challenging, and can lead to misunderstanding and a lack of trust. This course focuses on uncovering historical patterns that influence values, beliefs, and behaviors within cultural groups, and how these issues influence communication practices. A particu-
lar focus is on increasing knowledge and skills to improve communication between races and other ethnic and cultural groups.

**COM 325**  
**NONVERBAL COMMUNICATION**  
3 credits  
Nonverbal communication refers to the many ways that we send messages without relying on words. This course focuses on specific nonverbal structures (e.g., touch, gesture, facial expression, appearance), the functions of nonverbal communication (e.g., impression formation, deception, etc.), and cultural variations in nonverbal communication rules and interpretations.

**COM 337**  
**ADVERTISING COPYWRITING**  
3 credits  
This course provides experience with writing for advertising. Students will explore the theoretical and research basis for communication and will examine the role of both strategy and creativity in the development and implementation of communication campaigns. Students will write for print, broadcast, and other media.

**COM 338 (F)**  
**SOCIAL MEDIA**  
3 credits  
This course addresses the many positive and negative implications associated with society’s reliance on social media platforms. Using a perspective rooted in digital literacy, the course examines how social media is used in both personal and professional contexts, and how we might use social media to communicate competently, ethically, and strategically.

**COM 345**  
**COMMUNICATION AND SEX, GENDER, AND SEXUALITY**  
3 credits  
This course focuses on the influence of sex, gender, and sexuality on communication in a variety of contexts. The course will review the recent theories and research literature on communication and sex, gender, and sexuality. The course will present information on communication and sex, gender, and sexuality as it relates to individual identity development, personal relationships, and social relationships.

**COM 348**  
**MEDIA RESEARCH**  
3 credits  
This course introduces students to research methods used by media professionals, with particular emphasis placed on the Nielsen and Arbitron ratings reports. Topics address principles of collecting and interpreting audience data with application to programming, promotion, and sales.

**COM 350/450 (F, S)**  
**COOPERATIVE EDUCATION**  
3 credits  
This experience is normally full-time, paid employment in a cooperating firm to provide on the job training (part-time positions at least six months in duration may qualify). The course requires meetings with the faculty supervisor, reflection papers, and interaction and evaluation by the site supervisors. Position must be approved by Department Chair.  
**PREREQUISITE:** JUNIOR OR SENIOR STATUS, 2.75 G.P.A.

**COM 356 (S)**  
**ONLINE JOURNALISM**  
3 credits  
This course teaches core technical and journalistic skills for journalistic storytelling on the Web. Each student will create his or her own Web log and fill it with original reporting of community-based stories told using words, still photos, video, and audio. The reporting will be accurate, fair, and compelling.  
**PREREQUISITE:** COM 206.

**COM 357 (F, S)**  
**PUBLIC RELATIONS WRITING**  
3 credits  
Writing is one of the top-rated skills for public relations professionals, and this course introduces students to the principles of planning and pre-writing as the basis for successful writing efforts. Students will learn how to produce a variety of pieces for print and electronic media, including press releases, back grounds, brochures, newsletter articles, and public service announcements, as well as other tools designed to engage an organization’s key stakeholders.

**COM 358 (F, S)**  
**TV STUDIO PRODUCTION**  
3 credits  
This course teaches students how video productions are produced within a television studio environment. Students will develop and strengthen production skills through hands-on projects in both field and studio production. Students will work together to produce a regular program for air in the second part of the semester.  
**PREREQUISITE:** COM 208.
COM 365
COMMUNICATION IN RELATIONSHIPS
3 credits
This course focuses on contemporary research and theories associated with communication in close relationships. We will address cultural norms regarding “good” communication and “good” relationships, as well as what research suggests are the realities associated with communication and relationships.

PREREQUISITE: COM 102

COM 368 (S)
VIDEO EDITING
3 credits
Combining the study and critique of media examples with hands-on experience, this course examines the techniques, equipment, and theories involved in achieving structure in film and video through editing. Students will strengthen and expand their editing skills through class exercises and outside projects, while also studying past and present film and video productions.

PREREQUISITE: COM 208.

COM 387 (F, S)
PUBLIC RELATIONS CASES AND CAMPAIGNS
3 credits
Public relations (PR) practitioners face a daunting range of choices when trying to manage key relationships. This course is designed to help students approach public relations strategically and to apply public relations techniques and theories to communication programs and campaigns. The course will also explore current trends in PR practice and how they influence planning.

PREREQUISITE: COM 207.

COM 403
FILM SEMINAR
3 credits
This course involves an in-depth study of film as art and cultural document. Rotating topics include film history, critical approaches to film, film noir, American comedy, etc.

PREREQUISITE: COM/FLMS 204.

COM 406 (S)
COMMUNITY JOURNALISM
3 credits
Community journalism comprises a wide range of practices designed to give news organizations greater insight into the communities they cover. In this course, students will use the reporting, editing, production, and design skills developed throughout the track to create non-fiction stories about Philadelphia community issues. They will learn to produce their work in print, broadcast, and/or Web-based format.

PREREQUISITES: COM 206 AND COM 356.

COM 407 (F, S)
PUBLIC RELATIONS MANAGEMENT
3 credits
This course is the capstone of the public relations track, a service-learning class in which students apply their knowledge and skills through collaborations with area community organizations.

PREREQUISITES: COM 207, 357, 387.

COM 408 (F, S)
MEDIA PRODUCTION PRACTICUM
3 credits
The capstone builds upon previous skills: concept, needs analysis, budget, writing, shooting, editing, law, and promotion, while integrating research and criticism to determine media effects. Students will produce a media project for a specific client that pulls together all aspects of the production process.

PREREQUISITES: COM 208 AND COM 358.

COM 415 (F)
COMMUNICATION MANAGEMENT CAPSTONE
3 credits/Capstone
This course challenges students to critically evaluate contemporary interpersonal, group, and organizational communication practices. Students will uncover implicit assumptions regarding positive and negative communication patterns, and will both analyze and synthesize current scholarship focusing on these issues. As part of the course, students will reflect on their own communication patterns and will actively develop competencies to increase professional success.

PREREQUISITES: COM 102.

COM 461/462/463 (F, S)
INTERNSHIP
3 credits
Students may intern in communication industries. Working approximately 15 hours a week under professional supervision, students learn how to apply their education to the everyday demands of professional positions. The course requires meetings with the faculty supervisor, reflection papers, and interaction and evaluation by the site supervisors.

PREREQUISITES: JUNIOR OR SENIOR STANDING, 2.75 GPA, AND RECOMMENDATION OF THE CHAIR.
COMPUTER SCIENCE

(See Mathematics and Computer Science)

CRIMINAL JUSTICE

(See Sociology and Criminal Justice)
DIGITAL ARTS AND MULTIMEDIA DESIGN (DART)

FACULTY
Susan Dixon, Ph.D., Chair
ASSOCIATE PROFESSOR: Camomile

AFFILIATED FACULTY
ASSOCIATE PROFESSORS: Beatty, Blum

The digital arts and multimedia design major (DArt) is a multidisciplinary program incorporating courses from computer science, English, and studio and media arts. Ten courses make up the core requirement for the major and provide the foundation for a student’s program of study.

Seven additional courses from one of three tracks:
• Multimedia design
• Electronic publishing
• Technical development

satisfy the remaining requirements for the major.

Students complete a capstone senior project management seminar and a senior portfolio. DArt majors are strongly encouraged to participate in an internship or co-op to fulfill part of the program requirements.

MISSION STATEMENT

Teaching is regarded as the highest priority within the Digital Arts and Media Design program. The commitment to meeting this priority requires the faculty to continually develop their personal research, scholarship and teaching methods. The standard is set by the constantly changing technology of digital arts and media design and its relatively new impact on university curriculums. Our goals in teaching include helping our students to observe reality with precision, to think logically, and to communicate effectively in order to actively contribute to designing a better social world. Since the ultimate goal of developing all of our students is to make them life-long learners, our faculty strives to research and implement teaching strategies that address students’ different learning styles and needs. DArt faculty are committed to empowering our students, majors and minors inclusive, with traditional discipline studies coupled with new digital mediums to expand their collegiate and professional careers.

For the Digital Arts and Media Design majors, our primary mission is to introduce current technology trends with an emphasis on underlying theory that develops the technology. DArt majors couple their creative talents with new technologies. DArt majors create liaisons that merge traditional studies with current and emerging trends. They are expected to know how, but more importantly WHY, specific designs will work. DArt strives to promote an understanding of the social and ethical implications of computing and digital cultures. Our majors are taught to adapt their skills enabling them to succeed in changing social environments. Finally, our mission as part of the La Salle community is to work with all departments to ensure that course content includes the changing digital media design needs of any university department. As a high level multi-disciplinary program, our curriculum is an intertwined mix of content from art, technology, science and cultural studies. We are committed to providing the traditional broad liberal arts foundation to prepare students to meet the learning challenges of a global 21st century information-age environment.

PROGRAM GOALS
1. To graduate Digital Arts and Media Design majors prepared to begin professional careers and/or to pursue graduate studies. The program curriculum strives to mesh traditional discipline with emerging technologies, including current theories, research areas, and technologies involving established and emerging digital technology. The program demonstrates the balance that links a traditional liberal arts program and to evolving digital cultures in a globalizing world.
2. To research, teach and publish augmented reality media.
3. To research, teach and produce 3D printed objects.
4. To revise and implement digital audio technology into the DArt audio courses.
5. Expand the senior capstone to include more outside clients and offer video and locative media design.

STUDENT LEARNING OUTCOMES
1. Create visual design solutions to problems employing critical and creative methods
2. Communicate effectively with colleagues, clients and manager/directors
3. Contextualize problems from a multi-disciplinary and multicultural perspective
4. Identify and maintain an awareness of the role digital technology plays in society
5. Demonstrate a willingness to lead, collaborate, and cooperate as a method of facilitating team cohesion and efficiency

REQUIREMENTS
■ Required for B.A. in Digital Arts and Multimedia Design: 17
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
- DART 212
- DART 280/281/282
- DART 301
- DART 309
- MUS 320
- DART 450
- DART 461 and 462

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 courses in the Dart program may be added to the list of electives with the approval of the Program Director.

### 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 have included: 3D modeling, 2D and 3D game design, and virtual space design

### Required for Minor in Digital Arts and Multimedia Design
**6 Courses**
- ART 102
- CSC 340
- DART 230
- ART 220 or CSIT 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, CSC 310, CSIT 342, CSIT 220, CSC 230, CSC 340, BUS 204, MKT 302, MKT 305, DART 430, ART 215, MUS 220.

### COURSE DESCRIPTIONS

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

This course addresses the fundamental principles and techniques associated with planning, designing, and creating multimedia content (interactive graphics, animation, digital audio); integration into Web publications; standard multimedia formats; multimedia development tools; Web authoring tools; high-performance Web playback. Students will specify, design, and develop Web-based projects. This course does not satisfy Computer Science major requirements.

#### CSD 310 (S)
**WEB SCRIPTING**
3 credits

This course is an introduction to basic programming concepts: variables, arrays, control structures (ifs and loops), and functions, as
well as an introduction to basic interface concepts such as forms, elements, events, etc. Use of these concepts in the creation of dynamic and interactive documents for the Internet. This course is mainly client-side scripting, in particular JavaScript, but may also include some server-side scripting and XML.

**PREREQUISITE:** DART 230 OR PERMISSION OF THE PROGRAM DIRECTOR.

---

**CSD 342**

**SERVER SIDE SCRIPTING**

3 credits

This course provides application development using different server-based technologies. Technologies will focus on current industry standards such as CGI/BIN, .Net and PHP; new technologies, use of the technologies and current research efforts. The course will develop basic interaction with current database technologies.

**PREREQUISITE:** CSD 340.

---

**DART 212 (F, S)**

**VISUAL DESIGN**

3 credits

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

---

**DART 230 (F, S)**

**WEB DESIGN AND DEVELOPMENT**

3 credits

This course focuses on preparation, design, development, and maintenance of Web documents. Creating, revising, editing, and critiquing Web sites using "hard code" and applications-based layout and editing, and the use of style sheets. This course emphasizes site architecture and mastery of Web authoring tools, including Web document deployment and debugging. (Note: Credit will not be given for both DART 230 and ENG 330.)

---

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

**DIGITAL ARTS SEMINAR I - II - III**

1 credit

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

---

**DART 300**

**DIGITAL FIGURE DRAWING**

3 credits

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

---

**DART 301**

**TYPOGRAPHY FOR PRINT AND WEB**

3 credits

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

---

**DART 309 (F)**

**DIGITAL STORYTELLING DESIGN**

3 credits

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

---

**DART 430 (F)**

**ADVANCED AUTHORING**

3 credits

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

**PREREQUISITE:** DART 230.

---

**DART 450**

**COOPERATIVE EDUCATION**

3 credits

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

**PREREQUISITES:** A CUMULATIVE G.P.A. OF AT LEAST 2.75, JUNIOR OR SENIOR STANDING, A SATISFACTORY REVIEW OF STUDENT PORTFOLIO, APPROVAL OF THE DART PROGRAM DIRECTOR

---

**DART 461, 462**

**INTERNSHIP**

3-6 credits

This experience is normally part-time, paid or non-paid employment in a cooperating site to provide practical experience in the discipline. Working under professional supervision for 10 to 15 hours per week, students learn how to apply their education to the everyday demands of the world of work. Students will meet regularly with a faculty member and will be required to reflect on the relationship between their course work and their internship experience.

**PREREQUISITES:** A CUMULATIVE G.P.A. OF AT LEAST 2.75, JUNIOR OR SENIOR STANDING, A SATISFACTORY REVIEW OF STUDENT PORTFOLIO, APPROVAL OF THE DART PROGRAM DIRECTOR

---

**DART 480 (S)**

**SENIOR PROJECT MANAGEMENT SEMINAR**

2 credits

Students in this course will plan, manage, and complete a digital media project. The students will participate in leadership roles, develop and manage a project budget, and participate in group exercises. The students will plan and maintain a time chart for the project. Each student will be assigned to one large project for the entire semester. Peer assessment will be incorporated into the course. This course is taken simultaneously with DART 481.

**PREREQUISITE:** DART 430.

---

**DART 481 (S)**

**SENIOR DIGITAL ARTS PORTFOLIO**

1 credit

Each student will design and develop an individual portfolio showcasing the creative work he or she developed and the techniques used to achieve them. The portfolio will be presented to a faculty panel for evaluation. This portfolio course is taken simultaneously with DART 480, during the student’s final semester.

**PREREQUISITE:** DART 430 OR PERMISSION OF THE PROGRAM DIRECTOR.
ECONOMICS

FACULTY
H. David Robison, Ph.D., Chair
PROFESSORS: Mshomba, Robison
ASSOCIATE PROFESSORS: Paulin
ASSISTANT PROFESSORS: Pelliillo, Mallon
LECTURERS: Baffoe-Bonnie, Carse, Scott
PROFESSOR EMERITUS: George

MISSION STATEMENT
The Economics Department is committed to providing students with a rigorous and relevant economic education necessary for informed citizenship. The Department is committed to teaching and research, believing that research informs what is taught and how it is taught. For its majors, the Department seeks to develop a deep understanding of how markets and economies work and do not work. Further, the Department seeks to assure that majors and minors are capable of applying the tools of economic reasoning to consider questions of policy, efficiency, and equity.

PROGRAM GOALS
Program Goals – Economics Major
1. Students will be able to read and critically evaluate both domestic and global economic issues.
2. Students will have basic skills in microeconomic, macroeconomic, and statistical/econometric analysis.
3. Students will be able to complete an independent research project in which they present data and evidence to build an argument that is clearly and persuasively written.

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

FRAMEWORKS COURSE

Social Science
- ECN 150

REQUIREMENTS

Required for Major in Economics: 15 courses
- ECN 150
- ECN 201
- ECN 213
- ECN 214
- ECN 221
- ECN 222
- ECN 441
- ECN 481
- Five ECN electives
- MTH 114 or 120 (MTH 120, 221, 222, 240, 322 recommended in preparation for graduate school)
- One course in social sciences in addition to Frameworks of Understanding requirements

Required for Dual Major in Economics: 11 courses
(this requirement applies whether ECN is listed first or second on a student’s record)
- ECN 150
- ECN 201
- ECN 213
- ECN 214
- ECN 221
- ECN 222
- ECN 441
- ECN 481
- Two ECN Electives for Economics-Business dual majors, one of which presumably is BUS 206
- MTH 114 or 120

Required for Minor in Economics: Six courses (BUS 202 is
Student majors may elect up to nine credits in experiential learning courses. For example, a student may take two internships and one cooperative education course, or one internship and two cooperative education courses. For students electing multiple internships or cooperative education courses, each job’s description must be different from that of the others.

ECONOMICS AND INTERNATIONAL STUDIES
(Administered by the Chair, Economics Department)

MISSION STATEMENT
The Economics Department is committed to providing students with a rigorous and relevant economic education necessary for informed citizenship. The Department is committed to teaching and research, believing that research informs what is taught and how it is taught. For its majors, the Department seeks to develop a deep understanding of how markets and economies work and do not work. Further, the Department seeks to assure that majors and minors are capable of applying the tools of economic reasoning to consider questions of policy, efficiency, and equity.

PROGRAM GOALS
1. Students will have basic skills in microeconomic, macroeconomic, and statistical/regression analysis.
2. Students will be able to complete an independent research project in which they present data and evidence to build an argument that is clearly and persuasively written.
3. Students will be able to demonstrate proficiency in a foreign language.

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

REQUIREMENTS

■ Required for Major in Economics and International Studies:
  17 courses
  • ECN 150
  • ECN 201
  • ECN 213
  • ECN 214
  • ECN 221
  • ECN 222
  • ECN 330, 332, 334, or 335
  • ECN 331
  • ECN 485
  • Three courses in a non-native, modern foreign language (based on students’ backgrounds and interests, they select, in consultation with their adviser, courses that will aid them in attaining the functional proficiencies required for the successful completion of ECN 485):
    • EUROPEAN LANGUAGE 201-202 or higher; or JPN 101-102 or higher
    • MTH 114 or 120
  • Two internationally focused history courses, as approved by an adviser
  • Two internationally focused courses in business, humanities, or social Sciences, as approved by an adviser

COURSE DESCRIPTIONS

ECN 150 (F, S)  INTRODUCTORY MACROECONOMICS: THE U.S. IN THE GLOBAL ECONOMY I
3 credits/Frameworks
After introducing students to the what and how of economic thinking, the course explores the causes of national economic prosperity and economic problems such as unemployment and inflation. It also discusses the role of fiscal and monetary policies, economic growth, and international economic relations among the U.S. and other countries.

ECN 156  PRINCIPLES OF ECONOMICS IN A US HISTORICAL CONTEXT
3 credits
This course provides a one-semester survey of both macroeconomic and microeconomic phenomena. On the macroeconomic side, we will examine GDP, unemployment, inflation, fiscal policy, monetary policy, exchange rates, and the balance of payments. In microeconomics, we will examine markets, the impacts of government interference with markets, market structures, and market failures. To the
extent possible, these concepts will be discussed in a US historical context.

**ECN 201 (F, S)**
**INTRODUCTORY MICROECONOMICS: BUSINESS FIRM AND MARKET ANALYSIS I**
3 credits
This course explores many issues pertaining to the operation of businesses and the markets in which they operate. Among these are the behavior of consumers, the determinants of prices and production levels, and the efficiency of market outcomes. As time allows, the course applies economic thinking to issues like economic inequality, environmental concerns, international trade, and firms with monopoly power.

**PREREQUISITE:** ECN 150.

**ECN/POL 213 (F)**
**STATISTICS FOR ECONOMICS AND POLITICAL SCIENCE**
3 credits
This course focuses on basic statistical methods used in the analysis of economic and political phenomena and decision-making. Emphasis is on the application of statistical techniques and the sound interpretation of statistical results. Topics include descriptive statistics, probability, sampling and sampling distributions, statistical estimation, hypothesis testing, simple regression, and correlation.

**ECN 214 (S)**
**ECONOMETRICS**
4 credits
This course introduces the student to advanced statistical techniques used by economists, other social scientists, and people in business and law to test theories, predict future events, and provide empirical support for various types of hypotheses. The course emphasizes the applied nature of econometrics. As such, the student will construct, estimate, and evaluate well-specified regression models through computer application-based exercises using SAS statistical software.

**PREREQUISITES:** ECN 213, BUS 202, OR PERMISSION OF THE DEPARTMENT CHAIR.

**ECN 221 (F)**
**INTERMEDIATE MICROECONOMICS: BUSINESS FIRM AND MARKET ANALYSIS II**
4 credits
This course studies how business firms interact with consumers and one another in product and resource markets. Besides distilling profit-maximizing criteria for different firms in different markets, the course also evaluates how the operation of firms impacts the welfare of society in general.

**PREREQUISITES:** ECN 201, MTH 114 OR 120 OR EQUIVALENT.

**ECN 222 (S)**
**INTERMEDIATE MACROECONOMICS: THE U.S. IN THE GLOBAL ECONOMY II**
4 credits
This course analyzes the factors behind countries’ long-term growth and also those responsible for short-term fluctuations in their levels of output and prices. It also demonstrates how economic booms and busts have prompted economists to search for explanations and possible policies for addressing these instabilities. Finally, the course compares and contrasts U.S. historical experience with that of other nations.

**PREREQUISITES:** ECN 150; MTH 114 OR 120 OR EQUIVALENT.

**ECN 270, 370, 470 (F, S)**
**SPECIAL TOPICS IN ECONOMICS**
3 credits
Topics include Labor Markets, Employment and Wages; Women in the Economy; European Union; Economics of Sports; Economics of Entertainment; and Law and Economics.

**PREREQUISITE:** PERMISSION OF INSTRUCTOR.

**ECN 330**
**THIRD WORLD POVERTY AND ECONOMIC DEVELOPMENT**
3 credits
This course describes and documents the poverty besetting the majority of humankind and analyzes its causes, utilizing economic concepts and theories in conjunction with social, political, cultural, religious, and philosophical factors. Prospects for the future and policies aiming to promote development are also examined.

**PREREQUISITE:** ECN 150.

**ECN 331 (F)**
**INTERNATIONAL ECONOMICS**
3 credits
This course involves an introduction to the theory of international trade. Topics include specialization and the gains from trade, tariffs, and protectionist policies, trade imbalances, the role of international institutions, foreign exchange markets, and monetary and fiscal policies in an open economy.

**PREREQUISITES:** ECN 150 AND 201.

**ECN/HIS/POL 332 (S, Odd Years)**
**POLITICAL ECONOMY OF AFRICA**
3 credits
This course examines the political and economic conditions in Sub-Saharan Africa and provides a historical perspective on these conditions. Issues examined include the political and economic consequences of colonialism, post-independence political forces and economic policies, and U.S. foreign policy toward Africa.

**PREREQUISITE:** ECN 150.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECN 334</td>
<td>THE POLITICAL ECONOMY OF LATIN AMERICA</td>
<td>3</td>
<td>This course begins by examining aspects of the indigenous societies prior to the arrival of Europeans in what has come to be called &quot;Latin America.&quot; 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 354.</td>
<td></td>
</tr>
<tr>
<td>ECN 335</td>
<td>INTERNATIONAL TRADE AND TRADE WARS</td>
<td>3</td>
<td>This course provides an overview of the U.S. in the global economy and the history of the World Trade Organization (WTO), an examination of the WTO’s dispute settlement mechanism, and an examination of major trade disputes that involve the U.S. The course ultimately explores how international trade laws, politics, diplomacy, and multi-national corporations in pursuit of profits interact.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PREREQUISITE: ECN 150.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECN 340</td>
<td>AMERICAN ECONOMIC HISTORY</td>
<td>3</td>
<td>This course describes and analyzes long-term economic growth and development since colonization. It stresses changes in demographic, technological, and institutional factors as they interact with the market system. Basic economic concepts and theories of growth are applied to significant historical questions.</td>
<td>PREREQUISITE: ECN 150.</td>
</tr>
<tr>
<td>ECN 351</td>
<td>ENVIRONMENTAL ECONOMICS</td>
<td>3</td>
<td>This course provides an introduction to the trade-offs (costs versus benefits) associated with environmental issues. Evaluating trade-offs requires an examination of the magnitude or current environmental problems and some consideration of how to measure the costs and benefits of regulatory changes. Approximately half the course will be devoted to examining the current regulations, how the regulatory process works, and the economic implications of the regulations.</td>
<td>PREREQUISITE: ECN 150 OR PERMISSION.</td>
</tr>
<tr>
<td>ECN 354</td>
<td>ECONOMICS OF THE ENTERTAINMENT INDUSTRY</td>
<td>3</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>ECN 355</td>
<td>PUBLIC FINANCE</td>
<td>3</td>
<td>This course involves an analysis of the revenue and expenditure activity of government with particular emphasis on the rationale of federal government activity. Also considered are the issues of distribution, efficiency, equity, and stability in the economy.</td>
<td>PREREQUISITES: ECN 150, 201.</td>
</tr>
<tr>
<td>ECN 441</td>
<td>HISTORY OF ECONOMIC THOUGHT</td>
<td>3</td>
<td>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.</td>
<td>PREREQUISITES: ECN 150, 201.</td>
</tr>
<tr>
<td>ECN 455</td>
<td>SEMINAR IN ECONOMICS</td>
<td>3</td>
<td>This course is intended to be a capstone course for economics majors, one that aids the student in integrating the material from diverse economics courses. It stresses techniques for the prepara-</td>
<td></td>
</tr>
</tbody>
</table>
tion of written research reports. Students will ordinarily deliver to
the seminar an oral presentation of their research results.

**PREREQUISITE:** SENIOR STANDING IN ECN 213, ECN 221 OR ECN 222.

---

**ECN 485 (F)**

**SEMINAR IN ECONOMICS AND INTERNATIONAL STUDIES**

3 credits

This capstone course for Economics and International Studies
majors aims to assist students to research, integrate, and commu-
nicate 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 competen-
cies: a) to write, in a non-native language, summaries of research
in sources written in non-native language; b) to write the seminar
paper in a non-native language; or c) to present research results
orally in a non-native language.

**PREREQUISITE:** SENIOR STANDING IN ECN 213, ECN 221 OR ECN 222.

---

**ECN 385, 386 (F, S)**

**COOPERATIVE EDUCATION**

3 or 6 credits

This experience will be a full-time paid employment in a cooperat-
ing 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 supervi-
sion, students also complete job-related learning assignments that
involve oral and written presentations.

**PREREQUISITES:** ECN 214, 221, JUNIOR OR SENIOR STANDING, AND PERMIS-
SION OF DEPARTMENT CHAIR.
EDUCATION

FACULTY
Laura Roy, Ph.D., Chair
Sharon Montgomery, Field Placement Director

PROFESSORS: Bednar, Williams, Yost
ASSOCIATE PROFESSORS: Lewinski, Liang, Mosca, Richardson, Rulli, Schoen
ASSISTANT PROFESSORS: Byrne, Patrylo

PROFESSOR EMERITUS: Clabaugh, Feden, Vogel

MISSION STATEMENT
To prepare 21st century educators through project based, problem-based, service learning and community engagement grounded in Lasallian values.

The vision of the Department of Education incorporates the global de La Salle Christian Brothers tradition of teaching excellence and service. Our vision is to provide opportunities for educators to become forward thinking, research-minded, developmentally oriented professionals who respond to the needs of all students in the communities they serve.

La Salle educators are knowledgeable, intellectually curious, reflective, collaborative, confident, and proactive. In collaboration with successful partnership schools and agencies, the Department of Education aligns educator preparation with realistic school and community contexts to cultivate a progressive and stable workforce. La Salle educators set the standard in their schools and communities by going beyond traditional expectations of the profession.

PROGRAM GOALS
Program Goals are aligned with the InTASC Standards

1. The Professional educator demonstrates knowledge and application of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. The Professional educator demonstrates knowledge and application of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. The Professional educator works collaboratively with other professionals to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

4. The Professional educator demonstrates knowledge the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5. The Professional educator demonstrates knowledge of how to connect concepts and use differing perspectives by engaging learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. The Professional educator demonstrates knowledge and application of multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

7. The Professional educator supervises and/or plans and implements instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. The Professional educator understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. The Professional educator engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. The Professional educator seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

STUDENT LEARNING OUTCOMES

1. Aligning with the university assessment for writing, assess student writing and critical thinking in 3 domains using a writing prompt for entering freshmen and exiting seniors.
   a. Students will communicate effectively through writing (focus, content, organization, style, conventions): Domain 1.
   b. Students will be able to formulate a cohesive, persuasive discussion based on a case in support of major points: Domain 2.
   c. Students will be able to describe and apply educational terminology in a manner that shows understanding of concepts: Domain 3.
2. The professional educator will demonstrate knowledge and application of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

a. Student teachers will provide satisfactory ratings on Standard/Artifact #1 in their student teaching portfolios.

b. Student teachers will apply learner development principles in their student teaching placements.

c. Student teacher perceptions of program effectiveness in teaching them about learner development.

REQUIREMENTS

La Salle University offers teacher preparation programs in secondary education (grades 7–12), early elementary PreK–4/special education PreK–8 (ESEC), and middle-level (grades 4–8) social studies, English, or mathematics (ESMD or ESML). These programs are approved by the Pennsylvania Department of Education (PDE) and lead to a B.A in Education. Upon successful completion, recommendation for Instructional I certification in the area(s) pursued by the certification candidate is made by the Department. Students may declare a major in education in the freshman year. However, formal application for admission (candidacy) to the teacher education certification programs must be made after completion of 60 credits (which typically occurs at the end of the sophomore year). GPA and Basic Skills Testing requirements must be met in order to pass PDE candidacy requirements. The policies and procedures for applying for admission to the programs and for advancement through the various stages of candidacy are contained in the Candidacy Requirements in the Department of Education Student Handbook. All education majors are responsible for knowing and adhering to these policies and procedures for candidacy.

Note: Clearance and Field Work Requirements

Students are required to complete a minimum of two hours per week of fieldwork each semester. Early Elementary and Middle-Level juniors are required to complete one full day of field work in partnership schools. The Director of Field Placement makes placements for all education majors enrolled in education programs.

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

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

Note: Student Teaching and Teacher Certification

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

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

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

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

SECONDARY EDUCATION

Requirements for a Major in Secondary Education (EDC)

Grades 7–12:

La Salle University offers a program of studies that is approved by the Pennsylvania Department of Education and leads to a recommendation for Instructional I certification in Social Studies (History major), English, Communication, Biology, Chemistry, Mathem-
Requirements for Dual Religion and Secondary Education Major (No Certification):

This program has been designed for those students who wish to teach religion in grades 7–12. Because religion is not an accredited subject in Pennsylvania, no Pennsylvania Instructional certification can be issued.

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

MIDDLE LEVEL EDUCATION

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

Middle-Level certification students are preparing for Pennsylvania Instructional I certification in grades 4–8. Upon completion of the program and certification, they will be able to teach any subject in grades 4–6 and the concentration content area (English/Language Arts; Mathematics; or Social Studies) in grades 7 and 8. Students in this program will be eligible to earn Pennsylvania certification in special education (PreK–8). Middle-Level Social Studies majors will also minor in American Studies.

- EDC 103 Human Learning, Cognition, and Development
- EDC 104 Educational Diversity in America
- EDC 120 Foundations of Literacy
- EDC 217 Learning and Teaching Mathematics
- EDC 218 Cultural Geography for Teachers
- EDC 219 Integrated Social Studies
- EDC 220 Teaching Literacy in the Content Areas
- EDC 307 Differentiated Instruction, Assessment, and Technology Integration
- EDC 308 Assessment, Accommodations, and Adaptations for Students with Disabilities
- EDC 309 Diati Lab
- EDC 310 AAASD Lab
- EDC 320 Teaching Literacy in the Inclusive Classroom
- EDC 325 Teaching English Language Learners
- EDC 410 Physical Education and Health for the Developing Child
- EDC 473 The Professional Semester: Student Teaching
- EDC 475 The Professional Semester: Teaching and Research Methods
- EDC 477 Seminar in Special Education
- EDC 478 Special Education Practicum
- IMS 162 Exploring in Science and Mathematics I
- IMS 262 Exploring in Science and Mathematics II

EARLY ELEMENTARY AND SPECIAL EDUCATION

Early elementary and special education (ESEC) majors are also required to major in American Studies. La Salle University's ESEC combined program of study is approved by the Pennsylvania Department of Education. Successful completion leads to recommendations for Instructional I certification in early elementary education (PreK–4) and special education (PreK–8). A Department faculty member advises and meets individually with each student during pre-registration throughout the four-year program. This process ensures that all students are following the prescribed sequence of courses leading to a B.A. and a recommendation for certification. ESEC majors will also major in American Studies. To meet state requirements, ESEC majors must choose Art for their Fine Arts requirement.

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

- EDC 103 Human Learning, Cognition, and Development
- EDC 104 Educational Diversity in America
- EDC 120 Foundations of Literacy
- EDC 217 Teaching Mathematics
- EDC 219 Integrated Social Studies
- EDC 220 Teaching Literacy in the Content Areas
- EDC 305 Differentiated Instruction, Assessment, and Technology Integration
- EDC 308 Assessment, Accommodations, and Adaptations for Students with Disabilities
- EDC 309 Diati Lab
- EDC 310 AAASD Lab
- EDC 320 Teaching Literacy in the Inclusive Classroom
- EDC 325 Teaching English Language Learners
- EDC 410 Physical Education and Health for the Developing Child
- EDC 473 The Professional Semester: Student Teaching
- EDC 475 The Professional Semester: Teaching and Research Methods
- EDC 477 Seminar in Special Education
- EDC 478 Special Education Practicum
- IMS 162 Exploring in Science and Mathematics I
- IMS 262 Exploring in Science and Mathematics II

5TH YEAR OPTIONS

The Department of Education offers several Five-Year options leading to a Master’s of Arts degree. Students may apply for any of the Five-Year/M.A. programs upon admission to La Salle as an undergraduate, or decide later in their programs to pursue a Five-
Requirements for Master of Arts in Education in Fifth Year:

See the Director of Graduate Education (Olney Hall 112)

MINOR IN EDUCATION

Requirements for a Minor in Education:

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

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

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

OTHER PROFESSIONAL REQUIREMENTS

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

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

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

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

SPECIALIZED SPANISH AND ELEMENTARY EDUCATION DOUBLE MAJOR FOR SPANISH IMMERSION TEACHING

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

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

Those wishing to become Spanish immersion teachers will follow the carefully designed course sequence prepared by the Foreign Language and Education departments and will receive advisement from both. Students must take a Spanish placement test before beginning the program. Below are the program’s minimum requirements. However, the Spanish curriculum may be adjusted based on a student’s initial placement level.
FOUR-YEAR ROSTER
DUAL MAJOR: EDUCATION (PRE K-4) AND SPANISH IMMERSION TEACHING

Freshman Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110</td>
<td>SPN 204 or 302</td>
</tr>
<tr>
<td>SPN 203 or 301</td>
<td>EDC 104</td>
</tr>
<tr>
<td>EDC 103</td>
<td>IMS 162 (4)</td>
</tr>
<tr>
<td>EDC 120</td>
<td>PHL 151 or 152</td>
</tr>
<tr>
<td>REL 150 or 153</td>
<td>ENG 150</td>
</tr>
</tbody>
</table>

Sophomore Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 210</td>
<td>SPN 300/400 level</td>
</tr>
<tr>
<td>IMS 262 (4)</td>
<td>EDC 219</td>
</tr>
<tr>
<td>SPN 300/400</td>
<td>EDC 220</td>
</tr>
<tr>
<td>EDC 217</td>
<td>HIS 300</td>
</tr>
<tr>
<td>HIS 151</td>
<td>CSC 151 or 152</td>
</tr>
</tbody>
</table>

Junior Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 300/400</td>
<td>EDC 307/309 (7 credits)</td>
</tr>
<tr>
<td>SPN 300/400</td>
<td>SPN 300/400 level</td>
</tr>
<tr>
<td>PHL 200 or above</td>
<td>SPN 300/400 level</td>
</tr>
<tr>
<td>EDC 325</td>
<td>PHL 200 or above</td>
</tr>
<tr>
<td>ENG 200 or above</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Senior Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring (Student Teaching Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 330</td>
<td>EDC 474 (12 credits)</td>
</tr>
<tr>
<td>SPN 331</td>
<td>EDC 475 (3 credits)</td>
</tr>
<tr>
<td>REL 200 or above</td>
<td></td>
</tr>
<tr>
<td>EDC 410 (2)</td>
<td></td>
</tr>
<tr>
<td>EDC 326</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

COURSE DESCRIPTIONS

EDC 101
EDUCATION IN AN URBAN CONTEXT
3 credits/Core Concentration
This three-credit course will use the rich resources of the great city of Philadelphia to provide prospective educators with a general introduction to the roles, responsibilities and skills necessary for success in the profession, whether they pursue traditional classroom teaching roles or non-traditional roles in alternative learning settings that may include non-profits, youth service organizations, and cultural/arts/science venues. During this course you will explore a number of cultural and historic venues as you travel about the city under the close guidance of education department faculty members. You will meet some interesting citizens who have lived out their lives in the city, engage in lively seminar discussions focused on your explorations, and hone your creative skills by completing assignments carefully designed to help you develop your critical thinking abilities.

EDC 103 (F, S)
HUMAN LEARNING, COGNITION AND DEVELOPMENT
3 credits
This is one of the gateway courses into the education programs at La Salle University. It is an introduction to the role of the teacher with an emphasis on how students learn. The course focuses on the study of the nature and scope of educational psychology as it relates to human learning and introduces educational research. The course, which emphasizes speaking and writing, provides prospective education majors with the opportunity to explore the profession from different theoretical perspectives, such as cognitive and behavioral psychology. Students come to understand how people develop cognitively, socially, and emotionally and how individuals learn. Students combine an in-depth analysis of self, foster higher levels of critical reflection, learn theories and concepts in educational psychology, and participate in field experiences to enhance connections between theory and practice (Open to non-majors [field experience may be required by course instructors]; required freshman course for ESEC, ESML and EDC majors).

EDC 104 (F, S)
EDUCATIONAL DIVERSITY IN AMERICA
3 credits
From both developmental and ecological perspectives, this course explores the diversity of individuals in society and schools, including race, ethnicity, regional background, exceptionality, socio-economic status, gender, sexual orientation, age, and religion. Personal beliefs and attitudes surrounding issues of human diversity and its impact on the family, community, and society are examined. The course provides an understanding of the legal and ethical issues in educating students from diverse backgrounds and with disabilities. Additionally, the course highlights the characteristics of students
with special needs and ways to accommodate their needs in the classroom setting. (The course is open to non-majors [field experience may be required by course instructors]; required course for all ESEC, ESML and EDC majors.)

EDC 120 (F, S)  
**FOUNDATIONS OF LITERACY**  
3 credits  
Foundations of Literacy is a course designed to help preservice teachers understand and promote literacy development of students in preschool through eighth grade. Emphasis is placed on providing rich and meaningful literacy experiences that invite engagement and that help children develop skill, confidence, and enjoyment in the processes of listening, speaking, reading, writing, viewing, and visual representation.

EDC 217 (F, S)  
**TEACHING AND LEARNING OF MATHEMATICS**  
3 credits  
This course focuses on how students learn mathematics with implications for teaching mathematical concepts, skills, problem-solving, and critical thinking. The course provides a basis for understanding the changing mathematics curriculum, offers opportunities to plan and evaluate instructional techniques and materials, and examines the integration of mathematics with other content areas, such as science, children’s literature, and social studies. A field experience (two hours each week) is required in conjunction with this course.

PREREQUISITES: EDC 103 AND EDC 104.

EDC 218 (S)  
**PHYSICAL AND CULTURAL GEOGRAPHY**  
3 credits  
This course provides prospective Education majors with increased knowledge and understanding of the world in geographical terms, relating especially to physical landforms and structures, maps, human impact on and interaction with the environment, population, and political and economic systems. The course will place special emphasis on cultural geography, that is the variation of human systems from location to location. In addition, this course highlights the role of economics and trade in our expanding global market economy, including the study of comparative economic systems and the distribution of natural and man-made resources. (This course is open to non-majors.)

EDC 219 (F, S)  
**INTEGRATED SOCIAL SCIENCES**  
3 credits  
This course and its related fieldwork addresses social sciences subject matter pedagogy content in accordance with standards required by the Commonwealth of Pennsylvania Department of Education. It integrates social sciences into a thematic whole and addresses core concepts in each discipline while simultaneously addressing pedagogical methods of teaching these disciplines to young children using evidence-based instructional practices. A field experience (two hours each week) is required in conjunction with this course.

PREREQUISITES: EDC 103 AND EDC 104.

EDC 220 (F, S)  
**READING, WRITING, AND THINKING IN THE CONTENT AREAS**  
3 credits  
The purpose of this course is to address the theory and practice of teaching reading across content areas in grades pre-K through 8. Students will examine various theories, instructional materials, teaching procedures and strategies, and themselves as teachers and students. They will also examine literacy as a whole and include strategies on the teaching of writing and the art of classroom discussion. The goal of this course is to help preservice teachers become reflective teachers of literacy in a diverse society. Using inquiry, based on theory, research, and their own investigation in classrooms, students will learn to be reflective teachers of reading, writing, and discussion. Through active participation and practice, students in this course will come to a deeper understanding of literacy instruction. The students will leave the course with many practical, usable classroom ideas to employ in all subject areas. A field experience (two hours each week) is required in conjunction with this course.

PREREQUISITES: EDC 103 AND EDC 104.

EDC 224 (F)  
**ADOLESCENT DEVELOPMENT**  
3 credits  
Using an educational technology framework, this course explores the unique universe of the adolescent. Issues under discussion will include cognitive, moral, language, sexual, physical, and social development. Students use an educational technology framework to examine the adolescent in a variety of contexts, including family, peers, school, work, and leisure. This course is developed for secondary education majors only and is open to students in other majors to study adolescent development. A field experience (two hours each week) is required in conjunction with this course.

PREREQUISITES: EDC 103 AND EDC 104.

EDC 233 (S)  
**AUTISM: A FAMILY FOCUS**  
3 credits  
This course is cross-listed with INST 233. As the diagnosis rate for Autism escalates, it becomes apparent that the disorder presents unique challenges for the autistic individual, for those persons who are close to the autistic individual, and for the larger society. This course will take a multidisciplinary perspective to explore these topics, using Psychology and Education as a conceptual framework. We use a focus on the family as the central theme around which the course is constellated. A unique aspect of this course is the adoption of a family with an Autism Spectrum Disorder member by each student; communication with the family continues throughout the semester and is an integral part of assessment. (This course is open to non-majors.)
EDC 304 (S)  
READING FOR SECONDARY EDUCATORS  
3 credits  
This course provides undergraduate secondary education majors with the opportunity to understand reading as a strategic interactive process that affects the learner’s efforts in all academic areas. Students will explore currently held views of the reading process, instructional techniques, and assessment concerns related to secondary education. Class sessions employ a variety of formats, including lecture, demonstration, discussion, and hands-on experiences. Course projects provide practical application of the theoretical, instructional, and diagnostic issues presented. A field experience (two hours each week) is required in conjunction with this course.  
PREREQUISITES: EDC 103, EDC 104, EDC 224, AND EDC 324.

EDC 306  
FOUNDATIONS OF AMERICAN EDUCATION: DEVELOPING A CRITICAL UNDERSTANDING OF EDUCATIONAL THOUGHT AND PRACTICE  
3 credits  
This course promotes disciplined analysis of the meaning and effects of educational institutions and provides resources for developing a critical understanding of educational thought and practice. This course also encourages the development of value positions regarding education and schooling in America based on critical study. Students gain resources for the development of policy-making perspectives and skills. Open to nonmajors.

EDC 307 (F, S)  
DIFFERENTIATED INSTRUCTION, ASSESSMENT, AND TECHNOLOGY INTEGRATION  
6 credits  
This course focuses on the application of learning and developmental theories as they relate to unit planning, assessment, and classroom management in inclusive educational settings. The entire course is devoted to understanding issues relating to accommodating diversity through developmentally appropriate practice, the 4MAT planning system, Gardner’s Multiple Intelligence theory, varied instructional methods, technology, culturally relevant teaching, and multiple means of assessing students. Students are required to integrate technology into their teaching through various projects using PowerPoint, Excel, Microsoft Word, and Movie Maker programs. This course is taken with a one-credit lab (EDC 309) in which teacher candidates implement unit, technology, assessment, and classroom management plans in the classroom setting every Friday under the supervision of a cooperating teacher and University supervisor.  
CO-REQUISITE: EDC 309.

EDC 308 (S)  
ASSESSMENT, ACCOMMODATIONS, AND ADAPTATIONS FOR STUDENTS WITH DISABILITIES  
6 credits  
This course provides students with a thorough understanding of pedagogy as it relates to students who are placed in inclusion classrooms or special education settings. Students are enrolled in field experiences (EDC 310 lab) that allow them to apply knowledge related to diagnostic assessment, individualized education plans, transition plans, special education law, assistive technology, behavior management, conflict resolution, instructional accommodations, special education populations, and special methods. In addition, a major focus is placed upon critical thinking and reflective practice. The course is designed in accordance with the Pennsylvania Standards for certification in early elementary and special education.  
CO-REQUISITE: EDC 310.

EDC 309 (F, S)  
DIATI LAB  
1 credit  
Students are involved in applying skills learned in EDC 307 to their work with school students in specific field placement sites in designated Professional Development Schools. Students work in these schools as pre-professionals under the guidance of La Salle faculty and cooperating teachers.  

EDC 310 (F, S)  
AAASD LAB  
1 credit  
Students are involved in applying skills learned in EDC 308 to their work with school students in specific field placement sites in designated Professional Development Schools. Students work in these schools as pre-professionals under the guidance of La Salle faculty and cooperating teachers.  
CO-REQUISITE: EDC 308.

EDC 320 (F, S)  
TEACHING LITERACY IN THE INCLUSIVE CLASSROOM  
3 credits  
This course prepares preservice teachers with foundational knowledge and skills needed to be effective teachers of literacy to PreK-4 students in regular education settings who demonstrate significant problems in reading and writing. It prepares teachers to use diagnostic assessments as a basis for planning preventive and remedial instruction. Emphasis is placed on understanding and analysis of learning problems and the design and implementation of instructional interventions in reading and language arts. A field experience is required of all students, and course content and assignments are linked to this experience.
EDC 324 (S)
DIFFERENTIATING INSTRUCTION FOR ADOLESCENTS THROUGH EDUCATIONAL TECHNOLOGY
This course will extend and refine the core concepts first developed in EDC 103, EDC 104, and EDC 224 and will provide contexts for developing and adjusting content-based instruction with specific emphasis on differentiating content lessons for special-needs and ELL populations. The course is heavily dependent upon a variety of digital and analog product technologies and is problem-based and project-based in nature. A field experience (two hours each week) is required in conjunction with this course.
PREREQUISITES: EDC 103, EDC 104 AND EDC 224.

EDC 325 (F, S)
TEACHING ENGLISH LANGUAGE LEARNERS
3 credits
This course provides a general overview of the ways to support English Language Learners (ELL) in the inclusive classroom. Information on Pennsylvania state standards for ELL students will be addressed and evidence-based strategies/approaches of oral language development will be emphasized. Theory will be connected to practice in field-based experiences.

EDC 326 (S)
FOUNDATION OF AMERICAN EDUCATION: DEVELOPING A CRITICAL UNDERSTANDING OF EDUCATIONAL THOUGHT AND PRACTICE
3 credits/Concentration Option
This course provides an introduction and overview of the field of early childhood education from both a historical and contemporary context. Course content engages teacher candidates in the exploration of their role as professionals in the field of early childhood education. Issues impacting the field of early childhood education in America will be investigated. Major philosophies and theories related to the development of young children and their implications for teaching and learning in an inclusive early childhood setting will be explored. Course content delves further into early childhood curriculum models in the US and understanding learning in early childhood education integrates all domains of development including social, emotional, language, cognitive, physical, and the arts. Understanding how to develop an inclusive classroom environment that embraces diversity and builds family and community relations is emphasized.

EDC 336 (S)
FOUNDATION OF SECONDARY EDUCATION AND CURRICULUM
3 credits/Concentration Option
This course examines schooling and its problems in historic, social, economic, legal, organizational, philosophical and global contexts. The intents and effects of middle level and high school educational institutions past and present are evaluated. Schooling-related controversies are dissected and the organizational complexities of secondary school structures are analyzed. Numerous levels of assessment and accountability are researched. Theories and practices of curriculum development and standards are studied and applied to the construction of a values based curriculum. The course provides resources for the development of educational policy-making perspective skills. It stresses the knowledge, skills and dispositions that make teachers effective curriculum and school leaders.

EDC 369 (F)
TEACHING SCIENCE AS INTEGRATED INQUIRY
3 credits/Concentration Option
This course will focus on how to develop student understanding of science and nature of scientific inquiry through inquiry-centered approaches that are in harmony with the contemporary research on cognitive science, motivation, and learning and instruction. It will also address science education standards, curriculum, research, and classroom application. The course is taught using active learning strategies/tools such as scientific inquiries/investigations, demonstrations, field trips, teaching trials, discussion, and instructional technologies. Throughout the semester, students will be provided with many opportunities to engage in personal and collaborative inquiry about teaching and learning science.

EDC 401 (F)
THE ART AND SCIENCE OF TEACHING
6 credits
This course emphasizes teaching and learning within an educational technology framework. The focus is on elements of the educational process characterized by teacher involvement in decision-making: 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, 304, AND 336.

EDC 410 (F, S)
PHYSICAL EDUCATION AND HEALTH FOR THE DEVELOPING CHILD
2 credits
This course prepares pre-service teachers to plan for, teach, and assess physical education, adaptive physical education, and health for preschool through fourth grade in accordance with the Pennsylvania Department of Education (PDE) Framework for Pre-K Through Grade 4 Program Guidelines. The course is presented in modules. Students will be able to apply state and national guidelines for physical education and health to the development of an integrated mini-unit on health content appropriate to the population that they will teach in their practicum in special education. They will also be able to apply the appropriate state guidelines to the development of annotated games and activities appropriate for the population that they will teach. The course is taken during the senior semester of the practicum in special education for ESEC majors.
EDC 412
SCHOOLS, FAMILIES AND COMMUNITIES
3 credits
Strong collaborations between education professionals, families, and their communities are necessary for effective schooling. This course helps beginning teachers understand the diverse nature of the family in America and how to develop the types of relationships that are critical for the education of children. Emphasis will be on the family perspective. The course will highlight communication strategies and the promotion of family participation. Emphasis will be placed on the effective and dynamic relationship between schools, families, and communities in helping all children succeed in the school environment. The course is taken during the senior semester of the practicum in special education for ESEC majors.

EDC 415
CREATIVITY AND THE ARTS FOR THE DEVELOPING CHILD
2 credits
This course prepares pre-service teachers to plan for, teach, and assess the visual arts, music, theater, dance, and play to preschool through grade 4 in accordance with the Pennsylvania Department of Education Framework for Pre-K Through Grade 4 Program Guidelines. The course is presented in modules connected by the common theme of creativity. Connections to prominent education theorists on creativity and the arts will be made. Students will develop pedagogy through creating an interdisciplinary unit encompassing each of the areas of art and based on a core concept in a content area. There are no prerequisite courses. The course is taken during the senior semester of student teaching for ESEC majors.

EDC 431 (S)
MIDDLE LEVEL FOUNDATIONS
2 credits
This course focuses exclusively on middle level philosophy, transition, learning, and management so that teacher candidates seeking certification in grades 4-8 will have a deeper understanding of pre- and emerging adolescent issues requiring specific educational approaches. The course also focuses on the adolescent in the context of the family, peer group, community, and society. A twelve-week student teaching experience follows this course to allow teacher candidates an opportunity to apply middle level principles to their teaching experiences.

PREREQUISITE: COURSE IS COMPLETED DURING THE STUDENT TEACHING SEMESTER

EDC 460 (S)
EDUCATION INTERNSHIP SEMINAR
3 credits
This three-credit course is a research seminar that accompanies the education internship experience. The focus of this seminar is on applying knowledge and skills that students have gained in their previous coursework to the work expected of them in a multitude of learning organizations. Students will contact an action-research study and design an implementation plan based on action research for internship experience. This seminar does NOT meet certification requirements.

EDC 461 (S)
EDUCATION INTERNSHIP
6 credits
This six-credit internship course is an experiential program element within the Education Studies program that completes student preparation for professional life in the non-traditional educational setting. The experience operationalizes the research-based plan in EDC 460. The internship experience addresses identified, site-specific needs under the tutelage of a site expert and the coaching of the seminar instructor. This authentic application of knowledge and skills gained in previous coursework is realized in the context of job performance expected of them in the assigned learning organization(s). Students will be challenged to analyze, reflect upon and adjust educational plans and activities assigned by the internship host for purposes of achieving set goals. This internship does NOT meet certification requirements.

EDC 470 (S)
SPECIAL METHODS OF TEACHING (THE PROFESSIONAL SEMESTER)
12 credits/Capstone
This course provides the secondary education major with full-time student-teaching experience in a grade 7-12 classroom. Under the direction of a certified cooperating teacher and a University supervisor, the student teaches for 12 weeks on a five-day-a-week, full-day schedule. The student-teaching experience is supplemented by tutorials/seminars on selected professional issues and practice. The seminars are held for two weeks at the start of the semester on a five-day-a-week, full-day schedule, and evenings during the semester. To be eligible for student teaching, the student is required to make formal application for Stage II candidacy in the Secondary Education (EDC) program.

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

EDC 473 (F, S)
THE PROFESSIONAL SEMESTER: STUDENT TEACHING
12 credits
For one semester of the professional year, pre-service teachers are engaged in student teaching in classrooms under the guidance of experienced teachers and a University supervisor. This experience takes place in a school in Philadelphia or the surrounding suburbs. For ESEC and ESML majors only. Pre-requisites: senior standing, acceptance into Stage II candidacy.

CO-REQUISITE: EDC 475
EDC 475 (F, S)  
**THE PROFESSIONAL SEMESTER: TEACHING AND RESEARCH METHODS**  
3 credits  
The focus of this seminar is on applying knowledge and skills that students have gained in their previous coursework to the everyday work of teaching in elementary or middle-level classrooms, specifically interpersonal communication and professionalism, design of developmentally appropriate instructional units, adaptation of units to accommodate learner differences, assessment and evaluation of learning outcomes, and classroom management. An action research project that responds to a teaching dilemma, concern, question, or interest is also required. Topics are addressed in the context of the broader skills of problem solving and educational decision making that must be informed by educational research. Specific issues that arise from the student-teaching experience (taken concurrently) are addressed. Emphasis is placed on helping the student make the transition from theory to practice. This seminar is open only to seniors who have been accepted into Stage II candidacy, completion of all required courses in accordance with the criteria outlined in the Department of Education Student Handbook.  
**CO-REQUISITE:** EDC 473 OR EDC 474

EDC 477 (F, S)  
**SEMINAR IN SPECIAL EDUCATION**  
3 credits  
This course provides a forum for discussion and deep reflection on issues that arise during the special education practicum, which is a prerequisite to this course. Special emphasis is placed on behavior management practices in self-contained and/or inclusion settings as well as topical issues in special education. Students will revisit Functional Behavioral Assessment (FBA), Positive Behavioral Supports (PBS), Response to Intervention (RTI), transition planning, and teaching and management practices that are rooted in the behavioral, social-cognitive, and humanistic theories. In addition, students will research, design, and implement a behavior management plan and monitor its effectiveness through data collection and analysis procedures. For ESEC and ESML majors only with senior status that have been accepted into Stage II candidacy.  
**CO-REQUISITE:** EDC 478

IMS 162 (S)  
**EXPLORATIONS IN SCIENCE AND MATHEMATICS I**  
4 credits  
This integrated science and mathematics course is designed for the early elementary and middle level pre-service teachers. It focuses on an interconnected set of scientific knowledge, skills, and pedagogy that are needed by teachers to ensure successful student learning. The main purpose of the course is to expose the teacher candidates—at a university level—to fundamental scientific/mathematical ideas and processes of science, and develop their skills in critical thinking and communication. In addition, the course aims to improve the teacher candidates’ attitudes toward science and mathematics and their confidence in teaching integrated science and mathematics in the school.

IMS 262 (F)  
**EXPLORATIONS IN SCIENCE AND MATHEMATICS II**  
4 credits  
This integrated science/math course, with a focus on advanced subject matter content and pedagogy, is the second part of the 8-credit IMS course sequence designed for the Pre K-4 and middle level (4-8) education majors. Special attention is given to how children learn science and math, and how science/math should be taught in line with the academic standards documents and research findings. The course also aims to expose the teacher candidates—at a university level—to fundamental scientific/mathematical ideas and processes of science, and develop their skills in critical thinking and communication.  
**PREREQUISITE:** IMS 162.
ENGLISH

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

INTERNSHIP COORDINATOR: Harty

PROFESSORS: Harty, Musser, Soven
ASSOCIATE PROFESSORS: Allen, Beatty, Betz, Busse, Franson, Grauke, Jesson, Narendorf
ASSISTANT PROFESSORS: Langemak
INSTRUCTORS: Hibschman

PROFESSORS EMERITI: Burke, Butler, Fallon

MISSION STATEMENT

The English major at La Salle focuses on the study of literature but complements such study with additional attention to examining the various modes of writing (through courses in creative, professional, business, legal, and Web-based writing) and to considering the role language plays in everyday life and in the continuing history of literature (through courses in grammar, the history of language, and language and prejudice). In so doing, the major prepares students for a number of careers, including teaching at the secondary level, for graduate and professional education, and for a variety of roles in which they can prove themselves responsible, contributing members to society as a whole.

The English major at La Salle provides students with contexts, frameworks, and opportunities to read widely and deeply in a variety of literatures in English and translation; to write well in academic, creative, and professional modes; and to make connections between what they read and the communities in which they live. In doing so, the English major participates in La Salle’s broader mission “as a Catholic university rooted in the liberal arts tradition” that “challenges students to contemplate life’s ultimate questions as they develop their faith, engage in a free search for truth, and explore their full human potential.”

STUDENT LEARNING OUTCOMES

WRITING SKILLS:

Students will be able to:
1. demonstrate ability to create written documents using a process of drafting, revising, editing, and proofreading.
2. write a clear and directive thesis statement
3. organize paragraphs that are developed and coherent
4. develop an argument with appropriate ethos and reader awareness
5. master grammar, spelling, mechanics of writing, and appropriate document format.
6. conduct effective research on a topic by gathering and evaluating evidence.
7. incorporate primary and secondary sources correctly.
8. understand the ethical, legal and socio-economic issues information technology.

CRITICAL READING AND THINKING SKILLS:

Students will be able to
1. synthesize ideas and arguments.
2. read texts closely and critically.
3. identify and apply rhetorical principles.
4. apply various types of criticism in reading and writing of texts.
5. present ideas in both written and oral formats.
6. present information in visually effective ways.

CONTENT SKILLS:

Students will be able to
1. historically and culturally contextualize a text of literature.
2. demonstrate ability to interpret literature.
3. read and comprehend a play by Shakespeare.
4. understand the various genres of literature.
5. creatively represent various types of written discourses.
6. explicate a poem.
7. develop proficiency in reading and applying critical theory.
8. demonstrate familiarity with both canonical and non-canonical texts and writers.

POWERS COURSES

■ Writing
   · ENG 110, 210
The English major at La Salle focuses on the study of literature but complements such study with additional attention to examining the various modes of writing (through courses in creative, professional, business, legal, and Web-based writing) and considering the role language plays in both everyday life and the continuing history of literature (through courses in grammar, the history of language, and language and prejudice). In so doing, the major prepares students for a number of careers (e.g., teaching at the secondary level), graduate and professional education, and a variety of roles in which they can prove themselves responsible, contributing members of society as a whole.

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

All majors in English pursue a course of studies that includes a foundation group consisting of seven courses and a choice of 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. These electives prepare students for certification for secondary education and for a variety of careers or programs in graduate and professional studies where a firm grounding in literary and cultural studies or competency in writing is essential.

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

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

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

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

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

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

The usual requirements for the major, the double major, or the minor in English are as follows:

Note: Exceptions to and substitution of Advanced Placement credit, transfer courses, or Honors courses for these requirements require the approval of the Chair or the Assistant Chair.

**Required for the Major in English: 13 courses**

*Group A: The Foundation (7 courses)*

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

- ENG 180 Introduction to Literary Study
50 • English

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

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

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

Group B1: One course in literature before 1900
- ENG 351 Gender and Ethnicity (with permission of the Chair)
- ENG 352 Genre and Form (with permission of the Chair)
- ENG 367 Literature and Film (with permission of the Chair)
- ENG 370-379 Special Topics (with permission of the Chair)
- ENG 437 World Literature, Western Tradition (with permission of the Chair)
- ENG 441 Studies in British Literature and Culture to 1700
- ENG 442 Studies in British Literature and Culture 1700–1900
- ENG 446 Studies in American Literature and Culture to 1900

Group B2: Two courses at the 400 level

Note: English-Secondary Education majors must take English 417 and English 438 to fulfill the Group B2 requirements.
- ENG 402 Topics in Creative and Professional Writing
- ENG 405 Advanced Fiction Writing Workshop 1
- ENG 406 Advanced Fiction Writing Workshop 2
- ENG 410 Publication Design
- ENG 417 History and Structure of the English Language
- ENG 437 World Literature, Western Tradition
- ENG 438 World Literature, Non-Western Tradition
- ENG 441 Studies in British Literature and Culture to 1700
- ENG 442 Studies in British Literature and Culture 1700–1900
- ENG 443 Studies in British Literature and Culture since 1900
- ENG 446 Studies in American Literature and Culture to 1900
- ENG 447 Studies in American Literature and Culture since 1900

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

Note: English-Secondary Education majors must take English 315 and English 438 to fulfill the Group B3 requirements.
- ENG 315 Young Adult Literature
- ENG 316 Literary Theory and Criticism
- ENG 351 Gender and Ethnicity
- ENG 352 Genre and Form
- ENG 353 Contemporary Literature
- ENG 357 Living American Writers
- ENG 367 Literature and Film
- ENG 370-379 Special Topics (with permission of the Chair)
- ENG 437 World Literature, Western Tradition
- ENG 438 World Literature, Non-Western Tradition
- ENG 441 Studies in British Literature and Culture to 1700
- ENG 442 Studies in British Literature and Culture 1700–1900
- ENG 443 Studies in British Literature and Culture since 1900
- ENG 446 Studies in American Literature and Culture to 1900
- ENG 447 Studies in American Literature and Culture since 1900

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

Note: English-Secondary Education majors must take English 318 to fulfill one of the Group C requirements.
- ENG 243 Religion and Contemporary Literature
- ENG 302 Language and Prejudice
- ENG 303 Business Writing
- ENG 305 Fiction Writing 1
- ENG 306 Poetry Writing
- ENG 307 Playwriting
- ENG 308 Legal Writing
- ENG 309 Topics in Creative and Professional Writing 1
- ENG 310 Editing and Publishing
- ENG 315 Young Adult Literature
- ENG 316 Literary Theory and Criticism
- ENG 318 Advanced Composition and the Writing Process
- ENG 330 Web Design
- ENG 351 Gender and Ethnicity
- ENG 352 Genre and Form
- ENG 353 Contemporary Literature
- ENG 357 Living American Writers
- ENG 367 Literature and Film
- ENG 370-379 Special Topics
- ENG 402 Topics in Creative and Professional Writing 2
- ENG 405 Advanced Fiction Writing Workshop 1
- ENG 406 Advanced Fiction Writing Workshop 2
- ENG 410 Publication Design
- ENG 417 History and Structure of the English Language
- ENG 437 World Literature, Western Tradition
- ENG 438 World Literature, Non-Western Tradition
- ENG 441 Studies in British Literature and Culture to 1700
- ENG 442 Studies in British Literature and Culture 1700–1900
- ENG 443 Studies in British Literature and Culture since 1900
- ENG 446 Studies in American Literature and Culture to 1900
- ENG 447 Studies in American Literature and Culture since 1900

Required for the Double Major in English: 10 courses

Group A: The Foundation (6 courses)

All students take a common gateway and capstone course, two surveys of British and the second survey of American literature and culture, and a course in Shakespeare.
- ENG 180 Introduction to Literary Study
- ENG 245 Survey of British Literature to 1798
- ENG 246 Survey of British Literature since 1798
- ENG 249 Survey of American Literature since 1865
- ENG 324 Shakespeare
- ENG 480 Capstone Seminar

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

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

Group B1: one course in literature before 1900
- ENG 351 Gender and Ethnicity (with permission of the Chair)
- ENG 352 Genre and Form (with permission of the Chair)
- ENG 367 Literature and Film (with permission of the Chair)
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

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 302 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 444 Studies in American Literature and Culture since 1700
- ENG 446 Studies in American Literature and Culture to 1700
- ENG 447 Studies in American Literature and Culture since 1700

Required for the Minor in English: 6 courses

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

For the first course in literature in the University core:
- ENG 150 Introduction to Literature
  or ENG 180 Introduction to Literary Study

For the second course in literature in the University core, one of the following survey courses:
- ENG 245 Survey of British Literature to 1798
- ENG 246 Survey of British Literature since 1798
- ENG 248 Survey of American Literature to 1865
- ENG 249 Survey of American Literature since 1865 or
- ENG 250 Literature and Culture

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

COURSE DESCRIPTIONS

ENG 110 (F, S)
COLLEGE WRITING I: PERSUASION
3 credits / Powers

This course introduces students to rhetorical analysis and argument, while helping students to improve their writing skills and to develop a writing process suited for college-level work. Students learn to read critically from a variety of texts, disciplines, and media. They learn to synthesize texts to develop original arguments aimed at an academic audience. The course establishes a community of learners whose writing engages in ethical inquiry and reasoned debate, and it prompts students to use writing to make meaningful connections between and among their academic, social, and political lives. Students must earn a grade of C or better to enroll in ENG 110.

ENG 150 (F, S)
INTRODUCTION TO LITERATURE
3 credits / Patterns 1

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

ENG 180 (F, S)
INTRODUCTION TO LITERARY STUDY
3 credits / Patterns 1
Required of all day English majors in place of ENG 150, this course in literature introduces students to the fundamental principles and practices of literary studies, provides a general overview of literary periods, genres and theories, and offers directed practice in the use of library and database resources essential for the study of English.

ENG 210 (F, S)
COLLEGE WRITING II: RESEARCH
3 credits / Powers
This course builds upon the writing skills and rhetorical knowledge students gained in ENG 110, training them to conduct academic research and to compose innovative and original research papers that are appropriate for upper-division coursework in a variety of disciplines. Built around shared texts, concerns, or themes, this course is driven by individual research projects that students develop through consultation with the instructor and in conversation with the projects of their peers. Students learn to develop strong research questions, and they learn to find, critically evaluate, and synthesize a broad range of academic texts.
PREREQUISITE: A GRADE OF C OR BETTER IN ENG 110.

ENG 230
WEB DESIGN AND DEVELOPMENT
3 credits
Web Design and Development is an introduction to the practice of World Wide Web document design, grounded in an understanding of the Web's development and theories of graphics and communication. The course focuses on researching, creating, revising, and editing Web sites, using "hard code" and applications-based layout and editing. Cross-listed with DART 230.

ENG 243
RELIGION AND CONTEMPORARY LITERATURE
3 credits
This course offers a study of religion and religious themes in literature. Attention will be paid both to literary critical concern and to religious analysis of poetry, fiction, and drama. Cross-listed as REL 243.

ENG 245
SURVEY OF BRITISH LITERATURE AND CULTURE TO 1798
3 credits / Patterns 2
This survey course considers important authors, works, and literary movements in British literature from its beginnings to 1798 within the context of shifts in history and culture. Students gain not only an overview of significant works within this time frame, including early Celtic literature, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like Medieval literature, Renaissance or Early Modern literature, and Restoration and 18th-century literature.

ENG 246
SURVEY OF BRITISH LITERATURE AND CULTURE SINCE 1798
3 credits / Patterns 2
This survey course considers important authors, works, and literary movements in British literature from 1798 to the present within the context of shifts in British history and culture. Students gain not only an overview of significant works within this time frame, including Irish literature, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like Modernism and Post-Modernism.

ENG 248
SURVEY OF AMERICAN LITERATURE AND CULTURE TO 1865
3 credits / Patterns 2
This survey course considers important authors, works, and literary movements of early American literature from its beginnings to the Civil War. Students gain not only an overview of significant works within this time frame, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like the Age of Faith, the Age of Reason and Revolution, Transcendentalism, and the American Renaissance.

ENG 249
SURVEY OF AMERICAN LITERATURE AND CULTURE SINCE 1865
3 credits / Patterns 2
This survey course is the standard second half of the college survey of American literature written during the great transformations from 1865 to the present. Students will deepen their awareness of literary movements such as Realism, Naturalism, Modernism, and Postmodernism. Students will also improve their familiarity with the works of important writers during this period.

ENG 250 (F, S)
LITERATURE AND CULTURE
3 credits / Patterns 2
In this intermediate literature course, students discuss a literary theme in its cultural contexts. Topics vary by section (Literature and the Family, Literature and Gender, Literature and Food, and so on) and will be discussed in terms of multiple genres, including film, and different historical and social contexts.
ENG 302
LANGUAGE AND PREJUDICE
3 credits
This course studies how language affects the way we view ourselves and others in our culture. Case studies of language in relation to sexism, racism, and politics will be supplemented by discussions of introductory concepts of language systems and stylistic analysis.

ENG 303 (F, S)
WRITING FOR BUSINESS
3 credits
By providing instruction in planning and executing effective business writing, this course helps students learn to write the documents required of them as professionals: letters, resumes, memos, proposals, abstracts, and reports.

ENG 305
FICTION WRITING I
3 credits
This course offers an introduction to the writing of fiction using a workshop format.

ENG 306
POETRY WRITING
3 credits
This course offers an introduction to the writing of poetry using a workshop format.

ENG 307
PLAYWRITING
3 credits
This course will offer a study of the art of playwriting from the traditional and contemporary points of view, and provides guided writing of a one-act play.

ENG 308
LEGAL WRITING
3 credits
Legal Writing is a challenging yet practical course in the reading, planning, and writing of effective legal documents (legal letters and memoranda, briefs, contracts, and personal statements for applications to law schools). It is designed for students planning careers in areas such as law, business, communication, and media studies.

ENG 309
TOPICS IN CREATIVE AND PROFESSIONAL WRITING I
3 credits
This course offers instruction in various types of specialized writing such as grant writing, creative nonfiction, and satire. Topics and emphases vary each time the course is offered, so students may take this course for credit more than once.

ENG 310
EDITING AND PUBLISHING
3 credits
This course takes a workshop approach to provide students with experience in judging manuscripts, proofreading, typographical design, and production of short documents: e.g., forms, resumes, flyers, brochures, and newsletters. ENG 310 offers an introduction to, and directed practice in, the use of desktop publishing software.

ENG 315
YOUNG ADULT LITERATURE
3 credits/Concentration Option
In this course, attention will be paid to the reading and discussion of contemporary young adult fiction representing a variety of themes and genres. Other topics include adolescent psychology, the history and development of young adult literature, current trends in young adult literature, and the young adult in film and other mass media. In addition, this course prepares prospective and actual teachers, librarians, and parents to understand and to direct the reading of young adults.

ENG 316
LITERARY THEORY AND CRITICISM
3 credits
Students in ENG 316 read and discuss major critical theories that have dominated literary and cultural studies in the last several decades.

ENG 318 (F, S)
ADVANCED COMPOSITION AND THE WRITING PROCESS
3 credits
ENG 318 is an advanced course in writing and rewriting skills designed to show students how to write more effectively for different purposes and to different audiences in such genres as essays, articles, and reviews. Attention will be paid to a writer's method and audiences and to the several steps in the writing process.

PREREQUISITE: ENG 110.
ENG 324 (F, S)  
SHAKESPEARE  
3 credits / Concentration Option  
This course considers selected poems and plays, including tragedies, comedies, history plays, and romances, exploring the literary, dramatic, and historical dimensions of Shakespeare’s art.

ENG 351  
GENDER AND ETHNICITY  
3 credits / Concentration Option  
The course focuses on texts that represent various representations of gender or ethnicity in Western literature (primarily American ethnic literature and/or writers representing diaspora). The course may include literature from any time period, or be narrowed to specific groups, nationalities, or historic periods (i.e., Asian American women writers during World War II) or broadened to include cross-cultural, cross-gendered representations (i.e., British and French women writers).

ENG 352  
GENRE AND FORM  
3 credits / Concentration Option  
In this course, students examine literature through the lens of form and genre. Specifically, topics may include history of the elegy, history of the novel, literature of detection, science fiction, autobiography and memoir, environmental writing, or satire. Students will leave this course with a deeper understanding of how a specific genre is represented across time periods and from various cultural traditions.

ENG 353  
CONTEMPORARY LITERATURE  
3 credits / Concentration Option  
This course examines fiction or drama or poetry from roughly 1950 to the present. It may include both Western and non-Western texts (including works in translation). The focus of the course in any given semester may be in one or more genres, with an emphasis on applying various critical methods for analysis.

ENG 357  
LIVING AMERICAN WRITERS  
3 credits / Concentration Option  
Students read from the works of four or five well-known American writers who visit the class to discuss their work. Although topics of discussion will vary according to the writers being studied, consideration will be given to such matters as canonicity, the role of the writer in the broader culture, literary form, theme as it evolves over the course of an author’s career, and the business of publishing.

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

ENG 370-79  
SPECIAL TOPICS  
3 credits / Concentration Option  
Specially designed courses in literature built around a topic chosen by the instructor. Topics vary from semester to semester.

ENG 402  
TOPICS IN CREATIVE AND PROFESSIONAL WRITING II  
3 credits  
This course includes special topics in advanced writing, including memoir writing, magazine writing, advanced business writing, advanced poetry writing, and writing about the environment. Topics and emphases vary each time the course is offered, so students may take this course for credit more than once.

ENG 405-06  
ADVANCED FICTION WORKSHOP  
3 credits  
ENG 405 and ENG 406 offer students further direction in the writing of fiction within a workshop. Students may repeat these courses for credit.

ENG 410  
PUBLICATION DESIGN  
3 credits  
Publication Design reviews and extends knowledge of copyediting and layout and design for both print and Web. The emphasis is on the use of Adobe InDesign to produce a range of documents, from logos, advertisements, and personal identity packages to magazine pages, magazine dummies, and Web layouts. Copy from La Salle journalism students will be used for some layout and photography exercises and posted to the Web. ENG 310 or experience with InDesign is helpful, but not required.

ENG 405-06  
ADVANCED FICTION WORKSHOP  
3 credits  
ENG 405 and ENG 406 offer students further direction in the writing of fiction within a workshop. Students may repeat these courses for credit.

ENG 410  
PUBLICATION DESIGN  
3 credits  
Publication Design reviews and extends knowledge of copyediting and layout and design for both print and Web. The emphasis is on the use of Adobe InDesign to produce a range of documents, from logos, advertisements, and personal identity packages to magazine pages, magazine dummies, and Web layouts. Copy from La Salle journalism students will be used for some layout and photography exercises and posted to the Web. ENG 310 or experience with InDesign is helpful, but not required.
ENG 417
HISTORY AND STRUCTURE OF THE ENGLISH LANGUAGE
3 credits
This course studies the ways in which the language we call English has developed over the centuries, the kinds of English that are spoken in the world today, and the underlying structure of these varieties of English and their different grammars. ENG 417 combines theory with text, using works by authors from the 7th century to the 21st as base texts in which to analyze how English has continued to develop as an important linguistic force throughout the world.

ENG 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 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 441
STUDIES IN BRITISH LITERATURE AND CULTURE TO 1700
3 credits / Concentration Option
In this course, students intensively study aspects of Medieval British and Renaissance literature and culture up to the beginnings of the modern period. Although topics may vary from section to section, this course concentrates on selected authors, examining them in light of their historical and cultural contexts, as well as their continental counterparts.

ENG 442
STUDIES IN BRITISH LITERATURE AND CULTURE 1700–1900
3 credits / Concentration Option
In this course, students intensively study British Restoration and 18th- and 19th-century literature and the culture. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in the light of their historical, literary, and cultural contexts, as well as competitive or complementary continental traditions.

ENG 461-462 (F, S)
INTERNSHIP
3-6 credits
Students may intern at a variety of sites including advertising and public relations firms, publishing and broadcasting companies, for-profit and nonprofit organizations, and social service or health care agencies. Student interns work under professional supervision to learn how to apply their education to the everyday demands of the world of work. Interested students must have at least a junior or senior standing, a 2.75 grade point average both overall and in the major, and the recommendation of the internship coordinator. Students can earn 3 credits for internships requiring 12-15 hours per week of work, and 6 credits for internships requiring 24-30 hours per week of work. In addition, students can complete two 3-credit internships in different semesters.

ENG 480 (S)
CAPSTONE SEMINAR
3 credits / Concentration Option
The major and double major in English conclude with a capstone seminar in which students pursue an independent research, pedagogical, or writing project of significant depth and scope directed by a faculty facilitator and in consultation with faculty knowledgeable in each student’s field of inquiry. The goal of the capstone seminar is to provide students with the opportunity to pursue a topic
of interest in a sustained way and to support each student’s project through the discussion and application of advanced research in the discipline and a workshop in which the student is able to present material in draft on the way to the production of the final project. The capstone provides a forum in which students can share ideas, provide feedback to one another, and solve problems related to scholarly research, pedagogy, and creative projects. ENG 480 may also be taken by students minoring in English.
ENTREPRENEURSHIP MINOR

FACULTY
Frank Mallon (Economics Department)
Steven Melick (La Salle Center for Entrepreneurship)

The entrepreneurship minor is available to all undergraduate students in the University, regardless of their major. This is an interdisciplinary, tailored program that will include a range of business and non-business electives for students to complete in order to obtain a well-rounded academic and hands-on experience toward their specific career interests. Students interested in starting a business someday, joining an existing family-run business, or becoming more entrepreneurial in their careers working for another company will earn the confidence to think and act while learning how to assemble the tools and resources to be successful in their ventures.

REQUIREMENTS

- Required for Minor in Entrepreneurship: 6 courses
  - ENT 201 Experiential Introduction to Entrepreneurship
  - ENT 301 Entrepreneurial Applications
  - Four Controlled Electives: a combination of business and non-business courses mutually determined between the student and program adviser geared to meet the specific needs of the student's career path. Business majors may take no more than two business electives; non-business majors must take a minimum of two business electives.

Interested students must contact a program administrator to determine the Controlled Electives approved for each of them. The student will also be required to conduct an interview with an entrepreneur in his or her field of study to make those course recommendations.

NOTE: ISBT 335 may be substituted for ENT 201, and ISBT 334 may be substituted for ENT 301.

COURSE DESCRIPTIONS

ENT 201 (formerly BUS 170)
EXPERIENTIAL INTRODUCTION TO ENTREPRENEURSHIP
3 credits

This course seeks to help students identify and exercise their latent entrepreneurial spirit. This course differs from most other courses in that the primary goal is not merely the acquisition of knowledge and the primary form of instruction is not lecture-based. Instead, this course provides students with an opportunity to develop skills such as creative thinking, opportunity identification, problem solving, communication, comprehensive business planning and task execution, leadership, and collaboration.

For each semester this course is offered, the class will work collectively on a project that addresses a problem or opportunity in the market. These opportunities can exist in existing enterprises (as in a way of doing something better), an unmet market need, new product innovation, or a venture in social entrepreneurship.

ENT 301
ENTREPRENEURIAL APPLICATIONS—CAPSTONE EXPERIENCE
3 credits

This course will focus on the delivery of a thorough and detailed business plan of each student’s concept or in conjunction with an existing enterprise. Work will be largely independent on this project, though supervised regularly by faculty and through interim presentations to the class.

Students will also be expected to participate in a range of entrepreneurship exploration discussions that may be relevant to their field of study or interests. These special interest tracks will dive deeper into the challenges and key business areas that are important to that type of venture or enterprise. The goal of this approach is to provide education around specific business principles that are important across all businesses, while broadly considering the needs of non-business major students who are seeking advice and guidance on business areas relevant to their interests.

The format of this course is 50% instructional, 25% lab, and 25% special topics research. Students will be expected to complete reflective papers following lab and special topics research along with deliverables outlined in support of their own planned or envisioned ventures.

PREREQUISITES: ENT 201 OR ISBT 333 OR BUSINESS MAJOR JUNIOR STATUS.

ENT 354 (CROSS-LISTED WITH MGT 354)
GROWING A BUSINESS: ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT
3 credits

The actual art and practice of managing a small enterprise. Concepts and methods for decision making and being competitive. Actual cases with live situations and outside speakers from all areas—business, government, and organized labor—impinging on the small entrepreneur today.

PREREQUISITES: ENT 201 AND ENT 301 OR BUS 101 AND BUS 208 OR ISBT 333 AND ISBT 334.
ENVIRONMENTAL SCIENCE

FACULTY
Alice Hoersch, Ph.D., Director

AFFILIATED FACULTY
ASSISTANT PROFESSORS: Church

MISSION STATEMENT

The mission of Environmental Science is to provide students the experiences necessary for them to understand their role as scientists and intelligent caretakers of our planet and its resources. The beauty of nature that we often experience on our field trips, and the lessons learned in lecture and lab help students understand that their roles as stewards of our planet is a life-long enterprise, and is critical to future generations. Conservation and sustainability are constant themes in our courses. We are dedicated to the LaSallian tradition of excellence in teaching, and service to society and are committed to developing the full intellectual, personal, and social potential of our students in an environment of mutual respect and cooperation.

Environmental Science is designed to prepare our graduates for environmental or energy related positions in private industry or government, as well as acceptance into graduate programs (science or policy/management), or service institutions and agencies (Peace Corps, AmeriCorps, etc). Students will be qualified to work in fields such as oil, gas and coal, alternative energy, environmental management, resource management, land-use planning, environmental policy, and environmental law (upon completion of law school). Our Environmental Science program can also serve as a pre-teaching program, preparing students for certification in education programs.

PROGRAM GOALS

1. Students will think like a scientist; that is, they will be able to distinguish between observation and interpretation. They will be able to read scientific articles and understand the value of data collection and observation, and draw conclusions based on these data.

2. Students will have the skills that allow them to observe our planet and generate ideas to help solve problems.

3. Students will use experiences in other courses (biology, chemistry, math, technology, etc.) to understand the complexities of earth sciences.

STUDENT LEARNING OUTCOMES

1. Think critically about problems in environmental sciences.

2. Have experiences with environmental/geological illustrations and maps and know how to perform environmental field investigations.

3. Have skills enabling them to interpret scientific data in our sciences.

4. Have the option to enter graduate or professional school in environmental sciences, policy, law or other related fields.

5. Be qualified to obtain a job or internship in our sciences, if desired.

6. Use a variety of instruments commonly used to collect data in our sciences.

7. Be familiar with basic knowledge of subsurface and surface geologic processes that form rocks and shape the landscape.

8. Environmental sustainability and stewardship are crucial concepts in environmental science. Consequently, students should understand human actions that advance environmental stability as well as those actions that cause environmental degradation. Human interaction with earth systems is integral to our studies.

REQUIREMENTS

■ Required for Major in Environmental Science:

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

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

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

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

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

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

2. The minor prepares students for work in agencies related to environmental policy such as the Peace Corps, AmeriCorps and non-profit agencies and companies that place an emphasis on helping people around the planet.

3. The minor provides experiences for students thinking about graduate studies dealing with policy issues, environmental law, city planning, resource management, and teaching.

REQUIREMENTS

- Required for the Environmental Science Minor: 6 courses
  - Students take the following two courses:
    - Students choose two courses from the following:
      - GEO/ENV 150 or GEO/ENV 153 (REQUIRED)
      - BIO 157 (REQUIRED)
    - Students choose four courses from the following:
      - ECN 351 Environmental Economics
      - BIO 230 Divers Evolution & Ecology
      - BIO 319 The Plant Kingdom
      - BIO 400 Marine Biology
      - CHM 161 Chemistry Of Life Science
      - PHL 306 Environmental Philosophy
      - BUS 303 Legal & Ethic Environ Bus
      - Additionally, Political Science, Psychology, Sociology, Economics classes that have an environmental theme.
GLOBAL LANGUAGES, LITERATURES, AND PERSPECTIVES

FACULTY
Victoria L. Ketz, Ph.D., Chair

PROFESSORS: Ketz, Kling
ASSOCIATE PROFESSORS: Biehl, Cerocchi, Ossa
LECTURERS: Ager, Buckley, Chubok, Colavita-Jacyszyn, Dolan, Fischetti, McCann, Neisser, Obst, Regan, Woods
PROFESSOR EMERITUS: Gómez, Rudnytzky

MISSION STATMENT

The Department of Global Languages, Literatures, and Perspectives of La Salle University fully supports the University’s Mission as well as the Mission of the School of Arts and Sciences.

The Department of Global Languages, Literatures, and Perspectives offers foreign languages students the opportunity to break the barrier of a single language, facilitating communication with people in other cultures and the attainment of broader social and cultural understanding.

To this end, all of the programs strive to develop the student’s facility in comprehension, speaking, reading and writing in one of five world languages offered as majors within the Department. The Global Languages, Literatures, and Perspectives Department aims at giving the student knowledge of the historical development of a given language and its literature, together with an appreciation and understanding of its literary and cultural achievements.

The globalization of life, careers and professions, and the historical and traditional role of the United States as the preferred immigrant destination, has made the mission of the department more relevant and important than ever as a social tool, needed for effective communication with people in other cultures.

Further, for our society to effectively compete in the world, linguistic and cultural expertise is a requirement for our students to achieve competitive advantages and success.

PROGRAM GOALS

1. To provide students with the means and necessary instruction for those students to acquire a second and/or a third language.

2. To assure that the language(s) skill level (read, write, speak) is consistent, at the conclusion of the student’s complete curriculum, with ACTFL’s definition of an advanced intermediate speaker. Confirmation to be conducted by means of ACTFL testing for oral language and traditional writing/reading assignments throughout the curriculum. The objective is to also train the faculty on the ACTFL Writing methodology and, once achieved, this method will be used to assess outcomes.

3. To provide for language majors and minors the cultural, linguistic and sociolinguistic content necessary to master one or more world languages (other than English) in the context of the culture that speaks the language.

4. To prepare language majors for advanced degrees in language studies by assuring that the materials (linguistic or literary) used are consistent with expectations by graduate schools.

5. To provide a competitive advantage for students, reflective of the added dimension bilingualism or multilingualism offers, irrespective of the professional path students may follow.

6. To prepare students (linguistically and culturally) for a dramatically changing demographics where a second language is becoming essential for professional success.

7. To provide the necessary support and cooperation with other departments within the university, as to assure that those programs become more relevant, practical and effective by having their graduates acquire a second language or, minimally, the ability to communicate in that second language at ACTFL’s advanced beginner level.

8. To constantly review the foreign languages curriculum (all languages taught) for relevance. To develop courses that address contemporary language acquisition techniques and methods and that are responsive to the need for relevance, as well as the needs of other departments for specialized language training.

STUDENT LEARNING OUTCOMES

1. To attain at least Intermediate High (according to standards set out by the American Council for the Teaching of Foreign Languages, ACTFL) level in A. reading, B. writing, C. aural comprehension, and D. speaking.

2. To use critical skills to analyze literary and cultural texts logically, fairly, and insightfully.

3. To use research skills to support literary and cultural analyses.

4. To understand the perspectives of at least two cultures (including American culture).

5. To challenge the student both cognitive and culturally through language.

PATTERNS COURSES

- Foreign Language:
  - FRN, GER, ITL, RUS, SPN 101-102
  - FRN, GER, ITL, RUS, SPN 201-202
  - SPN 301-302, 311-312, 321-322
SPANISH

REQUIREMENTS

■ Required for Major in Spanish: 14 courses
  • Ten courses in Spanish (Based on departmental placement)
  • Four courses in a second language (waived if double majoring)
  • Recommended: HIS 307, HIS 308

■ Required for a Spanish Minor: 6 courses in Spanish (Based on departmental placement)

In order to major or minor in Spanish, the student will need to have his/her starting level of Spanish assessed by a faculty member. Once the student’s level of Spanish has been established, the appropriate sequence of courses for the student to satisfactorily complete his or her minor will be outlined by the Spanish area coordinator or a Spanish faculty advisor.

COMMUNICATION SCIENCES AND DISORDERS (CSD) AND SPANISH DOUBLE MAJOR

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

REQUIREMENTS

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

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

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

SPECIALIZED SPANISH AND ELEMENTARY EDUCATION DOUBLE MAJOR FOR SPANISH IMMERSION TEACHING

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

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

Those wishing to become Spanish immersion teachers will follow the carefully designed course sequence prepared by the Foreign Language and Education departments and will receive advisement from both. Students must take a Spanish placement test before beginning the program. Below are the program’s minimum requirements. However, the Spanish curriculum may be adjusted based on a student’s initial placement level.
FOUR-YEAR ROSTER
DUAL MAJOR: EDUCATION (PRE K-4) AND SPANISH IMMERSION TEACHING

Freshman Year

Fall
ENG 110
SPN 203 or 301
EDC 103
EDC 120
REL 150 or 153

Spring
SPN 204 or 302
EDC 104
IMS 162 (4)
PHL 151 or 152
ENG 150

Sophomore Year

Fall
ENG 210
IMS 262 (4)
SPN 300/400 level
EDC 217
HIS 151

Spring
SPN 300/400 level
EDC 219
EDC 220
HIS 300
CSC 151 or 152

Junior Year

Fall
SPN 300/400
SPN 300/400
PHL 200 or above
EDC 325
ENG 200 or above

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

Senior Year

Fall
SPN 330
Secondary Language Teaching Methods*
SPN 331
The Foreign Language Classroom*
REL 200 or above
EDC 410 (2)
EDC 326

Spring (Student Teaching Semester)
EDC 474 (12 credits)
EDC 475 (3 credits)

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

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

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

COURSE DESCRIPTIONS

SPN 101-102
ELEMENTARY SPANISH
3-6 credits/Patterns 1:2

These courses are elementary level courses designed for students with little or no previous Spanish education or experience. In these courses, students will cultivate skills in speaking, listening, reading, and writing in Spanish. In addition to cultivating language skills, students will gain insight into the diversity of Spanish-speaking peoples and cultures. Students will be immersed in language and cultures through classroom activities and homework assignments. Student output is emphasized in short simple reading, speaking, and writing activities.

These courses are not intended for native or heritage speakers of Spanish.

SPN 101 PREREQUISITES: LITTLE OR NO PREVIOUS SPANISH.

SPANISH 102 PREREQUISITES: SPANISH 101 OR DEPARTMENTAL PLACE-
MENT.

SPN 103 (F)
SPANISH FOR NURSING AND HEALTH SCIENCES I
3 credits/Patterns 1

Spanish 103 is the first of a two-semester sequence. It is an introductory-level course designed for nursing and health sciences students with little or no previous Spanish education or experience. The course places special emphasis on the acquisition of health-related vocabulary and basic communication in situations faced by health professionals. The course focuses on developing the four language skills: reading, writing, listening comprehension, and speaking. SPN 103 is a prerequisite for SPN 104.

This course is not intended for Native or heritage speakers of Spanish.

PREREQUISITES: NURSING AND HEALTH SCIENCES STUDENTS WITH LITTLE OR NO PREVIOUS SPANISH.

SPN 104 (S)
SPANISH FOR NURSING AND HEALTH SCIENCES II
3 credits/Patterns 1

Spanish 104 is the second of a two-semester sequence. It is an introductory-level course designed for nursing and health sciences students with little or no previous Spanish education or experience. The course places special emphasis on the acquisition of health-related vocabulary and basic communication in situations faced by health professionals. The course focuses on developing the four language skills: reading, writing, listening comprehension, and speaking. This course is not intended for native or heritage speakers of Spanish.

PREREQUISITES: SPN 103
SPN 201-202
INTERMEDIATE SPANISH
3 credits/Patterns 1-2 or Concentration Option
These courses are intermediate level courses. Students placed at the intermediate level have generally taken approximately two to three years of high school Spanish or the equivalent. In these courses, students will further develop skills in speaking, listening, reading, and writing in Spanish. In addition to developing language skills, students will gain insight into the diversity of Spanish-speaking peoples and cultures. Students will be immersed in language and cultures through classroom activities and homework assignments. Student output is emphasized in increased longer reading, speaking, and writing activities.
These courses are not intended for native or heritage speakers of Spanish.

SPN 201 PREREQUISITES: SPN 102 OR DEPARTMENTAL PLACEMENT.
SPN 202 PREREQUISITES: SPN 201 OR DEPARTMENTAL PLACEMENT.

SPN 203-204
SPANISH FOR HERITAGE SPEAKERS
3-6 credits/Patterns 1-2
This is a two semester course taught in Spanish. It is specifically designed for Heritage Speakers who have learned Spanish in the home and wish to learn more about their culture and heritage. Students will develop further their competencies in grammar and spelling as well as acquire new vocabulary through readings in different genres. They will continue to develop skills in speaking, listening, reading, and writing. Students will be immersed in the Spanish language and Hispanic cultures through classroom activities and outside assignments. SPN 203 is a prerequisite for SPN 204.

SPN 203 PREREQUISITES: THIS COURSE IS FOR HERITAGE SPEAKERS OF SPANISH.
SPN 204 PREREQUISITES: SPN 203

SPN 205
INTERMEDIATE SPANISH FOR NURSING AND HEALTH SCIENCES I
3 credits
This is an intermediate level I Spanish course designed for nursing and health sciences students. This course is a continuation of Elementary Spanish for Nursing and Health Sciences II and will reinforce and build upon the grammar and vocabulary acquired in that course. Special emphasis will be placed on communicating in Spanish in health related contexts. The course will focus on developing the four language skills: reading, writing, listening comprehension, and speaking. Not intended for native or heritage speakers.
PREREQUISITES: SPN 104, DEPARTMENTAL PLACEMENT OR DEPARTMENTAL PERMISSION

SPN 206
INTERMEDIATE SPANISH FOR NURSING AND HEALTH SCIENCES II
3 credits
This is an intermediate level II Spanish course designed for nursing and health sciences students. This course is a continuation of Intermediate Spanish for Nursing and Health Sciences I and will reinforce and build upon the grammar and vocabulary acquired in that course. Special emphasis will be placed on communicating in Spanish in health related contexts. The course will focus on developing the four language skills: reading, writing, listening comprehension, and speaking. Not intended for native or heritage speakers.
PREREQUISITES: SPN 205, DEPARTMENTAL PLACEMENT OR DEPARTMENTAL PERMISSION

SPN 301-302
CONVERSATION AND COMPOSITION
3 credits/Patterns 1-2 or Concentration Option
These courses focus on developing students’ conversational and writing skills in Spanish as well as on educating students about the people and cultures of the Spanish speaking world. These courses also serve to prepare students for upper division Spanish courses. Grammar is reviewed regularly in these courses in order to enable students to improve their command of grammar and apply grammar appropriately when speaking and writing. SPN 301 is a prerequisite for SPN 302.
This course is not intended for native or heritage speakers of Spanish. Heritage speakers will take SPN 203-204 in lieu of SPN 301-302.

SPN 301 PREREQUISITES: SPN 203-204 IN LIEU OF SPN 301-302.
SPN 302 PREREQUISITES: SPN 301.

SPN 307
COMMERCIAL SPANISH
3 credits/Concentration Option
The purpose of this course is to better enable students to utilize Spanish in business and other professional contexts. The course aims to increase students’ workplace vocabulary (e.g., vocabulary related to the office, computers, travel, etc. will be covered). Written exercises will include exercises such as business letters and other professional correspondence, as well as short translation exercises. Formality vs. informality, use of proper titles to address people in professional situations, and other issues related to cultural etiquette will be addressed.
PREREQUISITES: SPN 204 OR SPN 302.

SPN 308-309
PERSPECTIVES ON SPANISH LITERATURE
3-6 credits/Patterns 1-2 or Concentration Option
This course is an introduction to the study of peninsular Spanish literature from the Middle Ages to the present. Readings and discussions in Spanish are offered.
PREREQUISITES: SPN 204 OR SPN 302.
SPN 313
SURVEY OF SPANISH AMERICAN LITERATURE
3 credits/Concentration Option
This course involves reading and discussion of works from the colonial period to the 20th century, with special emphasis upon contemporary Latin American literature.
PREREQUISITES: SPN 204 OR SPN 302.

SPN 314 (F, S)
LATIN AMERICAN SHORT STORIES
3 credits/Elective
This is a survey course in which a wide selection of short stories from the late 19th century through the 21st century will be studied. The goal is to familiarize students with works written by a variety of Latin American authors. Themes such as love, gender roles, and discrimination, among others, will be examined.
PREREQUISITES: SPN 204 OR SPN 302.

SPN 321
SURVEY OF SPANISH CIVILIZATION
3 credits/Patterns 1
This course provides a cultural and historic study of Spain’s past, examining the effects of Rome and Islam, the period of Spanish domination and later decline, and the status of present-day Spain. Prerequisites: SPN 204 or SPN 302.

SPN 322
SURVEY OF SPANISH AMERICAN CIVILIZATION
3 credits/Patterns 2
This course offers cultural and historic presentation of the diversity of Latin America from the Aztecs and Incas to the Conquest, the viceroyalties, and the establishment of independent nations; course concludes with a thorough study of today’s Latin America.
PREREQUISITES: SPN 204 OR SPN 302.

SPN 330
SECOND LANGUAGE TEACHING METHODS
3 credits
Second Language Teaching Methods is a general course in second language acquisition theories and teaching methodologies for students interested in a career in second language teaching – both ESL and foreign language. Students will review an familiarize themselves with the dominant theories of the field by linguists such as Stephen Krashen, Michael Long, Susan Gass, Bill VanPatten, Jim Lantolf, and others. This course provides students the opportunity to weigh the merits of the two competing camps within second language acquisition and apply these theories to their own teaching by creating appropriate lesson plans and testing materials to maximize student learning and outcomes in all of the four language skills—reading, writing, speaking, and listening.

SPN 331
THE FOREIGN LANGUAGE CLASSROOM
3 credits
The Foreign Language Classroom is a course designed for students interested in a career as an immersion teacher of Spanish. The course will prepare students for teaching Pre-K to 4th grade children in the areas of Math, Science, and Social Studies. Through the review of various second language acquisition theories and teaching methods, students will design and present lessons and activities in Spanish targeting specific content areas.

SPN 331-351
INTRODUCTION TO BILINGUAL-BICULTURAL STUDIES
3-6 credits/Patterns 1-2 or Concentration Option
These courses use linguistic and cultural problems in teaching English to speakers of other languages. Emphasis on materials, techniques, and attitudes of teachers and students. Special emphasis on the vocabulary and idiom of the Caribbean. Cultural survey of present-day problems in Puerto Rico and other Caribbean countries will be presented.

SPN 350-351
INTRODUCTION TO TRANSLATION AND INTERPRETATION
3-6 credits/Concentration Option/Patterns 1-2
This introductory translation and interpretation course provides students with an overview of translation theory while providing practice with a variety of texts. Students practice translating from Spanish language to English and vice versa in different topics. Basic concepts and problems in the area of translation studies are identified and discussed. Students also discuss different types and modes of translation as well as translation strategies and techniques. In addition, students are familiarized with the role and functions of translator and/or interpreter in the process of intercultural communication.
PREREQUISITES: SPN 204 OR SPN 302.

SPN 352
HISTORY OF THE SPANISH LANGUAGE
3 credits/Concentration Option
This course is a study of the formation of the language, its evolution and phonetic changes from Latin to the present modern pronunciations. Reading and discussion of the early Spanish texts and the development of the language in the early period will be provided.

SPN 352
INTRODUCTION TO SPANISH SOCIOLINGUISTICS
3 credits
This course introduces students to the study of Spanish language variation within its social context. Social factors such as geography, race, gender, age, social class, economics, education, as well as specific linguistic features belonging to certain Spanish speaking com-
Global Languages, Literatures, and Perspectives • 65

Students will familiarize with sociolinguistic research methodology and theory including, but not limited to, sampling of speech community, data collection, types of linguistic variation, and the sociolinguistic variable. In addition to learning about the concepts, questions, and methods associated with sociolinguistic research as they are applied to language, students will discuss and review studies of language variation in different speaking communities. Finally students will examine language contact situations such as Spanish in the United States.

**PREREQUISITES:** SPN 204 OR SPN 302

---

**SPN 405**

**LITERATURE OF THE MIDDLE AGES**

3 credits/Concentration Option

This course places emphasis on such works as Cantar de Mio Cid, Poema de Fernán González, and Amadís de Gaula; authors include Beceo, Alfonso X, Juan Manuel, Juan Ruiz, Marqués de Santillana, and los Manrique.

**PREREQUISITES:** SPN 204 OR SPN 302

---

**SPN 411**

**RENAISSANCE LITERATURE**

3 credits/Concentration Option

This course looks at the works of Boscán, Garcií yca, Encina, Nebrija, Torres Naharro, and Lope de Rueda, and such works as Tirant lo Blanc, Celestina, and Lazarillo de Tormes form the basis of this period of literary activity.

**PREREQUISITES:** SPN 204 OR SPN 302

---

**SPN 415**

**DRAMA OF THE GOLDEN AGE**

3 credits/ Concentration Option

This course entails readings, reports, and discussions of the principal dramatists of the Golden Age: Lope de Vega, Tirso de Molina, Calderón, Alarcón, and others.

**PREREQUISITES:** SPN 204 OR SPN 302

---

**SPN 419**

**CERVANTES**

3 credits/Concentration Option

This course offers readings and discussions of Don Quixote. Other important works by Cervantes will also be discussed.

**PREREQUISITES:** SPN 204 OR SPN 302

---

**SPN 420**

**SPANISH FOR SPEECH-LANGUAGE PATHOLOGISTS**

3 credits

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

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

---

**SPN 421**

**BILINGUALISM IN SPANISH-ENGLISH SPEAKERS: DEVELOPMENT AND DISORDER**

3 credits

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

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

---

**SPN 422**

**INTRODUCTION TO SPANISH PHONETICS AND PHONOLOGY**

3 credits/ Concentration Option

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

**PREREQUISITES:** SPN 204 OR SPN 302

---

**SPN 423**

**INTRODUCTION TO SPANISH DIALECTOLOGY**

3 credits

Introduction to Spanish Dialectology is a basic course in dialectology. The course reviews the processes of linguistic variations that differentiate geographic dialects of the Spanish language. Some topics include: language variations in Peninsular Spanish, Caribbean
Spanish, and Latin American Spanish. The course will also discuss the varieties of Spanish in the United States as well as the influences from other languages on Spanish.

SPN 442
ROMANTICISM
3 credits/Concentration Option
A study of the early 19th century that analyzes works of such authors and poets as Larra, Duque de Rivas, Zorilla, Espronceda, García Gutiérrez, Hartzenbusch, and Becquer.
PREREQUISITES: SPN 204 OR SPN 302

SPN 443
POETRY OF THE 19TH AND 20TH CENTURIES
3 credits/ Concentration Option
This course focuses on the works by Gabriel y Galán, de Castro, Dario, los Machado, Jiménez, Lorca, Guillén, Otero, and Salinas are considered.
PREREQUISITES: SPN 204 OR SPN 302

SPN 448
THE SPANISH AMERICAN NOVEL
3 credits/Concentration Option
This course introduces students to the development of the contemporary Latin American novel through an analysis of the sociological and literary aspects of the work of various leading authors. Special attention is devoted to works by and about women. Class discussions and examinations will be given in Spanish.
PREREQUISITES: SPN 204 OR SPN 302

SPN 457
THE SPANISH NOVEL OF THE 19TH AND 20TH CENTURIES
3 credits/Concentration Option
This course provides reading and discussion of Spanish authors, their ideology and philosophies: Fernán Caballero, Galdós, Valera, Pío Baroja, Ala, Cela, Delibes, and Goytisolo.
PREREQUISITES: SPN 204 OR SPN 302

SPN 480
SEMINAR
3 credits
Topics of investigation will vary from semester to semester.
PREREQUISITES: SPN 204 OR SPN 302

OTHER LANGUAGES

COURSE DESCRIPTIONS

FRENCH

FRN 101-102
ELEMENTARY FRENCH
3-6 credits/ Patterns 1-2
Elementary French is intended for students who have no previous knowledge of French. Instruction is planned to help students develop basic, functional proficiency in speaking, understanding, reading and writing French. Daily written and oral exercises are assigned to complement work done in class.
PREREQUISITE FOR FRN 102 IS FRN 101 OR ITS EQUIVALENT.

FRN 201-202
INTERMEDIATE FRENCH
3-6 credits/ Patterns 1-2 or Concentration Option
Intermediate French is designed to build on the language skills acquired in Elementary French. Instruction is planned to expand the students’ functional proficiency in French, especially by increasing active vocabulary and extending text type to the sentence level. Topical readings appropriate to the level are discussed in class.
PREREQUISITE: ELEMENTARY FRENCH OR ITS EQUIVALENT OR 3 OR 4 YEARS OF HIGH SCHOOL FRENCH.
CLASSICAL THEATRE
3 credits/Concentration Option
This course is a study of the plays of Corneille, Molière, and Racine.
PREREQUISITE: FRN 302 OR ABOVE, OR ITS EQUIVALENT.

GERMAN

GER 101-102
BEGINNING IN GERMAN
3-6 credits/ Patterns 1-2
These courses provide the basis for communication in German and for understanding the cultures of the German-speaking world. Through first elements of the language, students learn aspects of history, geography, and culture. Structures and patterns are introduced and practiced.
PREREQUISITE: GERMAN 101 OR PERMISSION OF THE INSTRUCTOR.
**SCHOOL OF ARTS AND SCIENCES**

**SCHOOL OF ARTS AND SCIENCES**

**Global Languages, Literatures, and Perspectives • 67**

---

**GER 201-202  CONTINUING IN GERMAN**

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

Communication on personal topics is fostered through continuing study of the structural and lexical features of the language. Emphasis is on the encounters of daily life—employment, leisure activities, living situations, family and friends.

**PREREQUISITE:** GERMAN 101 AND 102 OR PERMISSION OF THE INSTRUCTOR.

---

**ITALIAN**

**ITL 101-102  ELEMENTARY ITALIAN**

3-6 credits/Patterns 1-2

These courses are designed for students with no prior knowledge of Italian or with basic knowledge of Italian. They emphasize the four communicative skills of listening, reading, speaking, and writing in a culturally authentic context. Basic grammar skills are also introduced. Students will make oral presentations, read short texts, and write brief compositions in Italian. The instructor will speak predominantly the target language. In addition, students will expand their knowledge of the culture, history, and daily lives of Italian people.

Instructional materials include listening to songs, visiting websites, watching video clips online, practice exercises in your textbooks (in-class and assigned as homework), group cooperative activities and practices and short class presentations. By the end of the semester students will be able to read, write, and speak Italian at a low intermediate level and be ready to take the following level course (201).

---

**RUS 101-102  ELEMENTARY RUSSIAN**

3-6 credits/Patterns 1-2

The courses are topically organized and designed to encourage communication and to offer insight into the culture of the speakers of Russian. Information is provided on the geo-political areas in which Russian is spoken and the cultural habits and orientation of its speakers.

**RUS 201-202  INTERMEDIATE RUSSIAN**

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

These courses promote communication through a knowledge of Russian and Russian culture. They involve further study of the structural and lexical features of Russian, based upon topical subjects. They enhance understanding of the in-depth culture of Russia through presentations on its traditions of art, music, and literature.

**PREREQUISITE:** RUS 102 OR PERMISSION OF THE INSTRUCTOR.

---

**LITERATURE COURSES**

**LIT 150  MODERN EUROPEAN AND LATIN AMERICAN WRITERS**

3 credits/Patterns 1

An examination of modern French, German, Hispanic, Italian, and Slavic literatures in English translation. It provides a study of attempts by representative men and women to comprehend their times and their cultures and to express their understandings of modern life in literature will be examined. Selected works of prose, poetry and drama will be addressed. Short critical papers are required.

**LIT 250  SELECTED TOPICS IN WESTERN LITERATURE**

3 credits/Patterns 2

An examination of specific topics in modern French, German, Hispanic, Italian, and Slavic literatures in English translation. The topics may include motifs, such as the search for lost innocence, love and suffering, or the examination of specific literary movements such as Romanticism, Neo-Classicism, Modernism and Post-Modernism. Selected works of prose, poetry and drama will be addressed. Short critical papers are required.
HISTORY

FACULTY
Stuart Leibiger, Ph.D., Chair
PROFESSORS: Desnoyers, Leibiger, Ryan, Stow
ASSOCIATE PROFESSORS: Allen, Jarvinen, Sheehy, Stebbins
ASSISTANT PROFESSORS: Jallow
PROFESSOR EMERITUS: Rossi

MISSION STATEMENT

In accordance with our belief that History is, as G.R. Elton once put it, "the only living laboratory we have of the human experience," the History Department of La Salle University seeks to immerse its students as broadly as possible in that experience. In the best tradition of the Christian Brothers, we aspire to teach our students, "where we find them," regardless of means or status. Toward that end we take to heart the words of the University's mission statement, seeking to develop "the full intellectual, personal, and social potential of our students in an environment of mutual respect and cooperation," and to show them the full reach of the human past. We believe that such training develops our students as both active citizens and, more important, as fully-realized human beings.

PROGRAM GOALS

1. Instructional Excellence
   a. To ensure majors are competent in the core aspects of historical reading and writing.
   b. To establish close working relationships between students and faculty.
   c. To reduce limits on upper-division course offerings.

2. Research Productivity
   a. To encourage full-time faculty to continue to publish in scholarly outlets and present at academic conferences.
   b. To encourage faculty to integrate current scholarship into course materials.

3. Adaptation Technology
   a. To work with students learning how new technology transforms the study of history.
   b. To train more faculty in online teaching.

STUDENT LEARNING OUTCOMES

1. Identifying the major features of foundational American history and World history, and using the past to understand contemporary issues.

2. Understanding a range of historiographic approaches.

3. Demonstrating competency in analyzing and evaluating secondary sources.

4. Demonstrating competency in locating, contextualizing, and analyzing primary sources.

5. Applying skills (I-IV) to ask historical questions and create evidence-based written arguments (synthesizing historical events).


PATTERNS COURSES

- History
  - HIS 151, 155, 251; Either HIS 151 or 155 will fulfill the Patterns I requirement for history; however, only HIS 251 fulfills the Patterns II History requirement.

CORE CONCENTRATION

- HIS 300

REQUIREMENTS

- Required for History Majors: 13 courses

In addition to the two core courses (HIS 151 or 155 and 251) and the core concentration course (HIS 300), history majors are required to take one additional U.S. history course, two European history courses, two non-Western history courses, three courses in an area of concentration (U.S., European, or non-Western), and two senior seminars in an area of concentration. Majors who intend post-graduate study should take at least two semesters of a foreign language.

Dual Majors: Depending on the other courses taken by the student whose second major is history, the number of courses required ranges from 10 to 12. All single and dual majors whose first major is history must take the seminar (two semesters). Dual education majors should take the seminar in their junior year instead of the senior year so as not to conflict with senior student teaching.

- Required for History Minors: 6 courses

Minors must take the three core courses listed above plus any three history courses at the 300 level or above. Students who wish to
minor in history, but who have not taken HIS 300 as a core concentration, may substitute any history course at the 300 level or above.

Advanced Placement credit in history is granted to students who score 4 or above.

FIVE-YEAR B.A./M.A. PROGRAM

Undergraduate students who are history majors or secondary education/history majors may apply for “Graduate Standing” after completing 90 undergraduate credit hours. If their applications are approved by the Graduate History Admissions Committee, such students may take up to two graduate history courses (six credits) prior to the completion of their bachelor’s degree. These two graduate courses, when combined with six graduate history credits during the summer following graduation and nine hours each semester during their fifth year, will allow these students to complete all requirements for the M.A. in history by the end of their fifth year. As with traditional graduate students in history, students selecting the B.A./M.A. option must maintain a B average in all graduate courses.

COURSE DESCRIPTIONS

HIS 151 (F, S)
GLOBAL HISTORY TO 1500
3 credits/Patterns 1

This course examines the development of the first civilizations in Africa, Asia, the Mediterranean, and the Americas, with the aim of exploring their distinctive approaches to human needs and social organization. Students are also introduced to historical methodology, historiography, and different perspectives on how we view the past.

HIS 155 (F, S)
THEMES IN AMERICAN HISTORY: A BIOGRAPHICAL APPROACH
3 credits/Patterns 1

This introductory survey course covers United States history through the lives of representative Americans. Course readings consist of a series of paired biographies of major figures who confronted the pivotal issues and challenges of their times. Course themes include the establishment of the colonies, the emergence of American national identity, the founding and preservation of the republic, the struggle against slavery and racism, the spread of capitalism and industrialization, the rise of foreign affairs, the influence of immigration, the growth of the federal welfare state, and the creation of an inclusive society. Overall, the course addresses the experiences of different races, classes, genders, and ethnicities.

HIS 251 (F, S)
GLOBAL HISTORY FROM 1500 TO THE PRESENT
3 credits/Patterns 2

This course offers a study of the evolution and interactions of the cultures of Europe, the Americas, Africa, Asia, and Oceania from 1500 to the present, designed to give students a greater understanding of the relationships among modern nations so necessary in today’s shrinking globe. Students also have the opportunity to further hone their skills in the areas of the historian’s craft introduced in HIS 151.

HIS 300 (F, S)
US REPUBLIC TO 1877
3 Credits/Core Concentration

This course examines the creation of the United States, the modern world’s first truly successful experiment in republican government (representative democracy). After tracing the 17th-century founding and 18th-century maturation of the British North American colonies, it covers the causes and results of the American Revolution, the political, social, and economic history of the early republic, how the Market Revolution transformed the lives of Americans, and how the Civil War resolved the ambiguous legacies of the American Revolution.

HIS 305 (F, S)
US SINCE 1877
3 credits

The second half of the survey begun by the Core concentration course, HIS 300 is presented in this study. It addresses the Progressive Movement, American involvement in World War I, the Roaring Twenties, America between the wars, World War II, the Cold War, the Civil Rights Movement, the Vietnam Era, and the United States at the dawn of the 21st century.

HIS 324 (F, S)
HISTORY OF PHILADELPHIA
3 credits

Philadelphia was America’s “First City” both in size and influence. Although its importance later declined, the city has continued to be an American icon. This course covers the development of Philadelphia from colonial times to the present with an emphasis on social, political, and economic history. It considers how the peoples of the city have shaped it, the role Philadelphia has played in national history, and the nature of historical memory about the city. Lectures and discussion are complemented by field trips and student research.
HIS 329
HISTORY OF US WOMEN
3 credits
An in-depth analysis of the experience of women in American culture is examined in this course. Special attention is given to the women’s rights movement, women in the Industrial Revolution, and women in World War I and World War II.

HIS 331 (F, S)
AMERICA’S MILITARY PAST
3 credits
The impact of the American military establishment upon American society and the formation of defense strategy and foreign policy are the topics of emphasis in this course.

HIS 333
THE AMERICAN IMMIGRANT
3 credits
This course focuses on the history of immigration to America and the ethnic impact upon American institutions.

HIS 337
AFRICAN-AMERICAN HISTORY
3 credits
This course covers African-American history from colonization to the modern Civil Rights Movement.

HIS 340
TOPICS IN U.S. HISTORY
3 credits
This course is an examination of selected topics illustrating the political, social, and cultural history of the modern world.

HIS 341
RUSSIA AND AMERICA SINCE 1741
3 credits
Topics emphasized in this course include Russian colonization of Alaska, Russian diplomatic relations with the United States, Russian emigration to America, the Cold War, trade, and cultural exchanges between the Soviet Union and the United States.

HIS 342
HISTORY OF THE WESTWARD MOVEMENT IN AMERICA
3 credits
This course is a study of the American frontier, emphasizing pioneer life, federal Indian policy, and the settlement of the Great Plains and Far West.

HIS 347
PRESIDENTIAL ELECTIONS
3 credits
This course provides an historical analysis of presidential campaigns from 1900 to 1980, stressing the evolution of political techniques, issues, political parties, and presidential personalities.

HIS 402
AMERICAN REVOLUTION
3 credits
Revolutions have shaped the modern world. Perhaps the most important of these revolutions gave birth to the United States, an experiment in republican government. Covering 1740–1790, this course analyzes the colonies’ separation from Great Britain, an upheaval whose promise Americans have sought to fulfill for more than 200 years. Topics include the causes, results, stages, and historiography of the Revolution. This course examines how revolutionary the American Revolution really was, politically, militarily, socially, and ideologically.

HIS 413
JEFFERSONIAN-JACKSONIAN DEMOCRACY
3 credits
This course is a detailed analysis of the development of the American political system in an increasingly democratic society.

HIS 415
FIERY TRIAL: CIVIL WAR
3 credits
The Civil War has been called the defining moment in our nation’s history. Not only did the conflict emancipate four million slaves, but it also settled a longstanding debate over American federalism and proved once and for all the success of the Founders’ experiment in republican government. Covering 1850–1877, this course analyzes the causes, course, and aftermath of the most momentous war in American history. It explores political, constitutional, military, economic, and social issues.

HIS 425 (F, S)
MODERN AMERICA
3 credits
This course examines the growth of government involvement at home and abroad since 1939 with readings and analysis of original documents.
HIS 429 (F, S)  
THE EMERGENCE OF MODERN AMERICA, 1877–1913  
3 credits  
This course focuses on the nationalization of American life, including the building of the railroad network, the rise of industry, the labor movement, immigration, and urbanization.

HIS 447  
THE UNITED STATES IN THE PACIFIC BASIN  
3 credits  
This course explores the interrelationship of the United States and the East Asian world in the modern period.

AREA II: EUROPEAN HISTORY

HIS 310  
EUROPE TO 1400  
3 credits  
This course traces the unfolding of Western civilization from pre-history to the Renaissance. The legacies of Greece and Rome; the heritage of both early Christian Europe and the Byzantine and Islamic civilizations; and the contribution of later medieval society to the governmental, economic, and intellectual growth of Europe are examined.

HIS 311  
EUROPE FROM 1400 TO THE PRESENT  
3 credits  
This course surveys the decline of feudal institutions, emergence of modern European states, expansion into the Western hemisphere, the impact of the Renaissance, Scientific Revolution and Enlightenment, rise of nationalism, development of modern totalitarianism, and the impact of two world wars on Western society.

HIS 325  
IMPERIALISM IN THE MODERN WORLD  
3 credits  
This course is a study of the expansion of Western nations into the world of Asia and Africa in the 19th century, and the contraction of Western influence in these areas in the 20th century.

HIS 328 (F)  
WOMEN AND HISTORY  
3 credits  
Selected topics on the history of women in Europe from the Classical Period to the 21st century will be explored in this course.

HIS 335  
GREEK CIVILIZATION  
3 credits  
This course is a survey course that stresses the development of Greek civilization until the death of Alexander the Great.

HIS 336  
THE ROMAN EMPIRE  
3 credits  
This is a survey course that places a special emphasis upon the Roman Republic and the Empire until 476 A.D.

HIS 338  
THE EARLY MIDDLE AGES  
3 credits  
This course is a study of the period from 284 A.D. until circa 1000 A.D., emphasizing the synthesis of Roman, Christian, and barbarian cultures.

HIS 339  
THE LATER MIDDLE AGES  
3 credits  
This course is a study of the period from circa 1000 A.D. until the Renaissance, focusing on the social, economic, intellectual, and political revival of Europe.

HIS 343  
MODERN EUROPE: 1789 TO 1914  
3 credits  
A survey of Europe in the “long nineteenth century,” this course begins with the French Revolution and ends with the outbreak of World War I. It focuses on the political and social history of France, Germany, and Russia.

HIS 345 (F, S)  
TWENTIETH CENTURY EUROPE  
3 credits  
Beginning with World War I and ending with the collapse of the Soviet Union, this course surveys major events of twentieth-century European history.
HIS 348 (F, S)
MUSCOVY AND THE RUSSIAN EMPIRE, 1462–1917
3 credits
This course is an examination of the history of the Muscovite state and of the Russian empire from 1462 to 1917. Central themes will include autocratic rule, statebuilding, imperial expansion, church-state relations, Westernization, serfdom, popular rebellion, modernization, and revolution.

HIS 355
TOPICS IN MODERN EUROPEAN HISTORY
3 credits
This course is an examination of selected topics illustrating the political, social, and cultural history of modern Europe.

HIS 440
MODERN IRELAND
3 credits
This course is an examination of the major political, social, and economic developments in Ireland since the Famine of 1845.

HIS 452
20TH-CENTURY RUSSIA AND THE USSR
3 credits
Major themes of this course include revolution, collapse of the empire and creation of the Union of Soviet Socialist Republics, industrialization, Stalinist repression, World War II, reform, and the collapse of the Soviet Union.

HIS 458
RECENT BRITAIN: EMPIRE TO WELFARE STATE
3 credits
This course analyzes the political, socio-economic, and cultural history of modern Britain. It explores the development of parliamentary government, democracy, the modern state, empire, capitalism, and urban-industrial society as well as the cultural changes accompanying and informing these transformations. British modernity was indeed precocious, and this course evaluates the context, causes, and consequences of that experience.

AREA III: NON-WESTERN HISTORY

HIS 303
TWENTIETH-CENTURY THIRD WORLD
3 Credits
This class traces the recent history of the world outside the “core,” using case studies to try to understand the big picture of global history and see how historical changes affected the daily lives of individuals in the Third World. The topics covered will include the impact of the world wars and the Cold War; the circumstances of empire, the processes of decolonization, and the experiences of independence; and the history of local economies in the face of globalization.

HIS 307
LATIN AMERICA: THE COLONIAL PERIOD
3 credits
This course surveys Latin American history from the pre-contact era (with an emphasis on Aztec, Mayan, and Inca cultures) through the Spanish and Portuguese empires. It employs social, cultural, and political history perspectives.

HIS 308
LATIN AMERICA IN REVOLUTION
3 credits
This course is an introduction to the history of post-independence Latin America. It studies the political, social, and economic history of the former American colonies of Spain and Portugal from their revolutions for independence through the present day. It is structured by three major themes: revolutions and reactions, nation building, and international relations. It pays close attention to the ways in which different social groups—men and women; people of Indian, African, European, and Asian descent; the upper, middle, and lower classes; city dwellers and country dwellers—participated in significant events.

HIS 325 (F, S)
IMPERIALISM IN THE MODERN WORLD
3 credits
This course examines the causes and consequences of imperialism in the modern world. It considers and compares imperial institutions, ideologies, economies, and cultures. It also studies the variety of ways in which subject peoples shaped these encounters and evaluates the significance of these experiences for the post-colonial global order.

HIS 334 (F, S)
THE POLITICAL ECONOMY OF LATIN AMERICA
3 credits
This course begins by examining aspects of the indigenous societies prior to the arrival of Europeans in what has come to be called “Latin America.” Throughout, it considers issues such as colonialism, militarism, race, gender relations, and religion that have shaped the societies, polities, and economies of nations from Mexico and the Caribbean to those of the Southern Cone. The goal of the course is to afford class members the opportunity to better understand Latin America’s history as a basis for comprehending its likely future. Cross-listed with ECN 334 and POL 334.
HIS 344
TOPICS IN AFRICAN HISTORY
3 credits

History 344 is an introductory survey of African history from the origins of humanity to the events of the recent past, with special attention paid to the early modern and modern eras. The course focuses on the global role of Africans in the history of the world, the importation of commodities and culture, the ways outsiders have portrayed Africa and Africans, the daily lives and experiences of the continent’s inhabitants, and the challenges of using the available sources for “doing” African history.

HIS 346
EAST ASIA IN THE MODERN WORLD
3 credits

Changes in Modern Asia as a result of the rise of industrialism, urbanism, nationalism, and Western influence will be examined in this course.

HIS 350
TRADITIONAL CHINA TO 1840
3 credits

This course will trace the social, political, cultural, and economic origins of the Chinese dynastic system, the elaboration and triumph of Confucianism, and the expansion of the empire south of the Yangtze and west to Central Asia. The course will conclude with an overview of the initial Western intrusion into this wealthiest and most populous of traditional civilizations.

HIS 351
MODERN CHINA, 1840 TO THE PRESENT
3 credits

Beginning with the traumas of the Opium Wars and Taiping Rebellion, this course will provide an overview of China’s initial attempts at using foreign technology to safeguard the Confucian polity, the rending of the social fabric during the Republican and Civil War eras, and the eventual triumph of Chinese Communism. The economic reforms of Deng Xiaoping and the events leading to Tiananmen Square will receive particular attention.

HIS 352 (F)
TRADITIONAL JAPAN TO 1840
3 credits

For nearly two millennia, the people of Japan have shown a remarkable ability to marry religious, political, and cultural innovations from abroad with vigorous indigenous institutions. The result has been one of the world’s most remarkable cultural syntheses. This course will trace the origins and development of the imperial system, the influence of Shinto and Buddhism, the development and elaboration of the early Shogunates, and conclude with an examination of Tokugawa society on the eve of Japan’s “opening” to the west.

HIS 353
MODERN JAPAN, 1840 TO THE PRESENT
3 credits

This course will assess the astounding transformation of Japan from Tokugawa seclusion to the dynamic superpower of today. Along the way, such topics as the impact of the Meiji Restoration, Japan’s “special relationship” with China and the Asian mainland, the grand catastrophe of World War II, and the resurgence of a demilitarized economic colossus in the Pacific Rim will be examined.

HIS 354 (F, S)
THE MODERN MIDDLE EAST
3 credits

This course investigates the history of the modern Middle East since the 18th century. It examines the political, economic, social, and cultural transformations of this period in the Ottoman Empire, its successor states, Egypt, and Iran. Topics include the encounter with Western imperialism, modernization, ideological change, revolution, and war.

HIS 356
TOPICS IN MODERN NON-WESTERN HISTORY
3 credits

This course provides an examination of selected topics illustrating the political, social, and cultural history of the non-Western world.

HIS 370/470
SPECIAL TOPICS IN THIRD WORLD AREAS
3 credits

Central America, the Middle East, China, India, etc.

OTHER COURSES: DEPENDING ON THE SPECIFIC TOPIC, THESE COURSES CAN BE TAKEN FOR AREA I, II, OR III.

HIS 430 (F, S)
INTRODUCTION TO PUBLIC HISTORY
3 credits/Elective

Public History is the field within historical studies that communicates historical information to the general public within a variety of media. This semester, we will look at some of the ways which professional public historians participate in and lead those activities. Public historians follow a variety of career tracks: curators and collections care specialists; archivists; historic site managers and interpreters; historic preservationists and historic district advocates; historic archeologists and architects, and a variety of other fields are all part of the world of public history. This upper-level elective class is intended to be an overview, a glimpse at a variety of issues that face public historians in these various area. We will examine how Americans have used the past, issues that face us as we interpret history and heritage, and the numerous career potentials available to professionals who wish to devote their careers to public history.
HIS 460 (F, S)
DIRECTED READINGS
3 credits
This course involves readings of certain basic books relating to a specific historical topic, theme, or era; assignments are discussed in seminar-tutorial fashion.

HIS 475 (F, S)
INTERNSHIP
3 credits
Working under a public historian, a student will expand his/her understanding of American History through hands-on participation at a historical site, museum, or archive. The internship requires meetings with a faculty supervisor, an on-site project, a major paper, and an evaluation by the site historian.

HIS 480 (F, S)
SEMINAR
3 credits
Methodology and historiography; bibliographical essay required.

HIS 481 (F, S)
SEMINAR
3 credits
Writing a research paper.

HIS 482-485
SEMINARS
3-6 credits

INFORMATION TECHNOLOGY
(See Mathematics and Computer Science)
INTEGRATED SCIENCE, BUSINESS, AND TECHNOLOGY (ISBT)

FACULTY
Nancy L. Jones, Chair

PROFESSORS: Jones, Borkowski
ASSOCIATE PROFESSOR: Weaver
ASSISTANT PROFESSOR: Timmerman

The Integrated Science, Business, and Technology (ISBT) major leads to a bachelor’s degree and provides a curriculum in which the study of science, technology, mathematics, business, and the liberal arts are integrated to develop a graduate who is uniquely qualified to take on an active leadership role in arriving at scientifically and economically informed solutions to real-world problems. Because effective solutions to complex real-world problems require multidisciplinary teams, the major aims to provide the students with a familiarity with and facility in the use of tools and processes of team-building and project management. This major will build on La Salle’s strengths by making the connections among the ethical and moral dimensions as well as the scientific and business aspects of these real-world problems. An important attribute of ISBT graduates will be their ability to acquire quickly the necessary information and knowledge relevant to a specific problem context.

Three areas of concentration for in-depth exploration have been chosen in consultation with the ISBT Advisory Board. They are Biotechnology, Information and Knowledge Management (IKM), and Energy and Natural Resources (ENR).

The Biotechnology concentration will prepare students for employment in diagnostic, pharmaceutical, medical, food, agricultural, and other types of biotechnology-based companies. Courses in this concentration will provide students with experience in protein chemistry, tissue culture, microbiology, and molecular biology. The students also will gain a fundamental understanding of the regulations and procedures used by agencies that regulate the biotechnology industry. Specific regulations to be covered will include GMP, environmental issues (waste disposal, pollution, etc.), patent considerations, and biosafety.

Graduates of the ISBT IKM concentration are “Knowledge Liaisons” who facilitate the flow of information throughout the entire corporate organization. Building on a technical foundation that includes an understanding of data collection methods, database structure, system architecture, and data-mining applications, the Knowledge Liaison shepherds information among corporate divisions, departments, individuals, and the corporate knowledge repository.

The ISBT ENR concentration provides a broad understanding of energy and natural resource supply and use. Topics to be emphasized include sustainable energy development, efficiency, natural resource management, environmental concerns, related government policy, risk assessment, and the effect of deregulation on the energy industry. This area of study will address supply chain management in terms of the use and disposal of natural resources. Energy production will be analyzed to include the consideration of the raw materials necessary for production as well as the consideration of the waste and by-products resulting from energy production. The technical and economic aspects and the human benefits resulting from this area will be studied.

MISSION STATEMENT

Consistent with La Salle University’s mission and the Christian Brothers’ heritage, the ISBT program supplements La Salle students’ liberal and value-based education with further breadth in multidisciplinary science, technology, and business areas. Within the ISBT program the ISBT faculty are committed to providing students with a liberal education which promotes their discovery of values used to temper the connections made among the ethical, moral, scientific, and business aspects of real-world problems, especially those addressing the needs of the greater Philadelphia area. The ISBT program challenges the student to manage complex projects and communicate effectively in a collaborative team environment.

PROGRAM GOALS

1. Ensure a fundamental understanding of science, mathematical, and business concepts
2. Require an investigation of a broad range of scientific and technological issues in the context of social, political, business, and economic factors
3. Apply the student’s liberal arts education for ethical, moral and philosophical foundations
4. Provide extensive experience in team-building and project management
5. Provide extensive experience in the use of computer technology as a problem-solving tool
6. Create horizontal links across disciplines, providing depth, breadth, and relevance
7. Devote serious attention to the personal skills so critical in team problem-solving and customer service
8. Graduate science generalists who are able to infuse the broad spectrum of available technologies into technology-based industries
9. Provide direct and meaningful experience in solving real-world problems as a context for other parts of the curriculum and as a capstone experience
10. Attract students to ISBT who may not otherwise have opted for careers in science
STUDENT LEARNING OUTCOMES

1. Manage complex projects
2. Communicate effectively
3. Have familiarity with team-building, collaborative teamwork, and project management
4. Demonstrate hands-on scientific knowledge
5. Demonstrate hands-on business knowledge
6. Demonstrate hands-on technical knowledge
7. Demonstrate active leadership

CORE COURSES

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

CONCENTRATION COURSES

- Four additional courses within the student's area of concentration
- Two more courses outside the student's area of concentration

The ISBT major may, if academic standing permits, elect to participate in a co-op to fulfill part of his or her major requirements. If the co-op option is chosen, the student will need to take three concentration courses in his/her area and one more advanced course outside the area of concentration.

COURSE DESCRIPTIONS

REQUIRED COURSES

ISBT 103 (F)
SCIENTIFIC DISCOVERY: PHAGE HUNTING I
4 credits
This course is designed to teach students how to do scientific research. It is the first semester of a year-long research-based project lab course in which students will participate in a nation-wide program in collaboration with undergraduates at other colleges. Students will isolate and characterize novel bacteriophages (viruses that infect bacteria) from the environment using modern molecular biology techniques.

ISBT 104 (S)
SCIENTIFIC DISCOVERY: PHAGE HUNTING II
4 credits
This is the second semester ("Phage 2") of a year-long research-based project lab course in which students will participate in a nationwide program in collaboration with undergraduates at other colleges. Students will describe the basic genome structure. This will involve mastering the strategies and computer programs required to predict where genes are located in the genome and annotating the function of those genes. These results will be presented for peer-review and will likely result in a scientific publication for the student.

ISBT 111 (S)
TECHNOLOGY AND SYSTEMS ANALYSIS
4 credits
This course will introduce students to the field of systems analysis and to the broad spectrum of technologies that are integrated into the design, construction, and operation of a high-tech electronic commercial product. The product will be disassembled into its simplest parts followed by an analysis of the form, function, and fundamental physical-science-basis of each component. Using laboratory computers, equipment, and software tools, students will assemble the components into a working prototype of the commercial product.

ISBT 112 (F)
TECHNOLOGY FOUNDATIONS I: PROCESSES
4 credits
This course will examine the fundamental physical processes utilized by a wide range of technology, including the technology introduced in the ISBT 111 course. Topics from areas including kinematics, energy, thermodynamics, light, and optics will be discussed. The calculus-level math concepts used to describe these topics will be introduced along with their applications. The course will be laboratory-intensive with hands-on group learning experiences. Upon completion of this course, students will be comfortable in a physical science laboratory.

ISBT 201 (F)
LIVING SYSTEMS II
4 credits
This course will examine specific concepts and practices underlying biology, chemistry, environmental science, and geology. Students will spend most of their time in the laboratory learning the skills and procedures that are essential in the technological practice of these sciences. Students will work in teams and practice hands-on problem solving.

PREREQUISITE: ISBT 103.
ISBT 202 (S)  
TECHNOLOGY AND BUSINESS ANALYSIS  
4 credits  
This course will continue the student’s exploration of existing technologies and the process of commercialization. Students, working in teams, will create companies and analyze three different technologies as if their companies were creating and developing those technologies. Specifically, the students will need to demonstrate the science of the technology in the laboratory, define the need, analyze the sales and marketing plan, understand the moral and ethical implication, and calculate costs and profitability. The students will assess the business-state of the technology and recommend directions in which the technology should expand. Each team will be required to prepare both written and oral presentations.

Teams will be required to select a technology from each of the ISBT areas of concentration, i.e., (biotechnology, energy and natural resources, and information and knowledge management). Analysis of a technology from each of the areas will prepare students to choose their area of concentration.  
PREREQUISITE: ISBT 111 AND BUS 100.

ISBT 211 (F)  
INSTRUMENTATION AND MEASUREMENT  
4 credits  
This course will examine the acquisition of data through an analysis of measurement transducers, instrument design, and computer data-acquisition and interfacing. The descriptive statistics and data-visualization techniques required to transform raw data into useful information will be investigated in a laboratory setting. The incorporation of multiple measurements into process-level monitoring and control systems will be studied with respect to the various commercially available intelligent instruments, industrial network architectures, and information control systems.  
PREREQUISITE: ISBT 111, 112.

ISBT 212 (S)  
TECHNOLOGY FOUNDATIONS II: MATERIALS  
4 credits  
This course will examine the materials utilized in machines, devices, and consumer products. The study of metals, polymers, ceramics, adhesives, coatings, fuels, and lubricants is combined with the exploration of mechanical and nondestructive materials testing in a hands-on laboratory environment. In addition the sources of raw materials, production methods, markets, costs, and waste products of each type of material are evaluated.

ISBT 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 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 201

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
the growth requirements for the organisms she chooses to grow and the specific requirements for the product she wishes the organisms to generate. The majority of the time will be spent in the laboratory practicing these techniques. Upon completion of the course, the student should have sufficient fundamental knowledge to be able to run a small-scale bioreactor.

PREREQUISITE: ISBT 201

• SPECIAL TOPICS IN THE PHARMACEUTICAL/BIOTECHNOLOGY INDUSTRY

INFORMATION AND KNOWLEDGE MANAGEMENT

ISBT 311
BIOINFORMATICS
3 credits
This course examines current biological problems and explores and develops bioinformatic solutions to these issues. Each topic includes a definition of the problem, review of the basic biological concepts involved, an introduction to the computational techniques used to address the problem along with a utilization of existing web-based tools and software solutions often employed by professionals in the field of bioinformatics. Biological topics include those such as antibiotic resistance, genetic disease and genome sequencing. Computational solutions will use the industry-standard tools including the Perl and LabVIEW algorithm development languages.

ISBT 312
COLLABORATIVE SOFTWARE DEVELOPMENT
3 credits
This course will introduce students to the tenets of collaborative software development. As the majority of commercial and professional software is developed by a group of software engineers rather than individuals, this course will examine methods of software project management and specifically utilize the agile development method of Extreme Programming. Working software will be developed throughout the course. The initial project will use National Instruments LabVIEW. The second project will introduce the text-based, ANSI C language, National Instruments LabWindows/CVI. The final project will use the Microsoft Visual Studio .NET development platform.

PREREQUISITE: ISBT 111

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 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

ISBT 421
NATURAL RESOURCE MANAGEMENT
3 credits
This course will cover natural resource use, conservation, and management. We begin by discussing renewable energy sources, contrasting their use with the use of non-renewable sources. We then discuss some of our other natural resources, such as water, forests, minerals, and the atmosphere. In addition to basic principles, we also use current events, policy making, and the media’s treatment of issues surrounding our use of natural resources to put these principles in context.
ISBT 422
SUSTAINABLE ENERGY DEVELOPMENT
3 credits
This course covers the topic of sustainability as it relates to our use of our natural resources. We discuss the philosophy, economics, implementation, public and government involvement in this area, the reality and the future of sustainability. We also use current events, policy making, and the media’s treatment of issues surrounding our use of natural resources to put these principles in context.

OTHER COURSES

ISBT 333
ENTREPRENEURSHIP AND HIGH TECH BUSINESS I
3 credits
This course will direct the student through the many steps required to take a concept from business start-up, through invention and development to commercialization. The students will learn through two pathways, studying cases and through their own creative efforts. Time will be spent tracing the history of high tech start-ups, both those that have survived and those that did not. In parallel, the students will be required to simulate their own companies.
PREREQUISITE: BUS 100

ISBT 334
ENTREPRENEURSHIP AND HIGH TECH BUSINESS II
3 credits
This course is an optional follow on to ISBT 333. It is aimed at students that have a business idea that they are ready to take to the next level. In this course, students will take the business plan they wrote for ISBT 333 and find and include the detail needed to start the business. Students will design and participate in feasibility studies, technology demonstrations, market surveys, solicitation of funds, and due diligence.
PREREQUISITE: ISBT 333

ISBT 350, 450
COOPERATIVE EDUCATION I, II
3 credits
This experience involves full-time, paid assignment in a cooperating firm, and involves job-related learning under faculty and on-site supervision. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between course work and their co-op experience. Position is arranged through the director.
REQUIRED: JUNIOR OR SENIOR STANDING, MINIMUM G.P.A. OF 3.0, AND APPROVAL OF THE DIRECTOR.

ISBT 360, 460
ISBT INTERNSHIP I, II
3 credits
This is normally part-time or summer employment in a cooperating site to provide practical experience. Working under professional supervision, students will learn how to apply their education to everyday demands of the world of work. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between course work and their internship experience.
REQUIRED: JUNIOR OR SENIOR STATUS, MINIMUM G.P.A. OF 3.0, AND APPROVAL OF THE DIRECTOR.

INTERNATIONAL RELATIONS
(See Political Science)
LATIN AMERICAN STUDIES MINOR

The minor in Latin American Studies can complement any major with a series of six courses that emphasize the history, politics, economics, literature, language and art of the region. Latin America comprises more than twenty countries in the Western Hemisphere and is an area with deep and complex ties to the United States. A student can expect to develop a broad perspective on the Americas through comparative and interdisciplinary study that will also lend itself to professional preparation for many fields.

FACULTY
Lisa Jarvinen, Ph.D., Director

MISSION

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

PROGRAM GOALS

The program seeks to:

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

STUDENT LEARNING OUTCOMES

On completing the program Latin American Studies Minors should:

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

REQUIREMENTS

Six three-credit courses distributed as follows. As course offerings change frequently, please see Director for other approved courses on a semester-to-semester basis.

TWO Spanish language courses: 100 through 400-level
• SPN 101, 102 Elementary Spanish
• SPN 201, 202 Intermediate Spanish
• SPN 203, 204 Spanish for Heritage Speakers
• SPN 301, 302 Spanish Conversation and Composition
• SPN 307 Commercial Spanish
• SPN 401 History of the Spanish Language

FOUR courses drawn from at least THREE of the following departments:

History (HIS 307, HIS 308, special topics)
• HIS 307 Colonial Latin America
• HIS 308 Latin America in Revolution

Political Science / Economics (POL/ECN 334, special topics)
• POL/ECN 334 Political Economy of Latin America

Art and Art History (ARTH 224, special topics)
• ARTH 224 Introduction to Latin American Art History

Spanish (SPN 313, 322, 350, 351, 442, 445, 448, special topics)
• SPN 350-351 Introduction to Bilingual-Bicultural Studies (in Spanish)
• SPN 313 Survey of Spanish American Literature (in Spanish)
• SPN 322 Survey of Spanish American Culture (in Spanish)
• SPN 442 Romanticism (in Spanish)
• SPN 443 19th and 20th century poetry (in Spanish)
• SPN 448 The Spanish American Novel (in Spanish)
• Travel Study Course to a country in Latin America (multiple departments)
LEADERSHIP AND GLOBAL UNDERSTANDING MINOR (LGU)

This program is designed to make undergraduates more active learners and give them the tools to become truly engaged citizens in the various communities (local, national, global) they will enter after graduation. Our primary objective is to create students who come to understand, value and accept their responsibility to become active citizens in their community, sensitive to cultural diversity, so that they may assume active leadership roles and help others do the same. In order to meet this objective, the minor in Leadership and Global Understanding (LGU) will integrate service learning, community leadership, intercultural/international studies, travel study and student-centered pedagogy. But the key to such an objective is the integrative student centered pedagogy where students assume primary responsibility for their own learning.

FACULTY

T.B.D.

MISSION STATEMENT

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

PROGRAM GOALS

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

STUDENT LEARNING OUTCOMES

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

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

REQUIREMENTS

- Required for Minor in Leadership and Global Understanding: 6 Courses
  - LGU 200 Introduction to Leadership and Global Understanding
  - COM 320 Communication and Culture (designated sections)
  - Three LGU Travel Study Courses: courses with international and domestic travel components appropriate to the aims of the minor (understanding different cultural perspectives, leadership, service learning)
  OR
  Two LGU Travel Study Courses and one of the following three options:
  Cultural Studies Option:
  - ENG 338 World Literatures: the non-Western Tradition
  Religion Option:
  - REL 251 Peace and Social Justice
  - REL 353 Social Justice and Community Service
  Language Option:
  A course from the Cultural Studies option or the Religion option as the elective and the selection of FOREIGN LANGUAGE IN THE PATTERNS OF MEANING to fulfill the core curriculum requirements
  - LGU 400 Studies in Leadership and Global Understanding: Capstone Course
COURSE DESCRIPTIONS

LGU 200

INTRODUCTION TO LEADERSHIP AND GLOBAL UNDERSTANDING

3 credits

This experiential course examines the various communities students are members of—the campus community, the city of Philadelphia, the greater Philadelphia area, the nation and the global community. In particular, students will explore the Philadelphia community, its history and the various groups that make it up. The Introduction to Leadership and Global Understanding will introduce the student to the rich diversity of cultural groups in the Philadelphia area. Using Philadelphia as a model, students will learn to see the “community” as multi-layered and will begin to ask important questions about the rights and obligations of citizenship within such a community.

LGU 400

STUDIES IN LEADERSHIP AND GLOBAL UNDERSTANDING-CAPSTONE EXPERIENCE

(3 credits)

Studies in Leadership and Global Understanding is a multidisciplinary capstone course whose primary purpose is to integrate travel study courses, designated electives, home and abroad projects, curricular and extracurricular experiences including service learning opportunities of the student as he or she has progressed through the minor. Whereas the introductory course focused on the campus and Philadelphia communities, the capstone course focuses on the bridges between these more immediate communities and the global community with which the student now has some direct experience.
LIFE SCIENCE MINOR

REQUIREMENTS

- **Required for Minor in Life Science: 6 Courses**
  - CHM 111 or CHM 161
  - BIO 210
  - Four additional biology courses from the 160/200/300/400 level with at least two from the 300/400 level (these courses must be approved by the Biology Department Chair)

(Please note: BIO 210 is a prerequisite for all higher numbered BIO courses; college chemistry is a prerequisite for 300- and 400-level BIO courses.)
MATHEMATICS AND COMPUTER SCIENCE

FACULTY
Jonathan C. Knappenberger, Chair

PROFESSORS: Keagy, Longo, McCarty

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

ASSISTANT PROFESSORS: McCoey, Wang

POWERS COURSES

■ Information Technology
  • CSC 151, 152, 153, 154, 155, 230 and CSM 154

Select the appropriate CSC Powers course according to major:
  • Computer science and information technology majors are required to take CSC 230.
  • Students who plan to minor in computer science or information technology should take CSC 230.
  • Mathematics majors are required to take CSM 154.
  • Other science majors should take CSC 152, CSC 230, or CSM 154.
  • Students in the School of Business are required to take CSC 155.
  • School of Nursing and Health Sciences should consult their advisor.
  • Students in all other majors are advised to take CSC 151 or CSC 153.

■ Numbers
  • MTH 114, MTH 120, and MTH 150

The department offers major programs in mathematics, mathematics-education, computer science, information technology, and digital arts and multimedia design (DArt). The combination of required and elective courses within each program allows the design of a course of study based on career objectives and personal interest. A departmental adviser will assist students in choosing and proceeding through a selected program.

MATHEMATICS

The Department supports two mathematics majors, one leading to a B.A. and another leading to a B.S. It is advisable for students who take the B.A. track to declare a minor in a related field. The B.S. track is better suited for students who wish to pursue mathematics at the graduate level after graduation.

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

MISSION STATEMENT

Our mission is in accord with the mission of the University. Learning has the highest priority in the Mathematics program. Our mission is to help our students to observe reality with precision, to think logically, and to communicate effectively. With the ultimate goal of developing our students as self-learners, members of our faculty strive to research and implement teaching strategies that effectively serve the mathematics population.

Students should leave La Salle prepared to enter professional fields that utilize their mathematics education. In addition, students who demonstrate the ability and determination to continue academically will be prepared to pursue graduate studies. We expect that participants in our programs, both students and faculty, will expand their thirst for learning and develop a deeper appreciation and respect for related disciplines. To these ends, we work to provide a classical foundation in the core of the discipline, introduce current theories, research areas, and technologies, and demonstrate the links between theory and its embodiment in the world of applications.

PROGRAM GOALS

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

1. demonstrate competency in the areas that comprise the core of the mathematics major
2. demonstrate the ability to understand and write mathematical proofs
3. be able to use appropriate technologies to solve mathematical problems
4. be able to construct appropriate mathematical models to solve a variety of practical problems
5. obtain a full-time position in a related field or placement in graduate school within one year of graduation

REQUIREMENTS

■ Required for B.A. in Mathematics: 15 courses
  • MTH 120
  • MTH 221
  • MTH 222
  • MTH 240
  • MTH 302
  • MTH 322
  • MTH 341
  • MTH 410
  • Five additional upper-division Mathematics courses with at least one from MTH 330, 345, 424, 430
  • CSM 154
  • PHY 105

■ Required for B.S. in Mathematics: 18 courses
  • MTH 120
  • MTH 221
  • MTH 222
  • MTH 240
  • MTH 302
  • MTH 321
  • MTH 322
  • MTH 341
  • MTH 410
  • MTH 424 or 430
  • Four additional upper-division Mathematics courses
  • PHY 105
  • PHY 106
  • CSM 154
  • CSC 230 or 280.

■ Required for Major in Mathematics-Education: 12+ courses
  • MTH 120
  • MTH 221
  • MTH 222
  • MTH 240
  • MTH 302
  • MTH 330
  • MTH 341
  • MTH 405
  • MTH 410
  • CSM 154
  • PHY 105
  • One additional upper-division mathematics course; plus additional courses as specified by the Education Department

■ Required for a Minor in Mathematics: 6 courses
  • MTH 120
  • MTH 221
  • Any three from MTH 222, MTH 240, MTH 302, MTH 322
  • One additional Mathematics course numbered 300 or greater.

COURSE DESCRIPTIONS

MTH 101 (F)
INTERMEDIATE ALGEBRA
3 credits
This course addresses algebraic operations; linear and quadratic equations; exponents and radicals; elementary functions; graphs; and systems of linear equations. Students who have other college credits in mathematics must obtain permission of the department chair to enroll in this course. NOTE: Not to be taken to fulfill major requirements.

MTH 113 (F, S)
ALGEBRA AND TRIGONOMETRY
4 credits
This course provides a review of algebra; simultaneous equations; trigonometry; functions and graphs; properties of logarithmic, exponential, and trigonometric functions; problem-solving and modeling. A TI graphing calculator is required.

MTH 114 (F, S)
APPLIED BUSINESS CALCULUS
4 credits/Powers
This course is an introduction to functions and modeling and differentiation. There will be a particular focus on mathematical modeling and business applications. Applications include break-even analysis, compound interest, elasticity, inventory and lot size, income streams, and supply and demand curves. The course will include the frequent use of Microsoft Excel. A TI-84 or TI-83 graphing calculator is required. Prerequisite: MTH 101 or sufficient score on mathematics placement exam.

PREREQUISITE: MTH 101 OR ITS EQUIVALENT.

MTH 120 (F, S)
CALCULUS AND ANALYTIC GEOMETRY I
4 credits/Powers
Topics in this course include functions of various types: rational, trigonometric, exponential, logarithmic; limits and continuity; the derivative of a function and its interpretation; applications of derivatives including maxima and minima and curve sketching; antiderivatives, the definite integral and approximations; the fundamental
THEOREM OF CALCULUS; AND INTEGRATION USING SUBSTITUTION. A TI GRAPHING CALCULATOR IS REQUIRED.

PREREQUISITE: MTH 113 OR ITS EQUIVALENT.

MTH 150 (F, S)
MATHEMATICS: MYTHS AND REALITIES
3 credits/Powers
This course offers an overview of mathematical concepts that are essential tools in navigating life as an informed and contributing citizen, including logical reasoning, uses and abuses of percentages, financial mathematics (compound interest, annuities), linear and exponential models, fundamentals of probability, and descriptive statistics. Applications include such topics as population growth models, opinion polling, voting and apportionment, health care statistics, and lotteries and games of chance.

CSM 154
MATHEMATICAL TECHNOLOGY
4 credits/Powers
This course focuses on the use of technology as a tool for solving problems in mathematics, learning mathematics and building mathematical conjectures; electronic spreadsheets, a Computer Algebra System (CAS), and a graphing calculator; the use of these tools, programming within all three environments, including spreadsheet macros, structured CAS programming, and calculator programming. A TI-89 graphing calculator is required.

MTH 221 (S)
CALCULUS AND ANALYTIC GEOMETRY II
4 credits
This course addresses differentiation and integration of inverse trigonometric and hyperbolic functions; applications of integration, including area, volume, and arc length; techniques of integration, including integration by parts, partial fraction decomposition, and trigonometric substitution; L’Hôpital’s Rule; improper integrals; infinite series and convergence tests; Taylor series; parametric equations; polar coordinates; and conic sections. A TI graphing calculator is required.

PREREQUISITE: MTH 120.

MTH 222 (F)
CALCULUS AND ANALYTIC GEOMETRY III
4 credits
This course addresses three-dimensional geometry including equations of lines and planes in space, vectors. It offers an introduction to multi-variable calculus including vector-valued functions, partial differentiation, optimization, and multiple integration, applications of partial differentiation and multiple integration. A TI-89 graphing calculator is required.

PREREQUISITE: MTH 221.

MTH 240 (F)
LINEAR ALGEBRA AND APPLICATIONS
4 credits
This course includes vectors and matrices, systems of linear equations, determinants, real vector spaces, spanning and linear independence, basis and dimension, linear transformations, eigenvalues and eigenvectors, and orthogonality. Applications in mathematics, computer science, the natural sciences, and economics are treated.

PREREQUISITE: MTH 221.

MTH 260 (F)
DISCRETE STRUCTURES I
3 credits
This course is the first half of a two-semester course in discrete mathematics. The intended audience of the course consists of computer science majors (both B.A. and B.S.) and IT majors. Topics in the course include logic, sets, functions, relations and equivalence relations, graphs, and trees. There will be an emphasis on applications to computer science.

MTH 261 (S)
DISCRETE STRUCTURES II
3 credits
This course is the second half of a two-semester course in discrete mathematics. The intended audience of the course consists of computer science majors (both B.A. and B.S.) and IT majors. Topics in the course include number theory, matrix arithmetic, induction, counting, discrete probability, recurrence relations, and Boolean algebra. There will be an emphasis on applications to computer science.

PREREQUISITE: MTH 260.

MTH 302 (S)
FOUNDATIONS OF MATHEMATICS
3 credits
Topics in this course include propositional logic, methods of proof, sets, fundamental properties of integers, elementary number theory, functions and relations, cardinality, and the structure of the real numbers.

PREREQUISITE: MTH 221.

MTH 322
DIFFERENTIAL EQUATIONS
4 credits
This course focuses on analytical, graphical, and numerical techniques for first and higher order differential equations; Laplace transform methods; systems of coupled linear differential equations; phase portraits and stability; applications in the natural and social sciences.

PREREQUISITE: MTH 221.
MTH 330 (F|even years)  
MODERN GEOMETRIES  
3 credits  
Topics from Euclidean geometry including: planar and spatial motions and similarities, collinearity and concurrence theorems for triangles, the nine-point circle and Euler line of a triangle, cyclic quadrilaterals, compass and straightedge constructions. In addition, finite geometries and the classical non-Euclidean geometries are introduced.  
PREREQUISITE: MTH 240.

MTH 341 (F|even years)  
ABSTRACT ALGEBRA  
3 credits  
Sets and mappings; groups, rings, fields, and integral domains; substructures and quotient structures; homomorphisms and isomorphisms; abelian and cyclic groups; symmetric and alternating groups; polynomial rings are topics of discussion in this course.  
PREREQUISITE: MTH 302.

MTH 345  
COMBINATORICS  
3 credits  
This course addresses permutations and combinations, generating functions, recurrence relations and difference equations, inclusion/exclusion principle, derangements, and other counting techniques, including cycle indexing and Polya’s method of enumeration.  
PREREQUISITE: MTH 221.

MTH 370-379  
SELECTED TOPICS IN MATHEMATICS  
3 credits  
This is an introductory course to specialized areas of mathematics. The subject matter will vary from term to term.  
PREREQUISITE: JUNIOR MATHEMATICS STANDING.

MTH 405 (F|odd years)  
HISTORY OF MATHEMATICS  
3 credits  
This course is an in-depth historical study of the development of arithmetic, algebra, geometry, trigonometry, and calculus in Western mathematics (Europe and the Near East) from ancient times up through the 19th century, including highlights from the mathematical works of such figures as Euclid, Archimedes, Diophantus, Fibonacci, Cardano, Napier, Descartes, Fermat, Pascal, Newton, Leibniz, Euler, and Gauss. A term paper on some aspect of the history of mathematics is required.  
PREREQUISITE: MTH 302.

MTH 410 (F|odd years)  
PROBABILITY AND STATISTICS I  
3 credits  
Topics in this course include sample spaces and probability measures, descriptive statistics, combinatorics, conditional probability, independence, random variables, joint densities and distributions, conditional distributions, functions of a random variable, expected value, variance, various continuous and discrete distribution functions, and the Central Limit Theorem.  
PREREQUISITE: MTH 222.

MTH 411 (S|even years)  
PROBABILITY AND STATISTICS II  
3 credits  
Topics in this course include measures of central tendency and variability, random sampling from normal and non-normal populations, estimation of parameters, properties of estimators, maximum likelihood and method of moments estimators, confidence intervals, hypothesis testing, a variety of standard statistical distributions (normal, chi-square, Student’s t, and F), analysis of variance, randomized block design, correlation, regression, goodness of fit, and contingency tables.  
PREREQUISITE: MTH 410.

MTH 421  
NUMERICAL ANALYSIS  
4 credits  
This course addresses basic concepts, interpolation and approximations, summation and finite differences, numerical differentiation and integration, and roots of equations.  
PREREQUISITE: MTH 222.

MTH 424  
COMPLEX VARIABLES  
3 credits  
This course examines analytic functions; Cauchy-Riemann equations; Cauchy’s integral theorem; power series; infinite series; calculus of residues; contour integration; conformal mapping.  
PREREQUISITE: MTH 222 OR PERMISSION OF THE INSTRUCTOR.

MTH 425  
MATHEMATICAL MODELING  
3 credits  
This course addresses the uses of mathematical methods to model real-world situations, including energy management, assembly-line control, inventory problems, population growth, predator-prey models. Other topics include: least squares, optimization methods interpolation, interactive dynamic systems, and simulation modeling.  
PREREQUISITE: MTH 221.
MTH 430 (Odd years)
TOPOLOGY
3 credits
Topics in this course include topological spaces; subspaces; product spaces; quotient spaces; connectedness; compactness; metric spaces; applications to analysis.
PREREQUISITE: MTH 302.

MTH 470-479
SELECTED TOPICS IN MATHEMATICS
3 credits
This course is an introduction to specialized research, concentrating on one particular aspect of mathematics. The subject matter will vary from term to term.
PREREQUISITE: SENIOR MATHEMATICS MATHEMATICS STANDING.

COMPUTER SCIENCE

The Department supports offers separate programs in computing. Two of these programs provide a traditional, strong foundation in the discipline of computer science, one leading to a B.A. and the other to a B.S. The remaining program leads to a B.S. in Information Technology.

The primary goal of these programs is the preparation of graduates for direct entry into the computing profession with sufficient background to make continuing contributions in the field. The B.S. in Computer Science program provides the foundation for remaining current in computer science. It requires courses in related fields and provides breadth and depth in the discipline. The B.A. program is applications-oriented and has fewer required courses to provide greater flexibility. The information technology major is designed for those students interested in the study of networks and client support systems.

MISSION STATEMENT

With student learning having the highest priority, goals for the Computer Science Program are in accord with those of the University. Our mission is to help our students to think logically, to analyze problems and develop algorithmic and computer-based solutions to these problems, to communicate effectively, and to work collaboratively as part of a team. With the ultimate goal of developing all of our students as self-learners, members of our faculty strive to research and implement teaching strategies that effectively serve all of our students.

Ultimately, our mission is to prepare students for professional careers in computer science. In addition, students who demonstrate the ability and determination to continue academically in computer science will be prepared for graduate studies. We expect that participants in our program, both students and faculty, will expand their thirst for learning and develop a deeper appreciation and respect for related disciplines. To these ends, we work to provide a classical foundation in the core of the discipline, introduce current theories, research areas, and technologies, and demonstrate the links between theory and its embodiment in the world of applications.

PROGRAM GOALS

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

STUDENT LEARNING OUTCOMES

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

REQUIREMENTS

■ Required for B.A. in Computer Science: 18 courses
  ◆ CSIT 220
  ◆ CSIT 301
  ◆ CSC 230
COURSE DESCRIPTIONS

CSC 151 (F, S)
INTRODUCTION TO COMPUTING USING PACKAGES
3 credits/Powers
This course offers a survey of computers and computer systems as well as problem-solving and computer applications for business and social science and an introduction to a PC-based Graphical User Interface/windowed operating system. Computer packages include a word processor, electronic spreadsheet, and presentation software. Internet use includes electronic mail and the World Wide Web. Credit will be given for only one of CSC 151, 152, 153, 154, and 155.

CSC 152 (F, S)
INTRODUCTION TO COMPUTING: MATHEMATICS/SCIENCE APPLICATIONS
3 credits/Powers
This course provides a survey of computers and computer systems as well as problem-solving and computer applications for science and mathematics, including data analysis and regression. It includes an introduction to a PC-based Graphical User Interface/windowed operating system and covers word processing, design and use of electronic spreadsheets, and presentation software. Internet use includes electronic mail and the World Wide Web. Credit will be given for only one of CSC 151, 152, 153, 154, and 155.

CSC 153 (F, S)
THE DIGITAL PERSON
3 credits/Powers
Topics in this course include personal data collection, use, and misuse; laws and means of protecting one’s privacy; intellectual property; strategies to find information online, including use of the library’s online databases, and to evaluate the credibility of the source; ethical use of information and computers; current issues like e-waste, multitasking, credit card use and debt; phishing and identity theft; electronic voting. Credit will be given for only one of CSC 151, 152, 153, 154, and 155.

PREREQUISITE: BASIC COMPUTER LITERACY.

CSC 154 (F, S)
HEALTHCARE INFORMATICS
3 credits/Powers
This course promotes an understanding of computer systems and related technologies as they are utilized by healthcare professionals across a variety of settings. The role and value of medical record technology such as Electronic Medical Records (EMRs) and Electronic Health Records (EHRs) are explored. Also studied is the relationship of healthcare informatics to patient safety and legal and ethical issues associated with the collection of personal and health data. Students collaborate and discuss these issues using technologies such as email, blogs, wikis, Websites, e-Portfolios, and mobile devices. Strategies for searching relevant library databases as well as government and health organization Websites are developed. Credit will be given for only one of CSC 151, 152, 153, 154, and 155.

PREREQUISITE: BASIC COMPUTER LITERACY.

CSC 155 (F, S)
INTRODUCTION TO COMPUTER APPLICATIONS FOR BUSINESS
3 credits/Powers
This course addresses effective analysis, design, and presentation of information for business, including advanced word processing, presentation graphics, spreadsheets, and databases, with emphasis on analysis. Topics include formulas, functions, charting, sorting, filtering, pivot tables, what-if analysis, database queries and reports, and business-specific library databases. Credit will be given for only one of CSC 151, 152, 153, 154, and 155.
CSC 230 (F, S)
PROGRAMMING CONCEPTS AND USER INTERFACES
4 credits/Powers
This course addresses problem solving and programming using problem-based learning; variables, control flow, iteration, modules, arrays, file processing, classes, and objects; and basic graphical-user interface concepts (forms/pages and controls) for desktop and/or Web or mobile environments. Three hours of lecture and two hours of laboratory per week are required.

CSC 240 (F, S)
DATABASE MANAGEMENT SYSTEMS
3 credits
This course includes components of database systems, database models: entity-relationship, relational, hierarchical, network; normalization, integrity, relational algebra, query languages, system security, distributed databases, and social and ethical concerns. In addition, case studies using a relational DBMS will be implemented.

CSC 280 (S)
OBJECT PROGRAMMING
4 credits
This course involves problem solving using a high-level object-oriented language, such as Java; analyzing problems, designing a solution, implementing a solution, testing, and debugging; abstraction, encapsulation, and inheritance; using, designing, creating, and testing classes; and selection, iteration, and simple collections, such as arrays. Three hours of lecture and two hours of laboratory per week are required.
PREREQUISITE: CSC 230.

CSC 290 (F)
INTRODUCTION TO DATA STRUCTURES AND ALGORITHMS
4 credits
This course is a continuation of CSC 280. It focuses on abstract data types, including lists, stacks, queues, binary trees, and hash tables; recursive techniques; iterators; and use of classes in the Java Collections Framework for problem solving. It involves three hours of lecture and two hours of laboratory per week.
PREREQUISITE: CSC 280.

CSC 310 (F, Odd Years)
COMPUTERS, ETHICS, AND SOCIAL VALUES
3 credits
The topics in this course include privacy and information use/misuse offline and online, intellectual property, the First Amendment, e-waste, accuracy of information, ethics, effects of computers on work and society, responsibilities and risks of computing, current issues such as credit cards and associated debt, cyberwar, and cloud computing.
PREREQUISITES: CSIT 220 AND CSC 240.

CSC 340 (F, Even Years)
.NET PROGRAMMING
3 credits
This course focuses on programming in .NET (such as Visual Basic. NET or C#) and Active Server Pages (ASP.NET) that supports work with databases and the Web; models that support database access, such as MS SQL, Entity Framework, and LINQ; design and development of solutions to problems using database tools and programming; and database-driven Web sites, including validation, navigation, and security.
PREREQUISITES: CSC 230 AND CSC 240.

CSC 341 (S, Even Years)
OPEN-SOURCE APPLICATION DEVELOPMENT
3 credits
Students will develop Web solutions that integrate client- and server-side interfaces. The emphasis for the course will be on development for server side, with results being viewed and designed for the client. At least half of the course will include database maintenance using the open-source solution, including development of authentication and authorization.
PREREQUISITES: CSC 230 AND CSC 240.

CSC 343 (S, Odd Years)
CLIENT-SIDE SCRIPTING
3 credits
This course will require students to design and develop standards-based client interfaces for Web/client-side applications using the latest versions of HTML, CSS, and Javascript. Students will study Web-based standards and application/design styles. Students will also use popular Web-development tools. Some mobile development will be included in the course.
PREREQUISITE: CSC 230.

CSC 349 (F, Odd Years)
MOBILE COMPUTING
3 credits
This course covers software mobile application development, its architecture and lifecycle as well as its inherent design considerations. Students will learn about mobile resources, activities, views, layouts, and intents in addition to interacting with the location-based services, messaging services, multimedia interfaces, and sensors available on the mobile device. The applications developed will manage data input from and output to files, databases, and content providers. After developing applications in an emulation environment, students will install them on individual mobile devices as well as prepare them for marketplace distribution.
PREREQUISITE: CSC 280.
CSC 360, 460
INTERNSHIP
3-6 credits
Internships offer part-time, paid, or non-paid employment in a cooperating site to provide practical experience in the discipline. Working under professional supervision for at least 20 hours per week, students learn how to apply their education to the everyday demands of the world of work. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between coursework and their internship experience. Required: junior or senior standing, 2.5 GPA overall and in the major, and recommendation of the internship coordinator.

CSC 366
LANGUAGE THEORY AND DESIGN
3 credits
This course involves programming languages; historical perspective and underlying serial computation model; theory: finite automata, Backus-Naur Form, representations, and grammars; and design: syntax, semantics, run-time implementation, and application domains. Language paradigms will include procedural, functional, logical, object-oriented, and non-sequential processing.
PREREQUISITES: CSC 290 AND MTH 261.

CSC 370, 371, 372, 373, 374, 375, 376, 377
SELECTED TOPICS IN COMPUTER SCIENCE
3 credits
This course is an introduction to specialized areas of computer science. The topics will vary from term to term.
PREREQUISITE: JUNIOR COMPUTER SCIENCE STANDING.

CSC 381
SOFTWARE ENGINEERING
3 credits
The intent of this course is to focus on basic concepts and major issues of project design using a software engineering approach; the software development life cycle; structured analysis and object-oriented design techniques; and modeling, project planning, requirements definition, and requirements testing.
PREREQUISITE: CSC 290.

CSC 446
DATA MINING
3 credits
This course introduces data mining, with an emphasis on applying machine learning techniques for data mining; popular methods, such as learning of decision trees, decision tables, rules, and cases; algorithms and applicability; practical applications; data preparation and evaluation of results, including human role in data mining; and ethical issues.
PREREQUISITE: CSC 280.

CSC 456
ARTIFICIAL INTELLIGENCE
3 credits
Intelligent systems technologies that have or may become practical for organizational use will be addressed in this course. Topics may include simple expert systems and expert systems with certainty factors, case-based reasoning, machine learning, neural networks, genetic algorithms, fuzzy logic, and two-person game playing.
PREREQUISITES: CSC 280 AND MTH 260.

CSC 457
OPERATING SYSTEMS
3 credits
Principles and concepts of process and resource management in operating systems will be the focus of this course. I/O programming; interrupt mechanism and memory management; processor management; scheduler; priority queues; traffic controller; device management; and information management and file systems are select topics.
PREREQUISITE: CSC 290.

CSC 464
THEORY OF ALGORITHMS
3 credits
Students will engage in problem-solving strategies, including divide and conquer, greedy, backtracking, and dynamic programming; will focus on the complexity analysis of algorithms; and will be introduced to complexity classes P and NP, with strategies for NP-complete problems.
PREREQUISITES: CSC 290 AND MTH 261.

CSC 470-479
SELECTED TOPICS IN COMPUTER SCIENCE
3 credits
This course provides an introduction to specialized research in computers and computing, concentrating on one particular aspect of computer science. The subject matter will vary from term to term.
PREREQUISITE: SENIOR COMPUTER SCIENCE STANDING.
CSC 481
PROJECT IMPLEMENTATION
3 credits
This course addresses implementation issues, programming language features, validation and verification techniques, and software maintenance. It requires a team project to develop, document, test, and maintain a software system.
PREREQUISITE: CSC 381.

INFORMATION TECHNOLOGY

MISSION STATEMENT

The mission of the La Salle's Information Technology (IT) program extends the University's mission with an emphasis on the success of its students. IT students establish a foundation aware of theoretical IT paradigms coupled with current IT practices. This groundwork will provide a basis of continued learning in this dynamic, emerging field. Students analyze technological problems, design team-based solutions to real-world problems, and develop communication plans for both IT experts and non-experts. Students are encouraged to complete internships as well as participate in industry-based research opportunities to understand the broad application of technology within society. Students completing this program are prepared to continue as IT industry professionals and researchers.

PROGRAM GOALS

The program will
1. prepare students to participate ethically and professionally in IT departments
2. prepare students to evaluate technology problems and solutions to support organizational needs
3. prepare students to be IT leaders and researchers

STUDENT LEARNING OUTCOMES

At the end of the program, the learner will be able to:
1. manage and administer computer and network systems
2. devise plans and processes to evaluate IT solutions
3. execute processes and procedures to help end-users with technology problems
4. execute procedures to secure corporate data and networks
5. effectively communicate IT-related information to others within an organization
6. formulate plans and procedures to manage computer hardware and software
7. evaluate and select computer usage and tools in support of IT organizations and needs
8. devise and implement IT policies, procedures, and standards to meet organizational strategic plans

REQUIREMENTS

■ Required for B.S. in Information Technology:
  17 Courses
  • CSIT 220
  • CSIT 301
  • CSIT 320
  • CSIT 321
  • CSIT 327 or CSC 349
  • CSIT 360
  • CSIT 380 or CSC 381
  • CSIT 422
  • CSC 230
  • CSC 240
  • CSC 310
  • CSC 340 or CSC 341
  • CSC 343
  • BUS 203 or one CSIT/CSC elective numbered 280 or higher
  • One CSIT/CSC elective numbered 280 or higher
  • MTH 260
  • PHY 201

■ Requirements for a Minor in Information Technology:
  6 courses
  • CSIT 220
  • CSC 230
  • CSC 240
  • Three additional CSIT courses numbered 300 or greater.

COURSE DESCRIPTIONS

CSIT 220 (F, S)
DATA COMMUNICATION NETWORKS
3 credits
This course will address current methods and practices in the use of computer networks to enable communication; physical layers, architectural layers, design, operation, management, and the ISO standards. Local, cloud and wide area networks are examined. Student projects may include introductory LAN design, implementation and administration.

CSIT 301 (S)
COMPUTER ARCHITECTURE
3 credits
This course is an introduction to computer architecture and hardware; underlying structures needed to accomplish tasks electronic-
cally; and hardware and software architecture components relative to memory management, I/O control, and processing capabilities.

PREREQUISITE: CSIT 220.

CSIT 320 (F, Odd Years)
LANs AND NETWORK ADMINISTRATION
3 credits
This course provides a practical approach to network administration methodology using current technologies; network hardware; network Operating System installation; account management; file sharing; network printing; protocol and services configuration; client connectivity and troubleshooting; network application support; server maintenance; and cross-platform integration. One hour of lecture and two hours of laboratory are scheduled per week.

PREREQUISITE: CSIT 220.

CSIT 321 (S, Odd Years)
CLIENT SUPPORT
3 credits
Topics in this course include installation, maintenance, and customization of a PC client operating system (OS), additional system and application software and hardware installation. The course will also provide a survey of OS utilities, services, and settings, including command-line instructions, menus, start-up processes, purposes of essential OS files, browser options, the task manager, the registry, firewall, etc.

PREREQUISITE: CSIT 220.

CSIT 327 (S, Even Years)
ADMINISTRATIVE SCRIPTING
3 credits
Production environments use scripts because of the rapid deployment and their “hands-off” nature, which is lacking in GUIs. The main focus is the use of scripts to automate installation, maintenance, and analysis of operating systems, networks, and applications. This course will examine popular scripting languages that are used in Windows and Linux environments.

PREREQUISITES: CSC 230 AND CSIT 320.

CSIT 370-379
SELECTED TOPICS IN INFORMATION TECHNOLOGY
3 credits
This course is an introduction to specialized research in computers and computing, concentrating on one particular aspect of information technology. The subject matter will vary from term to term.

PREREQUISITE: JUNIOR OR SENIOR STANDING.

CSIT 380
APPLIED TECHNOLOGY SYSTEMS
3 credits
This course will provide an overview of software systems used in a business environment. The course will discuss the network architecture needed to support these environments, including specific issues related to licensing, metrics, infrastructure, and environmental requirements.

PREREQUISITES: CSIT 220 AND CSC 240.

CSIT 422
INFORMATION SECURITY
3 credits
Topics in this course include basic computer security concepts, terminology, and issues, including network security, Windows security, and Linux security; hardening, TCP/IP, scanning, sniffing, IPsec, public key infrastructure, Kerberos, certificates, cryptography, firewalls, intrusion detection systems, security policies, and processes.

PREREQUISITES: CSIT 320 OR CSIT 321.
MILITARY SCIENCE

All students enrolled in Military Science courses will participate in a weekly leadership laboratory (held at Drexel University), one weekend field training exercise per semester, and a physical training program as part of each Military Science course. This training augments the classroom instruction and is included with classroom instruction in determining the final grade.

COURSE DESCRIPTIONS

MSC 101 (F)
INTRODUCTION TO MILITARY SCIENCE I
1 CREDIT
This course is an introduction to the Army ROTC program. Course material includes an introduction to the organization and functions of the U.S. Army. The course focuses on the customs and traditions of the Army, oral presentations, and basic military skills. In addition, students will be introduced to leadership and management theories to prepare them to work with and lead others effectively and efficiently.

MSC 102 (S)
INTRODUCTION TO MILITARY SCIENCE II
1 credit
This course is a continuation of MSC 101. Provides additional instruction in military-related subjects of general student interest. This course includes an introduction to time management, writing and preparing effective presentations, administering physical fitness programs, and practical experience in military leadership.

MSC 201 (F)
FUNDAMENTALS OF LEADERSHIP
2 credits
This course is designed to examine the basic leadership and management functions in relationship to individual and group behavior. Orientation is toward the application of basic leadership and management theory and the analysis of factors that provide the foundation for organizational success. This course also introduces the student to advanced individual military skills and applied leadership techniques necessary to be an effective junior leader in the U.S. Army.

MSC 202 (S)
FUNDAMENTALS OF LEADERSHIP II
2 credits
This course expands on the topics addressed the previous semester, focusing on preparing students to enter the advanced course in their junior year.

MSC 301 (F)
LEADERSHIP AND MANAGEMENT I
3 credits
This course is designed to expose the student to tactical operations and teach the duties and responsibilities of small unit leaders. Course work includes planning, coordinating, and controlling small unit operations and preparation of oral and written operation orders.
PREREQUISITES: MUST HAVE COMPLETED MSC 101, 102, 201, AND 202 OR ROTC LEADERS TRAINING COURSE. NOTE: THIS CLASS IS HELD AT DREXEL UNIVERSITY.

MSC 302 (S)
LEADERSHIP AND MANAGEMENT II
3 credits
This course is designed to build on the technical and tactical operations taught in MSC 301. Emphasis is on developing and supervising small unit missions. All course work supports and prepares the student for the ROTC Warrior Forge in the summer.
PREREQUISITE: MUST HAVE COMPLETED MSC 301. NOTE: THIS CLASS IS HELD AT DREXEL UNIVERSITY.

MSC 401 (F)
LEADERSHIP DIMENSIONS AND PRACTICE
3 credits
This course is designed to introduce the student to the Army training philosophy and mission-focused planning process. The student will learn how to prepare for and conduct training, how to evaluate training, and how to conduct an after-action review of a training session. The second portion of the course deals with leadership counseling and the ethical aspects of leadership, including the ethical decision-making model and the ethical challenges facing the military leader.
PREREQUISITES: COMPLETION OF MSC 301 AND 302, OR SPECIAL PERMISSION OF THE PROFESSOR OF MILITARY SCIENCE. NOTE: THIS COURSE IS HELD AT DREXEL UNIVERSITY.

MSC 402 (S)
CONTEMPORARY MILITARY POLICY
3 credits
The course will present the full range of the judicial system used in the military, and the Army personnel, logistic, and resource management systems; personal financial management; and the various support agencies and activities available to assist military units and individuals. The aim of the course is the final preparation of the student for his or her initial assignment as a Second Lieutenant in the U.S. Army.
PREREQUISITE: COMPLETION OF MSC 401. NOTE: THIS COURSE IS HELD AT DREXEL UNIVERSITY.
PHILOSOPHY

FACULTY

Robert J. Dobie, Ph.D., Chair

PROFESSORS: Tsakiridou, Van Fleteren

ASSOCIATE PROFESSORS: Dobie, Hymers

ASSISTANT PROFESSORS: Garver, Howell, Moreau, Volpe

INSTRUCTOR: Sullivan

MISSION STATEMENT

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

PROGRAM GOALS

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

STUDENT LEARNING OUTCOMES

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

2. Present clearly and rigorously in writing an extended argument on a topic of philosophic importance.

3. Reflect on one's intellectual and intuitive responses to issues concerning ethical values.

4. Comprehend and interpret philosophically significant texts.

PATTERNS COURSES

- PHL 151, 152

PATTERNS II COURSES

- General Topics
  - PHL 201, 206, 212, 264, 267, 269.

- Special Interest
  - PHL 270, 303, 305, 308, 309, 310, 311, 313, 323, 325, 326, 327, 328, 329, 330-336, 338, 341, 350, 370, 470. You may take one or two courses in Philosophy to fulfill your Core IA requirement.

REQUIREMENTS

- Required for Major in Philosophy: 12 courses
  - Patterns course
  - PHL 311, 313 or 323
  - PHL 264 or 325
  - PHL 326
  - PHL 327
  - PHL 328
  - PHL 329
  - PHL 309 or 330-336
  - PHL 480
  - Three other courses beyond the Patterns 1 level.

- Required for Minor in Philosophy: 6 courses
  - PHL 151 or 152
  - Five other courses beyond the Patterns 1 level

COURSE DESCRIPTIONS

PHL 151

THE HUMAN PERSON

3 credits/Patterns

This course is a study of the human person that integrates the biological, social, and religious dimensions of human life. Possible topics include freedom and determinism, body and soul, the individual and society, and mortality and immortality.
PHL 152
MORAL INQUIRY AND MORAL CHOICE
3 credits/Patterns
This course is an investigation of classic moral theories. Possible topics include virtue and happiness, social justice, moral relativism, and moral obligation. General principles will be applied to concrete moral issues.

PHL 206
SOCIAL AND POLITICAL PHILOSOPHY
3 credits/Patterns 2 or Concentration Option
This course is a critical examination of the nature of society through the reading and discussion of primary philosophical texts. Themes include: person and society, the foundation of the political order, human rights and law, justice and society, and the natural and the social sciences.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 212
CURRENT ETHICAL ISSUES
3 credits/Patterns 2 or Concentration Option
This course presents an application of ethical principles to present-day moral problems and controversies.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 222
LOVE AND HUMAN SEXUALITY
3 credits/Patterns 2 or Concentration Option
This course offers a philosophical exploration of human love and sexuality. Classical and contemporary writings will be used.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 223
PERSPECTIVES ON DEATH
3 credits/Patterns 2 or Concentration Option
This course is a study of various philosophical strategies for coming to terms with human death. Philosophical views on death applied to problems such as aging and dying, suicide and euthanasia, the medical conquest of death, and definitions of death are topics to be addressed. This course is of particular value for students choosing careers in the health professions.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 264
CRITICAL THINKING
3 credits/Patterns 2 or Concentration Option
This course aims at developing the skill of analyzing, interpreting, and criticizing arguments from a variety of disciplines. Topics include: clarification of concepts, distinguishing between conclusions and reasons for conclusions, evaluation of arguments, and the recognition of fallacies.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 265
PHILOSOPHY OF ART
3 credits/Patterns 2 or Concentration Option
This course is an introduction to the philosophy of art with emphasis on the metaphysics of beauty and on art’s role in politics and society.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 266
PHILOSOPHY LOOKS AT FILM
3 credits/Patterns 2 or Concentration Option
This course is an application of philosophical perspectives to the study of film, with special attention to international cinema. The course will approach film either as a unique form of art or as a unique medium for engaging traditional philosophical questions.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 267 (F, S)
PHILOSOPHICAL APPROACHES TO GOD
3 credits/Patterns 2 or Concentration Option
This course is a study of philosophical positions about the existence and nature of God. Themes discussed include various concepts of God; the possibility of proof for the existence of God; and the philosophical dimensions of the religious experience.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 268
TOPICS IN EASTERN PHILOSOPHY
3 credits/Patterns 2 or Concentration Option
This course will study the major philosophers and philosophies of the East through a focus on one or more of the following philosophical traditions: Indian, Chinese, Japanese, Buddhist, or Islamic.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.
PHL 270
SPECIAL TOPICS
3 credits/Patterns 2 or Concentration Option
Some recent topics have included:
• Harry Potter and Philosophy
• J.R.R. Tolkien as Philosopher
• Tao and Zen
• Art and Fascism
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 303 (F, S)
AMERICAN PHILOSOPHY
3 credits/Patterns 2 or Concentration Option
This course presents a critical history of thought in North America, tracing its gradual transformation from 17th-century Puritanism to 20th-century pragmatism.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 306
ENVIRONMENTAL PHILOSOPHY
3 credits/Patterns 2 or Concentration Option
The course is designed to provide the student with an introduction to a wide range of philosophical issues and problems that are attached to the attribution of moral concern for the environment. Topics may include deep ecology, ecofeminism, social ecology, social action, and the moral standing of animals as well as other living beings.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 308
THE PHILOSOPHY OF HISTORY
3 credits/Patterns 2 or Concentration Option
This course is a study of some of the principal viewpoints about historical knowledge and historical development. Problems discussed include: subjectivity and objectivity, causality and explanation, and perspective and relativity in history. The great schemes of historical interpretation are also considered.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 309
THE PHILOSOPHY OF THOMAS AQUINAS
3 credits/Patterns 2 or Concentration Option
This course is a study of the philosophical problems that arose in the Middle Ages and of the solutions proposed by Thomas Aquinas. Texts principally from the *Summa Theologiae*.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 310
EXISTENTIALISM
3 credits/Patterns 2 or Concentration Option
This course provides a critical study of existentialist thinkers and themes from the 19th and 20th centuries. Topics may include absurdity, nihilism, subjectivity, freedom, authenticity, and the Other.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 311
PROBLEMS OF KNOWLEDGE
3 credits/Patterns 2 or Concentration Option
This course offers a systematic investigation into the sources, limits, and nature of knowledge. Topics include: meaning and its relation to truth of statements; nature and criteria of truth; and the role of observation, perspective, and conceptualization in the justification of knowledge claims.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 313
METAPHYSICS
3 credits/Patterns 2 or Concentration Option
This course is a study of the ways in which major philosophers have answered questions about the basic nature of reality.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 323
PHILOSOPHY OF SCIENCE
3 credits/Patterns 2 or Concentration Option
The course looks at the practice of science, its aims, its methods, and its relation to society. Possible topics include the justification of scientific findings, the nature of scientific progress, the various branches of science, morally responsible scientific practice, and science and religion.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.
PHL 325
SYMBOLIC LOGIC
3 credits/Patterns 2 or Concentration Option
This course is an introduction to formal logic, including truth-functional and quantificational logic.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 326
HISTORY OF WESTERN PHILOSOPHY: THE ANCIENT WORLD
3 credits/Patterns 2 or Concentration Option
This course focuses on Ancient Greek and Roman philosophy from the pre-Socratics through Plotinus.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 327
HISTORY OF WESTERN PHILOSOPHY: LATE ANTIQUITY AND THE MIDDLE AGES
3 credits/Patterns 2 or Concentration Option
This course examines late antique and medieval philosophy, concentrating on St. Augustine and St. Thomas Aquinas.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 328
HISTORY OF WESTERN PHILOSOPHY: EARLY MODERN WORLD
3 credits/Patterns 2 or Concentration Option
This course examines 17th- and 18th-century philosophy is studied with a concentration on the rationalists, the empiricists, and Kant.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 329
HISTORY OF WESTERN PHILOSOPHY: CONTEMPORARY PHILOSOPHY
This course is a comparative study of trends in continental and Anglo-American philosophy. These may include linguistic analysis, phenomenology, deconstruction, post-modernism, neo-pragmatism, and critical theory.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 330-336
THE GREAT PHILOSOPHERS
3 credits/Patterns 2 or Concentration Option
This course is an in-depth study of a single major thinker from the philosophical tradition. Emphasis is on the critical reading of texts, although attention will be given to the historical setting of the thinker’s work. Previous thinkers have included St. Augustine, Karl Marx, Simone de Beauvoir, Martin Heidegger, Ludwig Wittgenstein, Hannah Arendt, and Michel Foucault.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 337
GENDER, BODY, AND CULTURE
3 credits/Patterns 2 or Concentration Option
This course provides a philosophical analysis of social and cultural practices that construct gender identity. Strategies of resistance to dominant modes of embodiment and concepts of sexual difference will also be explored.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 350
BUSINESS ETHICS
3 credits/Patterns 2 or Concentration Option
Business practices are evaluated in the light of ethical principles. Special concern is given to moral dimensions of management decision making and to the ethical problems of consumerism and government control.
PREREQUISITES: PHL 151 OR 152 OR HON 131 OR PERMISSION OF THE DEPARTMENT CHAIR.

PHL 370
SPECIAL TOPICS
3 credits/Patterns 2 or Concentration Option
Recent topics have included:
• Revolution to Romanticism
• Philosophy of Islam
• Memory, Identity, and the Self
• Evolution and Creation

PREREQUISITES: PHL 151 or 152 or HGN 131 or permission of the Department Chair.

PHL 470
SPECIAL TOPICS
3 credits

PHL 480 (S)
SEMINAR
3 credits

This course is an investigation of a philosophical theme chosen each year by the department. Students will write a paper on the theme and present their work to the seminar. The seminar has for its purpose the integration of previous philosophical study. Required of philosophy majors; open to others with approval of the Department Chair.
These courses are offered through the Mathematics and Computer Science department. For more information, contact the chair of that department.

**FRAMEWORKS COURSE**

- **Natural Science**
  - **PHY 150**

**COURSE DESCRIPTIONS**

**PHY 105**

**GENERAL PHYSICS I**

4 credits

Vectors, elementary mechanics of point particles and rigid bodies, and gravitation will be the topics that are explored in this course.

**PREREQUISITE:** MTH 113. FOUR-HOUR LECTURE/TWO-HOUR LABORATORY IS REQUIRED.

**PHY 106**

**GENERAL PHYSICS II**

4 credits

Simple harmonic motion and waves, elementary optics, electromagnetism, and DC circuits are topics of emphasis in this course. Four-hour lecture/two-hour laboratory is required.

**PREREQUISITE:** PHY 105.

**PHY 120**

**SCIENCE, TECHNOLOGY, AND SOCIETY**

3 credits

This course is a study of some interactions between science, technology, and society. Topics include: the scientific community; history of technology; weapons; science, technology, and the arts; and technology and change.

**PHY 121**

**WOMEN, MEN; SCIENCE, TECHNOLOGY**

3 credits

This course is an exploration of gender components in science and technology. Extra-scientific influences on scientific theories; why there are not more female engineers and scientists; how science views male/female differences; use of science to reinforce social attitudes; the political content of technology and how technology impacts differently on men and women will be discussed.

**PHY 150 (F, S)**

**SOME REVOLUTIONS IN PHYSICS**

3 credits / Frameworks

This course is a non-mathematical introduction to physics with emphasis on studying the processes of scientific change. Ancient astronomy and mechanics, the Copernican/Newtonian Revolution, Special Relativity, and current ideas in elementary particle physics will be examined.

**PHY 201 (F)**

**COMPUTER ELECTRONICS I**

3 credits

This course addresses the binary representation of numbers including various types (integer, unsigned, and floats) with an emphasis on the finiteness of that representation (range, overflow, etc.), basic logic gates and their use in the realization of any truth tables (combinatorial logic), simplification procedures, such as Karnaugh maps, flip-flops, registers and memory (sequential logic), specific components such as adders, comparators, multiplexers, counters, buses, etc., and introduction to design and architecture.

**PHY 202 (S)**

**COMPUTER ELECTRONICS II**

3 credits

This course emphasizes simple circuit components: resistors, capacitors, inductors, diodes, transformers, transistors, and logic gates and their emphasis in computer electronics.

**PHY 205 (S)**

**ESSENTIALS OF PHYSICS FOR HEALTH SCIENCES (CROSS LISTED WITH HSC 212)**

3 credits

This course is a brief introduction to fundamental physics concepts necessary for understanding physical processes in human body systems. Topics include forces, motion, energy, waves, electrical circuits, and fluids as they pertain to the human body. No prerequisites required.

**PHY 207 (F)**

**MODERN PHYSICS I**

3 credits

This course will address the breakdown of classical physics around the turn of the century and its replacement by relativity theory and quantum mechanics. Attention will be given to the experiments leading to this breakdown. Course culminates with the Schrodinger equation and its application to simple potentials.

**PREREQUISITES:** PHY 105, 106; MTH 221 CONCURRENTLY; OR PERMISSION OF INSTRUCTOR.
PHY 208 (S)  
MODERN PHYSICS II  
4 credits  
This course applies basic quantum theory developed in PHY 207 (the Schrodinger equation) to a series of problems in which it has had marked success. They include: atomic spectra; the physics of molecules including the chemical bond; condensed matter; and the nucleus and fundamental particles. Three hours lecture, two hours laboratory.  
PREREQUISITE: PHY 207.

PHY 270-271  
SPECIAL TOPICS  
3-6 credits
POLITICAL SCIENCE

FACULTY
Michael Boyle, Ph.D., Chair

ASSOCIATE PROFESSORS: Glatzer

ASSISTANT PROFESSORS: Boyle, Leonard

POLITICAL SCIENCE PROGRAM

MISSION STATEMENT

The Political Science Department is committed to providing its majors a rigorous and relevant education in the fundamentals of political inquiry necessary to informed citizenship. The Department provides its students with a strong grounding in each of the major sub-fields of Political Science – American Politics, Comparative Politics, International Relations and Political Thought – as well as with the analytic tools and theoretical approaches needed to be successful in their careers.

The approach of the Department reflects not only our Lasallian mission to provide a distinctive value laden liberal education but also our commitment to giving students the kind of education that will benefit them in graduate school, law school and throughout their career.

We believe that it is important to equip students not only to understand the world, but also to help students think critically to make choices in pursuit of "the good life." Therefore, we emphasize high academic standards and encourage students to grapple with original texts and data to improve their analytic ability.

We educate our students to express themselves through a variety of formats, but particularly through the written word. For this reason, all Political Science major required courses have a minimum academic writing requirement. And we encourage our students to become independent thinkers and to pursue their own lines of research, especially through their capstone Senior Seminar course. Each year the Department retains electronic copies of the best seminar papers as models for subsequent classes. And each spring the author of the "best" seminar paper receives a trophy as the Joseph V. Brogan Senior Seminar Award and has her/his name engraved on a plaque in the main hallway. (See Welcome page of Political Science Department web site.)

PROGRAM GOALS

1. The Program will strive to maintain and enhance the collegial scholarly environment created by the Department.

2. As a result of the Program, majors will be able to read and think critically about both domestic and global political and policy issues.

3. As a result of the Program, majors will be able to participate as engaged citizens in service of their community and the world.

4. As a result of the Program, majors will be able to organize and present data, evidence and/or argument in clear, thoughtful and persuasive writing.

STUDENT LEARNING OUTCOMES

1. Students will possess a basic knowledge in all four sub-areas of political science: American Politics, Comparative Politics, International Relations and Political Theory.

2. Students will develop academic writing skills including thesis formation, literature review, presentation of data, evidence and argument in all required courses.

3. Students will demonstrate the ability to read and think critically about either a domestic or global political or policy issue in Senior Seminar POL 481.

4. Students will demonstrate the ability to organize and present data, evidence and argue in clear, thoughtful and persuasive writing in Senior Seminar Pol 481.

FRAMEWORKS COURSE

- Social Science
  - POL 151

REQUIREMENTS

- Required for Major in Political Science: 14 courses

American Government:
  - POL 151
  - POL 171

Comparative Government:
  - POL 120
  - POL 221

International Politics:
  - POL 240
  - POL 341
Political Theory:
- POL 260
- POL 361
- Four electives in Political Science (excludes POL 461)
- Senior Seminar: POL 480, 481

All Political Science courses except 460, 461, 480, and 481 are open to all students.

Accommodation for Dual Majors: Up to two of the required political science requirements can be waived. In addition, the seminar requirement is waived for those whose second major is political science, if a seminar is required in the other major.

■ Required for Minor in Political Science: 6 courses

Required for American Politics Minor
- POL 151 American Federal Government
- POL 304 Congress and the Legislative process
- POL 305 President and the Executive Branch
- POL 302 American Constitutional Law I
- POL 310 Political Parties and Elections
- POL 342 U.S. Foreign Relations

Required for International Relations/Global Politics Minor
- POL 120 Governments of Western Europe
- POL 240 International Relations
- POL 341 Globalization and International Decision-Making
- POL 322 Governments of Eastern Europe and Russia
- POL 344 The Middle East and the World
- POL 348 21st-Century Terrorism

Required for Law and Politics Minor
- POL 151 American Federal Government
- POL 302 American Constitutional Law I
- POL 303 American Constitutional Law II
- POL 304 Congress and the Legislative Process
- POL 316 Environmental Law and Policy
- POL 319 Courts, Judges, and Judging

Required for Practical Politics Minor
- POL 151 American Federal Government
- POL 215 Managing Public and Nonprofit Sectors
- POL 301 State and Local Government
- POL 310 Political Parties and Elections
- POL 314 Mass Media and Politics
- POL 385 Ethics in Government

Students may continue to take the traditional POL minor, which includes POL 151, American Government, and any other five POL courses except for POL 460, 461, 480, and 481. The Department strongly encourages students to consider choosing minor concentrations of grouped upper-division courses to enhance their individual career objectives and bolster their resumes. Individual adjustments to these concentrated minors can be arranged with approval of the Department Chair.

INTERNATIONAL RELATIONS

The International Relations (INR) major is an interdisciplinary major designed to train students for careers in global politics. This major is particularly designed for students who want to work in organizations like the U.S. Departments of State and Defense, the United Nations, and a range of non-governmental organizations. It requires four semesters of a language chosen by the student (including, for example, Spanish, French, German, Italian, and others). It also requires students to complete a year-long Senior Seminar sequence (POL 480/481).

REQUIREMENTS

■ Required for Major in International Relations: 14 courses

Required for Major in International Relations:
- POL 120 European Politics
- POL 171 Political Analysis
- POL 221 Politics of the Developing World
- POL 240 International Relations
- POL 341 Globalization
- POL 480 Senior Research Seminar I
- POL 481 Senior Research Seminar II

Required Four Semesters of the Same Foreign Language (level depending on proven language competency).
- FRL 101 FRL 201
- FRL 102 FRL 202
- FRL 201 FRL 301
- FRL 202 FRL 302

Plus Three Electives from the Following
- POL/ECN 213 Statistics
- POL 342 U.S. Foreign Policy
- POL 348 21st Century Terrorism
- POL/ECN 332 Political Economy of Africa
- POL/ECN 334 Political Economy of Latin America
- POL 344 Middle East and the World
- POL/HIS 351 Modern China
- POL/HIS 325 Imperialism in the Modern World
- POL 305 President and Executive Branch
- POL 370S Special Topics
- POL 460 Internship

The Political Science Department will consult with the Chair of the Foreign Languages and Literature Department to assure correct placement for the language requirement. The four course foreign language requirement can be satisfied by competency-based testing arranged with the agreement of the Political Science and Foreign Language and Literature Departments. Students satisfying the basic language requirement through competency-based testing may be approved to take a second language or additional International Relations electives.
Occasionally, other electives, in Political Science and other departments, including the School of Business’ International Business curriculum, can be utilized with written permission of the Chairperson.

INR students are encouraged to take ECN 213, Statistics, in lieu of MTH 120 in the University’s Core Curriculum. The Department strongly recommends this course for all International Relations majors contemplating graduate school.

**Required for International Relations Minor**

Follow the six courses required for the International Relations/Global Politics Minor in the University Catalogue under Political Science.

### COURSE DESCRIPTIONS

**POL 151 (F, S)**

**PRINCIPLES OF AMERICAN GOVERNMENT**

3 credits / Core: Frameworks of Scientific Understanding

This course provides an overview of the principles, institutions, and decision-making processes of American government. The course focuses on the foundations of the American constitutional order and the development of contemporary American government at the national level. Topics are approached in a critical and analytical way, seeking to understand the trade-offs inherent in particular democratic choices. Historical, comparative, and analytical methods are employed. This course is required of all political science majors and minors. The course requirements include a minimum of 10 to 12 pages of academic writing.

**POL 215 (F, S)**

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

3 credits

This course is an introduction to different concepts and aspects of public administration from a variety of theoretical viewpoints. Topics include: bureaucratic organization and leadership styles, program evaluation and productivity, budgeting, civil service, and public policy making. (Formerly titled “Public Administration.”)

**POL 301 (S)**

**STATE AND LOCAL GOVERNMENT**

3 credits

This course is a study of the state as a partner in the federal system; the states’ constitutional development; and principles underlying state governmental organization, reorganization, and functions.

**POL 302 (F)**

**AMERICAN CONSTITUTIONAL LAW I**

3 credits

A case study approach utilizing Supreme Court decisions provides an analysis of the governmental structure of the United States. Principal topics include: judicial review, separation of powers, federalism, extent and limit of Congressional and Presidential authority, and the commerce and fiscal clauses of the Constitution.

**POL 303 (S)**

**AMERICAN CONSTITUTIONAL LAW II**

3 credits

A case study approach utilizing Supreme Court decisions provides an analysis of the individual’s relationship to the government under our Constitution. Principal topics include rights under the early Constitution, the incorporating process, First Amendment rights, procedural rights of the accused, and equal protection and political rights. (Strongly recommended: Constitutional Law I)

**POL 304 (S)**

**CONGRESS AND THE LEGISLATIVE PROCESS**

3 credits

Topics of this course address the role of Congress in the legislative process; its internal operations and external political relations, especially with the President. Comparison of the characteristics of Congress with those of state legislatures and European legislative bodies.

**POL 305 (S)**

**THE PRESIDENT AND THE EXECUTIVE BRANCH**

3 credits

This course examines the growth, both in size and power, of the Executive Branch of the national government. Topics covered include: the mechanics and significance of presidential elections, the institution of the presidency, presidential-congressional relations, and the limits of presidential power.

**POL 310 (F)**

**POLITICAL PARTIES AND ELECTIONS**

3 credits

This course provides a view of the political problems of the United States as revealed in the major and minor political parties that have arisen during the country’s history.
POL 311 (S)  
**WOMEN IN POLITICS**  
3 credits  
This course is an introduction to the history and issues associated with the movement for women’s political equality. Topics include: women’s suffrage, equal protection and the ERA, job discrimination, and women in political campaigns and elected offices.

POL 314 (F)  
**MASS MEDIA AND POLITICS**  
3 credits  
This course examines the influence of the mass media upon the American political process. Emphasis is on the role of the media in campaigns and elections.

POL 316 (F)  
**ENVIRONMENTAL LAW AND POLICY**  
3 credits  
This course offers an introduction to the rise of environmentalism in the United States. Addresses the major environmental statutes from the Clean Air and Clean Water Acts to the Endangered Species Act, RCRA and Superfund, and also integrates case studies and collaborative learning to evaluate the impact of scientific uncertainty on environmental planning while emphasizing the difficult choices faced in developing environmental policy.

POL 319 (S)  
**COURTS, JUDGES, AND JUDGING**  
3 credits  
This course offers an introduction to the development of the Common Law, tracing the rise of courts and the expanding role of judges in England and the United States from Magna Carta to the Constitution of 1789, discussing the rise of Judicial Review in the United States, and concluding with an exploration of the competing ways in which current Supreme Court Justices (Scalia, Roberts, Breyer, Ginsburg) view their role and their power in a democratic society.

POL 385 (S)  
**ETHICS IN GOVERNMENT**  
3 credits  
The purpose of this course is to examine the role of ethics and the problems caused by a lack of ethics at the federal, state, and local government levels. This course will underscore the importance of ethics in government by looking at a variety of sources, ranging from Codes of Ethics to the U.S. Constitution and state constitutions, and reviewing various case studies, including Watergate and Interngate. Required of all Public Administration majors.

POL 322 (F)  
**THE GOVERNMENTS OF EASTERN EUROPE AND RUSSIA**  
3 credits  
This course is a study of the politics and government in the former Soviet Union and Warsaw Pact nations of Eastern Europe, including the rise and fall of totalitarian communism and the prospects for democratic development.

POL 334 (F)  
**THE POLITICAL ECONOMY OF LATIN AMERICA**  
3 credits  
This course begins by examining aspects of the indigenous societies prior to the arrival of Europeans in what has come to be called “Latin America.” Throughout, it considers issues such as colonialism, militarism, race, gender relations, and religion that have shaped the societies, polities, and economies of nations from Mexico and the Caribbean to those of the Southern Cone. The goal of the course is to afford class members the opportunity to better understand Latin America’s history as a basis for comprehending its likely future. Cross-listed with ECN 334 and HIS 334.

POL 240 (F)  
**INTERNATIONAL RELATIONS**  
3 credits  
This course provides an analysis of the basic patterns and major factors underlying international politics. Consideration of current
international problems will be addressed. The course is required of all political science majors. In addition, the course requires a minimum of 12 to 15 pages of academic writing.

**POL 341 (S)**
GLOBALIZATION AND INTERNATIONAL DECISION MAKING
3 credits

This course offers an analysis of the increasing functional obsolescence of the nation state under the pressures of transnational problems such as drugs, AIDS, and the environment. The emergence of regional and international organizations such as the European Community, the Organization of African States, and the Association of South East Asian Nations to meet these challenges are also addressed. The course is required of all political science majors.

**PREREQUISITE:** POL 240 IS RECOMMENDED. (FORMERLY TITLED “GLOBAL VILLAGE”). IN ADDITION, THE COURSE REQUIRES A MINIMUM OF 15 TO 20 PAGES OF ACADEMIC WRITING.

**POL 342 (F)**
U.S. FOREIGN RELATIONS
3 credits

This course is a study of the diplomatic and military instruments of American foreign relations, the formal and informal powers and processes by which policy is made, and the basic patterns of national interest and policy, both prior to World War II and into the present.

**POL 344 (F)**
THE MIDDLE EAST AND THE WORLD
3 credits

This course offers a study of modern Middle Eastern politics, with emphasis on the origins, issues, and present stage of the Arab-Israeli conflict; an analysis of Western and Soviet foreign policies in the area, with the emphasis on America’s middle east diplomacy.

**POL 348 (F)**
21ST-CENTURY TERRORISM: UNDERSTANDING THE GLOBAL THREAT
3 credits

This course will define basic concepts related to terrorism, trace the history of terrorism since 1945, and compare and contrast various terrorist groups and their tactics, with particular emphasis on Islamic terrorist organizations, to equip students with tools for understanding and analyzing modern terrorism. Depending upon the semesters this course is taught, it may focus on different geographic areas as well as on the many variants of terrorism, including those developed since the 1979 Iranian revolution, with emphasis on state-supported terrorism and specific terrorist groups as well as the goals and tactics of terrorism and the causes of terrorism.

**POLITICAL THEORY**

**POL 171**
POLITICAL ANALYSIS
3 credits

This course surveys the theoretical foundations, approaches, and methodologies of political analysis, introducing students to the “science of politics” and providing a basic grounding in the social scientific study of political behavior and phenomena. The course equips students with the tools of inquiry (such as the description and analysis of quantitative data and the systematic use of case studies) most commonly used in the discipline of political science.

**POL 260 (F)**
SURVEY OF POLITICAL THOUGHT I: THE FOUNDATIONS
3 credits

This course focuses on an analysis of the major political writers from Plato to approximately 1550. Emphasis on each author’s concept of the state and its function and end, as well as their solution to the problem of the reconciliation of the common good with individual freedom will be addressed. The course is required of all political science majors. In addition, the course requires a minimum of 12 to 15 pages of academic writing.

**POL 361 (S)**
SURVEY OF POLITICAL THOUGHT II: LIBERAL DEMOCRACY AND ITS CRITICS
3 credits

This course is an analysis of modern liberal democratic thought and the various criticisms of it from both the left and the right are topics to be addressed in this course. Emphasis is on the reading of original sources by Machiavelli, Hobbes, Locke, J.S. Mill, Rousseau, Burke, Marx, Nietzsche, etc. This course is required of all political science majors.

**PREREQUISITE:** POL 260 IS RECOMMENDED. THE COURSE REQUIRES A MINIMUM OF 15 TO 20 PAGES OF ACADEMIC WRITING.

**POL 363 (S)**
THE AMERICAN POLITICAL TRADITION
3 credits

This course provides an inquiry into various religious and philosophical threads, from the Puritan “city on a hill” to the 1960s counter-culture, which combine to form the fabric of American political thought. Analysis of original source material is stressed.

**OTHER COURSES**

**POL 270, 370, 470 (F, S)**
SPECIAL TOPICS AND INDEPENDENT STUDY
3 credits

As interests indicate, special programs may be introduced into the curriculum discussing highly specialized problems for group or independent study.
ECN/HIS/POL 332 (S, Odd Years)

POLITICAL ECONOMY OF AFRICA
3 credits

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

PREREQUISITE: ECN 150.

POL 460 (F, S)

POLITICAL SCIENCE INTERNSHIP I
3 credits

This course is designed to give students the opportunity to apply their academic interest to relevant positions in the community. Placements will be provided and the students will be expected to give a comprehensive report on their experiences. Required of all public administration majors. Does not count toward the minor in political science. Permission of the Chair and/or a GPA of 3.0 or better are required.

POL 461 (F, S)

POLITICAL SCIENCE INTERNSHIP II
3 credits

With the permission of the Chair, a second semester involving a different experience may be undertaken. Does not count toward the major or minor in political science.

POL 480 (F)

SEMINAR I
3 credits

This course involves a study of methods of research and scholarly writing. Directed research and reports on individual assignments are expected. The course is open to political science majors only and constitutes a requirement for them. In addition, the course requires a minimum of 25 pages of academic writing.

POL 481 (S)

SEMINAR II
3 credits

This course involves supervised research and writing on a major topic. Weekly presentations and group discussion discussions of individual papers are expected. Submission of a written thesis is to be submitted. The course is open to political science majors only and is a requirement for them.

PREREQUISITE: POL 480. THIS COURSE REQUIRES A MINIMUM OF 25 PAGES OF ACADEMIC WRITING.

POLITICAL SCIENCE, PHILOSOPHY, AND ECONOMICS

The Politics, Philosophy, and Economics (PPE) program is an interdisciplinary major designed to give students a broad training in preparation for a career in public affairs and the legal profession. This program is designed for students with a strong interest in political and economic theory. It requires students to select a concentration of one of the three disciplines (Politics, Philosophy, or Economics) surveyed and write a directed research project (PPE 480) in that concentration. 14 courses are required for the PPE major, nine of which are specifically required courses, three each in Political Science, Philosophy, and Economics.

REQUIREMENTS

- Required for Major in Political Science, Philosophy, and Economics: 14 courses

  - Required PPE Foundation Courses:
    - ECN 150 Introduction to Macroeconomics
    - ECN 201 Introduction to Microeconomics
    - PHL 264 Critical Thinking
    - PHL 303 American Philosophy
    - POL 171 Political Analysis
    - POL 221 Politics of the Developing World

  - Required PPE Reading Courses:
    - PPE 200 Readings in PPE Classics
    - PPE 300 Readings in PPE Classics
    - POL 361 Democracy and its Critics
    - PPE 400 Readings in PPE Classics
    - ECN 441 History of Economic Thought

  - Required Concentration in one of the three fields (PHL, ECN, POL):
    - Four electives in one of the three PPE fields
    - PPE 480 Directed Research Project in field of concentration

Concentration electives will generally all come from only one of the three PPE fields. Occasionally, and with written permission of the appropriate Chairs, concentration electives may be selected from two PPE departments.

The PPE 480 course is a cross-disciplinary capstone course in which a PPE major works one-on-one with a faculty member in their concentration area for a directed research project.

- Required for Minor in Political Science, Philosophy, and Economics: 6 courses

  - ECN 150
  - PHL 264
  - POL 171
  - PHL 206
  - POL 361
  - ECN 441
PSYCHOLOGY

FACULTY
Kelly McClure, Ph.D., Acting Chair
David Falcone, Ph.D., Acting Assistant Chair

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

ASSISTANT PROFESSORS: Jacob, McMonigle, Phipps, Roth

PROFESSORS EMERITI: McCarthy, Rooney

MISSION STATEMENT
As part of the School of Arts and Sciences of La Salle University, the Department of Psychology seeks to educate the whole person intellectually, morally, and spiritually through a challenging curriculum and a nurturing environment that promotes self-understanding and meaningful scholarship. At the undergraduate level, the Department seeks to provide students with a firm foundation in the science of psychology, as well as providing knowledge and experience relative to the professional applications of psychology. At the graduate level, the Department of Psychology seeks to impart the specialized skills and knowledge necessary for students to have a positive impact on society. At all levels, the Department of Psychology seeks to continuously build students’ awareness of society’s needs, the role that research plays in enriching our understanding of life, and the way in which the profession of psychology serves to improve the human condition.

PROGRAM GOALS
The Department of Psychology is committed to a liberal education informed by the discipline of Psychology. It wants its students to liberate themselves from narrow interests and prejudices and to learn to observe reality with precision, judge events and opinions critically, think logically, communicate effectively, and sharpen aesthetics perception. The curriculum involves a body of knowledge about the nature, behavior, and experience of lower and higher organisms. It also provides an opportunity to gain specialized knowledge as a preparation for graduate study or entry into professional life. Beyond this breadth and depth of knowledge, the department encourages students to seek wisdom; that is, to develop the skills, sensitivities and understandings which can give order, purpose and meaning to one’s life making a rewarding life possible.

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

FRAMEWORKS COURSE

Social Science
• PSY 155

REQUIREMENTS

Required for Major in Psychology: 12 Courses
• PSY 155
• PSY 310
• PSY 311
• PSY 330
• Seven electives in psychology, including three of the following:
  • PSY 410, 415, 420, 425, 430
  • MTH 150 or higher

NB: PSY 331 is strongly recommended as an elective for students planning doctoral studies in psychology.
Required for Minor in Psychology: 6 Courses
- PSY 155
- Five electives, two of which are at the 300 or 400 level

COURSE DESCRIPTIONS

PSY 155 (F, S)
INTRODUCTION TO PSYCHOLOGY
3 Credits/Frameworks
This course provides a general introduction to the discipline of psychology. Emphasis is given to the methods, theories, and findings of psychological research. Areas covered may include biological bases of behavior, learning, perception, thinking, development, personality, abnormality, and social behavior.

PSY 210 (F, S)
DEVELOPMENTAL PSYCHOLOGY
3 credits
This course provides a study of the theories and research relevant to understanding human development from conception through adulthood, with special emphasis on childhood and adolescence. Biological, cognitive, and socioemotional processes will be examined.

PSY 215 (F)
ADULT DEVELOPMENT AND AGING
3 credits
This course is an introduction to the scientific study of adulthood, with a special emphasis on gerontology. Focuses on the theories, principles, and research related to cognitive change and on social development, particularly in the context of intergenerational relationships.

PSY 220 (F, S)
PSYCHOPATHOLOGY
3 credits
This course is an introductory course surveying the principal forms of mental disorders, with emphasis on causes, symptoms, and treatment. An analysis of the problem of maladaptive behavior and the study of certain personality and behavior patterns.

PSY 225 (F, S)
SOCIAL PSYCHOLOGY
3 credits
This course provides a study of the research findings and theories dealing with the phenomena of social behavior. Focuses on individual behavior as it affects and is affected by the behavior of others.

PSY 230 (S)
INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY
3 credits
This course offers a study of the application of psychological principles and theories to organizational settings. Topics examined include research methodology, employee selection and assessment, leadership, motivation, job satisfaction, and characteristics of the workplace that affect employee and organizational well-being.

PSY 242 (F)
INTRODUCTION TO LANGUAGE AND COMMUNICATION
3 credits
This course is an introduction to the study of the grammar and sound systems of natural language with an emphasis on English. Historical and present-day controversies on linguistic theories and the nature of language are emphasized. This class is cross-listed with SLH 100.

PSY 245 (F)
FORENSIC PSYCHOLOGY
3 credits/Elective
This course addresses selected topics in the area of forensic psychology. The focus of the course will center on the theory, science, applications, and practices of psychology in the criminal justice system. Topics will include police and investigative psychology, family forensic psychology, psychology of crime and delinquency, legal psychology, expert witness testimony, and issues related to corrections.

PSY 250 (S)
HUMAN SEXUALITY
3 credits
This course is a survey of the theory, research, and issues related to sexuality from a psychological perspective. Topics will include the biological, psychological, and social foundations of human sexuality, human reproduction, cross-cultural perspectives on social behavior and contemporary society, gender roles and stereotypes, the expression of human sexuality, sexual deviancy, and violence.

PSY 255 (S)
PSYCHOLOGY OF WOMEN
3 credits/Elective
This course provides an overview of psychological theory and research related to the study of women, including research on gender, gender socialization, and sex differences. It will evaluate traditional views and feminist perspectives. Students will learn how gender and sexism interact with ethnicity, class, and age across the lifespan to influence women’s lives and understandings.
PSY 260 (F)
SPORT PSYCHOLOGY
3 credits/Elective
Students will be introduced to concepts in sport psychology. Issues of individual athletes, athletic teams, and sport psychology interventions are discussed. Students are introduced to conceptualizing and presenting sport psychology issues and interventions.

PSY 310 (F)
STATISTICS I
3 credits
This course is the first semester of a two semester sequence in statistics covering descriptive and inferential statistics and the logic of hypothesis testing. Emphasis in this course is on understanding the statistical technique and its meaning in making research decisions.
PREREQUISITES: PSY 155 AND MTH 150 OR HIGHER.

PSY 311 (S)
STATISTICS II
3 credits
This course is the second part of a two semester sequence in statistics focusing on the use of SPSS as a tool to assist in describing data, hypothesis testing, and making data supported decisions. Emphasis in this course is on the analysis of data and the communication of statistically supported findings.
PREREQUISITE: PSY 310.

PSY 330 (F)
RESEARCH DESIGN I
4 credits
This laboratory course focuses on introducing students to the techniques and methods of descriptive and inferential research as they are applied to psychological science.
PREREQUISITES: PSY 155 AND 311. THREE HOURS LECTURE, TWO HOURS LABORATORY.

PSY 331 (S)
RESEARCH DESIGN II
4 credits
This course offers lectures and discussions on modern psychological science. For laboratory work, the student plans, designs, and performs an original research experiment.
PREREQUISITE: PSY 330. THREE HOURS LECTURE, TWO HOURS LABORATORY.

PSY 340 (S)
PSYCHOLOGICAL ASSESSMENT
3 credits
This course examines the selection, administration, and interpretation of psychological tests used in the measurement of aptitudes, achievement, interest, and personality.
PREREQUISITES: PSY 155 AND 310.

PSY 342 (S)
SPEECH AND LANGUAGE DEVELOPMENT
3 credits
This course explores the specific nature, sequence, and patterns of language development from birth through adolescence and its relation to other aspects of child development. Conditions that place infants and children at risk for speech and language disorders are explored. Patterns of normal language development are discussed as guide for the evaluation and treatment of children with developmental language disorders.
PREREQUISITE: SLH 100 OR PSY 242, OR PERMISSION OF INSTRUCTOR. THIS COURSE IS CROSS-LISTED WITH SLH 203.

PSY 350 (F, S)
COUNSELING THEORIES AND PRINCIPLES
3 credits
This course addresses theories and principles of the counseling process. The dynamics of human change. The objectives, work, and continuing problems of counseling.
PREREQUISITE: PSY 155.

PSY 360 (F)
HEALTH PSYCHOLOGY
3 credits
This course is an overview of key topics, theories, and issues in Health Psychology. Topics include stress, eating, exercise, coping, and the effect of individual traits and psychological/social processes on health. Previously, this special topics course focused exclusively on stress. It has been extended to reflect trends in the fields of psychology and managed care. The intent is to help students become more prepared for entry into graduate school, medical school, or a professional setting.
PREREQUISITE: PSY 155.

PSY 410 (S)
THEORIES OF LEARNING
3 credits
This course is an analysis of the principal theories of learning in light of recent experiments in animal and human learning.
PREREQUISITE: PSY 155.
**PSY 415 (F)**  
**COGNITIVE PSYCHOLOGY**  
3 credits  
How do we acquire, store, retrieve, and use knowledge? This course investigates how we make sense of our experience by examining classic and contemporary theory and research in human information processing, the representation and organization of knowledge, and the use of higher cognitive skills. Topics may include attention, perception, memory, imagery, language, problem solving, creativity, reasoning, and decision making.  
**PREREQUISITE:** PSY 155.

**PSY 420 (F)**  
**BIOLOGICAL PSYCHOLOGY**  
3 credits  
This course is an introduction to the neurological and endocrinological bases of behavior. Consideration is given to sensory and motor processes, motivation and emotion, and learning and memory.  
**PREREQUISITE:** PSY 155.

**PSY 425 (F)**  
**THEORIES OF PERSONALITY**  
3 credits  
This course is a systematic study of the principal theories of personality with particular emphasis on recent trends, research methodology, and personality measurement.  
**PREREQUISITE:** PSY 155.

**PSY 430 (S)**  
**HISTORY AND SYSTEMS OF PSYCHOLOGY**  
3 credits  
This course examines the beginnings and development of psychology as a science and profession; psychology’s historical roots in philosophy, biology, and national culture.  
**PREREQUISITE:** PSY 155.

**PSY 480-481 (F, S)**  
**SEMINAR**  
3-6 credits  
This course provides readings, discussion, and analysis of contemporary psychological theories and research; individual student research and presentation of paper.  
**PREREQUISITE:** JUNIOR OR SENIOR STANDING AS PSYCHOLOGY MAJOR.

**PSY 490-491 (F, S)**  
**PSYCHOLOGICAL RESEARCH**  
3 credits  
This course provides the student with an opportunity to do research with a faculty member. The student and the faculty member must agree on the research project before the student signs up for the course. Pre-requisite: Junior or Senior standing as a psychology major. May be taken either or both terms.

**PSY 495-496 (F, S)**  
**INTERNSHIP**  
3 credits  
This course provides students with off-campus opportunities to work in clinics, schools, businesses, or the criminal justice system. It may be taken either or both semesters.  
**PREREQUISITE:** JUNIOR OR SENIOR STANDING AS A PSYCHOLOGY MAJOR.

**PSY 270, 271, 370, 371, 470, 471**  
**SPECIAL TOPICS IN PSYCHOLOGY**  
3-6 credits  
This course examines contemporary issues in psychology (e.g., psychology of women, drug abuse, forensic psychology, sports psychology, or prejudice).  
**PREREQUISITE:** VARIES WITH TOPICS.
RELIGION AND THEOLOGY

FACULTY
Anthony Smith, Ph.D., Acting Chair
Rev. Francis Berna OFM, Director of Graduate Religion

PROFESSORS: McGinniss FSC, McGuinness
ASSOCIATE PROFESSORS: Angeles, Copeland, Crawford FSC, O’Connell
ASSISTANT PROFESSORS: Dougherty, Downey, Regan, Smith
LECTURERS: Cleveland, Conway, Dolan, Giandomenico, Hallahan, Johnson, Lee, Kinzler, Klose, McGowan, McMullan, Monaco

PROFESSOR EMERITUS: Kelly

MISSION STATEMENT

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

PROGRAM GOALS

The Religion and Theology Department seeks to:

1. Equip all LaSalle undergraduate students with a foundational religious literacy or the abilities to: examine the central questions and frameworks of the world’s religious traditions through critical engagement with sacred texts, doctrines, ideas, and practices; and explain and evaluate how religious ways of knowing and being affect contemporary social, cultural, and ethical life. We prepare students for life in the multicultural and religiously plural 21st century by equipping them with a religious literacy that understands the historical developments, contemporary significance, and distinctiveness of at least one of the world’s religions while also cultivating students’ capability to engage religious difference in a self-reflective and socially conscious way.

2. Prepare Religion and Theology majors and minors for continued engagement with the discipline, whether in academic, practical, or pastoral contexts by cultivating skills of critical inquiry in the classroom, and encourage an ethos of “progressive leadership” in their communities.

3. Support faculty in their respective intellectual inquiries, pedagogical practices, contributions to the discipline, and service to the University and academy.

4. Promote the Catholic LaSallian mission of the University to “integrate ethics and principles of social justice” into the curriculum through interdisciplinary engagement across departments, programs, and schools of the University as well as co-curricular initiatives, around questions of ultimate meaning and the demands of social justice.

STUDENT LEARNING OUTCOMES

Student Learning Outcomes for REL 150 and REL 153:

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

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

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

PATTERNS COURSES

- Religion
  - REL 150 or 153

Approved for “Patterns of Meaning” Requirements

REQUIREMENTS

- Required for Major in Religion: 13 courses
  - One from REL 150 Exploring Christianity or REL 153 Exploring Religion
  - REL 400
  - Majors will take courses from each of the following areas:

A. Bible (two courses)
  - REL 210 Hebrew Bible/Old Testament
  - REL 211 The New Testament
• REL 212 The Prophets of Ancient Israel
• REL 214 The Gospels
• REL 315 St. Paul
• REL 316 Women in the Bible

B. Christianity (two courses)
• REL 220 Catholicism and the Modern World
• REL 223 Jesus and His Mission
• REL 224 Christian Spirituality: Visionaries, Mystics, and Saints
• REL 225 The Sacraments
• REL 226 Christian Worship
• REL 244 Religion in the United States
• REL 245 Catholicism in the United States
• REL 246 Encountering Evil
• REL 247 Theologies of Suffering
• REL 324 La Salle and His Legacy
• REL 345 Religion in Philadelphia
• REL 360 Religious History of Ireland

C. Other World Religions (one course)
• REL 231 Buddhism in Asia and Beyond
• REL 232 Judaism, Islam, and Other Religions of the Near East
• REL 233 Islam in America
• REL 270 Special Topics

D. Religion, Ethics, and Culture (two courses)
• REL 240 Contemporary Religious Thought
• REL 241 Women and Religion
• REL 250 Religion and Ethics in Contemporary Culture
• REL 251 Peace and Justice in the Christian Tradition
• REL 352 Playing God: Religion, Ethics, and the Life Sciences
• REL 353 Social Justice and Community Service
• REL 354 Love, Sex, and Friendship: Religious Perspectives on Human Relationships
• REL 370 Special Topics

■ Required for dual Majors
• One from REL 150 or 153
• 9 electives
• REL 400

■ Required for Minor in Religion
• One from REL 150 or 153
• Five REL electives

■ REQUIRED FOR DUAL MAJOR IN RELIGION-EDUCATION:
• REL 150/153;
• Two courses in religions other than Christianity
• Two courses in Bible (one at the 200 level; one at the 300 level);
• REL 220
• REL 225
• REL 250 or 251

Four REL electives (chosen in consultation with REL and EDC advisors)

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/Patients 1
This course is a study of Christianity. Students will be introduced to four major topics: the biblical origins of Christianity, the development of the doctrine concerning Christ, key distinctions among the churches worldwide, and contemporary beliefs and practices.

REL 153 (F, S)
EXPLORING RELIGION
3 credits/Patients 1
This course is a study of religion that introduces students to religious symbols and rituals, as well as ideas about God and gods, salvation, death, evil, human suffering, and myths. This course also explores how religion affects social values, ethics, economics, and politics, as well as the positive impact that religions can exert to encourage people to work for justice and the common good.

REL 210 (F)
THE HEBREW BIBLE/OLD TESTAMENT
3 credits/Patients 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/Patients 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/Patients 2 or Concentration Option
With an emphasis on the study of prophecy and prophetic literature in the Bible, this course explores prophecy as an institution in the Near East and its unique development in Israel in connection with the theological message of the biblical prophets.
REL 214 (F)
THE GOSPELS
3 credits/Patterns 2 or Concentration Option
This course is an introduction to the four New Testament gospels. While these texts agree on major events in the life of Jesus, they individually offer unique perspectives on who Jesus was. The synoptic gospels: Mark, Matthew, and Luke will be studied first, with special attention given to the question of literary relationships between these three texts, what scholars identify as the “Synoptic Problem.” Next, we will study the Gospel of John, the most unique of the four gospels. Finally, we will briefly explore apocryphal (extra-biblical) gospel traditions about the life and teachings of Jesus.

REL 215 (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 216 (S)
JESUS AND HIS MISSION
3 credits/Patterns 2 or Concentration Option
This course includes a careful study of the images of Jesus presented in the Christian Scriptures and reflected in the lived practices of communities of faith from the earliest Christians to today. The course examines how Jesus’ challenge to the social and religious structures of his day stands as a challenge to Christians in the contemporary world and may consider how women, people of color, and those of diverse cultures, religious beliefs, and economic status continue to engage him and his message. The course may also include an examination of beliefs of incarnation, salvation, and Trinity.

REL 217 (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 218 (F)
CHRISTIAN SPIRITUALITY: VISIONARIES, MYSTICS, AND SAINTS
3 credits/Patterns 2 or Concentration Option
This course explores the ways in which Christians, both Eastern and Western, have striven to express and deepen love of God and others. The course will analyze the origins and development of their various movements in spirituality and the means used to embody Christian discipleship.

REL 219 (F)
CHRISTIAN WORSHIP
3 credits/Patterns 2 or Concentration Option
This course is a study of the shape and practice of worship, especially in Western Christian Sunday liturgy. The course understands worship as lying between art and life, and examines both symbol and ritual, and surveys the development of Sunday worship and contemporary issues.

REL 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)
BUDDHISM IN ASIA AND BEYOND
3 credits/Patterns 2 or Concentration Option
This course examines how the Buddha’s question of how to end suffering developed out of the historical, religious, and cultural context of his time as well as how his insights spread and were adapted throughout Asia and into the modern world. It investigates the source of such practices as yoga, meditation, and mindfulness, which have become influential in the West, and considers ways of thinking about the self, death and dying, and the mind—all of which have challenged and expanded approaches to psychology, the hospice movement, and neuroscience in the world today.

REL 222 (F)
JUDAISM, ISLAM, AND OTHER RELIGIONS FROM THE NEAR EAST
3 credits/Patterns 2 or Concentration Option
This course examines Judaism and Islam within the framework of comparative study of religions. It investigates the historical origins, roots, and developments of Judaism and Islam, their sacred texts as the bases of their laws, rituals, values and material culture. It explores interactions among the traditions, as well as with other religions and considers how such interactions influence the ways Jews and Muslims live in contemporary times. Secondary attention will be paid to Middle Eastern Christianity, Zoroastrianism, Ba’hai,
or other aspects of the religious life of Israel, North Africa, and the Middle East.

REL 233
ISLAM IN AMERICA
3 credits
How do American Muslims live and interpret Islam in a Western, secular society? Students will learn about the teachings of Islam, its historical development in the United States from the antebellum period to the emergence of local and diasporic Muslim communities in contemporary times. Various dimensions of Islam are examined, along with the social-political-economic contexts and issues that helped shape these communities. Topics may include Qur’an as interpreted in the American environment, women and gender, religion and race, American Muslim politics and civic engagement after 9/11, visual expressions of Islam, as well as expressions of Islam in American popular culture. Site visits to local Mosques and Islamic centers are usually integrated into the course.

REL 240 (F)
CONTEMPORARY RELIGIOUS THOUGHT
3 credits/Patterns 2 or Concentration Option
This course offers a critical study of contemporary writers and thinkers who continue to shape and challenge our understanding of the relationship between religion and culture. Drawing upon the works of these figures, each section of the course is structured around a significant theme or questions. Themes may include the relationship between religion and politics, the challenges of secularism, the place of the individual in society, diaspora communities, amongst others.

REL 241 (F)
WOMEN IN RELIGION
3 credits/Concentration Option, Patterns 2
Are religions necessarily patriarchal? This course introduces students to the diversity of women’s experiences of and contributions to religious belief and practice in at least one of the world’s religious traditions. Topics may include feminist understandings of the divine, the role of women in the origins and development of religious traditions, feminist interpretations of sacred texts, feminist spiritualities, historical and contemporary efforts by women to reform religious traditions.

REL 242
SPORTS AND SPIRITUALITY
3 credits/Patterns 2 or Concentration Option
This course explores contemporary spirituality in relation to the phenomena of sports. Students study how human beings encounter the Holy in the midst of everyday life with emphasis on how experiences associated with sports, either as an athlete participant or as identifying with athletes and teams, impact on developing a critical assessment of one’s personal values system. This assessment, in turn, becomes a focus on the ways in which one relates to the Holy or the Transcendent in the course of one’s life.

REL 243 (F)
RELIGION AND CONTEMPORARY LITERATURE
3 credits/Patterns 2 or Concentration Option
The course explores the intersection between themes from the world’s religions and contemporary literature. Works studied cross religious and geographic boundaries, as well as literary genres, and provide the opportunity for both literary critical and religious analyses highlighting themes such as identity, suffering, mystery, doubt, evil, the supernatural and reconciliation. Students do independent reading and research in this class. This course is cross-listed as ENG 245.

REL 244 (F, S)
RELIGION IN THE UNITED STATES
3 credits/Patterns 2 or Concentration Option
This course will examine the formation and development of the US national identity—the religious and secular roots that have nourished it, the myths that have informed its sense of self, especially concepts of being a chosen people, of progress and unlimited freedom. Areas of focus will include dominant expressions of Protestantism, along with conventional “outsiders,” such as Islam, Catholicism, Judaism, Native traditions, the Black Church, Hinduism, and Buddhism. Underlying this approach is a tension between narratives of the United States as a messianic "Christian" nation, while also being a haven for pluralism and Church-State separation.

REL 245 (S)
CATHOLICISM IN THE UNITED STATES
3 credits/Patterns 2 or Concentration Option
Is it possible to be a good Catholic and American at the same time? The answer often depends on who is asking the question. This course examines the history and place of the Roman Catholic community in the United States from the colonial period until the present. Some topics and central figures may include ethnicity, devotional life, John F. Kennedy, and the sexual abuse crisis.

REL 246
ENCOUNTERING EVIL
3 credits
This course uses an interdisciplinary approach to offer a wide range of perspectives on the topic of evil. Students will explore the fo-
lowing themes: religious accounts of and explanations for evil; the
dees of evil; the use of evil as a moral category for
evaluating human behaviors and history; the science of evil; and
representations of evil in contemporary popular culture (e.g. art, li-
terature, and film).

REL 247
THEOLOGIES OF SUFFERING
3 credits
This course examines one of the most profound experiences in all
of creation, as well as one of the most vexing theological problems.
Sources include sacred texts and ongoing to responses to them from
Christian, Jewish and Muslim thinkers.

REL 250 (F)
RELIGION AND ETHICS IN CONTEMPORARY CULTURE
3 credits/Patterns 2 or Concentration Option
This course introduces students to foundational approaches to ethi-
cal reasoning informed by religious traditions, and examines a vari-
ey of moral and religious perspectives on selected contemporary
issues. Examples may include world hunger and poverty; the causes
and symptoms of social inequality; sexism and sexual violence; the
death penalty and incarceration; and the degradation of the envi-
ronment.

REL 251 (S)
PEACE AND JUSTICE IN THE CHRISTIAN TRADITION
3 credits/Patterns 2 or Concentration Option
This course explores fundamental principles that have influenced
religious considerations the social imperative to work for peace
and justice. Although the principal focus is on Western Christian
thought and action other traditions, both religious and secular,
may also be included. Particular subtopics that may be investigat-
ed include militarism, socioeconomic inequality, race, gender, class,
sexuality, environmentalism, liberation theologies, and nonviolent
struggle.

REL 315 (S)
ST. PAUL
3 credits/Patterns 2 or Concentration Option
This course is a study of the 13 New Testament letters associated
with Paul. These letters bear witness to a diversity of belief and
practice in the earliest Christian communities. This course will
examine the following: the first century historical and political
context, Paul’s Jewish background, authorship of the letters, Jesus
according to Paul, Paul and women, and primitive Christianity as
described in his letters.

REL 316 (S)
WOMEN IN THE BIBLE
3 credits/Patterns 2 or Concentration Option
This course is a select survey of “women” in the Hebrew Bible (Old
Testament) and New Testament, this course examines biblical sto-
ries about women; biblical attitudes about feminaleness; 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, found-
er, 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 pres-
ent. 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 ana-
lyze foundational texts, and research and write about course topics
with an appropriate level of skill.

REL 345 (F, S)
RELIGION IN PHILADELPHIA
3 credits/Patterns 2 or Concentration Option
This course explores the changing religious landscape of Philadel-
phia from William Penn’s “Holy Experiment”, ensuring freedom of
religious expression, to contemporary diversity brought about by
transitional migration, new religious movements, and conversion.
It examines the intersections of race, gender, ethnicity and reli-
gion through the prism of significant moments in this historic city,
including the abolitionist movement and establishment of the Afri-
can Methodist Episcopal Church, the adoption of Islam by African
American Philadelphia, the increasing influence of Hinduism and
Buddhism in both immigrant and convert communities, and the
social activism that has resulted in the first ordinations of women
and support of gay marriage in some religious communities. Sources
include primary and secondary readings and films, as well as active
dialogue with communities on the ground, today, through visits to
historic and contemporary religious sites.

REL 352 (F)
PLAYING GOD: RELIGION, ETHICS, AND THE LIFE SCIENCES
3 credits/Patterns 2 or Concentration Option
This course will examine the dilemmas and debates related to many
of today’s most controversial issues in the life sciences, as well as
the role of religion as a frame for understanding and evaluating the
ethical dimensions of these controversies. Topics will include: the
American health-care system, stem cell research, genetic engineer-
ing, cloning, drug development, pollution, global warming, euthana-
ia, plastic surgery, and reproductive technology.
REL 353 (S)
SOCIAL JUSTICE AND COMMUNITY SERVICE
3 credits/Patients 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, 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/Patients 2 or Concentration Option
What is the nature of love and desire? What role does friendship play in our happiness? Can sex be a religious experience? This course will explore how different religious and secular traditions have shaped our ideas of love, sexuality, gender and relationships, and how our changing understanding of these dimensions of the human experience inform and/or challenge religious traditions today.

SPECIAL TO MAJORS

REL 400 (F)
CAPSTONE WRITING COLLOQUIUM FOR MAJORS
3 credits/Patients 2 or Concentration Option
As the capstone or culminating course in the Religion major, this course oversees the process of researching, writing and presenting a paper that integrates students' areas of focus in the undergraduate curriculum. As both a workshop and a forum for ongoing discussion, the colloquium provides both training in the skills needed to undertake such a project and a community of learning for critical engagement and mutual encouragement. The colloquium begins with honing a research question and concludes with a defense/discussion with other majors and Religion faculty.

REL 410
INTERNSHIP
3 credits
This course is designed to provide students with the opportunity to apply their knowledge to relevant positions in religious, charitable, or other nonprofit organizations.


SPECIAL TOPICS

REL 270, 271, 272, 273, 274, 276, 278, 279, 370, 371
Special topics are offered in accord with student and faculty interest on an ad hoc basis. These courses are assigned the numbers listed above.

- REL 271 Islam in the Contemporary World
- REL 272 Women in Islam
- REL 273 Jesus in Film
- REL 274 Contemporary Feminist Religious Thought
- REL 276 Economic Justice for All
- REL 277 Christian Muslim Relations
- REL 278 Moral Decisions in Health Care
- REL 279 Hinduism: Yoga, Dharma and Devotion
- REL 370 Religion & Racism in America
- REL 371 Religion & Popular Culture
SOCIAL WORK

FACULTY
Janine Mariscotti, MSW, LCSW, Program Director and Chair
Adrienne Pollichemi, MSW, LSW, Director of Field Education

ASSOCIATE PROFESSOR: Barbara

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

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

PROGRAM INFORMATION
The Social Work Program provides a rigorous curriculum that builds on a liberal arts foundation. Courses address the knowledge, skills, and values associated with professional social work practice. Students integrate theory and practice during 600 hours of field practice across three semesters.

The Social Work Program is offered in full-time, part-time, and accelerated formats.

The full-time program format is offered during the day in fall and spring semesters on Main Campus. Students take a minimum of four courses to maintain full-time status.

The part-time program format is offered during fall, spring and summer semesters on Main Campus. Students typically take 2-3 courses each semester.

The accelerated program format is designed as a degree completion program for students who have completed a significant number of general education courses. Courses in this 16-month program are offered primarily in 4-6 week modules in a hybrid format over the calendar year. The accelerated program takes place at the Montgomery County Campus in Plymouth Meeting, PA.

Some course offerings in the program are online or hybrid; most courses are offered face-to-face.

Both full and part-time faculty teach in all program formats.

PROGRAM GOALS AND STUDENT COMPETENCIES

PROGRAM GOALS
1. To develop competent social work professionals grounded in knowledge, values, and skills necessary for entry-level generalist practice with individuals, families, groups, organizations, and communities primarily within the urban community.
2. To prepare students for social work practice with diverse populations.
3. To prepare students for social work practice with vulnerable populations and to orient students to local, national, and international issues of social and economic justice so that they are empowered to be agents of change.
4. To provide a curriculum that challenges students to integrate and act upon the values and ethics of the social work profession.
5. To motivate students to know the importance of and exhibit a commitment to the ongoing development and care of the personal and professional self.
6. To prepare students for graduate studies in social work.

COMPETENCIES
- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage in Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
• Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

COURSE REQUIREMENTS

The following courses are required for the social work major:

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

*Statistics satisfies the “Numbers” component of the core requirements for Social Work majors.

GENERALIST SOCIAL WORK PRACTICE: DEFINITION

Strengths-based generalist social work practice is a collaborative process that employs a professional helping relationship directed toward individual, family, group, organizational, and/or community empowerment and the promotion of social and economic justice. (Poulin, J. [2010]. Collaborative social work: Strengths-based generalist practice. 3rd edition. Belmont, Wadsworth, Cengage Learning).

COUNCIL ON SOCIAL WORK EDUCATION ACCREDITED BACCALAUREATE PROGRAM

The Social Work Department at La Salle University offers the Bachelor of Social Work and is accredited by the Council on Social Work Education (CSWE), the national accrediting body for baccalaureate and masters social work programs.

CSWE Commission on Accreditation establishes the Educational Policy and Accreditation Standards (2015) to assure that social work programs are meeting accreditation standards. The standards to which accredited social work programs are held can be viewed at www.cswe.org/epas or by accessing the link on the La Salle University Social Work Program website. The curriculum is designed to develop the student’s knowledge, skills and values in social work and mastery of nine (9) social work competencies.

ADMISSION TO THE SOCIAL WORK PROGRAM AT LA SALLE UNIVERSITY

Social work students must formally apply to the Social Work Program for admission to the major. This is a separate process in addition to general admission to the University.

A student can declare social work as a major upon admission to the University; however, the student is only formally accepted into the Social Work Program with the successful application process described below. The application for admission to the La Salle University Social Work Department must be submitted during the semester the student is enrolled in SWK 540: Preparation for Professional Practice, and no later than October 15.

A student can declare social work as a major upon admission to the University; however, the student is only formally accepted into the Social Work Program with the successful application process described below.

The student must meet the following criteria for admission into the Social Work Program:

1. An overall GPA of 2.50 (Students with a GPA below 2.30 may apply for conditional acceptance to the program)
2. A final grade of C or better in all Social Work courses
3. An affinity with and commitment to the values and ethics of the social work profession as set forth in the National Association of Social Workers (NASW) Code of Ethics
4. Two letters of recommendation. One recommendation should be from a person associated with a community service experience in which the student has participated. The second recommendation will be an academic reference from a University faculty member other than La Salle University Social Work Department full-time faculty. A second recommendation from a person associated with a community service experience may be substituted for the academic reference with permission from the Social Work Department Chair.
5. Autobiographical statement. The student will complete a personal statement (maximum of four pages, typewritten and double-spaced) discussing the motivations for choosing social work as a profession and describing significant people and life events that have been instrumental in the decision to seek a degree in social work. The student will address areas of special interest or concern relevant to social work. Note: The autobiography statement completed in SWK160 will be accepted, with appropriate revisions in content and form, to fulfill this requirement.
6. Copy of current college/university transcript.
7. Copy of current criminal clearance.* (Date of clearance must be within one year from date of submission to Social Work Department.)
8. Copy of current child abuse clearance.* (Date of clearance must be within one year from date of submission to Social Work Department.)


10. The student will submit the completed application to the Social Work Department Chair.

11. The full-time Social Work Department faculty will review your application, and each will vote on the student’s candidacy.

12. The student will be notified of the Department faculty’s decision in writing. The admission decisions include:
   a. full admission
   b. conditional admission
   c. no admission

* A history of criminal conviction and/or child abuse does not automatically preclude admission to the Social Work Department. However, the student will be required to share this information with the field practicum supervisor in the agency.

** In the event of a violation of the NASW Code of Ethics, the student may not be granted admission to or continuation in the Social Work Program.

CONTINUATION POLICY

Continuation in the Social Work Program requires that a student majoring in social work receive a grade of C or better in all SWK courses. A student is permitted to take a course a maximum of three times to achieve a grade of C or better.

In some cases, a student may not proceed to a upper-level course without first receiving a C or better in a lower-level course.

A student must have an overall GPA of 2.5 and a GPA of 2.5 in the social work major to graduate with the BSW degree.

MINOR IN HUMAN SERVICES

Students who complete the Human Services Minor will:

- Learn the values and ethics that serve as a foundation for professional social work practice.

- Be introduced to the importance of social justice as a foundation for social work and social welfare.

- Be exposed to the role of biological, social, psychological, spiritual, and cultural contexts in the lives of individuals and families, groups and communities.

- Understand the unique impact of these contexts on special population groups including racial and ethnic minority groups, women, gay, lesbian, bisexual and transgender persons, children, older adults, and people with disabilities.

- Be introduced to the broad array of human services and populations served

Required Courses for the Minor in Human Services:
- SWK 160
- SWK 280
- SWK 291
- SWK 340
- SWK 281, 341, 365 or a SWK elective
- SWK elective

ACCELERATED BACHELOR OF SOCIAL WORK

The Social Work Department is now offering an Accelerated Bachelor of Social Work program. This innovative cohort program can be completed in as little as 15 months. Courses are in a hybrid format, with some classes meeting at La Salle’s Montgomery County Campus in Plymouth Meeting, and some online. Students will meet one night a week at the Plymouth Meeting campus from 5:30 to 9:30 p.m. for the duration of the program, and will also meet on four Saturdays for their first semester. The Accelerated BSW program is perfect for adult learners who want a fast-track program, and for students coming from community college who have completed their core.

COURSE DESCRIPTIONS

SWK 160 (F: Day; S: Evening; Summer) 3 credits
INTRODUCTION TO SOCIAL WORK
This course is designed to give the student an overall orientation to the field of social work. It is a basic survey course that examines the social work profession from its beginnings to the present day. The course addresses problems and injustices experienced by individuals, families, groups, organizations, communities, and societies and the social work profession’s response to these challenges. The student will be introduced to the generalist model of social work practice and the theoretical perspectives that inform social work practice, particularly the systems perspective and the empowerment approach. Social work fields of practice and levels of social work involvement will also be examined. Throughout the course, social work values and ethics will be explored. This course includes a 20-hour service-learning component.
SWK 240 (S, Summer)
RELATIONSHIPS AND SEXUALITY
3 credits/Elective only
This course is designed for social work and other undergraduate students to explore issues in relationships and human sexuality. This course examines human sexuality from a bio-psycho-socio-spiritual perspective within a developmental framework. The student examines and clarifies personal and societal values regarding human sexuality, assesses the relationship between personal and professional social work values, and develops an appreciation for issues of diversity in relationships and sexuality.

SWK 270, 370, 470 (F, S, Summer)
SPECIAL TOPICS
3 credits/Elective only
This course is designed to address contemporary issues in generalist social work practice. Topics include gerontology, mental health, child welfare, family violence, drug and alcohol intervention, trauma, immigration, global social work, and social and economic justice. Students are advised to check with the Department Chair about current offerings and to provide suggestions for future topics.

SWK 280 (F)
HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I
3 credits
Human Behavior in the Social Environment I is the first of a two-part course that examines the foundational aspects of social work theory and practice, that is, the development of the “person in environment.” The course focuses on individuals as members of families, groups, organizations, and communities, and addresses bio-psycho-social theories of individual and family development. The role of biological, social, psychological, spiritual, and cultural contexts in the lives of individuals and families will be reviewed. The unique impact of these contexts on diverse population groups including racial and ethnic minority groups, women, gay, lesbian, bisexual and transgender persons, children, older adults, and people with disabilities will be evaluated. In addition, the course will examine diversity in family lifestyles, in groups, organizations, and in various communities. The social work profession’s ethical responsibility for enhancing individual and social functioning and advancing social justice will be emphasized.

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

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

SWK 281 (F: Accelerated; S: Day and Evening)
HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II
3 credits
Human Behavior in the Social Environment is a two-part course which examines the foundational aspect of social work practice, that is, the development of the “person in environment.” The course focuses on individuals as members of families, groups, organizations and communities. The role of biological, social, psychological, spiritual, and cultural contexts in the lives of individuals and families, groups and communities will be reviewed. The unique impact of these contexts on special population groups including racial and ethnic minority groups, women, gay, lesbian, bisexual and transgender persons, children, older adults, and people with disabilities will be evaluated. In addition, the course will examine diversity in family lifestyles, in groups, organizations and in various communities. The social work profession’s ethical responsibility for enhancing individual and social functioning and advancing social justice will be emphasized.

WHO HAVE NOT COMPLETED THE PREREQUISITES MAY TAKE THE COURSE ONLY WITH PRIOR WRITTEN PERMISSION OF THE INSTRUCTOR.

SWK 291 (F: Accelerated; S: Day; Summer: Evening)
SOCIAL WELFARE POLICY
3 credits
This course will provide an examination of the historical roots of the United States’ response to human needs through social welfare policy, including the distribution of power, status, and resources. The experience of oppression and discrimination of vulnerable groups will be stressed. A systematic framework for policy analysis will be presented and applied to contemporary social welfare policies, stressing critical thinking in how these policies can be improved to better serve individuals, especially those who have historically experienced oppression and discrimination. Cause advocacy approaches for advancing social and economic justice and human rights will be employed. Ethical issues associated with the allocation of resources will be highlighted.

PREREQUISITE OR CONCURRENT WITH: POL 151

SWK 340 (F)
PREPARATION FOR PROFESSIONAL PRACTICE
3 credits
This course is designed to prepare the student for the professional practicum in social work. The course will familiarize the student with the roles of the student intern and will guide the student in developing skills for the social work relationship, as well as an understanding of profession practice. The course will assist the student in identifying diverse and vulnerable populations that pose the most challenge for students so that they can gain understanding of, and comfort and experience interacting with various social groups. The course will also introduce interviewing and empathic listening skills and provide opportunities for students to practice these skills.

PREREQUISITE: SWK 160, SWK 280 (SWK 280 MAY BE TAKEN CONCURRENTLY)

SWK 341 (S)
GENERALIST SOCIAL WORK PRACTICE I
3 credits
The first of three courses in the Social Work Practice sequence, this course focuses on the processes of ethical engagement, assessment, intervention, and evaluation in generalist social work practice with individuals. Skills are developed in initiating the social work relationship, assessing individual client strengths and challenges, advo-
cating for individuals, developing intervention plans, evaluating outcomes, and appropriately ending the professional relationship.

**PREREQUISITES:** SWK 160, SWK 340. PREREQUISITE OR CONCURRENT WITH SWK 280, SWK 281. TAKEN CONCURRENTLY WITH SWK 381. OPEN TO SOCIAL WORK MAJORS OR HUMAN SERVICE MINORS ONLY. SOCIAL WORK MAJORS MUST BE FORMALLY ACCEPTED INTO THE SOCIAL WORK DEPARTMENT IN ORDER TO ENROLL IN THIS COURSE.

**SWK 350 (F: Day; S: Evening; Summer)**
**LOSS AND GRIEF**  
3 credits/Elective only  
This course investigates the processes of attachment, loss, and grieving. The course explores loss, in life and in preparation for death, and addresses both acceptable and disenfranchised loss and grief. Theories of bereavement and basic counseling and companioning skills are presented.

**SWK 365 (S: Day, Accelerated; Summer)**
**SOCIAL WORK RESEARCH METHODS**  
3 credits  
Research Methods for Generalist Social Work Practice is a one-semester course. The purpose of this course is to prepare the BSW practitioner to understand the research process, take part in a research project through the steps of design, develop a survey instrument, and seek approval for the project from the La Salle University Institutional Review Board. The student will also be required to read and critique current research articles. The student will be exposed to a variety of social research processes and methods, including qualitative and quantitative methodologies; program evaluation; and needs assessment research. Emphasis on understanding and applying social work values to research will be included. Students will be asked to examine ethical dilemmas which face researchers and those studying research, especially as this relates to work with vulnerable populations. The student will be introduced to SPSS, statistical analysis software broadly used in social work research. Efforts will also be made to incorporate into the class research analysis of current ethical, advocacy, or practice issues, as identified by the instructor and/or students.

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

**SWK 381 (S)**  
**PROFESSIONAL PRACTICUM I**  
3 credits  
This is the first of three field practicum courses, to be followed by SWK 480 and 481 Professional Practice II and III respectively. The purpose of this course is four-fold: 1) to provide students with an opportunity to integrate bio-psycho-socio-spiritual perspective and social work theory and practice; 2) to provide students with an educationally directed experience in order to enhance the development of engagement, assessment, intervention, and evaluation skills; 3) to empower students to begin to identify with the social work profession and its values, and 4) to provide opportunities for students to demonstrate competency in generalist social work.

In this 200-hour field practicum experience, students begin to develop competency in generalist social work in an approved setting under the supervision of a professional social worker. Taken concurrently with SWK 341. Open to social work majors only. Social work majors must be formally accepted into the Social Work Program in order to enroll in this course.

**SWK 440 (F: Day, Evening; Summer: Accelerated)**
**GENERALIST SOCIAL WORK PRACTICE II**  
3 credits  
This course focuses on social work engagement, assessment, intervention, and evaluation with families and groups. It provides an investigation of and skill development in generalist social work practice, focusing on systems theory and empowerment perspective. Students gain knowledge and skills for effective and ethical generalist social work practice with families and groups.

**PREREQUISITES:** SWK 341, SWK 381. OPEN TO SOCIAL WORK MAJORS ONLY CONCURRENTLY WITH THIS COURSE IS SWK 480 – PROFESSIONAL PRACTICUM II, AN EDUCATIONALLY-DIRECTED FIELD PRACTICUM WHICH HELPS THE STUDENTS INTEGRATE AND UTILIZE THE SKILLS FROM SWK 440 WITH CLIENT SYSTEMS.

**SWK 441 (F: Accelerated; S: Day, Evening)**
**GENERALIST SOCIAL WORK PRACTICE III**  
3 credits  
This course is the third in a three-part sequence in generalist social work practice. This course specifically focuses on engagement, assessment, and interventions/collaborations/evaluation with organizations and communities. As with the other courses in this sequence, there will be a focus on the integration of micro, mezzo, and macro skills for effective generalist practice. Social work values and ethics provide a foundation for this and all social work courses. Students will acquire knowledge and skills for engagement, assessment and interventions/collaboration/evaluation with organizations and communities utilizing a systems framework within the empowerment tradition in social work. In this course students will be introduced to a variety of approaches to macro social work practice so that they will gain the necessary skills and knowledge for engagement, assessment, and intervention/collaboration/evaluation on a macro level.

Concurrent with this course is SWK 481 – Professional Practicum III, an educationally-directed field practicum which helps the students integrate and utilize the skills from SWK 441 with client systems.

**SWK 480 (F: Day, Evening; Summer: Accelerated)**  
**PROFESSIONAL PRACTICUM II**  
3 credits  
This course provides students with an educationally directed field experience designed to enhance the development of engagement, assessment, intervention, and evaluation skills in generalist social work. Students complete 200 hours of fieldwork in an approved setting under the supervision of a professional social worker.

**PREREQUISITES:** SWK 341, SWK 381. THIS COURSE IS TAKEN CONCURRENTLY WITH SWK 440. OPEN TO SOCIAL WORK MAJORS ONLY. SOCIAL WORK MAJORS
MUST BE FORMALLY ACCEPTED INTO THE SOCIAL WORK PROGRAM IN ORDER TO ENROLL IN THIS COURSE.

SWK 481 (F: Accelerated; S: Day, Evening)
PROFESSIONAL PRACTICUM III
3 credits
A continuation of SWK 480: Professional Practicum II, this course provides a social work practice experience in which students integrate the social work theory, skills, and values they are learning in the classroom. Students complete 200 hours throughout the semester.

PREREQUISITES: SWK 440 AND SWK 480. THIS COURSE IS TAKEN CONCURRENTLY WITH SWK 441. THE COURSE IS OPEN TO SOCIAL WORK MAJORS ONLY.

SWK 495 (F: Accelerated; S: Day, Evening)
PROFESSIONAL CONSIDERATIONS IN SOCIAL WORK
3 credits/Capstone
This course strengthens the student’s emerging identity within the social work profession. Students review and critique theoretical frameworks and practice situations studied throughout the social work curriculum, with an emphasis on social work values and ethics. As the capstone course, students have a final opportunity to demonstrate mastery of the nine (9) competencies identified by the Educational Policy & Accreditation Standards (EPAS) of the Council on Social Work Education.

PREREQUISITES: SWK 440, SWK 480. TAKEN CONCURRENTLY WITH OR FOLLOWING THE COMPLETION OF SWK 441 AND SWK 481. OPEN TO SOCIAL WORK MAJORS ONLY.
SOCIETY AND CRIMINAL JUSTICE

FACULTY
Charles A. Gallagher, Ph.D., Chair

PROFESSOR: Gallagher
ASSOCIATE PROFESSORS: Bogle, Nguyen, Taylor, Wyant

FRAMEWORKS COURSE

■ Social Science
  • SOC 150

SOCIETY PROGRAM

MISSION STATEMENT

The Sociology Program’s mission is to provide majors with an understanding of the scientific study of human groups in modern societies and the social and cultural forces that affect them. The sociological perspective is central to grasping the social and cultural forces that remake our lives on a daily basis.

PROGRAM GOALS

Our program goals, consistent with our mission above, is that our students develop skills in social research design, statistics, data analysis and the ability to communicate through clear, succinct and concise writing.

STUDENT LEARNING OUTCOMES

1. Awareness of how systems of oppression (poverty, racism, sexism, classism) shape society
2. Provide the intellectual toolbox that allows students to understand the social hierarchies in here in the US and globally.
3. Provide student with the training that they are both thoroughly literate in data analysis, research method and writing.

REQUIREMENTS

■ Required for Major in Sociology: 12 courses

Sociology Core: (8 courses)
  • SOC 150 Principles of Sociology (SOC 150 is a prerequisite for all upper level SOC courses)
  • SOC 151 Social Problems
  • SOC 231 Love, Relations, Family or SOC 260 Men and Woman in Cont. Society
  • SOC 262 Dynamics of Race and Ethnicity
  • SOC 301 Stat 1
  • SOC 302 Stat 2
  • SOC 310 Social Theory
  • SOC 480 Methods (Cross listed with CRJ 480)

Sociology majors must take at least four of these courses:
  • SOC 233 Work and Occupations
  • SOC 238 Environment and Society
  • SOC 265 Sociology of Law
  • SOC 237 The City: Conflict and Change
  • SOC 270 Sociology of Education
  • SOC 306 Complex Organizations
  • SOC 308 Social Inequality in Contemporary Society
  • SOC 312 Social Movements in Contemporary Society
  • CRJ 161 Intro to Criminology
  • CRJ 340 Crimes of the Powerful
  • CRJ 350 Violence in Society
  • CRJ 387 Gender, Crime and Justice
  • SOC 481 Research Methods (Cross listed with CRJ 483)
  • SOC 340 Internship—Students who meet the GPA requirements, have junior standing, and can be recommended by the chair should be strongly encouraged to take an internship.

*Internship Opportunities: Students completing any of the five Focus areas are strongly advised to engage in relevant public, community, business, or corporate activities through SOC 340: Sociological Internship and Practice.

Dual Major: In general, students completing a dual major take eight sociology courses in consultation with the department chair, in accordance with guidelines put forth by the School of Arts and Sciences.

■ Minor in Sociology:

Students take six courses in consultation with the director of the Sociology Program.

COURSE DESCRIPTIONS

SOC 150 (F, S)
PRINCIPLES OF SOCIOLOGY
3 credits/Frameworks

SOC 150 introduces students to the ways human groups cooperate and conflict with one another and the expected and unanticipated consequences of these relations in American society as well as in the worldwide community. The overarching goal of the course is to help students understand how individual human development is a group experience from infancy to old age, how the social world impacts
their lives, and how they, in turn, affect the lives of others in this social world.

**SOC 151**
Cross-listed with SWK/CRJ 201

**SOCIAL PROBLEMS AND SOCIAL POLICY**
3 credits

This course is an exploration of how social conflict and social organization affect human and societal well-being. Topics: mental health, personal safety, economic well-being, and intergroup relations in an industrial society and a developing nation.

**SOC 231 (F, S)**

**LOVE, INTERPERSONAL RELATIONSHIPS, AND FAMILY**
3 credits

This course examines the myths, trends, and the reasons behind these trends in the changing world of interpersonal relations. Topics include mate selection, marriage and its alternatives, parenting, parting by divorce or death, and trying again.

**SOC 233 (F)**

**WORK AND OCCUPATIONS**
3 credits

This course is an analysis of the social organization of work in modern societies, including the concept of career, the development of professionalization, the nature of work-satisfaction, and the impact of bureaucratization. Special attention is given to occupational subcultures such as law, medicine, public service, the military, and education.

**SOC 237 (257) (S)**

**THE CITY: CONFLICT AND CHANGE**
3 credits

This course provides a study of world cities; their growth and influence on personality; urban violence and its control; neighborhood development and metropolitan planning; and the effects of national and international economic forces on cities in developing and industrial nations.

**SOC 238 (258) (F)**

**ENVIRONMENT AND SOCIETY**
3 credits

This course is an analysis of the human and social structural causes of modern environmental problems and a presentation of a systematic approach toward environmental protection reforms.

**SOC 260 (S)**

**MEN AND WOMEN IN CONTEMPORARY SOCIETY**
3 credits

This course explores male and female gender roles in the contemporary United States and in the world. An examination of socialization in childhood and adulthood, sexual politics, and power structures and dynamics within the family and the workplace. Special attention to the effects of class and race on gender role formation.

**SOC 262 (F, S)**

**DYNAMICS OF RACE AND ETHNICITY IN CONTEMPORARY SOCIETIES**
3 credits

This course is an analysis of the dynamics of race and ethnic relations and of the intersection of race, gender, and class in historical and contemporary contexts. An inquiry into the issues of pluralism and diversity in unity.

**SOC 263 (F)**

**ANTHROPOLOGY**
3 credits

This course explores the spread of humans on earth; racial variations and their significance; cultures in less complex societies and industrial societies across the world; and the impact of these cultures and societies on one another.

**SOC 265 (S)**

**SOCIOLOGY OF LAW**
3 credits

This course analyzes the law as a social process in historical and comparative perspectives, in particular historical legal traditions such as the British common law, the Napoleonic code, and some other legal systems.

**SOC 270, 370, 470 (F, S)**

**SPECIAL TOPICS IN SOCIOLOGY**
3 credits

These are courses designed to cover special or emerging interests in sociology. Topics have included: sociology of conflict, the Holocaust and its causes, computers and society, sociology of sports, and social gerontology. Special permission needed to be used to meet major requirements.
SOC 301 (F)
PRINCIPLES OF STATISTICS
3 credits/Powers: Numbers
This course introduces students to statistical analysis for social sciences: Presentation and interpretation of data, descriptive statistics, theory of probability and basic sampling distribution, statistical inference including principles of estimation and tests of hypotheses, introduction to correlation and regression, and first principles in the construction and critique of quantitative arguments for research questions in the social and behavioral sciences and public policy.

SOC 302 (S)
STATISTICAL ANALYSIS AND DATABASE DESIGN
3 credits
In this course, students learn about the principles of data analysis using statistics, with emphasis on developing critical thinking skills and performing analyses on real data sets. After completing this course, students will be able to design and analyze basic statistical studies, to understand and criticize statistical methods in research projects and the media, and to appreciate the power and utility of statistical thinking. Examples and methods are drawn primarily from the behavioral, natural, and social sciences, and from public policy. The course will cover the following topics: database design, survey and experimental design, exploratory data analysis, and modeling.
PREREQUISITE: SOC 301 OR PERMISSION OF INSTRUCTOR

SOC 305 (F)
SOCIETY AND THE INDIVIDUAL
3 credits
This course is a study of the influence of society and culture, as mediated by the social group, on the social, cultural, and personal behavior of the individual.

SOC 306 (S)
COMPLEX ORGANIZATIONS IN CONTEMPORARY SOCIETY
3 credits
This course is a study of the founding, transformation, and disbanding of organizations, the pace of organizational evolution in modern societies as well as the sources of change and stability in contemporary organizations in the U.S. and in other societies, particularly organizational structures, processes, environments, culture, innovation, and effectiveness.

SOC 308 (S)
SOCIAL INEQUALITY IN CONTEMPORARY SOCIETY
3 credits
This course analyzes the structure of social stratification and the impact of globalization and economic restructuring on structured inequality in the United States and in the world, using the structural perspective and the world system theory.

SOC 309 (F)
HEALTH, HEALING, AND HEALTH CARE
3 credits
This course provides an introduction to the sociology of health, healing and health care, and to social epidemiology. Examines the relationship between health-care providers and their patients, with special attention to alternative health-care providers and bioethics. Analyzes the health-care systems in the United States and in some developed and developing countries.

SOC 310 (F, S)
SOCIOLOGICAL THEORY
3 credits
This course is a study of the basics of contemporary sociological theory and its classical roots, with an emphasis on helping students apply theoretical thinking to everyday life events.
PREREQUISITE: SOC 150.

SOC 312
SOCIAL MOVEMENTS IN CONTEMPORARY SOCIETY
3 credits
This course examines the dynamics of social change and of specific social movements, such as the environmental justice movement, the civil rights movement, the women’s movement, the health movement, and others.

SOC 320 (S)
Cross-listed with CRJ/SWK 320 (formerly CRJ 220)
DELIQUENCY AND JUVENILE JUSTICE
3 credits
This course addresses a comparative and historical survey of juvenile delinquency and juvenile justice. Study of the nature, magnitude, and social location of youth crime; analysis of causal theories; and overview of programs aimed at delinquency prevention and control.

SOC 340 (F, S)
SOCIOLOGICAL INTERNSHIP AND PRACTICE
3 credits
This elective course requires 15 hours per week (for three credits) of a supervised internship. Students may take an internship in place of a sociology elective, once the sophomore year is completed. To receive 3 credits, the internship must be approved in advance by the internship director for the department. The department recommends that you take 4 regular classes and the internship will count as your 5th class that semester. Your grade is determined from a midterm question and answer, a final paper and your on-site supervisor’s evaluation of your internship performance.
PREREQUISITES: RISING JUNIOR OR SENIOR STATUS, AND MINIMUM OVERALL GPA OF 2.7
SOC 385 (S)  
Crosslisted with CRJ 385  
THEORIES OF DEVIANCE  
3 credits  
This course is an intensive analysis of contemporary theories of deviant behavior. Theories examined through seminar discussions of primary materials and critiqued by consideration of research findings. Social policy implications discussed and specific criminal justice programs considered in the light of these theories.

SOC 480 (F)  
RESEARCH METHODS  
3 credits  
This course is an introduction to the social research processes, using both quantitative and qualitative approaches. Construction of a research proposal.  
PREREQUISITE OR TAKEN CONCURRENTLY: SOC 301.

SOC 481 (S)  
RESEARCH SEMINAR  
3 credits  
This experience provides an opportunity to conduct original research in one area of social reality employing a research method of the student’s choosing.  
PREREQUISITE: SOC 302 (OR TAKEN CONCURRENTLY); SOC 480.

CRIMINAL JUSTICE PROGRAM

MISSION STATEMENT

The Criminal Justice Program seeks to provide students with the knowledge, skills and critical thinking capabilities necessary for successful careers in the criminal justice field.

PROGRAM GOALS

1. To develop competent criminal justice professionals grounded in theoretical and empirical knowledge, values, and skills necessary for work as practitioners or as a foundation for further study
2. To sensitize students to the human impacts of crime policy, particularly ethical issues, and including differential impacts by race/ethnicity, social class, and gender
3. To cultivate understanding of how theoretical aspects of criminal justice are applied in practice, including via classroom learning and field experience
4. To enable students to appreciate the basic human dignity of persons deemed criminal or delinquent
5. To instill in students an appreciation for the breadth of social science approaches to social problems, thereby fostering creative and critical thinking
6. To provide an environment that motivates students to explore and reflect on the theory, organization, and functions of criminal justice processes

STUDENT LEARNING OUTCOMES

1. Awareness how various social factors (race, poverty, discrimination, gender) shape the criminal justice system.
2. Students will have a theoretical grounding in the theories that explain criminal justice outcomes.
3. Students will understand how qualitative and quantitative types of research are used in the study of criminal justice and students will develop writing proficiencies.

REQUIREMENTS

Required for Criminal Justice Majors:

A. Criminal Justice majors must take all of these seven courses:
   - CRJ 161  Intro to Criminal Justice
   - CRJ 261  Criminology
   - CRJ 480  Research Methods (Cross listed with SOC 480)
   - CRJ 495  Ethics/Senior Seminar
   - SOC 262  Dynamics of Race and Ethnicity
   - SOC 301  Stat 1
   - SOC 302  Stat 2

B. Criminal Justice majors must take at least ONE of these three courses. The other two courses offered in section "B" may be taken as an elective.
   - CRJ 324  Policing: Theory and Dynamics
   - CRJ 325  Criminal Courts
   - CRJ 326  Institutional and Community Corrections

C. Majors must take at least Four of these courses THREE of which must be CJ:
   - CRJ 201  Social Problems
   - CRJ 280  Criminal Law
   - CRJ 320  Delinquency and Juvenile Justice
   - CRJ 324  Policing: Theory and Dynamics
   - CRJ 325  Criminal Courts
   - CRJ 326  Institutional and Community Corrections
   - CRJ 340  Crimes of the Powerful
   - CRJ 350  Violence in Society
   - CRJ 370  Crime, Space and Place
   - CRJ 387  Gender Crime and Justice
   - CRJ 483  Criminal Justice Research (Cross Listed with SOC 481)
Required for minor in Criminal Justice
- any 6 courses

Required for Dual Sociology/Criminal Justice Degree:

A. Dual Sociology and Criminal Justice Majors must take these TEN classes:
- CRJ 161 Intro
- CRJ 261 Theory
- CRJ 480 Methods (Cross listed with SOC 480)
- CRJ 495 Ethics/Senior Seminar
- 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
- 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 at least FOUR of these Criminal Justice courses:
- CRJ 161 Intro to Criminology
- CRJ 340 Crimes of the Powerful
- CRJ 350 Violence in Society
- CRJ 387 Gender, Crime and Justice
- CRJ 201 Social Problems (Counts as SOC 151)
- CRJ 280 Criminal Law
- CRJ 320 Delinquency and Juvenile Justice
  (Cross listed with SOC 320)
- CRJ 324 Policing
- CRJ 325 Courts
- CRJ 326 Corrections
- CRJ 483 Criminal Justice Research
- SOC 265 Sociology of Law
- SOC 340 Crimes of the Powerful
- ENG 308 Legal Writing
- (SOC 340) or CJ Internship (CRJ 481-482) Students who meet the 2.75 GPA requirements, have junior standing, and can be recommended by faculty and the department chair are strongly encouraged to take a Sociology (SOC 340) or CJ Internship (CRJ 481-482)

BUSINESS ADMINISTRATION MINOR APPROPRIATE FOR CRIMINAL JUSTICE MAJORS

Criminal Justice majors who plan to work for a criminal justice agency (e.g., police department, probation/parole department, court administration, corrections management) may benefit from a background in business, especially when seeking supervisory or management positions. Therefore, criminal justice majors are encouraged to take a minor in business administration (see page 121). A substitution for one of the required six courses will be made for criminal justice majors so that the minor provides them the ideal background. Interested students should contact the Assistant Dean in the School of Business.

COURSE DESCRIPTIONS

CRJ 161 (F, S)
INTRODUCTION TO CRIMINAL JUSTICE
3 credits
This course is a survey of the discipline, including its use of social sciences and law in understanding the phenomena of crime and justice and how the two relate. Explores criminal justice theory and processes, as well as the roles of ideology, politics, and mass media in shaping crime policy. Seeks to foster deeper perspectives on how justice—for individuals as well as for society—relates to intensely human experiences like freedom and suffering.

CRJ 201
SOCIAL PROBLEMS AND SOCIAL JUSTICE
3 credits
This course is an exploration of how social conflict and social organization affect human and societal well-being. Topics: mental health, personal safety, economic well-being, and intergroup relations in an industrial society and a developing nation.

CRJ 261 (S)
CRIMINOLOGY
3 credits
This is an exploration of major theories of deviance as they apply to behavior viewed as criminal or delinquent. Draws on a variety of academic perspectives to help understand and explain varied manifestations of crime and criminal behavior. Focus is on classical, positivist, and critical approaches, as well as the social policy implications of various theoretical frames of reference.

CRJ 280 (F, S)
CRIMINAL LAW
3 credits
This course provides a journey into the legal principles that underlie substantive criminal law in the United States, including limits on the power of government to define crimes. Consideration of gen-
eral principles of criminal liability and criminal defenses and legal requirements for specific crimes, including homicide. Appellate court decisions are a major part of the expedition to facilitate understanding of how criminal law is applied in particular fact situations, how it evolves, and how it is influenced by socio-political factors.

CRJ 320 (S)  
DELINQUENCY AND JUVENILE JUSTICE  
3 credits  
This elective course involves a study of why youth become delinquent and the social responses to such behavior, both historically and currently. Includes consideration of definitions, measurement, and theories of delinquency. Also examines the role of socio-demographic factors and juvenile court processing and juvenile corrections. Implications for policy and practice are emphasized.

CRJ 324 (F)  
POLICING: THEORY & DYNAMICS  
3 credits  
This course offers an analysis of police roles, including evolution, public perceptions, administration, culture, and police deviance. Social and political contexts are emphasized through incorporation of social science research related to policing and organizations. Encourages integration of concepts of police on a micro level (the police occupation) with a macro level (the context in which social action occurs), facilitating understanding of the complex relationships between a society and its police.

CRJ 325 (F)  
CRIMINAL COURTS  
3 credits  
This course addresses the state and federal criminal courts in the United States. Consideration of social science and legal scholarship with regard to major court actors (especially judges, prosecutors, and defenders) and processes (including bail, plea bargaining, and trials). Also examines non-traditional approaches, such as treatment courts. An important theme is the degree to which the courts effectuate the noble goal of “justice.”

CRJ 326 (S)  
INSTITUTIONAL AND COMMUNITY CORRECTIONS  
3 credits  
This course examines the philosophy and history underlying attempts to deal with persons who commit crime. Emphasizes social science scholarship in corrections, including implications related to social justice. Topics include: philosophies of punishment, prisons, jails, probation, parole, intermediate punishments, capital punishment, and transformative approaches. The social worlds of prisoners are a major focus of the course. Attendance at multiple sessions at one or more corrections sites may be required.

CRJ 330 (F)  
CONSTITUTIONAL PROCEDURES IN POLICING  
3 credits  
This course provides exposure to the legal rules that are supposed to be followed by law enforcement actors when they investigate crime (conduct searches, make arrests, interrogate suspects). Also, the social contexts of those rules are examined, including issues such as breadth of police powers, individual privacy, unequal enforcement, and political influences. State and federal appellate court decisions are the major means through which legal principles are examined.

CRJ 340 (F, S)  
CRIMES OF THE POWERFUL  
3 credits/Elective  
This course offers a study of social harms perpetrated by persons of power and influence. Theoretical approaches for understanding elite deviance and legal issues in definition, investigation, prosecution, and sentencing will be considered. Specific crimes of the powerful will be explored, including through case studies.

CRJ 350 (F, S)  
VIOLENCE IN SOCIETY  
3 credits/Elective  
This course provides a study of traditional “street” violence as well as “intimate” violence. A variety of theoretical approaches to understanding violence are explored. A parallel theme is the role of the mass media in shaping how we think about violence.

CRJ 370, 470 (F, S)  
SPECIAL TOPICS IN CRIMINAL JUSTICE  
3 credits/Elective only  
This is a course that addresses intensively a particular area of criminal justice. Topics vary from semester to semester.

CRJ 385 (F)  
THEORIES OF DEVIANCE  
3 credits  
This course focuses on an intensive analysis of contemporary theories of deviant behavior. Theories examined through seminar discussions of primary materials and critiqued by consideration of research findings. Social policy implications discussed and specific criminal justice programs considered in the light of these theories.

CRJ 387 (F)  
GENDER, CRIME, AND JUSTICE  
3 credits/Elective only  
This course is a study of the gendered nature of criminal justice theory, policy, and practice. Among the major themes are: gender dif-
ferences in criminal behavior, criminal victimization, and criminal processing. Includes consideration of the contributions of feminist criminologies.

CRJ 480 (F)  
RESEARCH METHODS  
3 credits  
This course examines the methodology of social research is performed, including through studying examples of criminal justice research. Focus is on becoming a more informed consumer of research information. Topics include: research ethics, sampling, field research, experimental designs, survey research, research using available data, and evaluative research.  
**PREREQUISITES:** CRJ 161, 261, AND JUNIOR OR SENIOR STATUS.

CRJ 481-2 (F, S)  
(formerly CRJ 485-6)  
CRIMINAL JUSTICE INTERNSHIP  
3-6 credits/Elective only  
This elective course requires 15 hours per week (for three credits) or 30 hours per week (for six credits) of supervised internship in an approved criminal justice setting. Participation in one-hour periodic campus integration seminars also is required. Students may take a maximum of two internship courses, either concurrently or sequentially across two semesters.  
**PREREQUISITES:** CRJ 161, 261, SENIOR STATUS, AND MINIMUM OVERALL GPA OF 2.5

CRJ 483 (F, S)  
CRIMINAL JUSTICE RESEARCH  
3 credits/Elective only  
Each student works on a particular research project in conjunction with a faculty member. Includes preparation of literature review, collection and analysis of data, and preparation of findings in a paper of publishable quality. Faculty authorization required for registration.  
**PREREQUISITES:** CRJ 161, 261, 480, SENIOR STATUS, AND MINIMUM OVERALL GPA OF 3.0

CRJ 495 (S)  
SENIOR SEMINAR: ETHICAL ISSUES IN CRIMINAL JUSTICE  
3 credits  
This course is an exploration of the interaction between ethics and criminal justice practice, including application of ethical theory to criminal justice issues. Focus is primarily on normative ethics (both deontological and teleological views), including major theorists. The course helps to integrate knowledge gained from previous courses through the overarching theme of the pursuit of justice as an ethical ideal.  
**PREREQUISITES:** CRJ 161 AND 261; AT LEAST ONE OF THE FOLLOWING: CRJ 324, 325, AND 326; AND SENIOR STATUS AND CRIMINAL JUSTICE MAJOR.