NOTICE OF NONDISCRIMINATION

The following statement represents no change in DeSales University’s long established policies but is printed to meet the requirement of IRS Ruling 75-50 of December 8, 1975, and Title IX of the 1972 Education Amendments.

DeSales University will accept and make available to all students, faculty members, or employees on a nondiscriminatory basis, without regard to age, gender, race, color, disability, national and ethnic origin, or veteran status all the rights, privileges, programs, and activities generally accorded or made available to students, faculty members, and employees. DeSales University does not discriminate on the basis of age, gender, race, color, disability, national and ethnic origin, or veteran status in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

It is the policy of DeSales University not to discriminate on the basis of sex in its activities or employment policies as required by Title IX of the 1972 Education Amendments. Inquiries regarding compliance with Title IX may be directed to Affirmative Action Coordinator, DeSales University, Center Valley, PA 18034-9568; phone (610) 282-1100 or to the Director of the Office of Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

DeSales University is accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104, 267.284.5000. MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

DE SALES UNIVERSITY RESERVES THE RIGHT TO MAKE ALL NECESSARY CHANGES WITHOUT NOTICE. THIS CATALOG SHOULD NOT BE CONSIDERED A CONTRACT.

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GENERAL INFORMATION

MISSION

The mission of DeSales University is to provide men and women with quality higher education according to the philosophy of Christian humanism as developed by Saint Francis de Sales and his spiritual heirs. The University imparts knowledge about and develops talents for personal, familial, and societal living. DeSales University enriches the human community and enhances the dignity of the individual through its educational endeavors. In its work, the University fosters a vital and respectful dialogue between Roman Catholic faith and human culture.

PHILOSOPHY

For DeSales University, Christian humanism means that every aspect of human experience is capable of enlightenment by the Gospel of Jesus Christ. This Gospel brings light to each dimension of personal existence (physical, intellectual, social, moral, aesthetic, and religious) and every environment domain (natural world, social institutions, cultural achievements, historical periods, and religious societies). The encounter between the Word of God and the concrete world of the human person makes a fully meaningful existence possible. DeSales University strives to teach the student what it means to be Christian in a Salesian way, what it means to embrace one’s own life, and what it means to bring this Good News to the human family.

DeSales University is firmly and publicly committed to the principles of Roman Catholic doctrine and morality. It also fully recognizes that the search for truth requires an atmosphere of intellectual freedom and that love demands an openness to all that is good. DeSales University distinguishes carefully between the free pursuit of truth, which it guarantees every member of the campus community, and its own commitment to the teachings of the Catholic Church.

STUDENT LEARNING OUTCOMES FOR UNDERGRADUATE EDUCATION

The DeSales student who has completed the General Education Core and has completed his/her major will demonstrate:

1. critical thinking and problem solving skills.
2. competence in research, information literacy, technology, and written and oral communication.
3. knowledge of Christian humanism in the Salesian tradition—with its distinction between wisdom and knowledge, truth and opinion—as this impacts both the student’s academic discipline and personal well being.
4. the ability to function effectively in local, national, and global communities, respecting personal dignity and the common good according to Catholic social tradition.
5. quantitative reasoning through an understanding of mathematical concepts and their application to the natural world and society.
6. the scientific method and its application to the real world.
7. knowledge of human culture as manifested in the liberal arts.

The DeSales student who has completed an undergraduate major will demonstrate:

1. competence in studies related to his/her interests.
2. preparedness for a career and/or graduate school, and lifelong learning.

GRADUATE EDUCATION LEARNING OUTCOMES

The University specifies that its graduate programs will enable its students to demonstrate

1. specialized competence in a field of study, so that graduates will provide leadership and make significant contributions to their fields;
2. the skills necessary for advanced research/application in their specialized fields, and;
3. an enhanced formation of a Christian conscience as it applies to the ethical problems in their fields of interest.

HISTORY OF DE SALES UNIVERSITY

On January 28, 1961, His Excellency, the Most Reverend Joseph McShea, was appointed first bishop of the Diocese of Allentown by His Holiness Pope John XXIII. This new diocese was composed of the five northern counties (Berks, Carbon, Lehigh, Northampton, and Schuylkill) of the Archdiocese of Philadelphia. At the request of the new bishop, the Oblates of St. Francis de Sales agreed to assume the responsibility for founding the University. Saint Francis de Sales wanted the Oblates to spread the spirit and teaching of its patron saint, one of the foremost Christian humanists of his day. St. Francis de Sales' fascinating and engaging view of the human person lies at the basis of his teaching and spirit. “The person,” he states, “is the perfection of the universe, the mind is the perfection of the person, love is the perfection of the mind and charity is the perfection of love.”

This unique conjunction, interpenetration and interaction of intellectual and affective elements sees a person in his or her totality. In the Salesian view, with its attempt to harmonize and integrate the divine and human aspects, anthropology becomes inseparable from theology. Everything truly human comes under the study, care and concern of the person. That is why Christian humanism engenders a universal openness and awareness.

Mother Mary Chappuis, a nun from the Order of the Visitation founded by St. Francis de Sales, prevailed upon Father Louis Brisson to form a congregation of men committed to living the Salesian humanism engendered by this leader. In 1876 a small band of six men, headed by Father Brisson, pronounced their first vows as Oblates of St. Francis de Sales and began to live the religious life in Troyes, France.

Despite humble beginnings, the order experienced a rapid growth. On January 1, 2001, moved to the Lehigh Valley Industrial Park in Allentown. The formal date for the name and status changes was established as January 1, 2001.

THE OBLATES OF ST. FRANCIS DE SALES

The Congregation of the Oblates of St. Francis de Sales was founded to spread the spirit and teaching of its patron saint, one of the foremost Christian humanists of his day. St. Francis de Sales' fascinating and engaging view of the human person lies at the basis of his teaching and spirit. “The person,” he states, “is the perfection of the universe, the mind is the perfection of the person, love is the perfection of the mind and charity is the perfection of love.”

This unique conjunction, interpenetration and interaction of intellectual and affective elements sees a person in his or her totality. In the Salesian view, with its attempt to harmonize and integrate the divine and human aspects, anthropology becomes inseparable from theology. Everything truly human comes under the study, care and concern of the person. That is why Christian humanism engenders a universal openness and awareness.

Mother Mary Chappuis, a nun from the Order of the Visitation founded by St. Francis de Sales, prevailed upon Father Louis Brisson to form a congregation of men committed to living and transmitting this ideal of Salesian humanism. In 1876 a small band of six men, headed by Father Brisson, pronounced their first vows as Oblates of St. Francis de Sales and began to live the religious life in Troyes, France.

Despite humble beginnings, the order experienced a rapid
growth. Oblate communities now exist in India, Austria, France, Germany, Italy, The Netherlands, South America, South Africa, Namibia, Switzerland and the United States.

The first foundation in the United States was a high school for boys in Wilmington, Del., in 1903. Although the principal undertaking of the Oblates in the United States is the Christian education of youth, members devote themselves to many other varied apostolates to serve people’s needs.

THE SALESIAN CENTER FOR FAITH AND CULTURE

Begun in 2000, the Salesian Center for Faith and Culture services DeSales University by promoting the interaction of faith and culture through academic initiatives that focus on the authentic integration of social concerns and gospel values in the tradition of Christian Humanism.

The activities of the Salesian Center are qualified by their attention to the legacy of St. Francis de Sales and his spiritual heirs. Programs sponsored by the Salesian Center focus on three interrelated areas of concern.

Educational initiatives investigate the Salesian spiritual tradition in light of various developments in the modern world. Students have the opportunity to complete research projects designed and executed by faculty. Select students may be admitted to the Faith and Reason Honors Program and/or the Salesian Leadership Institute.

Dialogue opportunities concern the impact of Salesian spirituality on various aspects of contemporary life. Students have the opportunity to participate in the Center Valley Forum discussion series on current controversies and in the Soundings series of theatrical discussions. Students also benefit from public lectures and conferences sponsored by the Salesian Center. Select students win writing awards in the annual “Salesian Spirit” essay contest.

Partnership ventures link various sectors of the local community to the work of the University. Students can participate in public discussions sponsored by the Baranzano Society on bioethics and the Forum for Ethics in the Workplace.

Through these and other programs, the Salesian Center for Faith and Culture enables students and others to promote a culture of life, foster the engagement of faith and reason, form a community to the work of the University, and make a positive social impact.

THE CAMPUS

DeSales University is situated on a beautiful 600-acre campus containing 19 buildings constructed since the founding of the University, and a number of other smaller buildings which were renovated for University use. Dooling Hall, the main academic building, consists of four wings and a central area. Within the wings are housed administrative and faculty offices, classrooms, and a computer science center. The central portion contains the offices for graduate programs and a student lounge. Wills Hall is a combination residence for the Oblate faculty and a chapel. Conomy Hall, Tocick Hall, Aviat Hall, Welsh Hall, DeChantal Hall, and Donahue Hall are student residences, with facilities to accommodate 800 students. 160 students live in “University Heights,” a townhouse complex constructed in 1984, 1986, and 1991. The Brisson and Chappuis complexes accommodate an additional 150. Billera Hall is an 85,000-square-foot physical education building, housing facilities for intercollegiate and intramural sports and fitness activities. It is surrounded by six athletic fields. The Bishop McShea Student Union contains a student lounge and activity rooms, student service offices, chaplain’s office, health services, counseling offices, and Café McShea. The Labuda Center for the Performing Arts houses the performing and fine arts department facilities and serves as a campus convolution center. The Albert M. Iacocca Studios house the University’s TV/Film major. Campbell Hall is a classroom building with a state-of-the-art distance learning center. The 37,000-square-foot Priscilla Payne Hurd Science Center houses classrooms, laboratories and faculty offices for the natural sciences. The newly expanded University Center now includes the University Campus Store and expanded meeting space in addition to the food court, student dining, and student lounge, which were completed in the initial phase.

Library. Trexler Library, dedicated to the memory of local industrialist Harry C. Trexler, is located at the center of the campus. Built in 1988, this 36,000-square-foot facility seats 300 and is designed to accommodate 160,000 volumes.

The current collection numbers more than 550,000 items, including 132,000 volumes and 40,000 electronic books, more than 12,000 electronic journals and newspapers, and 400,000 microfiche. The periodical collection includes 550 paper and microform subscriptions. Paper and computer indexes help students to access the collection.

The library staff, in consultation with the faculty, selects reference materials to meet curriculum requirements and general information needs. In the general collection, book selection is based primarily on the various majors offered at DeSales University. The library collections of the other five independent colleges of the Lehigh Valley, totaling more than one million volumes, are also available to DeSales University students through an interlibrary loan system. Students may access more than 35 million titles across Pennsylvania via the E-Z Borrow System for quick interlibrary loan. State-of-the-art computers and audiovisual equipment are available to faculty and students. The library is a member of PALINET (Pennsylvania Library Network) and is directly connected to the national bibliographic center, OCLC.

The library’s on-line catalog and electronic resources are available within the library and from the library’s web page—www.desales.edu/library. Extensive information concerning library services is provided at the public service desk and on the library’s web page.

COMPUTERS

The use of computing and network resources is encouraged in all courses offered at the University. The curricula emphasize the use of information technology as an integrated and interdisciplinary problem-solving tool, as a change agent, and as a vehicle for education.

The University maintains 10 well equipped computing laboratories or classrooms for research and course work.

The Academic Computing Center (ACC) located in Dooling Hall, contains approximately 30 PCs in its main area.

The ACC Computing Classroom houses 23 systems reserved for demonstrations or class use. These systems are available to students when not in use.

Dooling Hall rooms 223, 225, and 227 are dedicated computing classrooms, each containing approximately 25 workstations.

Trexler Technology Center (TTC) main area contains 33 PCs for both public computing use and classroom support.

TTC II maintains 16 PC systems, also for both public and classroom use.

Two DeSales Easton computing classrooms contain 25 PCs for student use when not reserved for classroom instruction. DeSales Lansdale Campus has one PC classroom equipped with 20 PCs.

All computing labs and classrooms have broadcasting software available for group presentations, including instructor control and interaction with each client station. Also, each computing area is supported by at least one high volume laser printer. All systems in all computing areas have Microsoft Windows, are fully network ready with internet access, and contain a suite of both application and network software for personal use from file and application servers located in the ACC.

The University provides all students with campus e-mail addresses through Google mail (Gmail). These accounts are accessible in a variety of ways. The Gmail server is available to process e-mail via the web. The Trexler Library supports an on-line catalog system and databases for research and course support, as well as a variety of educational, business, scientific, and economic databases on CD-ROM through regularly updated subscription services. The University also provides the ANGEL distance learning/education platform for course work in all disciplines and programs.

The ACC and TTC provide a variety of services for the entire University community, including newsletters (available on-line) and seminars. All computing labs are staffed by student and user consultants to provide help when assistance is required by their users. There is no additional charge for using any of the computing resources provided by the University in any public computing area. Although the University does not require the
Students to bring a personal computer to campus, it would be advisable to do so. For recommended systems, see: http://resnet.desales.edu/.

RESIDENCE HALL NETWORK COMPUTING (RESNET)

The Residential Networking (RESNET) initiative is designed to provide students who live in the University's residence halls a high-speed connection to the Internet from their dormitory room using their own computing systems.

RESNET provides students a pathway to a variety of resources locally (on-campus information servers) and remote services and resources, through the University’s high-speed Internet connection. To access this high-speed connection, a student must obtain and correctly install a Network Interface Card (NIC), sometimes called an Ethernet adapter. Most computers purchased today have a NIC already installed. Students who want to connect their systems via RESNET can easily accomplish this on-line at http://resnet.desales.edu.

Students must electronically sign a RESNET Acceptable Use Policy statement each year to enable their connection and make it functional.

DE SALES UNIVERSITY SUMMARY OF THE STUDENT E-MAIL POLICY

DeSales University provides students with a DeSales e-mail address to enable faculty, staff, and administrators to communicate more effectively and efficiently with students. Appropriate use of e-mail is essential to the success of this mode for contacting students.

The following points are only part of the complete DeSales University Student E-mail Policy and are intended to inform students about the key components of e-mail usage. A copy of the full version of the DeSales University Student E-mail Policy is available on the DeSales website http://www.desales.edu/e-mailpolicy.

Responsibility for checking e-mail regularly. E-mail is an official mechanism of communication within DeSales University. Students are expected to check their e-mail on a frequent and consistent basis (minimally once per week, preferably 3 times per week) to stay current with University-related communications. Students have the responsibility to recognize that certain communications may be time-critical. “I didn’t check my e-mail”, an error in forwarding mail, or e-mail returned to the University with “Mailbox Full” or “User Unknown” are not acceptable excuses for missing official University communications via e-mail.

Using other e-mail accounts. Students wishing to have e-mail redirected from their official DeSales University address to another e-mail address (e.g., @aol.com, @hotmail.com, or some other e-mail account), they may do so, but at their own risk. The current GMail system provides a mechanism that allows students to forward their official University e-mail to another e-mail address. The University will not be responsible for the handling of e-mail by outside vendors. Having e-mail redirected does not absolve a student from the responsibilities associated with official communication sent to his or her DeSales University account.

If a student does not have access to e-mail. Students have the right to request that the University not communicate with them by e-mail, but instead use an alternative form of communication. A student who does not own a computer or have access to the Internet might request an alternative form of communication. To request this, the student must notify the registrar’s office in writing that he or she wishes not to be communicated with by e-mail, and specify the form of communication and the location at which the student will receive that communication. Requesting and using an alternative form of communication does not absolve the student of the responsibility to frequently monitor and respond to University communications.

Privacy, security, and confidentiality. The University will make reasonable efforts to maintain the integrity and effective operation of its electronic mail systems, but users are advised that those systems should in no way be regarded as a secure medium for the communication of sensitive or confidential information. Because of the nature and technology of electronic communication, the University can assure neither the privacy of an individual’s use of the University’s electronic mail resources nor the confidentiality of particular messages that may be created, transmitted, received, or stored thereby.

The computer networks and e-mail servers that support members of the DeSales community at all locations are the property of the University. E-mails resident on University servers or hosted servers, whether personal or related to the business of the University, are the property of the University and not the property of the e-mail account holder, be they students, faculty, administrative staff, or consultants. Users should exercise extreme caution in using e-mail to communicate confidential or sensitive matters, and should not assume that e-mail is private and confidential. It is especially important that users are careful to send messages only to the intended recipient(s). Particular care should be taken when using the “reply” command during e-mail correspondence.

The University reserves the right to filter e-mail to reduce the quantity of spam. The University is not responsible for any e-mail that may not be received due to the filtering of e-mail.

Educational uses of e-mail. Faculty will determine how electronic forms of communication (e.g., e-mail) will be used in their classes. The DeSales University Student E-mail Policy will ensure that all students will be able to comply with e-mail-based course requirements specified by faculty. Faculty can therefore make the assumption that students' official DeSales University e-mail accounts are being accessed, and faculty can use e-mail for their classes accordingly.

Student Personal E-mail Use. University student e-mail may be used for incidental personal purposes provided that, in addition to the foregoing constraints and conditions, such use does not: 1) directly or indirectly interfere with the University operation of computing facilities of e-mail services, or 2) burden the University with noticeable incremental cost. E-mail records arising from such personal use may, however, be subject to the restrictions set forth above.

Prohibited Usage. Prohibited uses of electronic mail include, but are not limited to:
- Personal use of the e-mail system that creates a direct cost for the University;
- Use of the University's e-mail resources for personal monetary gain or for commercial purposes that are not directly related to University business;
- Sending copies of documents in violation of copyright laws;
- Inclusion of the work of others into electronic mail communications in violation of copyright laws;
- Capture and “opening” of electronic mail except as required for authorized employees to diagnose and correct delivery problems;
- Use of electronic mail to harass or intimidate others or to interfere with the ability of others to conduct University business;
- Use of electronic mail systems for any purpose restricted or prohibited by laws or University regulations;
- “Spoofing,” i.e., constructing an electronic mail communication so it appears to be from someone else;
- Attempting unauthorized access to electronic mail or attempting to breach any security measures on any electronic mail system, or attempting to intercept any electronic mail transmissions without proper authorization;
- Any offensive or disruptive messages, including any messages which contain sexual implications, racial slurs, gender-specific comments, or any other comment that offensively addresses someone’s age, gender, religious or political beliefs, national origin, or disability;
- Forwarding or sending viruses.

Disciplinary Action Students and non-student users who violate this policy in any way will be subject to appropriate disciplinary action based upon the facts and circumstances of each infraction.

DE SALES UNIVERSITY ALCOHOL AND DRUG POLICY

See the Alcohol and Drug Policy at www.desales.edu/
INTERINSTITUTIONAL COOPERATION

Lehigh Valley Association of Independent Colleges (LVAIC). DeSales University students are offered the opportunity of cross-registering at five other institutions in the area (Cedar Crest College, Lafayette College, Lehigh University, Moravian College and Muhlenberg College) provided all necessary approvals at the home and host institution are obtained. A maximum of one course per semester may be cross-registered. Freshmen may not participate in this cross-registration policy. In certain cases, a student may have to cross-register at an LVAIC institution to fulfill the requirements for graduation. Courses available on this campus or on overload may not be cross-registered. All courses cross-enrolled in LVAIC institutions are computed in the Grade Point Average. Nursing majors classified as “NE,” even if they are full-time, may not participate in the LVAIC cross-registration program.

Supplemental LVAIC Cross-Registration Program.
The purpose of this program is to offer ACCESS degree candidates and other part-time degree candidates an opportunity to take courses at one or more member institutions on a cross-registration basis. An active student is defined as one who has taken at least one course at DeSales University within one calendar year before cross-registering. Active part-time degree candidates may participate in this program, beginning at the sophomore level. They may cross-register for no more than two courses while ranked in each of the three classes. A student who is classified as a sophomore may cross-register for a maximum of two courses while a sophomore, two courses while a junior, and two courses while a senior for a maximum of six courses through cross-registration. This policy applies to undergraduate courses only. Normally, the program is to be used for courses that are not offered by the home institution. Courses taken under this policy can be counted as one of the 20 courses that have to be taken at DeSales University. Hence the grade is computed into the GPA.

These students pay the institution that provides the instruction. They should consult the host institution regarding costs, prerequisites and special permissions before cross-registering and obtain the necessary approvals at the home institution.

Army ROTC. DeSales University does not have its own ROTC unit, but it does offer its students participation in the Army ROTC at Lehigh University on a “cross-enrolled” basis. Students who are interested in this program, which leads to a commission in the Army, must apply through the Office of the Dean of Undergraduate Education, be approved by DeSales University for entrance, meet the prescribed physical and mental requirements and be accepted by the professor of military science at Lehigh University.
2  THE UNDERGRADUATE PROGRAM

DEGREES

DeSales University offers the Bachelor of Arts, the Bachelor of Science, and the Bachelor of Science in Nursing degrees. Undergraduate degrees may be obtained by pursuing one of the following majors or degree program:

Accounting
Accounting – 5-year Master’s Degree Program
Biochemistry
Biology
Business Administration
Chemistry
Communication
Computer Science
Criminal Justice
Criminal Justice – 5-year Master’s Degree Program
Dance
Economics
Education: Early Childhood and Elementary Education
English
Finance
History
International Business
Law and Society
Liberal Studies
Management
Marketing
Marriage and Family Studies
Mathematics
Media Studies
Medical Studies (Physician Assistant Program)
Nursing
Nursing RN-to-BSN
Pharmaceutical Marketing
Philosophy
Political Science
Psychology
Spanish
Sport and Exercise Science
Sport Management
Theatre
Theology
TV/Film

Information regarding professional and pre-professional programs can be found on page 11 in this Undergraduate Catalog. Majors in biology are offered the option of taking the B.A. or B.S. degree. Majors in accounting, biochemistry, chemistry, computer science, finance, international business, management of information technology, marketing, mathematics, medical studies, pharmaceutical marketing, psychology, sport and exercise science, and sport management are awarded the B.S. degree. All other majors except nursing are awarded the B.A. degree. Nursing majors are awarded the B.S.N. degree. Also, the DeSales Institute of Philosophy and Religion in India offers a B.A. degree in philosophy as well as a B.A. in theology.

DeSales University also offers six master degree programs: Master of Business Administration (MBA), Master of Arts in Criminal Justice (MACJ), Master of Education (MED), Master of Science in Information Systems (MSIS), Master of Science in Nursing (MSN), and Master of Science in Physician Assistant Studies (MSPAS).

DeSales University offers a Doctor of Nursing Practice (DNP).

UNDERGRADUATE PROGRAMS

THE CURRICULUM DEGREE REQUIREMENTS:

The minimum course load required for graduation is 40; the minimum credit hours, 120. In addition, 3 one-semester, one-credit courses in physical education are required. A course that is listed for fewer than three credit hours may not be counted as one of the 40 courses required for graduation unless the courses are part of an approved series (e.g. TR 3611/3612/3613, DA 305/306).

The maximum number of one-credit courses that a student may take for credit from those offered by the Division of Performing Arts is 12.

A candidate for graduation must also satisfy the following:

1. Achieve a minimum cumulative grade point average of 2.00 for all courses presented for the degree.
2. Achieve a minimum cumulative grade point average of 2.00 for courses required in his/her major and offered by the major. In the Business majors, the minimum average 2.00 GPA must be attained in all courses required for the major and in the concentration courses required for accounting, finance, management, management of information technology, and marketing majors.
3. Ordinarily, complete a minimum of 15 courses at DeSales University. It is the student’s responsibility to see that all the graduation requirements are fulfilled.

THE UNDERGRADUATE CURRICULUM

The undergraduate curriculum consists of three components:

I. General Education Core
II. Major
III. Electives or Minor

I. GENERAL EDUCATION CORE

The General Education Core consists of a maximum of 16 courses (plus 3 one-credit physical education courses) and is designed to offer each student a broad appreciation for human life and learning. It is structured around four elements:

A. Basic Requirements: 2 courses (Communications and Thought 1 and 2), offered by the English faculty; that develop foundational skills: thinking, reading, writing, speaking, listening, and research; plus 3 physical education courses: PE 100 Foundations, that explores broad concepts of total fitness, and 2 other courses that teach specific sports for life-long activity.

B. Cultural Literacy: 6 courses that develop sequentially an appreciation for human culture, especially our Western heritage, offered by the history, political science, foreign language, art, music, English and philosophy faculty.

C. Modes of Thinking: 5 courses that present the processes that professionals in broad domains of intellectual activity (literature, mathematics, natural science, philosophy, and social science) use as they attempt to contribute to human learning. These courses explore issues like: What information is important? What questions are asked? How are data processed? What conclusions can be reached? What are the values and limitations of the discipline?

D. Christian Values and Theology: 3 courses that encourage students to reflect upon the meaning and value of the Catholic faith, to live in a manner consistent with Catholic teaching and tradition, and, in light of that faith and teaching, to evaluate human action and decision, to make moral choices, and to accept responsibility for them. The Values Seminar is a capstone for the General Education Core.

Under the General Education Core each student must complete:

A. Basic Requirements:
   1. English 103 and English 104
   2. Physical Education 100: Foundations, plus 2 courses from those designated as “Activities Courses.” (Any dance technique course may be substituted for an activities course requirement. One 3-credit dance course can satisfy both activities requirements.)

   (ACCESS students are exempt from the physical education requirement.)

B. Cultural Literacy:
1. 2 courses studying a foreign language other than English. This requirement may also be fulfilled in one of the following ways: 1) study abroad, 2) two world cultures courses. Please note: taking one world language course and one world cultures course, together, does not satisfy this requirement. Students who have earned a high school (or equivalent) degree from any school whose chief instructional language is not English will be awarded six credits and will be exempt from the foreign language/world cultures requirement.

2. A two-course sequence, Humanities I and II, offered by either the history or political science faculty: HI 201, HI 213 or PO 201 (Humanities I) and HI 202, HI 214, HI 262, or PO 202 (Humanities II). PO 201 is not open to students who have taken HI 201, and PO 202 is not open to students who have taken HI 202.

3. 1 course from those designated as “Humanities III: Great Works of Art or Music” offered by the art and music faculty: FA 330, FA 331, FA 332, FA 333, FA 334, FA 335, FA 336, FA 350, FA 362, FA 364, FA 366, FA 368, FA 370, HI 303, HI 340. (Prerequisites: Humanities I and Humanities II)

4. 1 course from those designated as “Humanities IV: Great Works of Literature” offered by the English, foreign language, philosophy, and political science faculty: ED 313, EN 250, EN 255, EN 260, EN 265, EN 285, EN 345, EN 350, EN 358, EN 359, EN 365, EN 370, EN 372, EN 375, EN 376, EN 377, EN 380, EN 382, EN 384, EN 388, SP 441, SP 470, SP 471 (Prerequisites: MOT/Literature, Humanities I, Humanities II); EN 345, EN 365, EN 255 (Prerequisites: EN 110 or permission of the instructor, Humanities I, Humanities II); SP 441, SP 470, SP 471 (Prerequisites: MOT/Literature, Humanities I, Humanities II, a Spanish course at the 300 level or equivalent; PL 340, PL 345, PL 350, PL 355, PL 360, PL 370, PL 375; PL 396, PO 302, TH 355, TH 356 (Prerequisites: TH 109, Humanities I, Humanities II).

C. Modes of Thinking: (MOT)

1. 1 course from those designated as “Modes of Thinking: Literature” offered by the English faculty: EN 110, EN 112, EN 115, EN 118 (offered only in ACCESS).

2. 1 course from those designated as “Modes of Thinking: Mathematics” offered by the mathematics faculty: MA 107, MA 109, MA 110, MA 111, MA 112, MA 121.

3. 1 course from those designated as “Modes of Thinking: Natural Science” offered by the biology and chemistry faculty: BI 209, BI 210, BI 242, CH 209. Not open to majors in biology, chemistry, or medical studies.


5. 1 course from those designated as “Modes of Thinking: Social Science” offered by the business, political science, psychology, sociology, and criminal justice faculty: EC 112, EC 209, PS 109, PO 103, PO 109, CJ 109, LG 109, SO 109.

(For the General Education Core, a student is exempt from the Modes of Thinking requirement for the course that is within his/her major field; e.g., a political science major does not have to take a Modes of Thinking: Social Science course, a computer science major does not have to take the Modes of Thinking: Mathematics course.)

D. Christian Values and Theology:

1. Theology 109.

2. 1 course from those designated as “Intermediate Theology” offered by the theology faculty.

3. 1 course from those designated as “Values Seminar” offered by the business, natural science, nursing, philosophy, politics, and theology faculty. The Values Seminar is ordinarily taken during the senior year.

Recommended matrix for the General Education Core:

<table>
<thead>
<tr>
<th>Year</th>
<th></th>
<th>Subject</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>English 103 and English 104</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>MOT Philosophy</td>
<td>MOT Social Science</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>Humanities I and Humanities II</td>
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<tr>
<td>Year</td>
<td>Introductory Theology</td>
<td>MOT Literature</td>
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<td>Year</td>
<td>MOT Mathematics</td>
<td>Physical Education Activities course</td>
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<tr>
<td>Junior Year</td>
<td>Humanities III &amp; Humanities IV</td>
<td>Intermediate Theology</td>
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<tr>
<td>Senior Year</td>
<td>Values Seminar</td>
<td>MOT Natural Science</td>
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</tbody>
</table>

Students who take a General Education Core course that fulfills more than one General Education Core requirement may only use the course to fulfill one General Education Core requirement. For example, if a world culture course also fulfills a Humanities III requirement, the course may only be used to fulfill one General Education Core requirement—either the world culture requirement or the Humanities III requirement, but not both.

II. MAJOR

The major is designed to offer the student a reasonably thorough and systematic study of one subject area and to provide her/him with an integrated grasp of its content, methodology, and bibliography. The major ordinarily controls a maximum of 16 courses which may be in more than one discipline. Normally, no more than 12 of the 16 courses may be in the major discipline itself. The remaining courses taken as a part of the stipulated maximum of 16 in the major are considered major controlled electives and must be chosen from within or outside the major, at the discretion of the program’s faculty.

Where personnel permits, departments offering majors provide various course sequences within the major designed to accommodate the student with differing or undetermined career interests. Each major provides a recommended matrix for the courses in its program of studies.

DeSales University offers majors in the disciplines listed above under “Degrees.”

III. DEGREE PROGRAM

As an alternative to the major, a student may choose to enroll in a special degree program such as the liberal studies degree program. The degree program is designed to offer students a broad-based educational opportunity. While some majors require up to 16 specific courses, special degree programs may extend the number of their required courses to achieve their unique objectives.

IV. ELECTIVES OR MINOR

In fulfilling the 40-course graduation requirement, a student may select elective courses or complete a minor.

Electives

Electives are chosen by the student under the guidance of the academic advisor. Normally, electives provide opportunities for learning in academic areas of special interest outside the student’s major or supplement academic areas in which the student’s background is deficient.

Minor

A student who wishes to complete a minor must choose one from among the subject areas listed below. The minor consists of 6 courses and will be indicated on the student’s permanent record. Students may not take courses required for the minor under the pass-fail option. A G.P.A. of 2.0 or higher is required in the 6 courses required by the minor, at least 3 of which must be completed at DeSales University. The student is responsible for scheduling his/her minor program in such a way that he/she can take the required courses as they are available during the four-year period. The choice of a minor should be made in consultation with the student’s advisor. Please note that in some cases scheduling conflicts between required major and minor courses may occur, preventing a student from completion of a minor. Tutorials and independent study courses are not considered an acceptable way of resolving such conflicts. For this reason, a student would do
well to begin taking appropriate courses as early as possible in his/her collegiate career. Additional information and “Completion of a Minor” forms are available at www.desales.edu under Academics, Academic Forms for Printing, and in the academic affairs office. Courses used to satisfy area of emphasis in the liberal studies program may not be applied toward a minor.

American Studies (Sponsored by the Division of Liberal Arts and Social Science)

Any 2 of the following courses in American literature:

- English 250
- English 265
- English 375

Any 3 of the following courses:

- History 207
- History 220
- History 300
- History 313
- History 314
- History 316

Any one of the following courses:

- Fine Arts 335
- Political Science 225
- Political Science 255
- Political Science 256
- Political Science 315
- Political Science 330

Biology (Sponsored by the natural science department; not available to majors in medical studies)

- Chemistry 101-102 or Chemistry 103-104
- Biology 151
- Biology 152 or 154

And any two of the following courses:


Business (Sponsored by the Division of Business. Students are encouraged to declare the minor as early as possible. If any of the requirements change, the Undergraduate Catalog in effect at the time of the division head’s approval will apply. The business minor is not available to sport management or business majors.)

- Management 100
- Accounting 217
- Economics 209 or 112
- Management 201
- Marketing 201
- Plus one other AB, FN, MG (except 233, 475) or MK courses.

Chemistry (Sponsored by the natural science department)

- Chemistry 101-102
- Chemistry 231-232

And any two of the following courses:

- Chemistry 204, 305, 351, 352, 361, 362, 421, 435, 436

**Computer Science** (Sponsored by the mathematics/computer science department)

- Computer Science 121-122
- Computer Science 211
- Computer Science 220
- Computer Science 321
- Computer Science 356

**Creative Writing** (Sponsored by the Division of Liberal Arts and Social Science)

- EN/CM 212
- EN/CM 312
- CM 316
- EN 340

Two choices from the following courses: CM 325, CM 319, TV/Film 252, TR 275, or IS 499

**Criminal Justice** (Sponsored by the social sciences department)

- Criminal Justice 109
- Criminal Justice 160
- Criminal Justice 250
- Criminal Justice 260
- Criminal Justice 280

Any other criminal justice course

**Design/Tech Theatre** (Sponsored by the Division of Performing Arts)

- Theatre 143
- Theatre 240
- Theatre 366.1, 2, 3

Three of the following, which must include at least one design course: Theatre 341, 342, 343 or 344; Theatre 226, 242, 246, 250, 261, 263, 272, 280.

**Dramatic Literature** (Sponsored by the Division of Performing Arts)

- Theatre 221
- Theatre 222
- Theatre 310
- Theatre 332 or 331
- Theatre 366.1, 2, 3
- English 358 or 359

**English** (Sponsored by the Division of Liberal Arts and Social Science)

- English 250 or 265
- English 255, 260 or 376
- English 345 or 365
- English 350 or 370
- English 358 or 359

Any sixth upper-level course agreed upon in consultation with the advisor

**Forensic Science and Criminalistics** (Sponsored by the social sciences department)

- Chemistry 103 (or Chemistry 101)

- Chemistry 104 (or Chemistry 102)
- Criminal Justice 360
- Criminal Justice 208
- Chemistry 205 or 305
One of the following courses:

- CJ 109, PS 295 or PS 365

**French Studies** (Sponsored by foreign languages and world cultures, Division of Liberal Arts and Social Science)

Four of the following courses:

- World Cultures 110
- World Cultures 210
- French 101
- French 102
- French 201
- French 202

Two of the following courses:

- History 307
- History 330
- A controlled elective approved by the department chair and/or division head

*Up to 12 credits in the French studies minor may be earned, with prior approval, at a study abroad program. These credits would be applicable to the four courses in world culture/language.

**History** (Sponsored by the Division of Liberal Arts and Social Science)

- Humanities I
- Humanities II

Any other 4 history courses, which must include at least 2 courses at the 300 level or above.

**Journalism** (Sponsored by the Division of Liberal Arts and Social Science)

- Communication 130
- Communication 220
- Communication 320
- Communication 325
- Communication 326
- (Journalism Practicum or Controlled Elective; e.g., EN 340, CM 309
- Communication 391/English 391)

*All courses in the minor are required courses. EN 130, 220, 320, and 391 are offered once a year; the practicum is offered every semester.

**Law and Society** (Sponsored by the social sciences department)

- English 205
- Philosophy 225
- Political Science 330
- Political Science 362
- Criminal Justice 160
- Criminal Justice 365

**Management** (Sponsored by the Division of Business. Students are encouraged to declare the minor as early as possible. If any
of the requirements change, the *Undergraduate Catalog* in effect at the time of the division head’s approval will apply.)

Management 201
Management 211
Management 305
Management 400
Management 475
Plus one other management elective course approved by the division head.

**Marketing (Sponsored by the Division of Business)**

Management 211
Marketing 201
Marketing 220
Marketing 410
Marketing 451
One marketing elective approved by the division head

**Marriage and Family Studies (Sponsored by the Division of Liberal Arts and Social Science)**

Theology 260
Theology 261
Theology 478 or 480
Criminal Justice 354
History 302
Political Science 475 or Philosophy 475

**Mathematics (Sponsored by the mathematics/computer science department)**

Mathematics 121
Mathematics 122
Any four mathematics courses at the 200, 300, or 400 levels except MA 260

**Music (Sponsored by the Division of Liberal Arts and Social Science)**

Fine Arts 115
Fine Arts 362
Fine Arts 364
Fine Arts 366
Fine Arts 368
Fine Arts 370

**Neuroscience (offered by the social sciences and natural science departments)**

Psychology 109
Biology 263
Four courses out of the following:

Psychology 265
Psychology 267
Psychology 375
Psychology 499*
Biology 151
Biology 455*
Biology 461*
*Research must be in the area of neuroscience.

**Philosophy (Sponsored by the Division of Liberal Arts and Social Science)**

Philosophy 109
Any other five philosophy courses with at least one at the 400 level

**Political Science (Sponsored by the social sciences department)**

Political Science 103
Political Science 109
Political Science 256
Political Science 311 or 313 or 317
Political Science 330
Political Science 362

**Professional Communication (Sponsored by the Division of Liberal Arts and Social Science)**

Communication 130
Communication 205
Communication 220
Communication 305
Communication 206
Communication 405

**Psychology (Sponsored by the social sciences department)**

Psychology 109
Psychology 230 or 265
Psychology 240
Any other three psychology courses

**Spanish (Sponsored by foreign languages and world cultures, Division of Liberal Arts and Social Science)**

Spanish 201
Spanish 202
Any four courses 200 level or above

**Special Education (Sponsored by the education department)**

Education 216
Education 333
Education 363
Education 417
Education 418
Education 453

This minor is available to elementary education majors only.

**Sport Management (Sponsored by the Division of Business)**

Sport Management 150
Sport Management 200
Sport Management 230
Sport Management 330
Two additional sport management courses at the 300 or 400 level excluding SS 450, sport management field experience and SS 475

**Theology (Sponsored by the Division of Liberal Arts and Social Science)**

Theology 109
Any other five theology courses with at least one at the 400 level

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**THE FAITH AND REASON HONORS PROGRAM**

The Faith & Reason Honors program establishes an arena for academically advanced students to explore questions and examine ways in which to integrate faith and culture. This highly selective and competitive program offers opportunities for challenging, reaching, and learning beyond the classroom. Through this program, students build strong, lasting, and meaningful relationships with senior faculty at DeSales University.

The four-year honors program includes three major components: Faith & Reason seminars, cultural experiences, and an Honors Thesis.

Faith & Reason seminars are one-credit learning experiences about fundamental questions that pervade human life, including conversations about the human person, God, the world, beauty, truth, and goodness. Honors students are required to complete all six seminars. The seminars meet weekly and are hosted by one or more senior faculty members who select readings chosen from classical and contemporary texts that reflect a variety of academic disciplines. Students who participate in the seminars regularly and actively receive an “A” for the course and one credit for each seminar. Completion of three, one-credit seminars fulfills one elective requirement toward graduation, with a maximum of six credits for two free electives. (Credits earned for these seminars do not fulfill any General Education requirements.)

Cultural experiences involve off-campus learning opportunities. Honors students are required to participate in at least one experience each semester of the program. These experiences include trips to museums, lectures, shows, historic sites, and other places of cultural interest.

The Honors Thesis is the culmination of the program. Under the direction of a faculty advisor, honors students are required to research and write a 30- to 50-page paper. Students earn three credits for this work as an “independent study” course. Students present their work publicly during the annual Honors Commencement exercises.

Honors students who complete all components of the program will have their participation noted on their university transcripts and will receive recognition of their accomplishment at the commencement exercises.

**TIME-SHORTENED DEGREES**
There are no rigid time requirements for the DeSales University degree. It is possible for a superior student to shorten the time ordinarily required to complete the undergraduate degree by as much as one year. This can be done by taking advantage of the various credit-by-examination procedures, the overload policy and by attending college during the summer months.

SECOND DEGREES

DeSales University will grant a second baccalaureate degree to students who have already received a baccalaureate degree from DeSales University or another accredited institution, and who wish to earn a degree in a different major field of study.

To be eligible for admission to this program, the student must have a cumulative grade point average of 2.0 from the first institution. In addition, the department chair and/or division head of the new major must accept the student into the second degree program (some departments have specific limitations, e.g., business) and approve the student's program of study.

To graduate from this program, the student must satisfy the requirements of DeSales University’s General Education Core and the requirements of the academic majors, in accordance with the DeSales course-transfer policy. The student must complete at least ten courses toward the second degree at DeSales University; at least five of these courses must be in the major field of study. The student also must have a minimum cumulative grade point average of 2.0 both in the major field of study and in all courses taken at DeSales University. (Students who have graduated from DeSales University under the old curriculum will be seen as having completed the General Education Core for the purposes of this policy.)

ACCELERATED POST-BACCALAUREATE PROFESSIONAL PROGRAMS

Accelerated post-baccalaureate professional programs grant professional degrees (and/or certification) in preparation for professional licensure to individuals already holding undergraduate degrees. DeSales University offers an accelerated post-baccalaureate BSN program.

INDEPENDENT STUDY PROGRAM

Juniors and seniors whose cumulative grade point average is 2.0 or better may, if they choose, take one course per year of independent study. Each department regularly lists one 3-credit course, usually numbered 499, for independent study.

The student who wishes to matriculate in this course must develop an independent study project, secure a project advisor, who, for day students, must ordinarily be a full-time faculty member, and obtain the approval of the project advisor, the department chair, and/or the division head, and the dean of undergraduate education (for day students) and the dean of lifelong learning (for ACCESS students) before registration for the term in which the student intends to complete the project. These approvals must be obtained on an official form available in the academic affairs office or online. Successful completion of the course will consist of fulfilling all requirements and satisfying the standard of evaluation previously agreed upon by the student and his or her project director. The course designation and number and the project title will be entered on the student’s transcript when successful completion has been certified by the project advisor.

TUTORIALS

At times a student may wish to take a course which is listed in the Undergraduate Catalog but which is not scheduled to be offered in a given semester. The student may ask a full-time faculty member (usually the one who offers the course) if he/she is willing to offer the course tutorially. If the faculty member agrees, the student completes the Application for Tutorial form available in the academic affairs office or online, obtains the appropriate signatures, and submits the form to the registrar at the time of registration. (A tutorial differs from an independent study project because a tutorial is simply a different mode of offering an already existing course, while an independent study project requires the student and the faculty member to design a new project.)

INTERNSHIP PROGRAM

Internships are elective, planned, and supervised learning activities which take place outside the classroom, preferably at off-campus sites, and for which academic credit is granted as an added dimension of the student’s academic major. The program is open to juniors and seniors who have a minimum cumulative GPA of 2.50 and who have completed course work which, in the judgment of the faculty supervisor, is required by the nature of the internship proposal. Sophomores with minimum cumulative GPAs of 2.50 are permitted to register for an internship if approved by their department chair and/or division head. Field work that is required as part of established programs, such as those in nursing and teacher education, is not considered an internship.

The director of career services and internships assists students in researching and locating internship opportunities and administers the program’s policies and procedures. The faculty supervisor assists students in developing a learning contract containing career related objectives and action plans, and is responsible for submitting the final pass/fail grade for the internship experience.

The work supervisor at the work site develops an outline of the internship experience describing the position and the necessary qualifications, provides orientation and job training for the student, supervises the student’s work and completes a final evaluation of the student’s performance.

It is assumed that students are not paid for internships. In those cases where salary may be provided to the student, the faculty supervisor and director of career services and internships must concur that the learning objectives and nature of the internship are satisfied first rather than salary consideration.

All students must register for internships by the registration deadline of the semester in which they intend to complete their internships. This process includes completion of the Internship Application and Registration form which is available in the career services office in the ACCESS office. The deadline is always at the end of the last day for dropping and adding classes.

Traditional students taking internships during the fall or spring will be charged the appropriate full-time or part-time rate. Traditional students taking internships during the fall or spring that preclude them from taking courses on campus (e.g., due to location or timeframe) will still be charged the traditional day rate. Traditional students taking internships in the summer will be charged the ACCESS rate. ACCESS students taking internships at any time will be charged the ACCESS rate.

Exceptions to any of the program’s prerequisites and requirements are referred to the dean of undergraduate education or the vice president for academic affairs for final determination and decision. Request for exceptions, endorsed by the faculty supervisor, must be made before the time of registration for an internship.

Internships are ordinarily limited to three credits (one course) per semester. Internship proposals for more than three credits during the regular academic year must be approved by the student’s faculty supervisor, the department chair and/or division head, and the dean of undergraduate education (for day students) or the dean of lifelong learning (for ACCESS students). A student may not register for more than six internship credits in the 120 credits required for graduation, except with the approval of the faculty supervisor, the department chair and/or division head and the appropriate dean.

Credits awarded are based on the following number of total hours worked during the internship:

- 3 credits (1 course)—120 to 150 hours total
- 6 credits (2 courses)—240 to 300 hours total
- Upon careful review and consideration by faculty supervisor:
  - 9 credits (3 courses)—360 to 450 hours total OR 12 credits (4 courses)—480 to 600 hours total

Internships are graded on a pass–fail basis. A letter grade may be awarded if the faculty supervisor, department chair and/or division head, and the dean of undergraduate education (in the case of day students) or the dean of lifelong learning (in the case of ACCESS students) approve this exception in writing before registration for the internship.

Complete information on the procedures and preparation for an internship can be found on the Career Service website or in the Career Services office. All students who wish to do an intern-
ship for credit must attend a Mandatory Orientation in Career Services, the semester before their internship. Dates and times for orientation can be accessed via the Career Services website or in the office. During orientation students will receive a packet of information and program paperwork.

PROFESSIONAL AND PRE-PROFESSIONAL PROGRAMS

Accounting: This program is intended to prepare students for various careers in accounting and to provide them with the academic background for professional certification.

Accelerated BS/MBA in Accounting: The DeSales accelerated BS/MBA degree program permits students to earn a BS in Accounting and the MBA graduate degree in four and one-half years and simultaneously to satisfy the education requirements for CPA certification in Pennsylvania and other states. In addition to taking the ten courses required in the business undergraduate core, BS/MBA in Accounting students will take: AB 301, AB 302, AB 303, AB 322, AB 324, AB 451, AB 453, an undergraduate AB elective, and 11 graduate MBA courses. Students in the accelerated BS/MBA program must maintain a 3.0 GPA to remain in the program.

Criminal Justice: A major objective of this program is to prepare professionals who will be capable of making meaningful contributions toward improving the criminal justice system.

Nursing: DeSales University offers B.S.N., M.S.N., and D.N.P. programs in nursing accredited by the National League of Nursing Accrediting Commission (NLNAC). Parties interested in discussing the status of DeSales University's accreditation may contact the NLNAC directly:

National League of Nursing Accrediting Commission (NLNAC)
61 Broadway, 33rd Floor
New York, NY 10006
800.669.1656 (ext. 153)
FAX 212.812.0390

The undergraduate nursing program is designed to provide a sound theoretical background for the development of competencies in functioning as a beginning professional practitioner in the delivery of health care and to establish a foundation for graduate study. In addition, the Department of Nursing and Health offers accelerated Nurse Scholars, RN-BSN, and RN-MSN programs. Students interested in these programs should contact the Department of Nursing and Health.

Physician Assistant: This program prepares students to become professional physician assistants who work under the direction of a physician after successful completion of the national boards. Students are capable of obtaining histories and performing physical examinations on a wide variety of patients in multiple medical settings and order and perform routine testing on those patients. Students are given didactic and clinical experiences which enable them to work in a variety of health care settings.

Pre-Law: For admission to law school, no specific major is required. However, the law and society major has been specifically designed to meet the needs of students who hope to go to law school. In addition, the criminal justice, history, and political science majors have tracks developed to accommodate students who plan to attend law school. Students who select other majors may wish to minor in law and society. All students interested in law should contact the pre-law advisor, Dr. Jennifer Moore, in the Department of Social Sciences at the earliest possible time.

History majors intending to go to law school should follow the Pre-Law Track, which has two groups of requirements: 1) the completion of 12 courses in United States, European, and comparative history; and 2) four more courses in philosophy, politics, criminal justice, and law.

Pre-Medicine, Pre-Dentistry, and Pre-Veterinary: Students who wish to prepare for entrance into a school of medicine or dentistry are advised to major in either biology or chemistry. Both programs provide the flexibility to include all the required and recommended courses prescribed by medical, dental, and veterinary schools.

Teacher Education: DeSales University offers an undergraduate program of certification for teachers of early childhood and elementary education and secondary education, which is described in detail in the education section of this catalog. The University has received program approval for teacher certification in biology, chemistry, citizenship, communication (English and theatre), elementary education, English, instructional technology specialist (graduate certification), mathematics, social studies, and Spanish. See the graduate catalog for post-baccalaureate program information on instructional technology, special education, elementary education, and TESOL (teaching English to speakers of other languages).

DUAL MAJOR

A student who wishes to major in two areas is responsible for designing a program of studies which satisfies the degree requirements for each of these majors. The appropriate department chair or division head must approve the student's program of studies, designating one area as the official major, which determines the degree (B.A. or B.S.). The degree will be awarded only in the official major. Upon completion of all the graduation requirements of the other major, a notation will be made on the student's permanent record. DeSales University does not guarantee that the student can complete the dual major in four years, and its completion may require additional semesters. The student who takes advantage of this option will be assigned a separate academic advisor for each major.

INTERNATIONAL STUDY (STUDY ABROAD)

In cooperation with the Lehigh Valley Association of Independent Colleges (LVAIC), DeSales University encourages qualified students to study abroad during the summer and/or the academic year. LVAIC currently offers summer programs in Germany, Italy, and Spain. Through affiliation with various LVAIC institutions, students have the opportunity to pursue foreign study in a number of disciplines during the academic year. Detailed information about these and other programs are available from the director of external affairs.

Study abroad must be planned well in advance and receive the approval of the appropriate department chair and/or division head and the dean of undergraduate education. Certain regulations governing the status of foreign institutions, the acceptance of creditable courses, the relevance to a student's objectives and major field of study, the student's academic record, foreign language competence at least at the intermediate level and other factors must be thoroughly explored before permission for the year, semester or summer session is given. Study abroad opportunities during the academic year are open to students who have at least junior year status, and ordinarily a 3.0 cumulative GPA overall and in their major. Students interested in study abroad must plan early, and review their plans with their academic advisor and the coordinator of study abroad and observe the deadlines published by the coordinator.

Information about financial aid procedures is available from the director of financial aid. Please note that DeSales University merit-based scholarships/grants which are non-need related are not applicable to the cost of study abroad, but need-based aid is applicable. Students who study abroad for a semester but enroll in a course at the University will be assessed a tuition charge at the part-time traditional undergraduate rate per credit hour.

DE SALES SEMESTER STUDY ABROAD PROGRAM IN ROME

During the fall semester of their junior year, full-time DeSales University students are encouraged to study abroad in DeSales University's program in Rome, Italy. Detailed information about this program is available from the program coordinator, Professor Elizabeth Rosa.

CERTIFICATE PROGRAMS

The programs listed below are offered as certificate programs. These are available to students who desire a systematic knowledge in one or several areas related to their current interests and plans. For complete details about the objectives and requirements of these certificate programs, students should contact the ACCESS office.
Coaching
Financial Management
General Business
Human Resource Management
Management/Leadership
Marketing
Marriage and Family
Philosophy
Public Accounting
Theology

EXTRACURRICULAR ACTIVITIES
DeSales University does not consider extracurricular activities as a body of exercises totally distinct from the academic program, but views them rather as an integral part of the liberal education which it offers. It sees and encourages participation in extracurricular activities as an opportunity for exercise in the skills and attitudes which it endeavors to impart to the student through its academic program. Viewed in this context, extracurricular activities form an integrated and significant element in the academic program of DeSales University. Student publications and debating provide opportunities for exercise in the skill of intelligent self-expression; intramural athletics furnish occasions for the exercise of skills learned in the physical training program; social events advance the development of the student’s social personality; attendance at lectures supplements the general cultural training received; and religious activities provide the opportunity for the concrete expression of that total religious commitment which the theology program of DeSales University seeks to inspire.

ACADEMIC RESOURCES
Student Advisement Program
Individual attention is one of the major benefits offered by DeSales University to its students. DeSales University’s Student Advisement Program constitutes a major part of this benefit. The program’s purpose, simply stated, is to help each student as an individual in every way possible to derive maximum benefit from the educational experience here. This means the advisor counsels the student in effective methods of learning and seeks to remove any known obstacle (academic, disciplinary, psychological, personal) to the learning process by appropriate referrals.

Each advisee is assigned an advisor in his/her department. Students who have not declared a major are assigned to an advisee with the same advisor over their sophomore, junior and senior years.

One of the advisor’s major responsibilities is academic programming. While the ultimate responsibility for fulfilling all course requirements belongs to the student, students should always consult their advisors for guidance in academic matters. At a minimum, advisees must meet with their advisor once per semester to discuss course registration for the following semester and to receive registration clearance. However, students are encouraged to schedule additional appointments with their advisors as needed. The student advisement program is under the supervision of the director of advising and retention.

Academic Resource Center
The Academic Resource Center (ARC) offers academic assistance on an individual basis to traditional (non-ACCESS) undergraduate students and accelerated B.S.N. students. These students can go to the ARC for help on writing assignments, textbook mastery, and time management. Peer and professional tutoring in content areas are based on availability and coordinated through the ARC. The ARC also sponsors workshops for all students on methods of studying more effectively and provides services for students with documented disabilities who seek reasonable accommodations.

Special Services-Gateway To Success
Gateway To Success (GTS) is a program designed to help underprepared students adjust to the academic rigors of university life. It provides support in areas such as academic advising, curriculum planning, goal setting, tutoring, and student development.

First-year students complete a summer program during which they are oriented to the campus and prepared for the University’s academic requirements. These students participate in social events, academic workshops, and career programs. Candidates for this program are identified during the admissions process.

Students with Disabilities
DeSales University is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). While the University does not have a program especially dedicated to students with disabilities, it does provide academic support services to all traditional students and reasonable accommodations to students with documented disabilities. The University does not provide nor is financially responsible for personal care attendants.

DeSales, like all post-secondary schools, expects that students who plan to attend the University will have already acquired compensatory strategies and will be willing to be self-advocates with faculty and staff. Students with disabilities, like their non-disabled counterparts, must be qualified based on all academic and non-academic criteria for admission to the University, continued enrollment, and graduation from the University.

All questions, documentation, and requests for accommodations (both academic and residential) should be submitted to the coordinator of learning and disability services. For more information contact the Academic Resource Center or visit www.desales.edu/disability.

Internal Grievance Procedure
DeSales University has an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and their implementing regulations.

Section 504 states that “no otherwise qualified individual in the United States, shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance,” (PL 93-112, 2973)

Complaints should be addressed to the Section 504 compliance officer who has been designated to coordinate ADA compliance efforts:

Mr. Peter M. Rautzhan
Associate Vice President of Administration and Planning
Section 504 Compliance Officer
DeSales University
2755 Station Avenue
Center Valley, PA 18034
610.282.1100, ext. 1265

1. A complaint should be filed in writing. This complaint should contain the name and address of the person filing it and briefly describe the alleged violation of the regulations.

2. A complaint should be filed within 60 days after the complainant becomes aware of the alleged violation.

3. An investigation, as may be appropriate, shall follow a filing of complaint. The Section 504 compliance officer shall conduct the investigation. This investigation shall be an informal but thorough investigation, affording all interested persons and their representatives, if any, an opportunity to submit evidence relative to a complaint.

4. A written determination report as to the validity of the complaint and a description of the resolution, if any, shall be used by the Section 504 compliance officer and a copy of the report shall be forwarded to the complainant no later than 60 days after the complaint is filed.

5. The Section 504 compliance officer shall maintain the files and records of the DeSales University relating to the complaints filed.

6. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be submitted in writing within fourteen (14) days of the receipt of the determination report to the provost of DeSales University.

7. The right of a person to a prompt and equitable resolution
of the complaint filed here under shall not be impaired by the person's pursuit of other remedies such as the filing of an ADA complaint with the responsible federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.

8. This procedure shall be construed to protect the substantive rights of interested persons to meet appropriate due process standards.

**Office of Career Services**

Career services assists students from all academic programs and class years with exploring majors and careers, gaining career-related experience, and achieving their career goals. Programs and resources help students define career goals, expand their knowledge of career alternatives, understand effective decision making/goal setting, have meaningful career-related experiences, and build a strong strategy for job searches or graduate education.

We welcome all students and embrace opportunities to collaborate with employers, graduate and professional schools, faculty and staff, student organizations, parents, and alumni to provide the highest quality service to students.

Career services can help students attain successful employment or acceptance into graduate/professional schools with the following phases of career development:

- Exploration of majors and careers
- Acquisition of relevant experience
- Guidance with job search correspondence and the job search process
- Planning for graduate or professional school

Career services also helps students who are seeking internship experiences related to their academic majors and career goals. The program is a partnership among the student, the faculty supervisor, the employer, and DeSales University—represented by career services. Each partner has a responsibility to be honest and ethical. Each student represents not only him or herself, but also his or her academic department and the University. Conduct and performance should be of the highest standards. Internships give students educationally-relevant work and learning experiences that integrate theory learned in the classroom with practical application and job skill development. Through this experience, students should also achieve greater maturity, including an enhanced understanding of their own personal and professional ethical codes.

For details and regulations of the internship program, see p. 10.
A. ACADEMIC REGULATIONS

CLASSIFICATION OF STUDENTS

A freshman is a regular student who at the beginning of Session I or the fall semester has satisfactorily completed fewer than eight courses that carry a minimum of three credit hours each.

A sophomore is a regular student who at the beginning of Session I or the fall semester has satisfactorily completed at least eight courses (3 or more credit hours each) by fewer than 18 courses and 54 credits.

A junior is a regular student who at the beginning of Session I or the fall semester has satisfactorily completed at least 29 courses (3 or more credit hours each) but fewer than 29 courses and 87 credits.

A senior is a regular student who at the beginning of Session I or the fall semester has satisfactorily completed at least 29 courses (3 or more credit hours each) and at least 87 credits.

A regular student is one who is matriculated in a degree program on either a full-time or part-time basis.

A full-time student is one who carries twelve or more semester hours of credit in any given semester.

A part-time student is one who carries fewer than twelve semester hours of credit in any given semester.

A special student is one who, whether full-time or part-time, is provisionally accepted and has previously attended college. A special student in the day program who desires to follow a degree program may be given a maximum of two semesters to earn status as an accepted student. The amount of time granted will be determined by the Admissions Committee at the time of the student’s admission as a special student. A special student who fulfills the stipulations in his/her letter will be notified by the director of admissions that his/her status has been changed to accepted, and the courses already taken will be applied to the degree program.

A provisional student is one who is taking courses full-time at the University but is provisionally accepted, and has had no previous college experience. Provisional students become accepted students after the successful completion of two semesters at the University, fulfilling the minimum requirements outlined in the Provisional Student letter. If these provisions are met, the student is notified by the director of admissions that his/her status has been changed to accepted, and the courses already taken will be applied to the degree. If the student fails to achieve the minimum requirements after two semesters, the student will not be permitted to continue at the University.

A Continuing Education or ACCESS student has a different primary role from that of the traditional student. The circumstances that surround the life of the ACCESS student ordinarily demand involvement in primary life roles other than education and necessarily divide the student’s energies. Usually, ACCESS students are beyond the traditional college age and, therefore, have greater independence and more responsibilities outside of education than the traditional student. ACCESS students typically are homemakers, workers or retirees and do not live in the residence halls. They normally restrict their use of college services to the ACCESS Office, registrar’s office, treasurer’s office, classrooms, library, computer center, snack bar and bookstore. Participation in the LVAIC cross-registration program is specified in the section entitled Interinstitutional Cooperation. Once students are accepted into ACCESS, they are ordinarily not permitted to take courses at other colleges for transfer purposes except as noted in the policy on Supplemental LVAIC Cross-Registration or unless special circumstances are noted and approved in writing by the dean of lifelong learning. However, courses from other colleges can be transferred into ACCESS at the time of admission providing the courses meet DeSales University criteria. The right to classify students (e.g., as regular day, special or ACCESS) is reserved to DeSales University. Day students whose status has changed and who desire to be reclassified as Continuing Education or ACCESS students must submit a written request to the dean of undergraduate education. This request must usually be documented with either a letter from the student’s employer specifying that the student is employed full-time and receives a full benefit package or a copy of a marriage certificate. A reclassification is not retroactive but takes effect at the beginning of the next semester or session that follows the letter of reclassification. Those who are classified as Continuing Education or ACCESS students qualify for the ACCESS tuition rate.

Confidentiality of Student Records

Annual Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. They are:

1. The right to inspect and review the student’s educational records within 45 days of the day the University receives a request for access. Students should submit to the registrar written requests that identify the record(s) they wish to inspect. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the student believes inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment.

3. The right to consent to disclosures of personally identifiable information contained in the student’s educational records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted; a person serving on the Board of Trustees; a student serving on an official committee or assiting another school official in performing his or her responsibilities.

4. The right to file a complaint with the US Department of Education concerning alleged failures by the University to comply with the requirements of the FERPA:

   Family Policy Compliance Office
   US Department of Education
   600 Independence Avenue, SW
   Washington, DC 20202-4605

Directory Information

The University may use its discretion to disclose directory information about students upon request unless specifically informed by the student in writing that this type of information should not be released. Directory information includes:

• student name
• address and telephone number (local and permanent)
• major field(s) of study
• enrollment status
• class schedule
• sports and activities participation
• most previous school attended
• height/weight of athletic team members
• photographs
• birthdate
• e-mail address
• dates of attendance, degrees and awards
• high school attended

Written requests to withhold the release of directory information must be submitted to the Office of the registrar no later than September 15. This request will be honored for one year. Written notice must be received annually to renew this request.
RIGHTS, RESPONSIBILITIES AND FREEDOMS
OF STUDENTS

Copies of the Student Handbook are on file in the student government association office, in the student affairs office, and online.

GRADING SYSTEM

The following system of grades is used:

- A = 4.0 quality points
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- C- = 1.7
- D+ = 1.3
- D = 1.0
- F = 0.0

A/A- Indicates mastery of the course content accompanied by evidence of exceptional achievement in critical, independent and creative thought competently expressed.

B+/B/B- Indicates a good grasp of course content accompanied by evidence of a marked achievement in critical, independent and creative thought and the capacity to express it.

C+/C/C- Indicates an adequate grasp of course content accompanied by evidence of an average achievement in critical, independent and creative thought.

D+/D/D- Indicates a limited grasp of course content and evidence of minimal achievement in critical, independent and creative thought.

F indicates an insufficient grasp of course content with evidence of an unacceptably low achievement in critical, independent and creative thought.

FA Failure because of excessive absence. (See Attendance Policy below.)

Incomplete: The mark of an Incomplete is given only in instances where the student is near the end of the semester/session and through no fault of his or her own is unable to complete course requirements.

Traditional Day Program: The maximum time limit for the make-up of anIncomplete is six months from the last day of the semester in which the grade was given. The last day of the semester is specified in the academic semester calendar.

ACCESS Program: The maximum time limit to change a grade (other than an Incomplete) is six months from the end date of the previous session/semester in which the grade was given. Specific dates are listed in the ACCESS calendar.

THE PASS-FAIL OPTION

Sophomores, juniors, and seniors may take courses under the pass-fail option under the following conditions:

1. This option may be used for only one course per semester taken as a free elective, or for an internship. ACCESS sophomores, juniors, and seniors may take free elective courses under the pass-fail option. For ACCESS students, this option may be used for only one course in each of the following combinations of sessions: 1) fall day; sessions 1 and 2, fall weekend 1 and 2; 2) spring day, sessions 3 and 4, spring weekend 3 and 4; and 3) sessions 5 and 6, summer day 1 and 2, summer weekend, 5 and 6.

2. The pass-fail option requires the approval of the student's academic advisor and of the course instructor (except for internships, as stated below).

3. Internships are graded on a pass-fail basis. A letter grade may be awarded if the faculty supervisor, division head, and the dean of undergraduate education (in the case of day students) or the dean of lifelong learning (in the case of ACCESS students) approve this exception in writing before registration for the internship.

4. Neither mark, PO (pass) or FO (fail), is computed in the student's grade point average. The mark of PO indicates that the student receives full credit for the course toward graduation; the mark of FO indicates that he or she has failed the course and must repeat it, or an equivalent, under the usual procedures.

5. Students may not take any courses required for a minor under the pass-fail option.

A student may switch from pass-fail to letter grade (or from letter grade to pass-fail) within one month of the first day of a given term with the permission of the instructor, the academic advisor and the dean of undergraduate education. For courses in the ACCESS 8-week sessions, deadlines for changing from credit to pass-fail (or pass-fail to credit) are indicated on the ACCESS calendar. Students taking these courses must adhere to the deadlines.

AUDITING

An auditor is permitted to attend lectures and, with the permission of the instructor, to take part in class discussions. The auditing student does not, however, take examinations, receive grades or earn credits. For full-time students, there is no additional tuition for auditing a course. For part-time students, the tuition is approximately one-half that charged per credit hour (applicable lab fee will be charged at approximately half the normal fee). A course audited may never, under any circumstances, be used for credit. The approval of the instructor in the course to be audited and of the student's academic advisor must be secured for a student to audit any course. The instructor may request the dean of undergraduate education that an auditor be officially withdrawn from the course whenever it is clear that the student is not profiting from the course or that the auditor's presence in the class is interfering materially with the learning process of the other students. A student may switch from audit to credit (or from credit to audit) within one month of the first class day of a given term with the permission of the instructor and the academic advisor. For courses in the ACCESS 8-week sessions, deadlines for changing from credit to audit (or audit to credit) are indicated on the ACCESS calendar. Students taking these courses must adhere to the deadlines.

ATTENDANCE POLICY

Students are expected to attend classes regularly. If absences do occur (for whatever reason), it is the student's responsibility to make up whatever work has been missed. Instructors are under no obligation to make special arrangements for students who are absent. Freshmen are limited to twice as many absences as credits are given for a particular course. An absence on class days preceding and following a holiday is counted as a double absence. In cases where classes meet twice a week for 75 minutes each, the first absence shall be counted as a single absence, the second as a double absence. If the class meets once a week for a three-hour...
period, a single absence is counted as three absences. In ACCESS courses that meet only twice a week, students who miss three classes (i.e., the equivalent of eight regular classes of 50 minutes) may be dropped from the class. Also for ACCESS courses that meet once a week, students who miss more than one class may be dropped from the class.

Upperclassmen who are on academic probation automatically become subject to the attendance regulation for freshmen. Freshmen and upperclassmen on academic probation who are absent more than twice the number of credit hours in any subject in one semester may be barred from examinations and may forfeit credit in that subject at the discretion of the instructor.

Students in any class may forfeit a “Pass” in Physical Education 100, or physical education activities courses at the discretion of the instructor if they are absent more than four times in any given term. Prolonged absences for legitimate reasons may receive consideration by the instructor.

Regular class attendance for sophomores, juniors, and seniors is encouraged, but not compulsory except as noted below. They are, of course, responsible for fulfilling all the requirements of the courses they take. DeSales University presumes that upperclassmen will be mature and responsible enough to understand that voluntary regular attendance at classes is necessary if course requirements are to be fulfilled adequately.

Permission to make up missed examinations or laboratory exercises may be given at the discretion of the instructor. Students who miss an announced quiz or examination may be given an “F” for that quiz or examination at the discretion of the instructor. Faculty may stipulate, with the approval of their division head, their own absence policy for courses subscribed by upperclassmen. Faculty who set forth such a policy must publish it in writing to all the students whom it affects at the beginning of the course to which it applies. No such policy, however, may be more restrictive than that which is applicable to freshmen. An instructor may ask a student to justify excessive absences. Permission to make up laboratory assignments, studios, quizzes, announced tests or examinations may be granted at the discretion of the instructor.

GRADE REPORTS

Instructors submit a progress report for each student to the registrar’s office in the middle of each semester. Final reports are submitted at the end of a semester, and these final grades become part of a student’s permanent record.

Midterm grades are issued only to traditional students and are not part of the student’s permanent record. Final grade reports are issued to all traditional day students and ACCESS students on the dates indicated on the official Academic Semester Calendar. Final grades become part of a student’s permanent record. Grade reports are posted on student WebAdvisor accounts and are not mailed. However, if a student wants a hard copy grade report mailed to his/her permanent address, the student must click the “Grade Report Request” box via WebAdvisor by the drop/add deadline each semester.

GRADE POINT AVERAGE (GPA)

In addition to passing all courses, the student is required to maintain a specific grade point average to be in acceptable academic standing, to maintain financial aid eligibility, and to graduate. The grade point average is calculated in the following way:

The quality points per course are determined by multiplying the number of semester hours (1, 2, 3, etc.) by the number of quality points assigned to the grade received (e.g., A = 4.0 quality points). The sum of the quality points received for all courses is then divided by the number of semester hours attempted.

Quality points per course = semester credit hours multiplied by quality points.

Grade Point Average = sum of the quality points of all courses divided by the number of semester credit hours attempted.

Only courses for which a letter grade is given and that are presented for the degree are computed into the grade point average (e.g., one-credit courses in fine arts that are not presented for the degree do not affect the GPA).

DEAN’S LIST

The Dean’s List is published each semester. To be eligible for this list, a day or ACCESS-by-day student must have taken no fewer than 12 semester hours for credit (excluding pass/fail courses) and attained a grade point average of 3.25 or better during the semester in question. A student with a grade of Incomplete for a given semester is not eligible for the Dean’s List for that semester until the Incomplete has been removed. Special students are not eligible for Dean’s List.

ACCESS evening students are recognized on an ACCESS Dean’s list when they have earned 9 semester hours for credit (excluding pass/fail courses) and attained a grade point average of 3.25 in Sessions 1 and 2, 3 and 4, or 5 and 6. Please note that sessions 1 and 2 include all fall sessions, 3 and 4 include all spring sessions, and 5 and 6 include all summer sessions.

COMMENCEMENT

Students must apply for graduation via WebAdvisor by the deadline date indicated on the official Academic Semester Calendar. All students must pay the graduation processing fee and successfully complete all degree requirements to be eligible for graduation. There are three opportunities to graduate each year: January, May, and September. Commencement ceremonies are held only during January and May. September graduates may choose to participate in either the January or May ceremony.

COMMENCEMENT HONORS

DeSales University awards commencement honors for outstanding academic achievement as follows:

Cum laude: for a cumulative GPA of 3.25 to 3.49.
Magna cum laude: for a cumulative GPA of 3.50 to 3.74.
Summa cum laude: for a cumulative GPA of 3.75 to 4.0.

HONORARY SOCIETIES

In 1971, DeSales University was given approval to establish a chapter (Delta Delta) of Delta Epsilon Sigma, a national scholastic honor society for students, faculty and alumni of Catholic colleges and universities.

Other honorary societies at DeSales University include Alpha Sigma Lambda (continuing education), Chi Tau Epsilon (dance), Delta Mu Delta (business), Kappa Delta Pi (education), Phi Alpha Theta (history), Pi Sigma Alpha (political science), Psi Chi (psychology), Sigma Theta Tau (Mu Omicron Chapter) (nursing), Sigma Tau Delta (English) and Theta Alpha Kappa (theology).

ACCEPTABLE ACADEMIC STANDING

Students are said to be in acceptable academic standing if they earn the minimum applicable cumulative grade point average listed below:

For 4 or more courses and 12 credit hours attempted, the minimum is 1.50.

Students with fewer than 8 courses and fewer than 24 credit hours whose GPA is under 1.5 will receive an academic warning. They will not be placed on academic probation.

For 8 or more courses and 24 credit hours attempted, the minimum is 1.60.

For 16 or more courses and 48 credit hours attempted, the minimum is 1.80.

For 21 or more courses and 63 credit hours attempted, the minimum is 2.00.

In the case of transfer students, the number of courses and credit hours transferred will be added to the number of courses and credit hours attempted at DeSales University to determine the applicable minimum cumulative grade point average. All transfer students are given two semesters to achieve acceptable academic standing.

All students are expected to achieve acceptable academic standing. Students (with the exception of those with fewer than 8 courses and fewer than 24 credit hours) who fail to achieve acceptable academic standing have their grade reports and transcripts stamped “Academic Probation” at the end of the fall and/or spring semesters. ACCESS students (with the exception of those with fewer than 8 courses and fewer than 24 credit hours)
who fail to achieve acceptable academic standing have their grade reports and transcripts stamped “Academic Probation” at the end of the fall or spring or summer semester. Students who fail to achieve acceptable standing for two consecutive semesters are subject to review by the Academic Regulations Committee.

ACADEMIC PROBATION FOR TRADITIONAL DAY STUDENTS

Academic probation constitutes a formal warning to students that they are no longer in acceptable academic standing because their academic work has fallen below the standards set forth above or because they have received a grade point average below 1.00 in their last semester. Students who have either fallen below the standards set forth above for two consecutive semesters or have received a grade point average below 1.00 for one semester are liable for dismissal from the University. These students must appear before the Academic Regulations Committee, convince the committee that they would benefit from another semester at the University, and be approved for return by the provost/vice president for academic affairs to continue their studies. Students who have either fallen below the standards set forth above for one semester or have been permitted to return to the University as a result of an appeal to the Academic Regulations Committee are given one additional probationary semester to achieve acceptable academic standing. If they fail to accomplish this, they are liable for dismissal. During this additional semester they are on academic probation. Students on academic probation are subject to the following regulations:

1. Students will be strongly encouraged to reduce their course load to four courses during any probationary period.
2. Students on academic probation are strongly encouraged to consult with their academic advisor on a monthly basis during any period of probation. Failure to consult with the advisor will be a major criterion for determining grounds for dismissal. Advisors will review students’ academic progress and at the same time provide assistance in academic or related matters to help students return to acceptable academic standing.
3. Probationary students will be restored to good academic standing if, at the end of the probationary semester or next summer session, they meet the standards indicated above. Such students may also take Summer Session courses at DeSales University and be restored to acceptable academic standing before the probationary semester begins if they meet the same standards.
4. If at the end of one probationary semester students have not achieved acceptable academic standing, but, in the opinion of the Academic Regulation Committee, they have a reasonable chance of attaining acceptable academic standing, one additional probationary semester will be allowed.
5. Students who have received warning of academic probation for two consecutive semesters will be liable to dismissal.
6. Upperclassmen who are on academic probation are subject to the same class attendance policy as freshmen.
7. Students on academic probation are not eligible to participate on an DeSales University intercollegiate sports team.

ACADEMIC PROBATION FOR ACCESS STUDENTS

All ACCESS students are expected to achieve acceptable academic standing as defined above. ACCESS students who fail to achieve acceptable academic standing have their grade reports and transcripts stamped “Academic Probation” at the end of the fall and/or spring semesters. ACCESS students who fail to achieve acceptable academic standing have their grade reports and transcripts stamped “Academic Probation” at the end of the fall and/or spring semesters. ACCESS students who fail to achieve acceptable academic standing have their grade reports and transcripts stamped “Academic Probation” at the end of the fall and/or spring semesters.

OVERLOAD

An overload of one course (of three or more credits) per semester may be permitted a superior student subject to the approval of his or her academic advisor. (For the purposes of this policy, three 1-credit courses taken during a semester will be considered an overload unless one of these is a P.E. course.) A “superior student” in this context is ordinarily defined as one who has achieved a grade point average of 3.0 or better in the work of the semester preceding that in which the student seeks the overload. A student who achieves a cumulative GPA of 3.25 may be permitted an overload of more than one course per semester subject to the approval of the advisor.

COURSE WITHDRAWAL POLICY

A student may drop any course during the first week of each semester. In the event of such a drop, the course is not listed on his or her permanent record. Subsequent withdrawal (withdrawal with permission) requires the approval of the student’s advisor and the director of advising and retention for traditional day students, or the dean of lifelong learning for ACCESS students. The last day for withdrawal with permission is the date published on the Academic Semester Calendar, which appears at the end of the Undergraduate Catalog. If a student withdraws with permission, he/she will be given a grade of either W, WP or WE at the instructor’s discretion. The grade given in such instances will become part of the student’s permanent record but will not be used in the computation of his or her grade point average.

Withdrawal more than two weeks after the day on which mid-term grades are due in the Office of the registrar results in a failure (F) in all cases except those exempted by the Academic Affairs Committee as the result of student appeal.

WITHDRAWAL

By withdrawing from a course, a student may put himself/herself in jeopardy of losing financial aid or of not graduating on time. If withdrawing will result in a total course load of fewer than 12 credits or if the student has withdrawn from courses in the past, then it is strongly recommended that the student speak with a staff member in the financial aid office before submitting a withdrawal form. The student may also want to speak with his/her advisor about summer courses or overloading to graduate on time. A student is not officially withdrawn from a course until the student has submitted the signed Approval Form to the registrar’s office.

REPEAT COURSE POLICY

1. Repeat of Failures
   a. If a student fails a course and then repeats it with a passing grade, both the original failure and the repeated grade appear on the transcript but only the higher grade is used in the calculation of the GPA.
   b. If a student fails a course which was failed before, only one failure is calculated on the transcript. Ordinarily a student may repeat a course only once, but in case a student twice fails a course required for graduation, the student may petition the advisor and the dean of undergraduate education, or dean of lifelong learning for ACCESS, to be allowed to take the course a third time.
2. Repeat of a course in which a “D” or “D+” was made. Any course in which a “D” or “D+” was made may be repeated once provided the student has permission of the academic advisor. Both grades will be recorded on the transcript but only the higher grade will be used in the calculation of the GPA.
3. A course in which a grade higher than a “D+” was made may not be repeated (except in 4 below).
4. All nursing students are required to achieve a grade of C or higher in all nursing courses. Any nursing student who receives less than a C may repeat that nursing course once. A nursing student can repeat a total of two (2) nursing courses throughout the BSN curriculum. All nursing courses must be repeated at DeSales University.
5. Failures under the Independent Study Program will be resolved by the department involved.

MAKE-UP OF FAILURES
Failures must be made up by repeating the course with a passing grade at DeSales University or with a grade at least one higher than the minimum passing grade at another institution. Prior approval to take any course for transfer credit at another institution must be obtained from the director of advising and retention or the associate director of admissions on a form available at the academic affairs office or online. Summer course work done at DeSales University, Cedar Crest, Lafayette, Moravian, Muhlenberg and Lehigh and courses taken through the LVAIC cross-registration policy will be computed in the student's cumulative GPA. Course work completed elsewhere will not. DeSales University will not transfer course work completed at any institution unless the grade earned is at least one higher than the institution's minimum passing grade. In instances where an institution follows a grading system in which the regulation “a grade at least one higher than the minimum passing grade” cannot be applied, equitable arrangements will be made on an individual basis.

**Make-up of Failures Received in Senior Year**
An instructor may permit a student who has received a failure for a course taken in the second semester of the senior year to take a re-examination in that course. Such re-examination must be completed no later than one week before commencement.

**CHANGE OF MAJOR**

The change of major is a formal procedure. The student must obtain the signature of his/her present academic advisor and then take this form to the registrar's office. If the student plans to follow a specific track or concentration in the new major, the track or concentration must be listed. The registrar's office will circulate the form to the department chair or division head of the new major for his/her approval. The department chair or division head sends the form to the registrar's office. The student will receive a confirmation of the change of major via e-mail from the Academic Resource Center (ARC).

**CREDIT BY EXAMINATION**

Full-time and part-time undergraduate students who have acquired substantial knowledge in certain subject areas may apply for permission to verify this knowledge by examination, and consequently receive credit. Credit by examination may be earned for any course unless specifically excluded by the offering department (e.g., Education 101: Reading and Study Skills; English 100: An Introduction to Academic Writing; Mathematics 107: Mathematics for Teachers I: MOT/Mathematics, Mathematics 109: Survey of Mathematics, Mathematics 110: Finite Mathematics, and Mathematics 111: Probability and Statistics; and the 101-102 level of a foreign language). Students should check with individual departments and/or divisions concerning other courses not open to credit by examination. An examination is always required, but other forms of evaluation may also be required by a department and/or division, e.g., written, laboratory, studio or other type of evidence as is normally required by students who are regularly enrolled in the course.

Interested students may obtain from the department and/or division titles of books normally listed in the course syllabus or other information as to course content. Students who believe they have the necessary knowledge, preparation or background to establish credit by examination shall make application to the appropriate department chair and/or division head no later than the end of the third week of the term. If, in the opinion of the appropriate department chair and/or division head, the student has a reasonable chance of establishing credit, the student, by no later than the close of the term, shall arrange for the examination together with satisfactory completion of all course assignments and requirements demanded by the department. The nature of the examination given shall be entirely the decision of the department chair and/or division head in consultation with members of the department.

No course in which the student has at any time previously been registered for either credit, auditing or enrichment purposes may be challenged under this program. A student attempting credit by examination shall not be entitled to formal instruction in the subject matter of the course. Ordinarily a student may attempt only one challenge examination per semester.

Before the examination the student will choose one of two methods of evaluation:

1. The student may request that the examination be assigned a specific letter grade. In this case the student may accept or decline the grade made. If the student accepts, the grade will be placed on the student's permanent record. If the student declines, the grade will not be recorded, but the student will forfeit any further credit by examination opportunity in the course and receive no credit.

2. The examination may be evaluated as Pass or Fail and recorded on the permanent record if passed. Failures will not be recorded on the student's permanent record, but the student will forfeit any further credit by examination opportunity in the course and receive no credit.

A $75 administrative fee is required of all full-time traditional students. All other students are required to pay 60% of the tuition to sit for the exam.

**THE COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)**

DeSales University offers a student the possibility of receiving credit by examination through the College Level Examination Program (CLEP). A new or matriculated student may receive up to 75 credits (25 courses) for demonstrating college-level competency on these exams developed by the Educational Testing Service. Credits earned through CLEP are considered transfer credits (See Transfer Policy). By recognizing college-level achievement learned through employment experiences, purposeful private study, military-industrial-business training or advanced work in high school, this program gives the student an opportunity to reduce the cost of a degree at DeSales University in terms of time and money. DeSales University has been designated as a CLEP Testing Center. The exams are administered at the Easton Area Campus. CLEP examinations are computer-based and students obtain their scores immediately. Only scores sent directly from CLEP to DeSales University are considered official and will be accepted.

The CLEP examinations are of two types, the General Examinations and the Subject Examinations. Both types measure the knowledge and understanding of factual information, as well as the ability to see relationships and apply basic principles to new situations. These examinations are based on typical college courses offered across the country.

**CLEP General Examinations.** The five CLEP General Examinations measure material often covered in the first two years of college as part of a general liberal arts requirement. The examinations in humanities, mathematics, natural sciences, social sciences and history are 90-minute multiple choice tests. It is important to realize that the CLEP General Examinations are analogous to end-of-the-year exams and require more than a cursory knowledge of the subject area.

1. A student is eligible to sit for any or all of the General Examinations if he or she has not taken or transferred more
than one course in the specific areas covered by the exam or exams.
2. If the minimum acceptable score is received on a General Examination, the student will receive six credits. These credits fulfill General Education requirements, where applicable.

CLEP Subject Examinations: The CLEP Subject Examinations measure the achievement of principles, concepts and knowledge from specific college courses. All of the Subject Examinations are 90-minute multiple choice tests. Depending on the particular test and the score obtained, a student may earn credit for one or two courses.
1. A student may take any of the Subject Examinations anytime before graduation, provided the student has not taken that course for credit or audit.
2. Course credit earned from the Subject Examinations can be used to satisfy General Education requirements, where applicable.
3. A student must have the permission of his or her department chair and/or division head to test out of major requirements for all areas except business.

CLEP Examinations may be repeated six months after the first administration. No CLEP Examination may be taken more than twice.

Students who are interested in the CLEP Examinations should inquire at the ACCESS Office.

ADVANCED PLACEMENT

Students seeking advanced placement must take the College Board Advanced Placement (AP) Examination(s) in the subject(s) involved. Only the results of the first administration of each examination can be considered as a basis for granting credit, i.e., students may not retake exams until they achieve a satisfactory score. In addition, all examination results to be considered for advanced placement and/or credit should be submitted before the applicant’s matriculation in DeSales University. Only scores sent directly to DeSales University from the College Board are considered official and/or division head to test out of major requirements for all areas except business.

Students who achieve scores of 3, 4 or 5 on the Advanced Placement Economics: Macro Examination will receive 3 credits in place of EC 209; and those students who achieve scores of 3, 4 or 5 on the Economics: Micro Examination will receive 3 credits in place of EC 210.

DeSales University abides by the following policy with regard to the Advanced Placement Examinations in English Language and Composition and Literature and Composition: a score of 1, 2, or 3, no advanced placement or credit; a score of 4, the student is awarded 3 credits for EN 103 and is exempt from that course; a score of 5, the student is awarded 6 credits for EN 103 and EN 104 and is exempt from both courses.

Entering students who achieve a score of 3 on the World Language Advanced Placement Examination (e.g., French or Spanish) will receive 3 credits for 103 (Intermediate, one semester); they will be required to take one additional language course. Students with a grade of 4 or higher will receive 6 credits for 103 and 104 (Intermediate, both semesters); they are exempt from the language requirement.

With regard to the AP European History or World History Exam: for a score of 5 a student is granted 6 credits in place of HI 201 and HI 202; for a score of 4 a student is granted 3 credits in place of HI 202. A score of 1, 2, or 3 earns neither credit nor exemption. Students receiving credit for these courses will not be allowed to take them at DeSales University for credit.

The Department of Mathematics/Computer Science will grant six credits in place of MA 121 and 122 for a score of 4 or higher on the Advanced Placement Calculus AB examination or a score of 3 on the Calculus BC examination; and 9 credits in place of MA 121, 122 and 223 for a score of 4 or higher on the Calculus BC examination. Also, for a score of 4 or higher on the AP Statistics examination, 3 credits will be awarded in place of MA 111. For a score of 4 or higher on the AP Computer Science A examination, 3 credits will be awarded in place of CS 121; and for a score of 4 or higher on the Computer Science AB examination, 3 credits will be awarded in place of CS 211.

The Department of Natural Science grants credit for Advanced Placement Examinations as follows: for a score of 4 or 5 on the Advanced Placement Biology Examination, students will receive 4 credits in place of BI 151; for a score of 4 on the Advanced Placement Chemistry Examination, students will receive 4 credits in place of CH 101, and for a score of 5, students will receive 8 credits in place of CH 101 and CH 102; for a score of 5 on the Advanced Placement Physics Examination (Form B only), students will receive 10 credits for the PH 201-202 sequence provided that they satisfactorily complete the laboratory component of both courses. Students who achieve a score of 4 on the Advanced Placement Physics Examination (Form B only) will receive 3 credits in place of a free elective or may receive 5 credits in place of PH 201 upon speaking with Dr. Rodger Berg of the Department of Natural Science. Students who take the Advanced Placement Physics Form C Examination will not receive any credits. The Department of Natural Science also grants 4 credits in place of BI 242: Environmental Science for a score of 4 or 5 on the Advanced Placement Environmental Science examination.

A student who scores 3 or higher on the Advanced Placement Examination in Music Theory will receive 3 credits for FA 115. A student scoring 3 or higher in Music Listening and Literature may earn 3 credits as a free elective.

Students who achieve a score of 4 or 5 on the Advanced Placement Art History examination will be awarded three credits in place of the Humanities 3 requirement.

Students achieving a score of 4 or 5 on the Advanced Placement Psychology Examination will be awarded 3 credits in place of PS 109.

The Social Sciences Department will grant course credit (equivalent to PO 103) to any student who scores 4 or 5 on the Advanced Placement Examination in American Politics. The Social Sciences Department will grant three credits in place of Political Science 107: Politics of Central European Nations for a score of 4 or 5 on the Advanced Placement Government and Politics: Comparative examination.

For a score of 3 or higher on the Advanced Placement Art 2D Design Examination, students will be awarded 3 credits in place of a free elective.

For a score of 3 or higher on the AP Human Geography Examination, a student will receive 3 credits in place of PO 115: Cultural Geography.

In all other subjects, the AP exam in question is evaluated by the pertinent academic department that recommends whether advanced placement and/or credit should be awarded.

SEPARATION FROM DE SALES UNIVERSITY

1. Honorable Withdrawal
   a. Students must not be on probation for either academic or disciplinary reasons.
   b. Students must have resolved all financial indebtedness to DeSales University.
   c. Students must have notified all parties financially responsible for their education of their intention to withdraw.
   d. Withdrawal Procedure:
      1) A student should request a “Withdrawal Notice” from the registrar’s office.
      2) The student then takes the “Withdrawal Notice” to the designated offices for the signature which will indicate that the student has been cleared for withdrawal by that office. (This signing will be the official notification to these offices that this student is withdrawing from the University.)
      3) Once the student has all required signatures, the form is returned to the registrar’s office for the registrar’s signature.
      4) The registrar will determine the official withdrawal date and mark it on the form.
   e. Students not currently on campus should write or call the registrar to request a “Withdrawal Notice.” Students granted “honorable withdrawal” and who have not taken any courses at another institution during their separation from DeSales may return to DeSales University without further
formal action by the Committee on Admissions. However, stu-
dents must submit a written request for readmission to the reg-
istrator, or the dean of lifelong learning for ACCESS students, no
later than one month before the beginning of the term for which
readmission is sought.

Students who have taken courses at another institution
during their separation from DeSales must apply for admission
through the admissions office.

2. Withdrawal on Probation

Students who are on probation for academic reasons may
apply to the dean of undergraduate education or the dean of life-
long learning for ACCESS students for permission to withdraw
voluntarily from DeSales University. Permission will ordinarily
be given if the students provide written evidence that they have
notified all parties financially responsible for their education of
their intention to withdraw and if they have resolved all finan-
cial indebtedness to DeSales University. Students who wish to
return to DeSales University after “withdrawal on probation”
must apply to the Committee on Admissions. If students who left
DeSales University while on academic probation are readmitted
by the Committee on Admissions, they will be given the option
of declaring one semester of “academic bankruptcy.” A note will
be entered on the record to indicate that the student has declared
“academic bankruptcy” for that semester. Total credits earned and
cumulative grade point average will be recomputed excluding
all effects of the “bankrupt” semester, and the student will renew
academic work at DeSales University with this revised grade point
average and total credits earned.

3. Leave of Absence

Students who are not on probation and who must or wish
to interrupt their education may apply to the director of advis-
ing and retention or the dean of lifelong learning for ACCESS
students for a leave of absence. The application should contain
the reasons for requesting the leave of absence and an estimate
of its duration. Moreover, students must fulfill all of the conditions
under No. 1 above (except d). Students granted such a leave may
return to DeSales University without further formal action by the
Admissions Committee but must submit a written request for
readmission to the registrar no later than one month before the
beginning of the term for which readmission is sought. However,
if the authorized period for the Leave of Absence has expired
without an approved request to extend the leave, the student must
reapply for admission through the admissions office.

4. “Stop Out” Policy

Day or ACCESS students who find it especially profitable
or economically necessary to “stop out” for work, travel or other
experience will be permitted to do so, at the discretion of the dean
of undergraduate education or the dean of lifelong learning for
ACCESS students without loss of credit or standing (as described
in Leave of Absence above).

5. Academic Dismissal

DeSales University reserves the right to dismiss a student for
academic reasons whenever there is clear evidence that the stu-
dent is no longer deriving benefit from its educational program. A
student is always liable to dismissal:

a. If the student has received the warning of academic proba-
tion for two consecutive semesters;
b. If the student achieves a grade point average of less than 1.00
in any semester of any year, regardless of whether or not his or
her cumulative grade point average is thereby brought
below the minimum non-probationary standard.

A list of students “liable to dismissal” is presented by the dean
of undergraduate education or the dean of lifelong learning for
ACCESS students to the Committee on Academic Regulations at
the end of each semester. The decision to dismiss rests with this
committee, subject to the approval of the provost/vice president
for academic affairs. The words “Academic Dismissal” appear on
the official transcript of a student who is dismissed for academic
reasons.

6. Reinstatement

Students who have been dismissed from DeSales University
for academic reasons are ordinarily ineligible to return until one
full semester has elapsed since the time of their dismissal, and until
they have successfully completed some part- or full-time academic
work at another institution. If readmitted, they may request one
semester of “academic bankruptcy.”

7. Suspension and Expulsion

Occasionally students are separated from the University
for non-academic reasons. Usually the letter of suspension or
expulsion clearly states the conditions of the action taken by the
University and the possibilities for further association with the
University. Please consult the Student Handbook for a fuller expla-
nation of these types of separation from the University.

TRADITIONAL DAY STUDENT AND ACCESS
STUDENT REGISTRATION POLICY

1. Traditional Day students registering for ACCESS
courses

Five (5) seats will be held for traditional day students in ALL
ACCESS classes with the exception of totally online courses. After
this cap (of 5) has been reached, a traditional student wanting to
register for an ACCESS course must complete an Approval Form.

2. ACCESS students registering for Traditional Day
courses

Before the advertised Pre-Registration dates for traditional
day students each semester, there will be five (5) seats held for
ACCESS students in all traditional day courses. Additional
ACCESS registrations into traditional day courses will be accom-
modated after pre-registration on a space available basis using the
ACCESS ADD/DROP FORM. ACCESS students who need to
get into a traditional day course that is closed due to space limita-
tions (i.e., science and computer labs, smart classrooms and limits
set by the University for core courses) must obtain a signature
from the chair of the department offering the course. Due to
financial aid regulations, ACCESS students enrolled in spring day
classes are not permitted to enroll in Session 5 ACCESS courses.
There can be no exceptions to this policy.

ACCESS EVENING AND WEEKEND CREDIT
COURSES TAKEN BY TRADITIONAL DAY
STUDENTS

1. With permission of their academic advisor, full-time tra-
ditional day students may take evening and weekend credit
courses during Sessions 1 through 4 without additional
 tuition as part of their five-course load if the courses are
not also offered in the day session. They may also overload
courses, if they qualify, in these sessions on a space-available
basis.

2. REGISTRATION FOR EVENING AND
WEEKEND COURSES MUST BE COMPLETED
BY THE DATE FOR CHANGING OR ADDING COURSES
AS INDICATED ON THE ACADEMIC CALENDAR
FOR EACH DAY SEMESTER. Permission to withdraw
from a day course and add an evening course after the date
for changing and adding courses is granted by the dean of
undergraduate education only by way of exception and for
serious reasons, e.g., serious illness. The desire merely to
improve one’s GPA or to avoid a failure is not a good reason
for granting this exception.

3. Permission to withdraw from evening credit courses must be
obtained from the student’s academic advisor and from the
director of advisition & retention. Withdrawal from evening
credit courses will follow the applicable deadlines for these
courses, which are published on the ACCESS calendar, avail-
able in the ACCESS Office.

5. During preregistration there is a limit of five traditional
day students per ACCESS evening and weekend class. At
the beginning of ACCESS Session 1 and ACCESS Session
3, additional day students may be admitted to evening and
weekend classes if space permits.

6. Students enrolled in ACCESS evening and weekend courses
must follow the ACCESS calendar for those courses in all
respects. This is especially important for students who choose
ACCESS Session 4 which occurs during the day semester
spring break.

7. Due to financial aid regulations, traditional day students are
not permitted to enroll in Session 5 ACCESS courses. There can be no exceptions to this policy.

FULL-TIME DAY STUDENTS ENROLLING IN SUMMER ACCESS COURSES

Traditional day students who want to take ACCESS summer session courses must register for them in the ACCESS Office and pay the appropriate tuition. The tuition for summer courses is due before the summer course begins and cannot be deferred until the fall semester.

UNDERGRADUATE STUDENTS IN GRADUATE COURSES

Full-time students who have a cumulative GPA of at least 3.0 and have senior status may enroll in graduate courses while fulfilling the requirements for an undergraduate degree. They may register for no more than two graduate courses at a time and may accumulate no more than nine graduate credits. The students must have the permission of their division head (or his/her delegate), the appropriate graduate program director, the dean of undergraduate education, and the dean of graduate education. Departments which sponsor accelerated programs may establish criteria which are more stringent than those delineated above.

Students may not carry an overload course during a semester or session in which they are enrolled in a graduate course. Students may not take the graduate course(s) for a Pass/Fail grade. Registration is on a space-available basis. All prescribed course sequences and all prerequisites must be followed. Full-time undergraduate traditional day students who register for both undergraduate and graduate courses as part of their five course load pay no additional tuition.

ACCESS students and other undergraduate students who pay tuition on a per-credit basis, have senior status, and have a cumulative GPA of at least 3.0 may accumulate no more than nine graduate credits. They may register for no more than two graduate courses at a time. Such students may not take the course(s) for a Pass/Fail grade. Registration is on a space-available basis. In both cases, students must have the permission of the appropriate division head (or his/her delegate), the dean of lifelong learning for ACCESS students, the dean of undergraduate education for traditional students, the appropriate graduate program director, and the dean of graduate education. All prescribed course sequences and all necessary prerequisites must be followed. These students must pay the applicable graduate tuition.

CANCELLATION OF COURSES ELIMINATION OF PROGRAMS

The University reserves the right to cancel courses due to insufficient enrollment, staffing difficulties, or other contingencies. In such cases, students will be informed in a timely manner so that other courses might be selected.

Occasionally, majors, minors, or certificate programs may be terminated. Reasonable efforts will be made so that students who have matriculated into them will be able to complete their programs in a timely fashion.

ACADEMIC HONESTY POLICY

Plagiarism

Plagiarism describes the act of copying the ideas, and/or speculations, and/or language of any other person or persons, without acknowledgement, and presenting this material as one's own original work to satisfy any academic requirement or complete any academic project. Plagiarism takes place even in the event that a person makes any use of another person's unique and distinctive terminology, whether it be a single word or phrase or extended passage, without acknowledgement. This need not be verbatim use; it is considered plagiarism when a person uses his or her own language to alter the original expression of the ideas or speculations of another person or persons.

Plagiarism also takes place when a person disguises the language of another person or persons by altering the formal elements of the original (e.g., diction, syntax, grammar, punctuation) and submitting it as his or her own, without acknowledgement, to satisfy any academic requirement or complete an academic project.

Plagiarism will be considered to have occurred regardless of the person's intent to deceive. The following acts will be deemed acts of plagiarism, though the list is not exhaustive:

1. Presenting published or unpublished work prepared by others, or dictated by others, as your own, including papers purchased or borrowed from any person or organization;
2. Presenting, as your own, lab reports or exercises copied from or dictated by others;
3. Presenting, as your own, homework assignments of any kind copied from or dictated by others;
4. Presenting, as your own, oral reports copied from or dictated by others;
5. Incorporating formal lecture notes into your own work without acknowledgement and presenting them as your own;
6. Presenting, as your own, a computer solution developed by someone else;
7. Copying the ideas, and/or speculations, and/or language of any other person or persons, without acknowledgement, and presenting this as one's own original work.

Cheating

Cheating violates the deepest convictions of the University community. The following acts are examples of cheating, though the list is not exhaustive:

1. Using prepared materials not specifically allowed by the instructor during the taking of an examination, test, or quiz; e.g.,
   a. Use of material written by another student during the taking of an examination, test, or quiz, either with or without his or her knowledge;
   b. Use of crib notes, no matter by whom prepared; or,
   c. Use of texts and/or supplementary marginal notations in texts; or,
   d. Use of notes written on the surface of the desk at which examination is being taken; or,
   e. Use of unauthorized calculators or any other unauthorized aids.
2. Collaborating during an examination, test, or quiz, either in the giving or receiving of information; or, improper collaboration on a take-home examination or laboratory report;
3. Stealing, using, or transmitting verbally or otherwise actual examinations, tests, quizzes or portions thereof, or other likewise confidential information before or during the time of the exam. Once an exam has been given, however, it becomes part of the public domain.
4. Submitting for a grade in one class any material previously or simultaneously submitted for a grade in another class without documented authorization for both instructors;
5. Taking an examination by proxy;
6. Falsifying of laboratory or research data or results; or, falsifying or inventing bibliographical entries for research papers;
7. Withholding knowledge of an incident of cheating or plagiarism from the individual instructor to whom the work is submitted;
8. Willfully aiding or abetting any act of cheating;

Other Inappropriate Behaviors

A number of improper behaviors cannot properly be termed either plagiarism or cheating, yet they are also unacceptable. The following are considered acts of inappropriate behavior, though this is not an exhaustive list. Any student who engages in any one of the following acts will be subject to the same range of sanctions that apply in cases of cheating or plagiarism:

1. Unauthorized removing of library resources;
2. Hiding Trexler Library resource materials of any kind within the Library;
3. Defacement or mutilation of Trexler Library resources, such as:
   a. underlining, highlighting, or removing paragraphs or pages or
b. reprogramming library software;
4. Copying right-protected print or non-print materials beyond accepted norms;
5. Borrowing another's library ID or signing another's name and/or number;
6. Falsifying the reason for an absence from class;
7. Possessing or using an unauthorized copy of an examination, test, or quiz;
8. Any behavior contrary to the standards established in the University’s Computer Use Policy.

Procedures
1. The faculty member or, when appropriate, college professional staff member, who discovers or is made aware of a case of plagiarism, cheating, or improper behavior will, on his/her own initiative and in a manner he or she deems appropriate, normally resolves the situation with the student in a private, one-on-one setting. The faculty/staff member may alternatively choose to resolve matters in consultation with the appropriate administrator (the dean of undergraduate education, in the case of day students; the dean of lifelong learning, in the case of ACCESS students).

2. When a faculty/staff member and student meet to resolve a case of plagiarism, cheating or improper behavior, the faculty/staff member, having previously determined that the case before him/her is beyond question a proven and unmistakable offense, will present his/her position, hear the student’s position, and in the end, may determine that ignorance on the part of the student warrants only a warning to the student. If, however, he/she determines a degree of guilt on the part of the student, he/she is empowered to levy any one of the following sanctions:
   a. grade penalty for the individual assignment
   b. grade penalty for the course
   c. failure in the course.

In the case of library or computing violations, the following sanctions may be levied:
   a. temporary suspension of library and/or computing privileges
   b. permanent loss of library and/or computing privileges.

3. The faculty member will compose a letter stating the nature of the offense as well as the sanction imposed. The faculty/staff member will send the letter to the student and will send a copy of the letter to the appropriate administrator to be placed in the student’s file. Should there be an appeal, any subsequent actions in regard to the incident will be duly recorded by the appropriate administrator.

4. Should it be determined that this is a second offense involving this student, the incident will then be resolved by the appropriate administrator in conjunction with the faculty/staff member. In such cases the appropriate administrator’s decision for resolution may supersede the original decision of the faculty/staff member, when made without knowledge of the first offense.

5. The administrator will solicit written statements from the faculty/staff member and the student in question. He/she may then meet with the student and/or faculty/staff member for any needed clarification.

6. On occasion of a second offense the vice president for academic affairs may impose the penalty of dismissal from the University.

7. In the event a faculty/staff member and appropriate administrator working in consultation determine an egregious breach of academic ethics has been committed, the student may be liable for dismissal from the University, even on the first offense.

8. When the appropriate administrator reaches a decision, he/she will inform the student of that decision in writing and will also inform the student of his/her right to appeal the decision and/or the severity of the sanction before the full Academic Affairs Committee. The faculty/staff member involved also will have the right to appeal. The Academic Affairs Committee will hear all appeals--undergraduate, graduate, ACCESS, and faculty.

9. The words “Academic Dismissal” appear on the official transcript of a student who is dismissed for academic reasons.

Academic Due Process
The undergraduate student who feels that he or she has an academic grievance should follow the procedure outlined below:

The student should first discuss the problem or grievance with the faculty/staff member. If, following discussion with the faculty/staff member, the student is not satisfied and continues to believe that he/she has not been dealt with fairly, he/she should discuss the grievance with the chair of the department and/or the division head involved. If the matter is not resolved at this level, the student has recourse to the dean of undergraduate education or the dean of lifelong learning for ACCESS students.

As a final appeal, the student may request the Academic Affairs Committee to evaluate the situation and make a recommendation to the provost/vice president for academic affairs. This request should be presented in writing and include the pertinent information regarding the situation. The Academic Affairs Committee will normally act upon such an appeal within one month of its receipt. The provost's decision will be final.
COUNSELING CENTER

The Counseling Center provides group and individual counseling services to full-time day students free of charge. The center is staffed by a licensed psychologist (the director) and a Master’s level therapist (the assistant director). Both counselors offer group and individual counseling designed to help students develop their full potential and overcome obstacles related to their educational or personal growth. Some of the reasons students seek or are referred for counseling include problems related to adjustment issues, relationship difficulties, concerns about mood, self-esteem and self-concept issues, and drug and alcohol issues. Both counselors, upon request, provide outreach programs in the residence halls as well.

In addition to traditional counseling, the center also promotes a wellness lifestyle. Efforts are made to help students understand their cognitive, behavioral, emotional and physiological functioning and the effects of this functioning on various dimensions of their life (i.e., intellectual, spiritual, physical, nutritional, interpersonal, educational/vocational, recreational, emotional, and social).

The center’s goals are promoted through outreach programming, faculty/staff and student workshops and training, newsletters, and other special programming events. Additional services offered by the center include consultation and referral and limited testing and assessment. For more information, call the center at 610.282.1100, ext. 1214 or 1462.

HEALTH SERVICE

The Health Center is dedicated to helping students stay well and directing them toward proper treatment if they become ill.

The center is open Monday through Friday, 8:00 a.m. to 4:00 p.m. Physician hours are posted in all campus buildings at the beginning of each school year. Treatment given by the nursing staff is without charge. Student visits to the University physician are covered by the Student Life Fee. If a student is referred for further, off-campus diagnostic testing or blood work, every effort is made to access care within the parameters of the student’s personal health insurance carrier. In emergency situations, students are sent to a nearby hospital.

All students must submit a completed physical examination as part of the admissions process.

ATHLETICS AND RECREATION/INTRAMURALS

Students participate in a full and active program of intramural and recreational sports housed in Billera Hall. The facility includes four regulation basketball courts, five volleyball courts, a fitness center, and an aerobics studio, which is open to all members of the university community.

Outdoor facilities include an all-weather track and field facility, as well as soccer and softball fields, baseball, tennis, and lacrosse venues. Additionally, the cross country course, which traverses the campus, is one of the best in the eastern United States.

DeSales University is a member of the National Collegiate Athletic Association (NCAA) Division III, the Eastern College Athletic Conference (ECAC), the Middle Atlantic States Collegiate Conference (MAC), and the Lehigh Valley Association of Intercollegiate Athletics for Women (LVIAAW). The University sponsors a 15-sport intercollegiate athletic program, offering competition in baseball, basketball, cross country, lacrosse, soccer, tennis, track and field, and golf for men; and in basketball, cross country, soccer, softball, tennis, track and field, and volleyball for women.

The Office of Residence Life is committed to providing residence halls that are safe, secure, and conducive to the learning and growth of each resident. In accordance with Salesian spirituality, the residence life staff strives to create a living-learning community in which students’ rights and responsibilities are protected, differences are celebrated and appreciated, constructive social interaction is valued and advanced, and students are challenged to be contributing members of the community. The majority of DeSales University students live on campus in one of eight residential communities: Aviat Hall, Brisson Hall, Chappuis Hall, Conmy Hall, DeChantal Hall, Donahue Hall, Tocik Hall, University Heights, and Welsh Hall.

The Office of Residence Life oversees all aspects of housing and residence life, including the supervision of the residence hall staff, housing assignments, and enforcement of residence hall regulations. The live-in professional staff members are directly responsible for the general operation of an assigned housing area, supervising the resident advisors (RAs), planning and coordinating residence hall programs, responding appropriately to student concerns, and ensuring compliance with University regulations/residence hall policies. Each residence hall floor/unit has a RA...
who serves as a resource for the residents, as a leader in building community, and documents any violations of University/residence hall policy.

University policies and residence hall regulations are designed to insure a high quality of daily life and to prevent behavior that is an infringement on the rights of others, detrimental to personal growth and the common good, or in basic discord with the mission of the University.

For additional information, please contact the Office of Residence Life at 610.282.1100, ext. 1442.

STUDENT ACTIVITIES AND ORGANIZATIONS

Student activities exists to enhance DeSales University’s mission statement and to provide students with intellectual growth through campus activities. We ensure fairness and quality in all the activities that we present. We also strive to represent students from every background and meet the needs of all of our students.

There are many areas within student activities that students can be involved with.

• Student activities crew is made up of the students who plan and execute the programming on campus.
• We have more than 30 student clubs and organizations that enable students to grow within their major or meet a need on campus.

JUDICIAL AFFAIRS

The University expects its students to conduct their lives in a responsible manner. Students who exhibit behavior, which is inconsistent with the stated mission and goals of the University and the regulations, which flow from them, are subject to formal disciplinary procedures.

MULTICULTURAL AND INTERNATIONAL AFFAIRS

This office strives to build an environment at DeSales that welcomes all members of the community in a respectful manner through cultural activities, educational opportunities and exploration of the world we live in.

THE CENTER FOR DISCERNMENT

The Center for Discernment is a living-learning community dedicated to assisting students in the practical discernment of the many vocations available within the Catholic Church. The students in this program engage in a life of daily prayer, reflection, and study to deepen their commitment to Christ and explore how they might best serve Him in their lives.
ADMISSIONS PROCEDURES

Admission to DeSales University is based on a student’s past academic achievement as well as his/her potential for future growth. The preferred high school academic program is a college preparatory course. A suggested high school program includes four years of English, three years of college preparatory mathematics, a minimum of two years of a modern foreign or classical language, at least two laboratory science courses and three social studies or history courses.

DeSales University is especially interested in students who have demonstrated significant achievement within a demanding curriculum. Quality of academic performance is the single most important factor in our decision making process. A personal interview is not required, but is strongly recommended.

The University uses a rolling admissions system, except for physician assistant applicants who must apply by January 15 for the following fall semester. This means that students will be notified promptly about their admission status, usually within three weeks of our receipt of the completed application.

To apply to DeSales University, submit the following items to the admissions office:
1. Application and nonrefundable $30 fee (web application at www.desales.edu/applyonline)
2. Official high school transcript
3. Standardized test scores (SAT or ACT)
4. Recommendations from a guidance counselor and a teacher.

Students are encouraged to apply early in their senior year. DeSales University accepts applications from all qualified students regardless of race, religion, sex, national or ethnic origin, or handicap.

HIGH SCHOOL PREPARATION RECOMMENDED FOR SPECIFIC MAJORS

**Biology: Mathematics 3-4 years, Biology, Chemistry**

**Business: Mathematics 3-4 years, including Algebra I and II**

**Chemistry: Mathematics 3-4 years, Chemistry, Physics**

**Foreign Languages: Spanish 2 years**

**Nursing: Biology, Chemistry, Mathematics 2-3 years; Physics is desirable**

**Physician Assistant, Pre-medicine: mathematics 3-4 years; two of the following: biology, chemistry, physics**

**Mathematics: Mathematics 4 years**

COLLEGE ENTRANCE EXAMINATIONS

Students seeking admission to the freshman class are required to take the morning examinations (SAT I) given by the College Entrance Examination Board (CEEB) or those offered by the American College Testing Program (ACT). Those results should be sent to DeSales University. Our CEEB code number is 2021.

To register for these tests or to obtain further information about them, students should write to:

The College Entrance Examination Board
Box 592
Princeton, NJ 08540

Additional information on these tests may also be obtained from the student’s high school principal or guidance counselor.

EARLY ADMISSION

Students with outstanding qualifications may enter DeSales University before finishing high school, usually after their junior year. Readiness for college is the critical factor. Judgment of the student’s readiness will be made by the Admissions Committee on the basis of high school courses completed, level of academic achievement, SAT or ACT scores, school recommendations, parental consent and the student’s educational plans.

INTERNATIONAL STUDENTS

International students who wish to enter DeSales University for the fall semester must submit applications no later than April 1. International students must have definite arrangements to meet all the financial obligations of attending DeSales University. Financial aid is not available to international students. International students need a minimum score of 550 on the TOEFL to be considered for acceptance. The I-20 immigration form will be issued following acceptance and payment of registration fees.

NONTRADITIONAL APPLICATION

Nontraditional students may apply directly to the ACCESS Office.

COLLEGE GRADUATES SEEKING TEACHER CERTIFICATION

Graduates with a B.A. or B.S. who wish to attain Pennsylvania State Teacher Certification should apply directly to the education department.

SENIOR CITIZENS

Through the division of Continuing Education, senior citizens (60 years of age or older) may enroll on a space-available basis in up to five non-studio credit courses per semester, or in any three consecutive 8-week sessions, upon payment of a nonrefundable registration fee of $402. In addition to the registration fee, special course fees as applicable will be charged. Senior citizens may enroll in courses for either enrichment, audit or credit and must meet the necessary prerequisites.

All applicable academic regulations will be in effect for such students. The special fee for senior citizens in non-credit courses is one-half the regular fee. Proof of age is required at the time of registration.

TRANSFER STUDENTS AND COMMUNITY COLLEGE GRADUATES

DeSales University has a tradition of serving transfer students and helping them continue their academic program and complete their degree. Transfer students must complete 15 courses at DeSales University and 5 of those courses must be related to the major for a DeSales University degree to be transferred.

To be eligible for general transfer admission to DeSales University, students should have a cumulative grade point average of at least 2.0 (2.5 preferred) on a 4.0 scale. Acceptance into the pre-professional phase of the physician assistant program is very competitive and students should have a cumulative grade point average of at least 3.0 on a 4.0 scale and demonstrate motivation and professional potential and strong interpersonal skills.

Students who have registered for 24 or more credits at any post-secondary institution should apply for admission as transfer students. Students who have registered for fewer than 24 credits are considered freshmen with college work and should follow the traditional admissions procedures. Students looking to enter the nursing, physician assistant, education, theatre, and dance programs are considered freshmen with college work and should follow the traditional admissions procedures. Students looking to enter the nursing, physician assistant, education, theatre, and dance programs will need to meet additional selection criteria.

To apply for admission, it is necessary to:
1. Complete and submit the application form (which is in the back of the Undergraduate Catalog), along with a nonrefundable $30 processing fee.
2. Ask the registrar’s office at each post-secondary institution attended to forward a copy of the official transcript(s) to the Admissions Office, DeSales University, 2755 Station Avenue, Center Valley, PA 18034-9568.
3. Ask the high school guidance office to submit an official copy of high school transcripts to the DeSales University admissions office.
4. Submit a Transfer Questionnaire from current or most recent college. (This form can be obtained from the DeSales University admissions office or on the website. Students who have an associate degree or an R.N. do not need to submit this form.) The form must be completed by the student affairs office of the student’s current of most recent college.

UNDERGRADUATE TRANSFER POLICY

The following regulations govern the transfer of credits submitted by students who wish to be admitted to DeSales University.

1) Core-to-Core Agreement - The DeSales University core will essentially be fulfilled by the core of affiliated community colleges. With appropriate A.A. and A.S. degrees, students will be required to take only two core courses: Intermediate Theology and Values Seminar.

2) All 3-credit courses taken at institutions accredited by one of the six regional accrediting bodies (namely, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and West Association of Schools and Colleges) and meant to be transferable, and passed with a grade of C- or higher are acceptable at DeSales University.

3) No course in which a grade below C- was earned is accepted for transfer credit, except in the case that the student has completed an A.A. (Associate of Arts) or A.S. (Associate of Science) degree. All credits earned in the Associate degree program will be transferred to DeSales, provided that the student achieved (a) a minimum cumulative GPA of 2.0 for all courses presented for the degree and (b) a minimum cumulative GPA of 2.0 for courses required in and offered by the major at DeSales. If the student has not satisfied both (a) and (b), the student’s courses will be evaluated individually and only courses in which a C- or higher has been earned will be eligible for transfer into DeSales University.

4) A student must complete at least 15 three-credit (or more) courses at DeSales University to earn a degree from DeSales. A minimum of 40 three-credit (or more) courses are required to earn a degree.

5) A student must complete 5 courses in the major at DeSales University. [There are several professional programs, e.g., nursing, physician assistant studies, and education, that may have additional requirements coming from their individual accreditation agencies. Please check with the chair or director of such programs.]

6) Courses that are transferred and accepted as completing the major must be substantially equal in quantity and quality to the work for which they are offered as a substitute.

7) Only credit is transferred. The grades for transfer courses are not calculated into the student’s GPA at DeSales. An exception to this is that grades earned at LVAIC institutions (Lehigh Valley Association of Independent Colleges: Lehigh University and Cedar Crest, Lafayette, Moravian, Muhlenberg Colleges) via the cross-registration process are included in the calculation of the student’s DeSales GPA.

8) Depending on status at the time of admittance, students will be exempt from certain parts of the University’s General Education Core as noted below:

   **Transfer with 8 to 17 courses:**
   If students enter at the sophomore level (i.e., have transferred 8 to 17 courses of 3 or more credits each), they are exempt from:
   a) MOT (Modes of Thinking) Philosophy
   b) MOT Social Science
   c) Communication and Thought I (EN103)
   d) Communication and Thought II (EN104), provided they have transferred at least one three-credit English composition course which included the writing of a research paper. If they have not written an acceptable research paper, they must take Communication and Thought II.
   e) World Cultures I
   f) World Cultures II
   g) PE 100 + Two activities courses (Traditional Day students only)

   **Transfer with 18 to 25 courses:**
   If students enter at the junior level (i.e., have transferred 18 to 25 courses of 3 or more credits each), they are exempt from the general education courses typically required in the freshman and sophomore years, namely:
   a) MOT Philosophy
   b) MOT Social Science
   c) Communication and Thought I (EN 103)
   d) Communication and Thought II (EN 104), provided they have transferred at least one three-credit English composition course which included the writing of a research paper. If they have not written an acceptable research paper, they must take Communication and Thought II.
   e) World Cultures I
   f) World Cultures II
   g) Humanities I
   h) Humanities II
   i) MOT Mathematics
   j) MOT Natural Science
   k) MOT Literature
   l) Introduction to Catholic Theology

9) Traditional Day and ACCESS students are required to fulfill (either at DeSales University or through equivalent courses taken at another institution) the remaining general education requirements, namely:
   a) Humanities III – Great Works of Art and Music
   b) Humanities IV – Great Works of Literature
   c) Intermediate Theology
   d) Values Seminar

STUDENT DEPOSIT

A deposit of $400 for tuition must be sent to the admissions office of DeSales University no later than the date specified in the acceptance packet so that the University can officially certify the students for registration. The tuition deposit is non-refundable but will be credited to the students’ accounts upon registration. They may request a refund of this deposit by writing to the dean of enrollment management no later than May 1. If applying for financial aid, they will be given another deposit date upon receiving the financial aid package.

Students may obtain an extension on the deposit deadline by requesting it from the admissions office. These extensions are usually given to the student until he/she has had sufficient time to make a final decision. DeSales University is a member of the National Association of College Admissions Counselors and subscribes to the Statement of Principles of Good Practice.

PROVISIONAL STUDENTS FROM NCC

A student who is admitted to an Associate in Arts or Associate in Science degree program at Northampton Community College may apply to DeSales University for acceptance as a Provisional DeSales University Student. If accepted, a provisional DeSales University student enjoys the special rights and privileges, particularly those of advising and transferring of credits, provided in the Agreement of Dual Admissions between the two institutions.

**Application Procedure:** DeSales University provides admission through two offices—the Admissions Office for traditional students and the ACCESS Office for adult students. All applicants should submit a completed application form to the Admissions Office, or to the ACCESS Office, DeSales University, 2755 Station Avenue, Center Valley PA 18034-9568. A $30 nonrefundable application fee must accompany the application. Checks and money orders should be made payable to DeSales University.

**Academic Records:** Applicants for provisional student status at DeSales University who are just beginning their studies at Northampton Community College should ask their secondary school guidance counselor or principal to send an official copy of their secondary school record to the DeSales University Admissions Office.
Office. Such first-year applicants are also required to take either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Testing (ACT) program examination. Results should be forwarded to the DeSales University admissions office. Students who plan to enroll through the ACCESS Office do not submit SAT/ACT scores. Applicants for provisional student status at DeSales University should request the NCC registrar or LCCC registrar to send an official transcript to the office of admissions or to the ACCESS Office at DeSales University after the successful completion of eight Northampton Community College courses with an average of 2.00 or higher. In addition, they should arrange for official transcripts to be sent to DeSales University from any other community college, college or university which they attended.

CORE-TO-CORE AGREEMENT WITH NORTHAMPTON COMMUNITY COLLEGE (NCC)

The DeSales University core will essentially be fulfilled by the general education core of NCC. With A.A. and A.S. degree, students that have taken the appropriate distribution of general education courses at NCC will be required to take only two core courses: Intermediate Theology and Values Seminar at DeSales.

DIRECT TRANSFER PROGRAM FROM LCCC

A student who is admitted to an Associate in Arts or Science degree program at Lehigh Carbon Community College (LCCC) is eligible to sign a letter of intent to transfer to DeSales University. A student who signs a letter of intent to transfer to DeSales University is assured admission to DeSales University when she or he completes the associate degree program.

LCCC students transferring to DeSales University through the Direct Transfer Program will be treated in the same manner as DeSales University students of equal class standing and academic achievement when applying for financial aid, including institutional aid. They will also receive equal consideration for campus housing and parking, preregistration of classes, and access to other student services.

Application Procedure: DeSales University provides admission through two offices, the Admissions Office for traditional students and the ACCESS Office for nontraditional students. Applicants admitted to LCCC who want to pursue their baccalaureate degree program at DeSales University must sign a letter of intent to transfer to DeSales University at the time they complete their associate degree program. Applicants to DeSales University through the Direct Transfer Program with LCCC must have their secondary school send an official copy of their high school transcript to the admissions office or ACCESS Office at DeSales University, 2755 Station Avenue, Center Valley, PA 18034-9368, by the conclusion of the second completed semester of course work at LCCC.

Academic Record: LCCC students who have submitted a letter of intent to DeSales University will have an advisor assigned to them from both institutions to assure that they are making progress toward satisfying degree requirements at both schools. Students who successfully complete sixty credits in identified courses compatible with DeSales University requirements and who earned a grade of C or better in those courses will be admitted to DeSales University at the junior level. Those students who attend DeSales University through the traditional program will be able to complete the requirements for the bachelor's degree within four regular semesters of classes, provided that they have followed the course selection advice given by their academic advisors at both institutions. If they attend DeSales University through the ACCESS program, it is possible for them to complete their bachelor's degree in less than two years.

Credits earned or transferred from LCCC will ordinarily be limited to half of the baccalaureate degree at DeSales University, and only credits earned at DeSales University will be used in the computation of grade point averages and honors. DeSales University will not require Direct Transfer students to submit the Scholastic Aptitude Test (SAT) or the American College Testing (ACT) program examination results.

The LCCC student who has not completed the associate degree is entitled to apply for admission to DeSales University and for evaluation of courses for which transfer credit is requested as outlined on page 33 of this Undergraduate Catalog.

DUAL ADMISSIONS WITH MCCC

Students who have completed the Dual Admissions Intent Form between Montgomery County Community College and DeSales University will be admitted into a Bachelor's degree program with junior status at DeSales University provided that they:

1. Complete the Dual Admissions Form provided by MCCC in accordance with DeSales University's admissions requirements. For students applying to the traditional program, this form should be completed at least one year before the intended start date at DeSales University. Non-traditional (ACCESS) students applying to DeSales University through the ACCESS program should apply at least one session before the intended start date.

2. Meet all requirements as outlined in the New Undergraduate Programs Transfer Policy.

3. Satisfy all other DeSales University transfer and admissions requirements.
A. FINANCIAL AID

INTRODUCTION

The funding of a DeSales education is the primary responsibility of the student (and parent[s] of dependent students). Resources are available to assist the student in meeting costs of higher education from the federal and state governments, DeSales University, and outside resources. It is the student’s responsibility to file the Free Application for Federal Student Aid (FAFSA) yearly for consideration of the various financial aid programs.

DETERMINATION OF FINANCIAL AID ELIGIBILITY

Filing the FAFSA allows the federal government to calculate the Expected Family Contribution (EFC). The Office of Financial Aid will use the EFC to develop a financial aid package, based upon the student’s need and available resources. Need is determined by subtracting the EFC from the Total Cost of Attendance (tuition; fees; room; board; books; personal, commuting, and living expenses).

The financial aid package specifies the types and amounts of assistance, including non-federal aid a student will receive to cover his or her education related expenses. Government and University funds are limited; the amount awarded to a student may not meet all financial need. Parents may apply for Parent Loan for Undergraduate Students (PLUS) and students may apply for Alternative Loans to fully fund up to the Total Cost of Attendance.

All awards are subject to revisions. Factors affecting a student’s eligibility include changes in residency status or enrollment, and adjustments as a result of the verification process. If an adjustment of an award is made, the student will receive a revised official award letter.

FINANCIAL AID APPLICATION PROCEDURES

Prospective Undergraduate Students

• Gather end of the year income information and documentation to prepare tax returns. Retain copies of all documentation sent to the IRS (1040, W-2’s, required schedules, etc.) The Office of Financial Aid may require these forms for verification.

• Complete the FAFSA and mail it to the Central Processor or complete the FAFSA online at www.fafsa.ed.gov as soon as possible after January 1. DeSales University’s Federal School Code is 003986.

• It takes approximately four weeks for the results of a paper FAFSA to reach DeSales University. It takes approximately 1–2 weeks for the results of the online FAFSA to reach DeSales University.

• For maximum consideration for institutional assistance, the FAFSA should be completed before February 1.

NOTE: Students do not have to be accepted by the University to complete the FAFSA.

Please do not wait until you file your federal tax return to file your FAFSA. Feel free to use estimated information and then go back and make changes to the form once your return has been completed.

Upon deposit, the Office of Financial Aid will send a packet of information that will include an official award letter.

Returning Undergraduate Students

Renewal of financial aid is not automatic; students who have received aid are required to reapply each year. For renewal of aid, the FAFSA should be filed by May 1 for the upcoming academic year. Funding may be limited for those who file after this date.

For state grant consideration, students must submit the FAFSA and the appropriate state grant applications by the published deadlines of their home state agencies. (Pennsylvania residents must file the FAFSA by May 1 for State grant consideration.)

After the FAFSA has been processed and the Student Aid Report (SAR) is received, the Office of Financial Aid will provide an official award letter provided verification has been finalized (if applicable).

ACCESS Students

Students enrolled in ACCESS have financial aid opportunities through the Federal Pell Grant, Pennsylvania State Grant, and Federal Loan Programs. ACCESS students must be enrolled in each session per semester to be considered for the Pennsylvania State Grant. To award federal and state financial aid to ACCESS students, the six ACCESS sessions have been grouped as follows:

Fall semester: Fall Day, Sessions 1 and 2, Fall Weekend 1 and 2

Spring semester: Spring Day, Sessions 3 and 4, Spring Weekend 3 and 4

Summer semester: Session 5, Summer Weekend 5, Summer Minimester, Session 6, and Session 6 Weekend

With the exception of the Federal Pell Grant program, students must enroll in at least six credits per semester to be eligible for financial aid. Please note for financial aid purposes, CLEP, Challenge Exams, and/or Portfolio Assessment credits do not count toward the semester enrollment.

ACCESS students who enroll in classes during the traditional day semester will be charged a fee for doing so.

ACCESS students applying for financial aid must complete the Free Application for Federal Student Aid (FAFSA)

To participate in the Federal Direct loan program, students must complete a master promissory note and entrance counseling. These forms are available online from the U.S. Department of Education website at www.studentloans.gov.

Students must present payment for courses taken until a financial aid deferment is approved by the Office of Financial Aid and the Treasurer’s Office. Only after students have completed all forms, are enrolled and their file is complete in the Office of Financial Aid, will they be mailed a letter showing their financial aid eligibility.

Financial aid may not completely cover tuition. Students are responsible for costs accrued after financial aid (grants and/or loans) has been credited to their accounts. ACCESS students receiving any financial aid at DeSales University will be reviewed for satisfactory academic progress towards a degree at the end of each semester.

The maximum time frame to obtain a degree using federal aid programs is approximately six years (or 12 full-time semesters). Pennsylvania residents may be eligible for a maximum of 8 semesters of state grant funds. ACCESS students are not eligible for university aid due to the reduced costs of the ACCESS program. No federal loans can be awarded retroactively to pay for past due balances. All questions should be directed to the Office of Financial Aid.

VERIFICATION PROCESS

Verification Policy

The Federal Government selects a portion of all FAFSA filers for a review process called “Verification.” Additionally, during the process of reviewing financial aid information at any time during the academic year, the Office of Financial Aid is required to question any inconsistent information by selecting the application for verification. If the student is selected by the government or by the institution, DeSales University will be comparing information from the FAFSA application with requested documentation submitted to the Office of Financial Aid. If a student/family chooses not to provide this information, they are advised that the University will be unable to administer any forms of federal and institutional need-based awards. If there are differences between the student application information and financial documents, the Office of Financial Aid may need to process corrections on the FAFSA once the changes have been finalized.

Verification Documentation

Students selected for this process will be asked to submit:

• A verification worksheet

• For dependent students: the student’s and the parent(s)’ financial documents (signed Federal income tax forms, W-2 forms, etc.)

• For independent students: the student’s and the spouse’s (if applicable) financial documents (signed Federal income tax forms, W-2 forms, etc.)

• An expense/resource worksheet (if applicable)

All information must be completed in its entirety, all documents signed as required, and submitted by the specified deadlines.
Verification Deadline

The deadline for each applicant depends on when financial aid application information is received. Verification and Missing Document request letters are sent to students every week after financial aid (ISIR) information is received. These letters are sent three times, at two week intervals, resulting in a first, second, and final request. The final request notifies the student that s/he will not receive any need-based federal or institutional funding if the requested documents are not received by the date listed in the letter. This date is generally one week from the date the letter is generated.

Notification of Award Changes due to Verification

The method that DeSales University notifies applicants if the award changes because of the verification process is to send an “Official Award Letter.” Initially, the Office of Financial Aid sends first year students an “Estimated Award Letter.” On that particular award letter it is stated:

An Official Award Letter will be sent to you after you deposit with the Office of Admissions and all required documentation has been received and processed. All need-based awards are subject to change if you are selected for verification and/or discrepancies are found with finalizing your Free Application for Federal Student Aid.

Continuing students do not receive an Estimated Award Letter, but Official Award Letters are not prepared until after verification is completed and corrections (if needed) have been processed. If any overpayments were to reoccur, they would be reported to the Department of Education by way of the Overpayment reporting option on the National Student Loan Database (NSLDS) system.

SATISFACTORY ACADEMIC PROGRESS

To retain eligibility for federal and institutional financial aid, students must maintain satisfactory progress in their academic program, and they must be in good academic standing. Students are required to complete 40 three-credit courses and are expected to average 5 three-credit courses per semester.

Satisfactory academic progress is reviewed at the end of each term for traditional day and ACCESS students. Students will be ineligible for federal and institutional financial aid when their academic progress fails to meet the following qualitative and quantitative requirements:

### Qualitative Assessment

<table>
<thead>
<tr>
<th>Attempted Credits</th>
<th>12-23</th>
<th>24-47</th>
<th>48-62</th>
<th>63+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum GPA</td>
<td>1.5</td>
<td>1.6</td>
<td>1.8</td>
<td>2.0</td>
</tr>
</tbody>
</table>

### Quantitative Assessment

<table>
<thead>
<tr>
<th>Attempted Credits</th>
<th>12-23</th>
<th>24-47</th>
<th>48-62</th>
<th>63-180*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Rate</td>
<td>50%</td>
<td>54%</td>
<td>58%</td>
<td>67%</td>
</tr>
</tbody>
</table>

Any additional students who are placed on Academic Probation because of failure to meet the institution's Academic Standards based on a combination of attempted credits AND attempted courses will also be ineligible.

The completion rate is calculated as the number of passed courses (courses for which a student earned a passing grade) divided by the number of attempted courses (the total of earned courses, and courses for which a student has received a grade of W, E, FA, FO, WP, or WF). Courses dropped during the published 100% refund period and audited courses are not treated as attempted or earned courses. For courses that have been repeated, attempted and earned courses for all occurrences are included. For transferred courses, courses accepted will be included in attempted courses only for the purpose of determining placement in the charts above.

A degree audit is performed for any student who changes programs or pursues additional degrees. If a student has exceeded the maximum time frame based on total attempted courses, including transfer courses, additional time to attempt the remaining courses required for completion may be granted if courses already taken are not applicable to the new programs or if additional courses are needed to earn an additional degree.

*Regardless of cumulative GPA and completion rate attained at any time, students will be ineligible for federal and institutional financial aid when their total courses attempted exceed 150% of the credits required for their program (example: 120 x 150% = 180).

Financial Aid Warning

Students who lose financial aid eligibility because they are not making satisfactory academic progress, scholarship requirements or not meeting federal or guidelines for government aid may receive one semester of financial aid on warning. The one time financial aid warning provides one term for a student to get back on track and regain eligibility. Students must attain satisfactory academic standing by the end of the semester for which they receive aid on warning.

Financial Aid Probation

If a student finds himself or herself on academic probation or not making satisfactory academic progress in a subsequent semester, s/he may appeal to the Financial Aid Committee for one additional semester of financial aid on probation. For the financial aid committee to review a student’s appeal the following information is needed:

- A written statement from the student explaining why s/he was unable to achieve satisfactory academic standing;
- A written plan outlining how he or she will achieve satisfactory academic standing that has been reviewed with an academic advisor;
- One written letter of reference from the academic advisor;
- A SAP waiver request, on the student’s behalf, from the dean of undergraduate studies. Waivers may be granted due to serious illness, severe injury, or the death of a relative. The dean may grant an appeal one time under these circumstances only if it is possible for a student to mathematically meet the qualitative and quantitative program requirements within 150% of the published length of the program.

Financial Aid Suspension

No appeal will be granted and other financial arrangements (such as an alternative loan and/or payment plan) must be used if a student finds himself or herself on academic probation and not making satisfactory academic progress in any subsequent semester after s/he has received a semester of aid on probation and a semester of aid on appeal.

Academic Progress for State Aid

Before crediting a State Grant to a recipient’s account, the school must verify that, for the last academic year during which the student received state grant aid, the student completed the required minimum total number of credits or clock hours for the terms to which grant aid was applied.

APPEAL FOR CHANGE IN CIRCUMSTANCES

If a family's financial situation changes after the FAFSA has been filed due to the death of a custodial parent, separation, divorce, disability, or total loss of employment by one or both of the custodial parents, the student should write a letter of appeal to the Office of Financial Aid. The Office of Financial Aid will determine the appropriateness of the appeal and as deemed necessary request additional information throughout the process to have a complete assessment of the situation. Upon final review of the appeal, the family will be notified in writing of the outcome. Approved appeals may receive additional funds on a case-by-case basis.

EXPLANATION OF ENROLLMENT STATUS

Undergraduate Students

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Credits per semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>12 or more credits</td>
</tr>
<tr>
<td>Three-quarter time</td>
<td>9 - 11 credits</td>
</tr>
<tr>
<td>Half-time</td>
<td>6 - 8 credits</td>
</tr>
<tr>
<td>Less than half time</td>
<td>5 credits or less</td>
</tr>
</tbody>
</table>
**STUDENT RESPONSIBILITIES**

A STUDENT MUST:

1. Complete all application forms accurately and submit them on time to the appropriate office;
2. Provide correct information. Deliberate misreporting of information on financial aid applications is a violation of the law and may be considered a criminal offense which could result in indictment under the U.S. Criminal Code;
3. Complete and return all additional documentation requested by the University;
4. Inform the Office of Financial Aid of any scholarships, benefits or resources received for educational expenses from private sources;
5. Read and understand all forms the student may be asked to sign and keep copies of them;
6. Accept responsibility for all agreements signed;
7. Make satisfactory academic progress toward a degree;
8. Notify the Office of Financial Aid of any change in address, housing status, or financial situation;
9. Apply for financial aid every year by the deadlines specified.

**DEFINITIONS**

- **Grants** and scholarships are considered gift aid; students are not required to repay the funds received. Need-based grants are based on financial need as determined by the FAFSA.
- **Loans**, typically offered at low interest rates, are to be repaid by students and/or parents(s) usually after they complete their program of study or separate from the University.
- **Employment opportunities** are offered to students to help them meet their educational costs.

**SCHOLARSHIPS**

Scholarship funds available at DeSales University are awarded on the basis of academic achievement and/or financial need. Students are considered for need-based scholarships if they have a Free Application for Federal Student Aid (FAFSA) on file by the published deadline.

**Academic Leadership Scholarships**

Every year DeSales University awards a number of partial to full tuition Academic Leadership Scholarships. Recipients are chosen based on their academic qualifications and leadership potential as part of the Admissions process.

To be considered for an Academic Leadership Scholarship, a student should apply to and be accepted by DeSales University (by December 1). All academic merit-based scholarships are competitive. For all scholarships students should exemplify good citizenship and have participated in a variety of extracurricular activities. The minimum academic requirements are as follows:

**STUDENT RIGHTS**

A STUDENT HAS THE RIGHT TO KNOW:

1. What financial aid programs are available at DeSales University;
2. The deadlines for submitting applications for each of the programs available;
3. How financial need is determined. This includes costs for tuition, living expenses, books and supplies, personal and miscellaneous expenses considered in the student's budget;
4. How the University refund and repayment policies work;
5. How the Office of Financial Aid determines whether a student is making satisfactory academic progress and what happens if a student fails to maintain progress.

**GENERAL INFORMATION ABOUT FINANCIAL AID PROGRAMS**

**Financial Aid Recipients:**

1. Must be U.S. citizens, nationals, or permanent residents, or be eligible non-citizens;
2. Must be enrolled at DeSales University in an eligible program of study leading to a degree or certificate awarded by the institution. It should be noted that a student's enrollment status will affect financial aid eligibility. For example, students must be enrolled half-time (6 credits per semester or period) to qualify for a Federal Direct Loan;
3. Must be maintaining satisfactory academic progress;
4. Not currently in default on a Federal Stafford Loan or a Federal Perkins Loan; not owe a repayment on a Federal Pell grant, a Federal Supplemental Education Opportunity Grant (SEOG) or a state grant;
5. Must demonstrate financial need as determined by information provided by the student and the student's family on the Free Application for Federal Student Aid (FAFSA);
6. Must sign a Statement of Educational Purpose verifying that any aid received will be used to meet education-related expenses;
7. For male students between the ages of 18-25: must sign a Statement of Registration Compliance, verifying that the student is either registered with Selective Service or is not required to be registered. Registration may be done on the FAFSA.

**Tuition Incentive Program (TIP)**

Graduates of the Allentown Diocesan and Oblate High Schools will receive a total of $20,000 over four years ($5,000 per year) in the form of University grant assistance. The awards are in recognition of the financial and spiritual commitment that students and families make to attend private, Catholic high schools and their recognition of the benefits of investing in a private, Catholic higher education.

**Catholic Schools Grant (CSG)**

DeSales University will provide University grant assistance in the amount of $12,000 over four years ($3,000 per year) to graduates of Parochial and Private Catholic high schools beyond the Allentown Diocese.

**Oblate Parish Scholarship (OPS) and Oblate Sponsor Scholarship (OSS)**

DeSales Parish will make two scholarships available for members of the Oblates to award to a student of their choosing. The Oblate Parish Scholarship can be given to a prospective college student who is a member of a parish administered by the Oblates of St. Francis de Sales. The Oblate Sponsor Scholarship can be given to a perspective college student regardless of his/her parish or high school affiliation. Each Oblate can award one scholarship to one student each year. Each award provides a total of $20,000 over four years ($5,000 per year).

Eligibility guidelines to receive TIP, CSC, OPS, and OSS grants are as follows:

1. First-time students with a high school graduation date after June 1, 2004, or later who enroll in DeSales University beginning Fall 2004 are eligible. (Note: these grant programs are not retroactive for currently enrolled students receiving a similar grant.)
2. This grant is applicable toward DeSales University tuition charges and will not transfer to other institutions or to other family members. It is provided regardless of financial need.
3. Student must apply for admission as a full-time day students
The transfer scholarship program (TSP) offers academic need-based grants annually in February of the student’s senior year.

1. Students must apply by December 1 for the Spring Semester or May 1 for the Fall Semester.
2. Student who have a negative impact on the campus community through their social or academic behavior may jeopardize their institutional aid awards.
3. A student is deemed ineligible for institutional aid during a period of disciplinary probation imposed upon the student as a result of appearing before the Disciplinary Affairs Committee or before the dean of students. (See the Student Handbook concerning disciplinary probation.)
4. A student is deemed ineligible for institutional aid if he or she is found guilty of academic dishonesty as a result of appearing before the Academic Affairs Committee or before the dean of undergraduate studies. (See the Undergraduate Catalog concerning academic dishonesty.)
5. Reinstatement of institutional aid eligibility following a period of disciplinary probation or charges of academic dishonesty, requires a written request for reinstatement by the student and written support of reinstatement by the appropriate student life or academic official attesting to the student’s good standing within the University community.

**Student Activities Awards**

Activities Scholarship Awards will be offered to promising candidates in the following areas:
- Chorale
- Catholic Liturgical Music

Activities Scholarship Awards may be offered to students participating in the following areas:
- Newspaper
- Yearbook

Candidates must demonstrate sustained commitment and involvement in the area of their award. A letter of recommendation from the advisor of each appropriate extracurricular activity is required. The recommendation should specifically address the duration and quality of the student’s contribution to the activity.

The advisor of the programs can pull scholarship monies if duties and responsibilities are not met. **Please note:**

1. All types of institutional funds may be re-classified as Endowed Grants/Scholarships or Named Grants/Scholarships. Recipients may be required to write a letter to the donor and, if requested, attend a dinner or reception with the donor. If the recipient does not fulfill these requirements, the institutional funded aid will be removed.
2. Student who have a negative impact on the campus community through their social or academic behavior may jeopardize their institutional aid awards.
3. A student is deemed ineligible for institutional aid during a period of disciplinary probation imposed upon the student as a result of appearing before the Disciplinary Affairs Committee or before the dean of students. (See the Student Handbook concerning disciplinary probation.)
4. A student is deemed ineligible for institutional aid if he or she is found guilty of academic dishonesty as a result of appearing before the Academic Affairs Committee or before the dean of undergraduate studies. (See the Undergraduate Catalog concerning academic dishonesty.)
5. Reinstatement of institutional aid eligibility following a period of disciplinary probation or charges of academic dishonesty, requires a written request for reinstatement by the student and written support of reinstatement by the appropriate student life or academic official attesting to the student’s good standing within the University community.

**Endowed Scholarships**

Through the generosity of individual donors, endowed funds have been established to provide annual scholarships. These scholarships are listed here, with any special restrictions noted, and are traditionally awarded to returning undergraduate students.

- Alumni Association (College Senior - 2.5 minimum GPA)
- Salvatore and Virginia Amore Scholarship
- The Barnett Scholarship
- Peter Bartera (Pen Argyl residents of Italian origin)
- Msgr. Reginald S. Billinger
- Bernard Broecker
- William H. Callahan (Theatre)
- Robert K. Campbell (Business - Minimum SATs 1100/first quintile)
- John and Mary Jane Compardo
- Catherine V. Daly Memorial (Chemistry)
- Louis DiFede
- Diocesan Nursing
- Agnes Ditsky (Lehigh Valley resident of Slovak origin)
- J. Oliver Doern
- Rev. Bernard Donahue, OSFS Scholarship
- Rev. J. Stuart Dooling
- Jay Dugan
- Carl J. and Julia A. Feichtel (graduates of Allentown Central Catholic High School)
- Gerardo Finiello Memorial Scholarship
- Rev. James P. Finnegan Scholarship
- James Funari (graduates of Allentown Central Catholic High School/freshmen)
- Fr. Aloysius J. Gaffigan (female)
- Charles A. and Leona K. Gruber (Science/ Mathematics - upperclass Lehigh and Northampton County residents)
- Patricia Hall Memorial
- Dr. John Hampsey Memorial Scholarship
- Dr. Caroline Hollswander Nursing Scholarships
- Louise Hoff Houston (Theatre)
- Raymond E. Holland Leadership Award
- Albert Iacocca Award
- Italian/American (Allentown city high schools)
- John Kessler
- Rev. J. A. Kinney (Bethlehem Catholic High School)
- Eugene Kline Memorial Scholarship
- Monsignor Robert Kozel Scholarship
- Monsignor Felix J. Labuda
- Edward P. Leach Memorial
- Carl R. and Mary Catherine Maio
- Frank L. Marcon Scholarship
- Mary & Anthony Martocci Scholarship
- Robert McCarthy Memorial
- Bishop McShea (Allentown Diocesan High Schools)
- John & Mary Moore Scholarship
- R. Leslie Mullen and John Jeffrey Mullen

**Articulated Community Colleges**

- Bucks County Community College
- Community College of Philadelphia
- County College of Morris
- Delaware County Community College
- Lehigh Carbon Community College
- Middlesex County College
- Montgomery County Community College
- Northampton Community College
- Raritan Valley Community College
- Reading Area Community College
- Warren County Community College

**Transfer Scholarship Program**

The transfer scholarship program (TSP) offers academic scholarships of between $3,500 and $8,000 per academic year to eligible transfer students. Qualifications are:

1. Students must apply by December 1 for the Spring Semester or May 1 for the Fall Semester.
2. Students must have at least a 3.0 cumulative grade point average (GPA) upon transferring to DeSales University.
3. Students must have at least 8 courses that will transfer to DeSales University.
4. Students must remain in good academic standing to maintain scholarships.
5. The benefit is applicable to traditional full-time students who remain dependent on their parents.
6. ACCESS, nontraditional nursing students and graduate students are excluded from TSP.

**Departmental Scholarships**

These awards are competitive and are made on the basis of outstanding academic achievement, demonstrated talent in the pertinent field, and participation in a special scholarship day held annually in February of the student’s senior year.

**DeSales University Need-Based Grants**

For renewal of DeSales University Need-Based Grants, students must demonstrate continued financial need and maintain satisfactory academic progress as stipulated in the Undergraduate Catalog.
Federal Perkins Loan Federal Government
Perkins amount is determined by need and allocation of federal funds. The Federal Perkins Loan carries a 5% interest rate. Repayment of principal and interest begins nine months after the student graduates, leaves school or drops enrollment to less than half-time. Due to the limited funds available, Perkins is awarded on appeal to student's with high demonstrated need.

Student Financial Aid:

Other Scholarships
Other scholarships are available through private donors and organizations. Students should contact the Office of Financial Aid for information.

Family Tuition Reduction
Whenever two or more dependent children from the same family are in attendance during the same semester at the University as full-time undergraduate students, the family tuition reduction policy may apply. The second and succeeding children will be eligible for a tuition reduction up to a maximum of fifteen percent (15%). The exact amount will be determined after all other forms of applicable financial aid have been determined and deducted. Please be advised that this program is not available to ACCESS students, graduate students, or traditional students who have used up their 8 semesters of eligibility.

Tuition Payment Plans
Using University sponsored payment plans, students and their families can make 10 regularly scheduled monthly installment payments during an academic year without interest or carrying charges. A separate enrollment fee is required, and the first one-tenth payment is usually due before May 1. For more information, contact the treasurer's office at 610.282.1100, ext. 1343.

Tuition Payment Plans

PROGRAM FUNDED BY
Federal Pell Grant Federal Government
Federal Supplemental Federal Government
Federal Perkins Loan Federal Government

Financial Aid Programs Available

Financial Aid Refunds
All financial aid (grants, loans, employer reimbursement, etc.) is applied to student accounts in the bursar's office. If those funds cause an overpayment on the account, students may request the credit balance for educational or living expenses. Students wishing to receive a refund must first complete the necessary credit hours to have earned financial aid and will receive the refund by mail. If, however, they wish to keep the funds on their account in the bursar's office, they must submit a request in writing and include their full name, social security number, the date, and their signature on the letter. No refunds are issued until after classes have begun. Refunds are generated on a semester by semester basis.
Health and Human Services Federal Government This loan is the same as the Perkins loan but it is for students who are pursuing a (HHS)/Nursing Loan degree in nursing.

PA State Grant (PHEAA) State of Pennsylvania Grants are awarded on the basis of need, which is determined by filing the FAFSA. Recipients must be residents of Pennsylvania, which is determined by filing the FAFSA. Students who have a bachelors degree are ineligible.

University Grant DeSales University These grants are available to students on the basis of financial need as determined by the FAFSA. Eligibility for these grants is determined by the Office of Financial Aid..

Federal Work Study (FWS) Federal Government Actual amounts depend on need and allocation of federal funds. Job referrals are available in the Office of Financial Aid. The hourly rate is at least the federally mandated minimum wage.

Institutional Employment DeSales University Actual amount depends on financial need. The Federal Government pays the interest while the student is in school. Annual loan maximums are $3,500 for freshmen borrowers, $4,500 for sophomore borrowers, $5,500 for junior and senior borrowers. The annual limit is $8,500 for graduate borrowers. The interest rate for subsidized and unsubsidized Direct loans made after July 1, 2006 is fixed at 6.8%

The following schedule shows the annual decreases in the fixed interest rates on undergraduate subsidized Direct loans:
- 6% for loans first disbursed between 7/1/08 and 6/30/09
- 5.6% for loans first disbursed between 7/1/09 and 6/30/10
- 4.5% for loans first disbursed between 7/1/10 and 6/30/11
- 3.4% for loans first disbursed between 7/1/11 and 6/30/12

Federal Unsubsidized Direct Stafford Loan Federal Government This loan is also offered when the student is determined ineligible for a subsidized Direct loan or is eligible for less than the maximum due to federal financial need analysis requirements. The interest rate is fixed at 6.8%; The student is responsible for the interest due on a quarterly basis while enrolled in school. An additional $2,000 can be offered above the annual subsidized Federal Direct Loan maximums.

Dependent students whose parents are denied a Federal PLUS loan can borrow an additional $4000 per year for the freshman and sophomore years and $5000 per year for junior and senior years in the unsubsidized Direct loan. The annual limit is $12,000 for graduate borrowers.

Federal Direct Parent Loan for Undergraduate Students (PLUS) Federal Government Federal Direct PLUS loans are available to parents of dependent undergraduate students. The students (PLUS) interest rate is fixed at 7.9%. Generally, monthly interest and principle payments begin within 60 days after the second disbursement. Beginning July 1, 2008, parents can choose to defer payments on a PLUS loan until six months after the date the student ceases to be enrolled at least half time. Annual limits vary.

Alternative Loans Private Lenders Alternative loans are designed to assist students and their families who need additional educational financing. Loan approval is based on credit worthiness and ability to repay. Lenders have specific guidelines for their programs and some allow students to borrow funds to cover past due balances.

ROTC Scholarships Federal Government Students at DeSales University may participate in Lehigh University’s Army ROTC program. Most awards include partial or full tuition/fee scholarships, book expenses, and a monthly stipend. Students who receive these scholarships serve as officers in the United States Army after graduation.

Veteran’s Benefits Federal Government Funds may be provided to veterans of the armed services who have had active duty service of 181 days or more, any part of which occurred after January 1, 1975. Benefits are also available to children of deceased or disabled veterans. For more information, contact a veteran’s representative.

OVR State of Pennsylvania The Office of Vocational Rehabilitation (OVR) assists Pennsylvanians with disabilities to secure and maintain employment and independence. Students are eligible for OVR services if they have a disability that is a physical, mental, or emotional impairment which results in a substantial impediment to employment, and they can benefit in terms of an employment outcome from services provided. Vocational Rehabilitation services are required for the student to prepare for, enter, engage in, or retain gainful employment. Educational assistance amounts will vary from student to student.

Graduate PLUS Federal Government Graduate PLUS loans are available to graduate students. This loan is only available after Federal Direct loans have been borrowed in full for that academic year. The interest rate is fixed at 7.9%. Annual limits vary.
EXPENSES

FULL-TIME DAY STUDENT

Full payment of tuition and fees is due before each semester from each full-time student registered for twelve credits or more. Students authorized by the dean of undergraduate education to register for an academic overload shall not be charged additional tuition. Applicable fees shall be charged.

PART-TIME STUDENTS

Part-time, non-continuing education students with an academic course of eleven credit hours or less in any semester shall be charged for tuition at the rate of $1,170 per credit hour. Applicable fees shall be charged.

DEPOSITS

A deposit of $400, to be applied to the tuition charge, must be paid at the time of accepting the offer of admission by new students. This deposit is not refundable. Returning students are obligated to deposit $300 for subsequent year's room contract. Deposits will be credited to the student's account in the subsequent SPRING semester, not the following fall.

For returning students, $200 of the room deposit is non-refundable. The remaining $100 will be refunded if students withdraw their request for campus housing in writing before June 15; otherwise, the total deposit is forfeited.

Freshmen may withdraw their request for a room by notifying in writing the admissions office, which will notify the director of residence life. Upperclassmen must notify the director of residence life in writing.

A refundable security deposit of $200 applicable to all full-time students must be paid at the student's initial registration only. The deposit will be refunded after cessation of student status, less any outstanding indebtedness.

WITHDRAWAL

Any notifications of withdrawal or cancellation and requests for refund must be in writing to the registrar, in the case of day students, and to the ACCESS Office in the case of ACCESS students.

REFUND ON WITHDRAWAL

A refund of payments will be made to a student who withdraws honorably from DeSales University. In all cases the refund will be calculated based on the official withdrawal date as determined by the registrar and the amount of time the student has spent at the University until the semester is 60% complete, at which time all applicable charges—tuition, fees, room and board, and financial aid—shall be considered to be 100% earned. For example, if the length of the semester is 100 days, and the student withdraws after 30 days, 30% of all charges will be considered earned and a 70% refund of all charges will be applied. If the student withdraws after 75 days, all charges are considered 100% earned and a refund will not be applied.

When rooms are vacated voluntarily during the term, there will be no refund for the semester’s room and board for students who have not withdrawn from the University. If the vacating is involuntary, because of discipline or some other University-initiated reason, a pro rata refund will be disbursed.

Please note: Students who have already received a refund of a credit balance may owe money to the University and/or to the Title IV financial aid programs in the case of withdrawal within the first 60% of the semester.

No transcripts will be issued by DeSales University for any student who has an outstanding financial obligation.

STUDENT INSURANCE

An inexpensive student health and accident insurance plan is currently available to all full-time students. For additional details and cost of the plan, please inquire at the bursar's office.

STUDENT LOANS

DeSales University itself does not lend money to students or advance credit towards their expenses. Information on the current federal loan programs may be obtained from the director of financial aid.

DEFERRED PAYMENT PLANS

Tuition, room and board payments may be made through a deferred payment plan. Inquiries should be addressed to the bursar's office.

TUITION, FEES—FULL-TIME DAY STUDENTS

All charges and fees are payable in advance, in full, on or before the registration day of each semester. The amounts listed are estimated expenses for 2011-12 and are subject to change. No student will be considered registered nor be admitted to classes until all obligations in this respect have been fully satisfied, and verified by the bursar's office.

Room contracts are for the full academic year. Also, all students who have room contracts are required to take the board plan.

Students will not be released from their room and board contract before the completion of the academic year.

Students who study abroad for a semester but enroll in a course at DeSales University will be assessed a tuition charge at the part-time traditional undergraduate rate per credit hour.

TUITION/FEES: DAY STUDENTS

<table>
<thead>
<tr>
<th>Program</th>
<th>Semester</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition—Full-time</td>
<td>$14,000</td>
<td>$28,000</td>
</tr>
<tr>
<td>University Heights Room and Board</td>
<td>5,565</td>
<td>11,130</td>
</tr>
<tr>
<td>Room &amp; Board (double occupancy)</td>
<td>5,260</td>
<td>10,520</td>
</tr>
<tr>
<td>Student Life Fee</td>
<td>270</td>
<td>540</td>
</tr>
<tr>
<td>Resident Student Life Fee</td>
<td>350</td>
<td>700</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>150</td>
<td>300</td>
</tr>
<tr>
<td>Education Department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Teaching Fees</td>
<td>590</td>
<td></td>
</tr>
<tr>
<td>Orientation Fee (new students)</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td>Graduation Fee (seniors)</td>
<td></td>
<td>110</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>I.D. Card Replacement, Key Replacement and Change of Roster</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>Returned Check Fee (each occurrence)</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Returned Web Payment Fee (for wrong account number entered only)</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Post-baccalaureate Certificate</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Challenge exams</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Application Fee-undergraduate</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Application Fee-graduate</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Readmission Fee</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

Students may also be assessed course/lab fees as appropriately determined by the heads of the academic divisions. These fees are dependent on actual course registrations and will therefore vary from student to student.

NO STUDENT SHALL RECEIVE HIS/HER DEGREE WITHOUT FIRST HAVING SATISFIED ALL FINANCIAL OBLIGATIONS.

Students who have paid the full-time undergraduate tuition for 40 courses and still need to take more courses to complete their graduation requirements or are seeking to obtain a second undergraduate degree will be entitled to take courses at the ACCESS tuition rates for courses taken beyond the original 40 courses. Clinical nursing and physician assistant courses are excluded from this special tuition rate. (This policy is sometimes referred to as the “ninth semester.”)
TRANSCRIPTS OF CREDITS AND CONTINUING EDUCATION UNITS (CEUS)

A fee of $5 will be charged for each transcript of credits or CEUs. Transcripts of credits and CEUs will not be issued unless all financial obligations have been discharged.

OUTSTANDING FINANCIAL OBLIGATIONS

Students who separate from the University, voluntarily or involuntarily, with an outstanding balance due are subject to being turned over to a third-party collection agency. If this action is taken, the University has the right to collect the associated collection fees charged to the University by the collection agency. If this action must be taken to collect the past due balance, the collection fees can range from 25% to 50%. Transcripts and/or diplomas will not be issued until the total financial obligation and associated collection fees have been met.
In 1977, the ACCESS Program was established to serve the educational and career needs of working adults. This accelerated program was the first of its kind in the Lehigh Valley. In keeping with the mission statement of DeSales University, the mission of ACCESS is to provide lifelong learners with a liberal arts education and professional training according to Christian Humanist tradition, emphasizing excellence, individual attention, and program flexibility.

ACCESS uses a variety of delivery systems to extend programs and services to audiences from government, business, industry, organized labor, other agencies, and the general public. Programs and services are provided at times and places convenient to the individuals and groups being served and encompasses a variety of degree, certificate, and non-credit programs and services.

The academic program in the ACCESS division at DeSales University has four objectives:

1. To provide adults with opportunities for personal enrichment and satisfaction through the stimulation of intellectual and cultural growth;
2. To provide adults with the skills, knowledge and insights required to update and improve their vocational and professional performance;
3. To provide adults with information and understanding needed to fulfill their responsibilities as citizens in society;
4. To be responsive to the needs of communities in the Lehigh Valley and the organizations and agencies (public and private) that are located in these communities.

For a variety of reasons, increasing numbers of adults are enrolling in lifelong learning programs to achieve their educational objectives. As a response to this need for lifelong learning, DeSales University offers ACCESS, a program which provides opportunities for adults to further their education through evening and day degrees and certificate programs. Credit for experiential learning may also be awarded through prior learning assessment. Programs and services from ACCESS are available during the day, evening, and weekend on a year-round basis to all persons who can benefit from further education.

ACCESS offers adult learners the possibility of achieving their educational objectives in a convenient, flexible, and student centered environment. Students may select from the following variety of program options to earn a certificate or a bachelor’s degree:

- Evening classes beginning every 8 or 16 weeks, meeting once per week;
- Saturday classes beginning every 8 or 16 weeks;
- Fall and spring traditional day courses;
- Distance learning.

ACCESS EASTERN AREA CAMPUS

DeSales University established its Easton Branch in the spring of 1988. This branch offers accelerated courses through the University’s ACCESS program. Conveniently located in Bethlehem Township off the William Penn Highway exit of Rt. 33, this state-of-the-art facility serves the eastern Pennsylvania, western New Jersey, and Pocono areas. For additional information please call 610.814.3026.

ADMISSION TO ACCESS

Information about registration procedures and deadlines for the diverse programs and courses can be obtained directly from the ACCESS Office. An open admission policy is in effect at DeSales University for ACCESS students with the exception of nursing programs, which have specific admissions criteria.

ACCESS students who desire to transfer credits for academic work done at other postsecondary institutions must have official copies of their transcripts sent to the ACCESS Office as soon as possible.

Before applying, students should schedule an appointment with an advisor to develop an appropriate and individualized education plan.

AUDIT/VALUE INITIATIVE PROGRAM (V.I.P)

DeSales University encourages members of the community who seek professional development or personal enrichment but do not want to pursue a class for credit, to enroll as an audit or Value Initiative Program (V.I.P) student. Students will be permitted to attend classes on a space available basis and will not be required to take exams or other academic assessments. Auditing a course will be reflected on a transcript. There is no permanent record kept for students who choose to take a course through V.I.P. The cost for taking courses through either of these options is included with other tuition/fees information. Anyone who is interested should contact an ACCESS advisor.

ACCESS EVENING/WEEND NURSING PROGRAM

DeSales University has a national-class reputation for strong undergraduate and graduate nursing degree programs. ACCESS has combined the strengths of the DeSales nursing education with a format that enables busy adult learners to earn a B.S.N. degree while continuing to work, care for a family, and handle other responsibilities.

Classes are offered in the evenings and on weekends. Many are available in 8-week cycles with multiple scheduling options, including online.

ACCESS ADVISING

All ACCESS students are encouraged to take advantage of the advising services. Students should plan to meet with an advisor on a consistent basis to discuss course planning, scheduling options, and other academic issues. Advising is available in person, through e-mail, or by telephone.

ACCESS CERTIFICATE PROGRAMS

A certificate program provides the student with a coherent program of study that has specific and readily obtainable objectives and yet does not require the number of courses or the time commitment of a degree program. Professionals and college graduates who want or need additional higher education credentials outside their major area of collegiate study are also good candidates for an ACCESS certificate.

The dean of lifelong learning is responsible for administering certificate programs for ACCESS students. For complete details, students should contact an ACCESS advisor.

ACCESS INDIVIDUALIZED MAJOR (AIM)

The ACCESS Individualized Major (AIM) offers students an opportunity to earn an interdisciplinary, self-designed degree. As a B.A. in liberal studies, it is intentionally structured to cross traditional discipline boundaries to address the student’s specific academic and vocational needs. AIM “customizes” a student’s education while ensuring rigorous standards within a carefully constructed yet flexible framework.

CREDIT FOR PRIOR LEARNING

DeSales University recognizes that many adults acquire college level learning in non-collegiate settings such as work, the military, community organizations, and independent study. The ACCESS program provides the adult learner with a variety of methods to demonstrate that they have acquired college level learning. Students who desire to earn college credit for their prior
learning may choose from one or a combination of the following options:

DeSales University Challenge Exam Program
Credit by examination may be earned for most DeSales University courses. In addition to the DeSales University Challenge Examination Program, standardized examinations have been developed by the following nationally recognized organizations. Students should consult their advisor before taking any exams.

College Level Examination
DeSales University is an official CLEP Test Center. CLEP tests are administered at the Easton Area Campus. Students may earn credits through the CLEP program which may apply to a DeSales University degree. Interested students should contact the Easton Area Campus at 610.814.3026.

Defense Activity for Nontraditional Education Support (DSST)
The DSST exams were originally designed for military personnel, but the exams are now open to anyone and exams are offered in the social and physical sciences and business.

Military Training
Since 1954, the American Council on Education has been evaluating military training programs for college credit. Credit recommendations are published in the Guide to the Evaluation of Educational Experiences in the Armed Forces.

Non-Traditional Training
The American Council of Education has evaluated many professional training programs for college credit. Credit recommendations are published in the National Guide to Educational Credit for Training Programs. Training programs have been evaluated for hundreds of organizations nationwide.

Portfolio Evaluation
The portfolio process is used to evaluate knowledge for college credit. The process involves the collection of evidence and documentation to support a formal credit request for specific courses and is considered transfer credit. For more information, contact an ACCESS advisor.

CHANGE OF MAJOR
The change of major for an ACCESS student is a formal procedure. The procedure to declare or change a major begins with the student's ACCESS academic advisor. After a meeting with the ACCESS student's advisor, during which the student's program record will be evaluated in terms of the new program major, an ACCESS approval form will be completed. The request form will be signed by the student and by the advisor who is making the recommendation for the change. The completed approval form will be sent to the appropriate department chair for approval. The registrar's office is responsible for changing the major on the student's permanent record once the form with proper signatures has reached the office.

ACCESS ATTENDANCE POLICY
In ACCESS, for courses that meet during an eight-week period, students who miss more than one class may be dropped from the course. For courses meeting during a 16-week period, students who miss more than three classes may be dropped from the class. Students who have been dropped from the class will be refunded in accordance with the course withdrawal policy.

ACCESS COURSE WITHDRAWAL POLICY
ACCESS students who wish to withdraw from courses should consult the ACCESS calendar to determine the last day of withdrawal. If students withdraw with permission, they will be given a grade of either W, WP, or WF at the instructor's discretion. The grades given in such instances will become part of students' permanent record but will not be used in the computation of students’ GPA. Withdrawal after the designated withdrawal date results in failure in all cases except those exempted as the result of student appeal.

HIGH SCHOOL HONORS PROGRAM
The High School Honors Program provides access to college credit courses to academically talented high school juniors and seniors who receive appropriate recommendations from their principal and counselor and approval from the University's dean of lifelong learning. The High School Honors Program serves to provide academically talented juniors and seniors from area high schools with opportunities to pursue learning at the college level as an enriching supplement to their secondary-level courses of study and with opportunities to earn college credits while they are still enrolled in high school. High school students who successfully complete credit courses may apply these credits toward a degree if they decide to enroll at DeSales University after graduation from high school or they may wish to present their earned credits for transfer to other colleges or universities. A student participating in the High School Honors Program will be billed at the ACCESS tuition rate and will be responsible for any related course or lab fee.

LIFELONG LEARNING PROGRAM: TUITION,

FEES AND DEFERRED PAYMENT
Tuition and fees are subject to change without advance notice.
DeSales University requires that the ACCESS students pay tuition immediately upon beginning work in any given course. However, for students in need, the tuition deferment policy is as follows:
1. When students have a government grant of any kind, VA, Federal Pell, PHEAA, etc., tuition will be deferred until the grant is received from the government. If the aid is less than the charges, the difference is immediately due and payable.
2. When students are eligible for tuition reimbursement from their employers, written evidence of this eligibility is required from the employer. Only the amount of tuition which can be reimbursed will be deferred. In cases where all reimbursement is contingent upon successful completion of the course(s) and the student fails the course, DeSales University will require payment by students from their own funds. If they do not pay, they will not be permitted to matriculate in any subsequent session until all bills are paid and they will be ineligible in the future for tuition deferment of any kind.
3. When students negotiate a loan through the government or a bank or other agency, written evidence of the loan is required. Tuition is deferred until the loan money is received.
4. No ACCESS student will be permitted to register for any session until all bills for all previous non-deferred sessions are fully paid.

WITHDRAWAL
Any notifications of withdrawal or cancellation and requests for refund must be made in writing by ACCESS students to the ACCESS Office.

ACCESS REFUND SCHEDULE
The following refund policy applies to all ACCESS students who are not receiving any financial aid and are enrolled in an eight-week format:
Withdrawal before 3rd class - 80% refund
Withdrawal before 4th class - 60% refund
Withdrawal before 5th class - 40% refund
No refund after the beginning of 5th class
For students meeting in a 16-week format, the refund policy is as follows:
Withdrawal before 3rd class - 80% refund
Withdrawal before 5th class - 60% refund
Withdrawal before 7th class - 40% refund
No refund after the beginning of 7th class
For ACCESS by day students, the refund on withdrawal policy is as follows:
Withdrawal in 1st week - 90% of tuition
Withdrawal in 2nd week - 80% of tuition
Withdrawal in 3rd week - 80% of tuition
Withdrawal in 4th week - 70% of tuition
Withdrawal in 5th week - 60% of tuition
Withdrawal in 6th week - 60% of tuition
Withdrawal in 7th week - 50% of tuition
Withdrawal in 8th week - 50% of tuition
Withdrawal in 9th week - 40% of tuition
Withdrawal in 10th week - 40% of tuition
Withdrawal after 10th week - no refund
The above refund policy applies to tuition and fees.

For ACCESS students enrolled in one-credit human resource management workshops: Students who have attended the first meeting may withdraw before the second meeting. However, there will be no refund for tuition.

For those ACCESS students who receive financial aid, the following refund policy is applicable: a refund will be credited from the date the student completes the registrar's official withdrawal form and will be based on the amount of time the student has spent at the University, until the semester is 60% complete. At this time all applicable tuition and fees shall be considered to be 100% earned and a refund will not be applied. For example, if the length of the semester is 100 days, and the student withdraws after 30 days, 30% of all charges would be considered earned and a 70% refund of all charges will be applied. If the student withdraws after 75 days, all charges are considered 100% earned and a refund will not be applied.

Sessions 1 and 2 include all fall sessions, 3 and 4 include all spring sessions, and 5 and 6 include all summer sessions.

Please note: Students who have already received a refund of a credit balance may owe money to the University and/or to the respective financial aid programs in the case of a withdrawal within the first 60% of the semester.

No transcripts will be issued by DeSales University for any student who has an outstanding financial obligation.

TUITION/FEES-ACCESS STUDENTS

<table>
<thead>
<tr>
<th>Service</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition: Credit Courses</td>
<td>$402 per credit hour</td>
</tr>
<tr>
<td>Tuition: Audit</td>
<td>$200 per credit hour</td>
</tr>
<tr>
<td>Cultural Enrichment</td>
<td>$402 per course</td>
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<tr>
<td>Lab Fees, Special Course Fees</td>
<td>variable</td>
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<td>Application Fee</td>
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<td>Graduation Fee</td>
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<td>Certificate</td>
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<td>Returned Check Service Fee</td>
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<td>Practicum Fees</td>
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<tr>
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<td>590</td>
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<tr>
<td>Student Teaching (Elementary)</td>
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<td>Student Teaching (Special Education)</td>
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<tr>
<td>Processing of Teaching Certificate</td>
<td>100</td>
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<tr>
<td>Challenge exam-ACCESS students</td>
<td>60% of tuition</td>
</tr>
<tr>
<td>Portfolio assessment</td>
<td>50% of tuition</td>
</tr>
</tbody>
</table>

Students shall not receive their degree without first having satisfied all financial obligations.

TRANSCRIPTS OF CREDITS AND CEUS

A fee of $5 will be charged for each transcript of credits.

Transcripts of credits will not be issued unless all financial obligations have been discharged.

OUTSTANDING FINANCIAL OBLIGATIONS

Students who separate from the University, voluntarily or involuntarily, with an outstanding balance due are subject to being turned over to a third-party collection agency. If this action is taken, the University has the right to collect the associated collection fees charged to the University by the collection agency. If this action must be taken to collect the past due balances, the collection fees can range from 25% to 50%. Transcripts and/or diplomas will not be issued until the total financial obligation and associated collection fees have been met.
GRADUATE PROGRAMS

Although this is the undergraduate catalog, it is important to note that DeSales University is also involved in graduate programs. At present, graduate course work leading to the award of master's degrees in business, criminal justice, education, management of information systems, nursing, and physician assistant studies is offered on the Center Valley campus. DeSales also offers a doctoral program leading to a Doctor of Nursing Practice (DNP).

The existence of seven distinct, high quality graduate programs on this campus enhances the quality and diversity of related undergraduate programs. For example, the graduate programs attract highly qualified faculty to the campus. They also result in a higher level of support in areas such as library and computer facilities on campus.

A brief description of each of the seven graduate programs is provided below. More detailed information may be obtained by consulting the Graduate Catalog or by contacting the director of the individual program of interest.

For information on the DNP program, call or write the director of the nursing programs: 610.282.1100, ext. 1394

MASTER OF SCIENCE IN NURSING

DeSales University offers an NLNAC accredited program leading to the Master's of Science in Nursing (M.S.N.) degree. The graduate program builds on the tradition of excellence established in the undergraduate major. Its philosophy flows from the conviction that there is a Christian way of being human. Nursing as a caring, comforting and nurturing art and, as a science based on inquiry and established principles is eminently suited to forming the Christian humanist for our time.

The M.S.N. programs expand the student's knowledge base in nursing. Higher level knowledge, understanding, and skills acquired in the M.S.N. program will produce an accountable nursing professional who is prepared to function as a collaborative colleague in health planning, health policy and decision making, and implementing and directing care. M.S.N. graduates are prepared to go on to a doctoral study.

The focus of the program is on developing nurses who are prepared to take on advanced practice and leadership roles in a variety of health contexts. Students have the option of pursuing four specialty roles: adult clinical nurse specialist, family nurse practitioner, nurse executive, or nurse educator. At the completion of these programs of study, graduates are awarded the M.S.N. degree or the dual M.S.N./M.B.A. degree. All graduates from each specialty concentration are eligible to sit for the ANCC certification in their specialty, the AANP certification for the family nurse practitioner, and/or the NLN certificate as a nurse educator. A Fast-Track R.N.-M.S.N. option for registered nurses without the B.S.N. degree provides students with an accelerated pathway to the Master of Science in Nursing.

For more information, please consult the Graduate Catalog. Interested applicants should call or write the director of graduate nursing programs: 610.282.1100, ext. 1394.

MASTER OF EDUCATION

The Master of Education Programs are designed to meet the professional development needs of both prospective and current classroom teachers who seek to develop and enhance a research grounded knowledge base and repertoire of practical skills. With a focus on the Pennsylvania Academic Standards K-12, teachers become prudent consumers and producers of educational research: explore critical philosophic and ethical issues in the profession and the field of education; and develop expertise in one or several areas of curriculum, instruction, and leadership.

Current Masters of Education degree programs include: academic standards and reform; academic standards K-6 with initial certification in elementary education; special education with initial certification in cognitive, behavior, physical/health disabilities N-12; special education with add-on certification in cognitive, behavior, physical/health disabilities N-12; special Education—degree only for teachers already holding special education certification; TESOL K-12 (teaching English to speakers of other languages in grades K-12), and technology in education K-12 with instructional technology specialist certification (ITSC).

Certificate programs include: PA certification without completion of a degree for those who already have earned a masters’ degree in elementary education or instructional technology specialist; ESL program specialist with PA endorsement.

Graduates of the DeSales M.ED programs will be able to evaluate and conduct educational research; demonstrate a high level of subject matter competence conducive to fostering students’ achievement of PA Academic Standards K-12; demonstrate advanced skills in curriculum, instruction, and assessment; and possess the ability to integrate technology in instruction and classroom management.

For more information, please consult the Graduate Catalog or the director of the M.Ed. program at 610.282.1100, ext. 1461.

MASTER OF SCIENCE IN INFORMATION SYSTEMS

The Master of Science in Information Systems (M.S.I.S.) program offers advanced studies in modern information technologies and related managerial areas for degree candidates as well as for auditing non-degree students.

The program has been designed on the premise that its graduates will be involved in a direct, or in a peripheral IS function. In a direct role these graduates will define, plan, design, implement, maintain or manage one or more IS functions. Through the integrating nature of IS, the graduates will also be prepared and positioned for assignments in a variety of information systems-related functional areas. Academic preparations, therefore, emphasize familiarity with information technology subjects. The program also addresses the legal, moral, and ethical issues associated with the proliferation of information technologies.

The core of the M.S.I.S. curriculum covers major areas in data communications, data base technologies, systems analysis, web engineering and design, software engineering, and moral/ethical issues. Other topics dealing with new, information technology-related topics are offered.

Additional information about the program can be found in the Graduate Catalog. Interested applicants should call or write to the director of the M.S.I.S. program at 610.282.1100, ext. 1333.

MASTER OF BUSINESS ADMINISTRATION

The M.B.A. program at DeSales University has a history of being at the forefront of business education and is designed to prepare students for leadership roles in managing businesses, government agencies, health care organizations, and non-profits. Students acquire a variety of skills with special emphasis placed on executive skills development, the integration of business theory and practice, making ethical, value-based decisions, and developing an understanding of technology’s impact on business. The M.B.A. program has developed a focus on globalization and is committed to exposing students to cross-cultural learning communities to understand other nations. The program strives to provide students with the foundations for socially useful and professionally rewarding careers with sensitivity to the University’s Christian humanist tradition.

The development of narrow, technical specialists is not a primary goal of this program. Nonetheless, an important secondary goal is the development of a sophisticated student understanding of the basic functional areas of business, as well as an appreciation of the role of business in our pluralistic society and the international community in which it exists. The ethical dimension of both personal and corporate behavior is stressed throughout the program.

With more than 600 students in six physical locations and an online program, the DeSales University M.B.A. program seeks to meet the needs of working professionals through flexibility and accelerated class schedules. DeSales University M.B.A. students can complete the degree at their own pace in ways that meet their goals as students and professionals. The faculty teaching in the program not only have excellent academic credentials, but most also have considerable professional experience in the world of business.
MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

DeSales University offers a Master of Science in Physician Assistant Studies (M.S.P.A.S.) degree upon completion of the Physician Assistant (PA) program. Full accreditation has been granted by the Accreditation Review Commission on Education for The Physician Assistant, Inc. (ARC-PA). The graduate program combines both didactic and clinical instruction so that students are given theoretical and practical knowledge bases upon which to build. The mission of the PA program is consistent with the enduring Christian humanistic traditions of DeSales University and seeks to graduate physician assistants who dedicate themselves to the patient as an individual.

Physician assistant graduates will further the vision of Christian humanism and Salesian tradition by: focusing on preventive health care, promoting good health care, emphasizing the patient holistically, supporting life-long learning, and supporting cultural diversity. In addition, the PA program provides the academic and clinical expertise that prepares the physician assistant for national certification and for success in his/her professional role as an extender to the practicing physician, especially the primary care physician.

The PA program trains students to become generalists so that they may function in a wide variety of settings and practice types. Students learn to approach patients holistically and to treat them appropriately, both in acute and chronic settings. Students are given the philosophical foundation to respect the patient’s dignity as an individual. Students are also given the clinical skills necessary to diagnose and treat the patient appropriately.

For more information, please consult the Graduate Catalog. Interested applicants should call the PA program office at 610.282.1100, ext. 1415.

MASTER OF ARTS IN CRIMINAL JUSTICE

The Master of Arts in Criminal Justice (M.A.C.J.) program provides graduate educational opportunities to criminal justice professionals and those who aspire to work in criminal justice and related fields such as corporate and industrial security. Professionals employed in law enforcement and its administration, the criminal courts systems (federal, state, and local), and the correctional area of criminal justice including probation and the treatment of offenders, are particularly well suited for the M.A.C.J. program. The M.A.C.J. program is also designed for individuals seeking a master’s degree in criminal justice in anticipation of academic careers or research-related employment.

In addition to the traditional in-class criminal justice program at DeSales University, an online program is available. The online program has two concentrations: investigative forensics and digital forensics. Investigative forensics relies on science to address legal issues in criminal investigations. Digital forensics addresses legal and investigative issues connected to digital technology such as computers and portable digital devices.

Finally, a five (5) year B.A./M.A.C.J. degree program is available at DeSales. Students accepted into this program will take graduate courses beginning in their senior year. These courses will count toward both their undergraduate and graduate degrees. They are eligible for their M.A.C.J. degree in their fifth year after successfully completing an 11 course graduate criminal justice curriculum.

For more information, please consult the Graduate Catalog. Interested applicants should call the director of the M.A.C.J. program at 610.282.1100, ext. 1466.

DOCTOR OF NURSING PRACTICE IN CLINICAL LEADERSHIP

The Doctor of Nursing Practice in Clinical Leadership Program grants the terminal practice degree in nursing, namely, the Doctor of Nursing Practice (DNP). “Advanced Practice” is the term applied to those nurses certified and practicing in the scope of the nurse practitioner, clinical nurse specialist, nurse midwife, and nurse anesthetist roles. These roles allow nurses to provide advanced levels of nursing care to individuals, families, and populations.

The DNP degree at DeSales University is designed to advance the clinical expertise of advanced practice nurses in specialized areas by integrating nursing science and the best practices from other disciplines (including medicine, ethics, economics, and public health). Doctorally-prepared Advanced Practice Nurses from the DeSales DNP Program will be prepared with the competencies for advanced practice nurses to affect health outcomes in the complex, dynamic health care delivery system within the tenets and beliefs of Christian humanism.

The DNP courses are built upon three major programmatic themes, namely Leadership, Practice Inquiry, and Advanced Nursing Practice. These themes conceptually synthesize the progression of outcomes throughout the DNP curriculum, and are congruent with the themes present throughout the Department of Nursing curricula.

For more information, please consult the Graduate Catalog or www.desales.edu/dnp. Interested applicants should call or write the director of graduate nursing programs: 610.282.1100, ext. 1394.
MAJORS AND COURSES DESCRIPTIONS

All undergraduate programs are so structured as to allow the maximum flexibility consonant with the liberal arts ideal and effective learning. Thus, the departmental descriptions which follow offer a variety of options suited to varying and individual career preferences. Consultation with one's academic advisor is absolutely essential in choosing from among the options offered, in selecting courses within the option and in determining the sequence in which these courses will be taken.

Course Numbering System

In addition to the fact that courses are usually numbered 100, 200, 300 and 400 to correspond to courses taken in the freshman, sophomore, junior and senior levels, these numbers are assigned according to difficulty of content:

- 100-level: Courses designed to introduce a student to a field of study.
- 200- & 300-level: Intermediate courses designed to broaden and deepen the student's knowledge of a field.
- 400-level: Advanced courses designed to deepen further the student's knowledge and allow him or her to synthesize and apply this knowledge.
- 500-level & above: Graduate courses.
- Ordinarily courses beyond the 100-level have prerequisites.
- Special numbers or sequences of numbers are assigned to certain categories of courses as follows: Senior Seminar: 450, 451, 452, 453, 455, 456, 485 Independent Study: 499

Semester Credit Hours

All courses are recorded in terms of credits or semester hours. A semester hour is the equivalent of one lecture hour or two or three hours of laboratory per week for one semester. If a course meets three hours a week, it is said to be a three-credit course.

ACCOUNTING

A major is offered in accounting by the Division of Business. All business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The following courses comprise a common core of business courses and are required of all students in the program: AB 217, 219, 272; EC 209, 210; FN 331; MG 100, 201, 211; MK 201. In addition, all students are required to take AB 301, 302, 322, 451, and AB 453, plus one other course in accounting. Students may take CS 356: Systems Analysis and Design as an accounting elective. Students considering taking the Uniform CPA Exam should complete AB 323 and AB 303, and consult with their advisor. Education and experience requirements for licensure vary by state; therefore, students should contact appropriate state Boards of Accountancy for current requirements.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

AB-217
Financial Accounting
Introduction to the concepts and practices of measuring and communicating financial information by business entities, including financial position, income, and cash flows. (Offered every fall)

AB-219
Managerial Accounting
Accounting for planning, control and managerial decision making. Topics include cost flows, cost-volume-profit analysis, operating and cash budgets, product costing, responsibility accounting, variable costing, relevant costs, and the contribution approach to decision making. (Offered every spring)
Prerequisite: AB-217

AB-272
The Legal Environment of Business
A study of the legal process and how the law affects the internal and external relationship of business organizations. This course is designed to identify the restraints placed on the actions taken by business organizations and how they affect business decisions. An introduction to the law of contracts, agency, torts, and business organizations is included. (Offered every semester)

AB-301
Corporate Financial Reporting I
An intensive study of U.S. and international financial reporting standards and how they relate to the preparation of statements of financial position, income, and cash flows. Specific emphasis is on asset valuation. (Offered every fall)
Prerequisite: AB-217 with a grade of C or better

AB-302
Corporate Financial Reporting II
A continuation of AB 301. Emphasis is on the reporting of liabilities and stockholders’ equity. (Offered every spring)
Prerequisite: AB-301

AB-303
Advanced Accounting
Study of accounting for corporate mergers and acquisitions, preparation of consolidated financial statements, partnerships, foreign currency translation, and branches. Accounting and reporting for governmental and other not-for-profit organizations and other selected topics are examined.
Prerequisite: AB-301

AB-322
Federal Income Taxation
An introductory study of the principles and concepts of federal income taxation of individuals. Students will be familiarized with the tax research process and will acquire a foundation of tax knowledge for responsible action as accountants, business-persons, and citizens. (Offered every fall)
Prerequisite: AB-217

AB-323
Regulation
A course which covers the topics contained in the Regulation section of the Uniform CPA Examination. Study of Federal income taxation as it applies to corporations, partnerships, estates and trusts, and the law of commercial transactions as it applies to secured transactions, bankruptcy, and securities regulations. (Offered in ACCESS only)
Prerequisite: AB-322

AB-324
Regulation
A course which covers the topics contained in the Regulation section of the Uniform CPA Examination. Study of federal income taxation as it applies to corporations, partnerships, estates and trusts, and the law of commercial transactions as it applies to secured transactions, bankruptcy, and securities regulations. Coursework includes participation in the IRS-sponsored VITA. (Offered every spring, not offered in ACCESS)
Prerequisite: AB-217 and AB-322

AB-340
Contemporary Accounting Issues
An examination of selected major and emerging issues in the discipline. Both theoretical and practical dimensions are examined through the use of cases and other materials.
Prerequisite: AB-302

AB-373
Business Law
An in-depth study of the law of commercial transactions. This course reviews the Uniform Commercial Code and its legal effect on sales, commercial paper and secured transactions. Insurance, real and personal property are also covered. This course is recommended for students preparing to take the Uniform CPA Exam. Does not satisfy Accounting elective.
Prerequisite: AB-272

Credits 3
Credits 3
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Credits 3
**AB-375 Legal Environment of International Trade**

Credits 3

Legal considerations that apply to U.S. business in the international marketplace. Analysis of issues involving contract negotiations and enforcement, venue, jurisdiction, arbitration, financing of international trade, international conventions, the European Economic Community, American trade laws, and multinational business issues are covered. The course uses a combination of statutory review, case analysis, and commentary. Does not satisfy Accounting elective.

Prerequisite: AB-272

**AB-451 Strategic Cost Management**

Credits 4

Accounting concepts and techniques as applied to the service and manufacturing sectors, with an emphasis on strategic theory. The course provides an in-depth study of product costing and cost allocation systems for planning and control. (Offered every spring; not offered in ACCESS)

Prerequisite: AB-219 FN-331 MG-201 MK-201 and senior status

**AB-452 Strategic Cost Management**

Credits 3

Accounting concepts and techniques as applied to the production function, with emphasis on manufacturing operations. The course provides an in-depth study of product costing and cost allocation systems for planning and control. (Offered every spring; not offered in ACCESS)

Prerequisite: AB-219 FN-331 MG-201 MK-201 and senior status

**AB-453 Auditing**

Credits 3

Auditing procedures, designing a program of audit, examining financial statements and analyzing evidential matter supporting the statements and auditing standards. This course will also coordinate and integrate the accounting, social, ethical and legal responsibilities of the accountant.

Prerequisite: AB-302

**AB-454 Accounting Internship**

Credits 3

Work experience with approved organizations where meaningful assignments are performed with appropriate training, instruction and supervision.

Prerequisite: Minimum junior class status with a minimum 2.5 cum GPA

**AB-499 Independent Study**

Credits 3

Development and implementation of student’s own research and/or field experience in accounting under the guidance of a faculty member. The student must receive departmental approval of a preliminary proposal before registering for this course.

**BIOCHEMISTRY-MOLECULAR BIOLOGY**

A major is offered in biochemistry by the Department of Natural Science.

The biochemistry program is an exciting multidisciplinary four-year program with a unique integration of biochemistry, chemistry, molecular and cell biology, and genetics. Students in this major will develop a solid background in the understanding of biological systems that is required for a wide variety of career opportunities. In addition, knowledge in biochemistry in the context of Christian beliefs and values will help students become valuable members of their communities, giving them the ability to make informed and responsible decisions in matters that affect the environment, their health and the health of others, and the development of important policies and regulations locally, nationally, and internationally. As graduates of the biochemistry program, students will be prepared for careers in pharmaceutical and biotechnological industries, in government laboratories, and in education—secondary and post-secondary. The biochemistry program is a good choice for students who intend to pursue graduate studies in medicine, dentistry, veterinary science, biology, chemistry, and biochemistry.

The following courses are required for the Bachelor of Science (B.S.) in biochemistry:

- Biology: 151, 255, 256
- Chemistry: 101, 102, 231, 232, 352, 361, 435, 436, 455
- Physics: 201, 202
- Mathematics: 121, 122
- Recommended: CH 351, CH 362, BI 154 or BI 354

Recommended: CH 105

*Students who plan to attend medical, dental, podiatric, veterinary, or graduate school should complete the B.S. degree in Biology.

A Bachelor of Science is offered in Biology with a Forensic Concentration.

The forensic concentration combines the strengths of DeSales’ biology and criminal justice programs. Centered in biology, our program is interdisciplinary with courses in biology, chemistry, physics, mathematics, psychology, and law enforcement. This well-balanced combination of studies provides graduates with numerous career and graduate education opportunities.

The following courses are required for the Bachelor of Science (B.S.) in Biology with a concentration in Forensic Science:

- Biology: BI 151, BI 152, BI 255, BI/CH 305, BI 256, BI 355, BI 356, BI 455
- Chemistry: CH 101, CH 102, CH 231, CH 232
- Physics: PH 101, PH 102
- Mathematics: MA 121, MA 122, MA 301
- Criminal Justice: CJ 208, CJ 360
- Law and Society: CJ 109
- Psychology: PS 295, PS 365

Recommended course: CH 105

*For information concerning secondary teacher certification, see the Education Department entry.

Department electives are ordinarily offered on an alternate year basis.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

**BI-151 Introductory Biology I**

Credits 4

An introduction to the science of biology. This course exposes the student to the unifying characteristics of organisms that reveal their evolutionary inter-relationships and the diversity of form and function that has resulted from random and non-random evolutionary events. Topics broadly introduced include cellular biology and physiology, Mendelian and molecular genetics, reproduction and development, nervous control and integration, comparative anatomy and physiology, evolution and ecology. Lecture 3 hours, lab 3 hours. (Offered every fall) Lab fee.

**BI-152 Introductory Biology II**

Credits 4

A continuation of BI 151 with emphasis on taxonomy and the procaryotic, plant and fungal kingdoms. Lecture 3 hours, lab 3 hours. (Offered every spring) Lab fee.

Prerequisite: BI-151

**BI-154 Microbiology**

Credits 4

The biology of microorganisms. Emphasis is on morphology, physiology, biochemistry, ecology and classification of microorganisms.
(especially bacteria). The laboratory emphasizes aseptic technique in the observation and bio-chemical characterization of microorganisms. Lecture 3 hours, lab 3 hours. Lab fee.

**Prerequisite:** CH-101, CH-103 or CH-107

**BI-209**

**Credits 3**

**Biology: Thinking and Creativity: MOT/Natural Science**

The thought and method of a biologist. The lecture component, centered on topics in human physiology, examines the scientific method and practical examples of its use. The laboratory component examines methods of obtaining scientific data, using the course participants as subjects. The course concludes with a mini-research project designed by the student. Lecture 2 hours, lab 2 hours. Not open to students who have taken BI 210 or CH 209. Lab fee.

**Prerequisite:** Not open to students who have taken BI-210 or CH-209

**BI-210**

**Credits 3**

**Plants, Biology and Science: MOT/Natural Science**

The thought and method of a biologist. The lecture component covers topics in plant biology and then examines the scientific method and practical examples of its use. The laboratory component examines methods of obtaining scientific data using plants as the object of study. The course concludes with a mini-research project designed by the student. Lecture 2 hours, lab 2 hours. Not open to students who have taken BI 209 or CH 209. Lab fee.

**Prerequisite:** Not open to students who have taken BI-209 or CH-209

**BI-211**

**Credits 3**

**Microbiology and Science: MOT/Natural Science**

The thought and method of a biologist. The lecture component covers topics in microbiology and then examines the scientific method and practical examples of its use. The laboratory component examines methods of obtaining scientific data using microorganisms as the object of study. The course concludes with a mini-research project designed by the student. Lecture 2 hours, laboratory 2 hours. Not open to students who have taken another MOT Natural Science course. Lab fee.

**Prerequisite:** Not open to students who have taken another MOT: Natural Science

**BI-230**

**Credits 3**

**Genetics**

This course introduces the basic fundamentals of classical (Mendelian), population, and medical genetics. Topics of study include: the chromosomal basis of inheritance, population genetic frequencies, probability and gene expression patterns, and the genetic basis of disease. Recent advances in medicine and biotechnology, including genetic counseling, DNA fingerprinting, and recombinant DNA methods will also be studied. Lecture: 3 hours

**BI-241**

**Credits 4**

**Ecology**

The general principles of the interrelationships among organisms and between organisms and their environment. The lab consists of field trips to various local ecosystems and lab experiments. Lecture 3 hours, lab 3 hours. Lab fee.

**Prerequisite:** BI-151 and BI-152

**BI-242**

**Credits 4**

**Environmental Science: MOT/Natural Science**

The study of human impacts on the environment. The effects of major impacts on the natural support systems of the earth will be studied, including human population growth, pollution, and habitat destruction. Field trips will demonstrate local environmental problems. Students will participate in an intercollegiate experience studying environmental estrogens using recombinant yeast and concluding with a scientific conference. Lecture 3 hours, laboratory 3 hours. Lab fee.

**BI-253**

**Credits 3**

**Immunology**

A survey of the basic principles of immunology. The course covers various theories of antibody formation, immune regulation and lymphocyte interaction. Autoimmunity, tolerance, and immune deficiency will be discussed in the context of specific pathological states. Lecture 3 hours.

**Prerequisite:** BI-151

**BI-255**

**Credits 4**

**Molecular Cell Biology I**

An introduction to Cell Biology and Genetics. The chemical components of the cell, as well as the properties, transmission and functioning of genetic material, are considered in Mendelian and molecular terms. The impact of recombinant DNA techniques is considered as a synthetic and analytic tool in genetics and cell biology. Lecture 3 hours, laboratory 3 hours. Lab fee.

**Prerequisite:** BI-151

**BI-256**

**Credits 4**

**Molecular Cell Biology II**

A continuation of Molecular Cell Biology I. The course is a survey of advanced topics in cell biology, including membrane structure and associated functions, cell-cell signaling, cytoskeleton, cell cycle and cancer. The laboratory emphasizes application of basic cell culture techniques. Lecture 3 hours, laboratory 3 hours. Lab fee.

**Prerequisite:** BI-151

**BI-280, 281, 282, 283**

**Field Biology**

A field course open to both science and non-science majors. The course consists of two to four week motor trip to selected areas of the United States and/or Canada to investigate the ecology of specific terrestrial, fresh water or marine habitats; floral and faunal systematics; and local and regional geology. Permission of instructor.

**BI-305 and CH-305**

**Credits 3**

**Forensic Toxicology**

A course which serves as an introduction to chemical and molecular toxicology as it applies to the science of forensics. Introductory forensic toxicology concepts will be presented. Laboratory experiments designed to enhance technical abilities and analytical problem solving will be performed. Students will also present current case studies in a discussion format and further develop their scientific writing skills. Lab fee.

**Prerequisite:** CH-231 CH-232 and BI-255

**BI-354**

**Credits 4**

**Medical Microbiology**

An advance study of medically relevant microorganisms, including bacteria, viruses, protozoa and fungi. The structure, reproduction, metabolism, and taxonomy of these organisms will be studied. Major emphasis will be placed on the clinical aspects in terms of transmission, disease pathology, clinical identification and treatment. Lecture 3 hours, laboratory 3 hours. Not open to students who have taken BI 154. Lab fee.

**Prerequisite:** BI-151 and CH-102 or CH-104 Not open to students who have taken BI-154.

**BI-355**

**Credits 4**

**Human Structure and Function I**

Fundamental concepts of physiology are correlated to the structure of the human body. The thought and method of a biologist. The lecture component, centered on topics in human physiology, examines the scientific method and practical examples of its use. The laboratory component examines methods of obtaining scientific data, using the course participants as subjects. The course concludes with a mini-research project designed by the student. Lecture 2 hours, lab 2 hours. (Offered every fall) Lab fee.

**BI-364**

**Credits 4**

**Anatomy & Physiology II**

Exploration of principles basic to establishing a balance among regulatory mechanisms within the human organism. These principles are related to the development of pathological states. Lecture 3 hours, lab 2 hours. Lab fee. (Offered every fall)
of the human body. This course employs a systems approach, emphasizing the human body as a dynamic system of interdependent components. Clinical case studies will be incorporated to complement lecture material and to enhance problem solving techniques. This course will highlight the muscular, skeletal, nervous, and endocrine systems. Lecture 3 hours, laboratory 3 hours. Not open to students who have taken BI 263, 264.

Prerequisite: BI-151 Not open to students who have taken BI-263 and BI-264

BI-356 Credits 4
Human Structure and Function II
A continuation of BI 355. This course will highlight immunity, fluid balance, and the cardiovascular, respiratory, digestive, and urinary systems. Lecture 3 hours, laboratory 3 hours. Not open to students who have taken BI 263, 264. Lab fee.

Prerequisite: BI-355 Not open to students who have taken BI-263 and BI-264

BI-390 Credits 3
Biology Internship
Designed to develop a meaningful field experience related to a biologically oriented career. Admission by permission of the department chair. Limited to junior and senior biology majors. (Offered every semester).

Prerequisite: Limited to junior and senior biology majors

BI-400 Credits 3
Current Topics in Biology
Investigation of a topic of current interest in biology. The topic is determined before the course begins by the interest of the students and faculty. Classes consist of lectures, discussions, review papers and/or presentations by students. Admission by permission of instructor.

BI-410 Credits 3
Virology
This course introduces students the study of viruses, from a specific perspective. Learning topics will include the basic structure and organization of viral families, the molecular biology of viral infection, replication and pathogenesis, and current preventative vaccine and anti-viral drug development efforts. Lectures will be supplemented with review of current scientific literature.

BI-435 and CH-436 Credits 4
Biochemistry I
The chemistry of biomolecules. This course introduces the student to the structure and function of lipids, proteins, nucleic acids, and carbohydrates. An introduction to the major metabolic pathways as well as control and regulation of metabolism will be covered. Lecture 3 hours, lab 3 hours. Not open to students who have taken BI/CH 431, BI/CH 442. Lab fee.

Prerequisite: CH-101, CH-102, CH-231 and CH-232 Not open to students who have taken BI/CH-431, 432 & 442.

BI-436 and CH-436 Credits 4
Biochemistry II
A course that shares features of textbook-based courses and scientific seminars. Review and discussion of current scientific literature through written assignments and oral presentation promote critical thinking. The textbook provides background knowledge for understanding current literature. Topics to be studied include information metabolism, genomics, and bioinformatics. Laboratory experiments emphasize experimental techniques used by biochemists today. Lab fee.

Prerequisite: CH-102, CH-232 and CH-435

BI-4451, 4452 Credits 1
Biology Seminar
A seminar series in biology. Students and instructor decide on a theme for the semester in the first week. Students invite two professional biologists to present research seminars on the selected theme that are open to the Biology Department and to the public. Each student also presents one or more seminars and participates in all seminars.

Prerequisite: BI-151 and BI-152

BI-455 Credits 4
Senior Research Seminar I
A multifaceted experience in scientific research. Students initiate and carry out a research project under the guidance of a faculty mentor. Students attend and give seminars on various topics in biological science. Students discuss ethical implications of our rapidly increasing biotechnology. The final exam is a standardized major field test. Lecture 3 hours, laboratory 3 hours. Lab fee. (Offered every spring)

BI-456 Credits 4
Senior Research Seminar II
A continuation of BI 455. Students complete their research projects begun in BI 455, submit a thesis, and orally present their research at a departmental seminar. Students attend scientific seminars and present seminars. Lecture 3 hours, laboratory 3 hours. Offered every fall.

Lab fee.

Prerequisite: BI-455

BI-461, 462 Credits 4
Research
Student research in a specific area of biology. The student is responsible for developing and completing an experimental research project of professional quality and concluding with a presentation in standard scientific format. Regular discussions with the research mentor and other project personnel are required. A minimum time commitment of 6 hours per week is expected.

BI-475 Credits 3
Designer Genes: The Promises and Problems of Biotechnology: Values Seminar
We live in an era of scientific revolution: the ability to redesign the very fabric of life itself through a collective set of tools called bio-technology. This course will explore the scientific basis of these tools as well as their social and moral implications. Limited to juniors and seniors.

Prerequisite: TH-109 Limited to juniors and seniors

BI-4981, 4982, 4983 Credits 1
Biological Laboratory Pedagogy
An independent development of laboratory exercises in biology under the guidance of a staff member. Three laboratory exercises that can be used to enhance laboratory department offerings are researched and perfected each semester. This course increases the student’s appreciation of both pedagogy and experimental method in biology. Admission by permission of instructor. (Offered every semester)

BI-499 Credits 3
Independent Study
An independent investigation of an area of biology selected by the student in accordance with his or her background and interest under the guidance of a staff member. Library work is required. Limited to qualified juniors and seniors. Admission by permission of department chair. (Offered every semester)

BUSINESS ADMINISTRATION

A major is offered in business administration by the Division of Business.

All business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The following courses comprise a common core of business courses and are required of all students in the program: AB 217, 219, 272; EC 209, 210; FN 330 or FN 331; MG 100, 201, 211; MK 201. In addition all students are required to take MG 233, 310, 340, 451, MK 215 plus one other course in management.

CHEMISTRY

A major is offered in chemistry by the Department of Natural Science.

Chemistry is a central science in our world. Majoring in chemistry prepares the student for a variety of careers, whether in an industrial lab, a government agency, or as a secondary teacher (chemistry certification awarded). In addition, the chemistry major is well positioned for pursuing graduate studies or gaining acceptance to medical or dental schools.

The department fully supports the University mission to develop the Christian humanist, an individual “in whom the ideals of truth and love find intimate union and meaningful expression.” Majoring in chemistry can, we believe, contribute profoundly to a Christian understanding of existence while preparing the student for a career both satisfying and beneficial to society.

The degree granted is the Bachelor of Science in Chemistry. Special course tracks are available through minors.
The following courses are required for the Bachelor of Science (B.S.) in Chemistry: CH-101, 102, 204, 231, 232, 351, 352, 361, 362, 435, CH 455 or Internship (CH 396–399), CH 456 or Internship (CH 396–399); Physics: 201, 202; Mathematics: 121, 122; Recommended: CH 105, CH 475.

Student participation in a faculty guided research project and/or an internship at a local chemical or pharmaceutical company is a requirement for graduation and is typically fulfilled during the junior/senior years.

A Bachelor of Science is offered in chemistry with a forensic concentration. The forensic concentration combines the strengths of DeSales' chemistry and criminal justice programs. Centered in chemistry, our program is interdisciplinary with courses in chemistry, biology, physics, mathematics, psychology, and law enforcement. This well-balanced combination of studies provides graduates with numerous career and graduate education opportunities.

The following courses are required for the Bachelor of Science (B.S.) in Chemistry with a concentration in Forensic Science:

**Biology:** BI 151, 255
- Chemistry: CH 101, 102, 204, 231, 232, 305, 351, 361, 362, 435, 455 or Internship (CH 396–399)
- Physics: PH 201, 202
- Mathematics: MA 121, 122, 301
- Criminal Justice: CJ 208, 360
- Law and Society: CJ 109
- Psychology: PS 295 and 365

Recommended courses are: CH 105, 352

For information concerning certification in secondary teacher education, see the education department entry.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

### CH-100 Credits 3
**College Preparatory Chemistry**
Prepares students for freshman college chemistry. The course is designed for students who have had little or no high school chemistry or who have significant weaknesses and/or deficiencies in chemistry and mathematics. Students are taught the basic mathematics used in chemistry, basic chemical principles and theories, and basic chemistry problem-solving. Lecture 3 hours, no lab. Not open to students who have taken CH 101.

**Prerequisite:** Not open to students who have taken CH-101

### CH-101 Credits 5
**Chemical Principles**
For all science majors. This course introduces the student to quantitative measurements, a simplified theory of atoms and molecules, quantitative study of the conservation of matter and energy, stoichiometry, the behavior and theory of gases, the classes of chemical reactions, thermochemistry, chemical thermodynamics, chemical bonding, molecular geometry, and the periodic table of elements. It prepares the student for either CH 102 or CH 104. Lecture 4 hours, lab 3 hours. Lab fee. (Offered every fall)

### CH-102 Credits 5
**General Chemistry**
For all science majors. This course develops chemical principles through an extended study of solutions, chemical equilibria, acid-base reactions, and oxidation-reduction reactions. Introduction to descriptive chemistry of select elements, chemical kinetics, electrochemistry, coordination chemistry and nuclear chemistry complete the course. Lecture 4 hours, lab 3 hours. (Offered every spring) Lab fee.

**Prerequisite:** CH-101

### CH-103 Credits 4
**Fundamentals of General Chemistry**
A study for a preparation of the molecular basis of life. CH 103 and CH 104 together are directed to an understanding of the molecular basis of life. Topics in CH 103 include the structure and properties of atoms and molecules, mole problems, states of matter and the kinetic-molecular theory, water and solutions, acids, bases, salts, hydrolysis and buffer equilibria, and radionuclide chemistry. Appropriate for interested non-science majors as well as nursing, sport and exercise science, and pharmaceutical marketing majors. Lecture 3 hours, lab 3 hours. (Offered every fall) Lab fee.

### CH-104 Credits 4
**Introduction to Organic and Biological Chemistry**
To understand the molecular basis of life. Organic chemistry is largely limited to aliphatic (non-benzenoid) structure and functional groups which occur in the structure and function of bioorganisms. Biochemistry is introduced with structural studies of carbohydrates, lipids, and proteins. Flow of information and of energy is studied. Metabolic pathways are reviewed. Lecture 3 hours, lab 3 hours. Not open to students who have taken CH 231, CH 232, and CH 431. (Offered every spring) Lab fee.

**Prerequisite:** CH-103 Not open to students who have taken CH-231, CH-232 & CH-431

### CH-1053 Credits 1
**Laboratory Safety**
Standard laboratory practices and procedures. Students will be taught these with respect to personal safety, laboratory facilities, laboratory equipment, working with hazardous chemicals, chemical labeling, chemical storage and inventory, and chemical waste disposal.

### CH-107 Credits 5
**Physiological Chemistry**
Preparation for the study of the molecular basis of life. General, organic and biochemical topics will be presented. Topics include the structure and properties of atoms and molecules, organic structure and function groups, carbohydrates, lipids, proteins and nucleic acid biochemistry. Appropriate for interested non-science majors as well as nursing majors. Lecture 4 hours, lab 3 hours. Lab fee. (Offered every spring)

### CH-204 Credits 4
**Inorganic Chemistry**
Structure and reactivity of non-organic materials. The periodic table of elements provides the principle of order for studying a wide variety of materials. Transition metal chemistry as well as acid-base and oxidation-reduction reactions are studied. Explanation of properties is sought in theories of atom structure and bonding. Laboratory work aimed at reinforcing knowledge of the course topics. Lecture 3 hours, lab 3 hours. Lab fee.

**Prerequisite:** CH-101 and CH-102

### CH-205 Credits 3
**Toxicology**
Clinical and environmental aspects of chemical toxicity. Special emphasis will be placed on the interaction of drugs and environmental pollutants with the various biochemical pathways. A number of case histories will be presented.

**Prerequisite:** CH-101 & CH-102 or CH-103 & CH-104

### CH-209 Credits 3
**World Awareness Through Chemistry: MOT/Natural Science**
Designed to increase the awareness of students with respect to many discoveries in chemistry that have resulted in significant changes in our world and the quality of our lives. Students will become better informed about our chemical world in such areas as food, consumer products, medicine, agricultural products, industrial products, air and water pollution, and energy. Lecture 2 hours, lab 2 hours. Not open to students who have taken BI 209 or BI 210. Lab fee.

**Prerequisite:** Not open to students who have taken BI-209 and BI-210

### CH-231 Credits 4
**Organic Chemistry I**
Introduction of structure and properties of organic molecules, including electronic structure and bonding, physical properties, isomerism, stereochemistry, and nucleophilic substitution and elimination. Basic laboratory techniques for manipulations, characterization, and analysis of organic liquids and solids are examined. Lecture 3 hours, lab 3 hours. (Offered every spring) Lab fee.

**Prerequisite:** CH-101 and CH-102

### CH-232 Credits 4
**Organic Chemistry II**
Continuation of CH 231, focusing on chemistry of organic molecules containing functional groups: alkyl halides, alcohols, ethers, amines, and compounds containing the carbonyl group. Laboratory includes development of synthetic and analytical organic chemical techniques. Lecture 3 hours, lab 3 hours. Lab fee. (Offered every spring)

**Prerequisite:** CH-231
CH-305 and BI-305  
Forensic Toxicology  
A course which serves as an introduction to chemical and molecular toxicology as it applies to the science of forensics. Introductory forensic toxicology concepts will be presented. Laboratory experiments designed to enhance technical abilities and analytical problem solving will be performed. Students will also present current case studies in a discussion format and further develop their scientific writing skills. Lab fee.  
Prerequisite: CH-231, CH-232 and BI-255

CH-351  
Physical Chemistry I  
The development and interpretation of the laws of thermodynamics that culminate in the study of equilibrium with application to chemical and phase equilibria. Also included is the study of the properties and theories of phase interfaces and the electrochemical cell. Lecture 4 hours, lab 3 hours. Lab fee.  
Prerequisite: CH-101, CH-102 MA-121 MA-122 PH-201 and PH-202

CH-352  
Physical Chemistry II  
Structure and dynamics. Structural studies include basic spectroscopy and modern quantum theory of the atom and small molecules. The second part includes transport properties of matter and kinetics and mechanism of reactions in gases, solutions, and on surfaces. Lecture 4 hours, lab 3 hours. Lab fee.

CH-355  
Advanced Topics in Chemistry  
Three independent courses of approximately five weeks each, taught by different instructors. Each course studies a special topic, e.g., nuclear magnetic resonance spectroscopy, mass spectrometry, polymers, liquid chromatography. Lecture 3 hours.

CH-361  
Analytical Chemistry  
A sensitivity in approach to gathering and critically evaluating information about chemical systems is taught in this course. Introductory experience is provided in titrimetric, gravimetric, electrochemical and chromatographic methods of analysis as well as basic principles and theories for these techniques. Lecture 4 hours, lab 3 hours. Lab fee  
Prerequisite: CH-101 and CH-102

CH-362  
Instrumental Analytical Chemistry  
Instrumental methods of chemical analysis. Studies include absorption and emission methods, certain electrochemical methods and GL and LL chromatography. Theoretical principles, instrument design and applications in laboratory analysis are discussed. Laboratory instruments include infrared, ultraviolet-visible, atomic-absorption, fluorescence and flame-emission spectrophotometers, gas-liquid chromatographs, GC-mass spectrometer, ICP-AES and NMR spectrometers and high-pressure liquid chromatograph. Lecture 3 hours, lab 3 hours. Lab fee.  
Prerequisite: CH-101, CH-102 and CH-231

CH-396, 397, 398, 399  
Chemistry Internship  
Qualified students are placed by the department as interns in cooperating industries, government agencies and hospitals. Application should be made through the department chair.  
Prerequisite: CH-362

CH-421  
Advanced Topics in Organic Chemistry  
The chemistry of carbon, utilizing mechanisms and reaction types as unifying principles. Topics include delocalized chemical bonding, nonbenzenoid rings, carbonium ions, cabanions, free radicals and carbenes. Examples used include compounds of biological interest. The laboratory work will include multistep syntheses and qualitative analysis. Lecture 2 hours, lab 3 hours. Lab fee.  
Prerequisite: CH-232

CH-435 and BI-435  
Biochemistry I  
The chemistry of biomolecules. This course introduces the student to the structure and function of lipids, proteins, nucleic acids, and carbohydrates. An introduction to the major metabolic pathways as well as control and regulation of metabolism will be covered. Lecture 3 hours, lab 3 hours. Not open to students who have taken BI/CH 431, BI/CH 432, BI/CH 442. Lab fee.  
Prerequisite: CH-101, CH-102, CH-231 and CH-232

CH-436 and BI-436  
Biochemistry II  
The course shares features of textbook-based courses and scientific seminars. Review and discussion of current scientific literature through written assignments and oral presentations promote critical thinking. The textbook provides background knowledge for understanding current literature. Topics to be studied include information metabolism, genomics and bioinformatics. Laboratory experiments emphasize experimental techniques used by biochemists today. Lab fee.  
Prerequisite: CH-102, CH-232 and CH-435

CH-455  
Senior Research Seminar I  
An extensive study in chemical research. The course will consist of three parts. In one part, every student will conduct a self-designed research project under the direction of a faculty member. In another part, students will present research proposals and/or seminars on currently important topics in chemical research. In the last part, students will discuss and debate the ethics in some chemistry issues and problems of interest in the world today. Lecture 2 hours, lab 6 hours.  
Prerequisite: CH-362

CH-461  
Research  
Student research in a specific area of chemistry to gain an appreciation of all it entails. Usually the research director provides the background information and bibliography stemming from his personal extensive literature search. However, the student has the responsibility of searching the literature in seeking solutions to problems developed by the director's initial exploratory work. A weekly conference with the instructor and other project workers and six hours of lab time are required. Lab fee.

CH-462  
Research  
Introduces the student to research in the manner described for CH 461 or extends the project commenced in CH 461. In the latter case the student will be expected to contribute more toward the solution of the problem, not only with respect to experimental results, but also in constructive criticism and new ideas. Lab fee.

CH-475  
The Ecological Crisis, a Common Responsibility: Values Seminar  
The principal objective of this course is reflection on the values inherent in nature as well as those in man. The limit and value of science is weighed, but more importantly the role of the church in response to the “ecological crises,” and most importantly, our responsibility as individuals and as members of Christ’s body. Limited to juniors and seniors.  
Prerequisite: TH-109 Limited to juniors and seniors.

CH-499  
Independent Study  
A senior student carries out a non-laboratory study of an academic area of personal interest after the student prepares a program of study and a department faculty member approves it and agrees to guide and grade the subsequent study. A written summary report of the investigation is required.

COMMUNICATION  
A major is offered in communication, and minors are offered in professional communication and journalism. A minor in creative writing is offered by the Division of Liberal Arts and Social Science.  
Communication majors take a variety of communication-based courses in professional writing, speaking, persuasion, journalism, publishing, media, culture, and advertising. Communication majors specialize toward a professional career by selecting both electives and pre-professional courses that will direct them toward one of four career areas: 1) professional/creative writing and editing, 2) advertising, marketing and/or public relations, 3) sports communication or 4) business communications. Communication majors usually complete one or more internships in their...
junior and senior years, develop extensive portfolios of work they have done, and establish professional networking contacts. They obtain jobs in such areas as writing and editing, publishing, event coordination, proposal and grant writing, public relations, journalism, corporate, collegiate or medical publication, media, advertising, and marketing.

Course requirements are listed below. Complete course descriptions for each of the pre-professional marketing, computer science, writing and sports courses can be found in the MK, CS, EN/CM, TH, TV/F and SS sections of the Undergraduate Catalog.

This major requires students to complete six core courses, seven upper-level courses, and three pre-professional electives drawn from other departments. Students take courses toward one of four above tracks within the communication major.

**Communication Core:**
CM 130 Introduction to Mass Communication  
CM 199 Communication Theory  
CM 206 Professional Speaking  
CM 220 Journalism I  
CM 310 Fundamentals of Public Relations  
CM 405 Communication Research Seminar

**Communication Electives:** Students must choose seven.
CM 205 Introduction to Professional Communication  
CM/EN 212 Creative Writing Poetry  
CM 225 Photjournalism  
CM 275 Interpersonal Communication  
CM 290 Pop Culture  
CM 305 Persuasive Communication  
CM 309 Special Topics in Communication  
CM 311 Communication for Non-Profits  
CM/EN 312 Creative Writing Fiction  
CM 313 Writing for Promotion and PR  
CM 314 PR Case Studies  
CM 315 PR & Event Planning  
CM 316 Publishing  
CM 317 Sport Communication  
CM 319 Professional Writing  
CM 320 Journalism II  
CM 325 Journalism Practicum  
CM/EN 340 Creative Non-fiction  
CM 360 Organizational Communication  
CM 365 Gender Communication  
CM 380 Media Law and Politics  
CM 390 Media Ethics  
CM 391-4 Internship  
CM 460 Independent Research Study

**Pre-Professional Electives:** Students must choose three.
For students who intend advertising, marketing, public relations  
MK 201 Principles of Marketing  
MK 220 Consumer Behavior  
MK 325 Advertising and Promotion

**For students who intend business communication**
MK/MG 233 Business Communication Skills  
For students who intend professional/creative writing, editing, publishing  
MK/MG 233 Business Communication Skills  
CS 265 Web Page Design  
CS 340 Digital Art I  
EN/CM 212 Creative Writing Poetry  
EN/CM 312 Creative Writing Fiction  
EN/CM 340 Creative Non-fiction  
TH 275 Playwriting  
TV/F 252 Screenwriting

**For students who intend sports communication**
SS 100 History and Philosophy of Sport  
SS 200 Sports Management and Leadership  
SS 230 Facility Planning and Event Management  
SS 330 Sports Marketing and Promotions  
SS 341 Sport and Media Relations

**For students who intend business communication**
EC 112 Economics of Public Issues  
EC 209 Principles of Macroeconomics  
MG 100 Introduction to Business  
MG 201 Principles of Management  
MI 207 Management of Information Technology  
AB 217 Financial Accounting

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**CM-130 An Introduction to Mass Communications**  
An introduction to the various media of mass communications: newspapers, radio, film, television, and their impact on American life, with attention to the larger ethical, cultural, political, economic and social contexts. This course is normally limited to freshmen and sophomores, except by permission of the instructor. Required of all communication majors. Required for secondary certification in English or Communication.

**CM-199 Communication Theory**  
An introduction to communication theory, providing an overview of approaches to understanding and studying the complexities of human interaction. Verbal, nonverbal, electronic, organizational, and other modes of human expression will be discussed. Required of all communication majors.

**CM-205 Introduction to Professional Communications**  
An introduction to the basic dynamics of communication in business and the professions. Students develop proficiency in fundamental forms like letters and memos, simple reports and visuals, brochure preparation, instruction writing. They also prepare resume packages and letters of application, and learn interview techniques. Strongly recommended for students in the business track.  
**Prerequisite:** EN-103  
**CM-206 Professional Speaking**  
An introduction to the writing of poetry: a workshop approach emphasizing development of expression and revision skills. Discussion of student writing is supplemented by an examination of other contemporary poets such as Clifton, Heaney, Rich, and Simic, etc. Strongly recommended for students in the Professional/Creative Writing and Editing track.  
**Prerequisite:** EN-103 and EN-104

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**CM-220 Journalism**  
An introduction to news writing, the sources and components of news, structure of news story, sources and interviews, field experience in gathering and writing news, journalistic rules and ethics. Designed as an English elective, the course is open to other students. Lab fee assessed. Required of all Communication majors.  
**Prerequisite:** EN-104 and CM-130

**CM-223 Journalism for ACCESS**  
An alternate version of EN 220, designed to better meet the needs of adult students within the context of ACCESS scheduling. Not open to students who have already taken EN220 or CM-223. (Offered only in ACCESS)  
**Prerequisite:** EN-104 and CM-130

**CM-275 Interpersonal Communication**  
A course studying the nature of human communication in our personal, professional, and familial relationships. The course will explore the complexity of the communication process and will introduce students to skills for interpersonal effectiveness and competency. Required of all Communication majors.  
**Prerequisite:** CM-130

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**CM-290**  
**Credits 3**
Pop Culture
An analysis of concepts relevant to historical and contemporary American popular and mass culture. The course addresses technological, narrative, cultural and ideological processes and codes that are present in cultural content. Students will engage in critical and interpretive methods of analysis of pop culture theories and artifacts.
Prerequisite: CM-130

CM-309
Special Topics in Communication
Credits 3
Various topics relevant to professional communication in a variety of settings. Such topics might include intercultural communication, technology in communication, interacting with media, marketing and advertising communication skills, technical documentation skills, ethical considerations for the communicator, writing in a team setting, and advanced editing techniques. May be repeated for credit with the permission of the Communication Program Coordinator.
Prerequisite: CM-130

CM-310
Fundamentals of Public Relations
Credits 3
A study of the history and definition of the broad area of public relations, with emphasis on actual cases that established practices and procedures in the field of public relations. Students will be encouraged to apply problem solving skills and public relations principles. Ethical considerations will be emphasized.
Prerequisite: CM-130

CM-311
Communication Within Nonprofit Orgs
Credits 3
A study of the nature of non-profit organizations and their audiences. Students will develop an appreciation of the communication and interpersonal skills necessary for success in this important area. Projects, readings, and case studies will emphasize practical applications of skills introduced in CM-310.
Prerequisite: CM-130

CM-312 and EN-312
Creative Writing: Fiction
Credits 3
This course will introduce students to the basic forms, genres and elements of both short and long fiction. A workshop approach in which students will read, edit and revise each other’s work will be supplemented by the reading of contemporary fiction writers such as O’Brien, Carver, Garcia-Marquez and Alexie. Strongly recommended for students in the Professional/Creative Writing and Editing track.
Prerequisite: EN-103 and EN-104

CM-313
Writing for Promotion and Public Relations
Credits 3
Various applications of persuasive and public relations techniques to forms of written and oral communication. Some forms covered will be press releases, media kits, sales and promotional pieces, newsletters and related formats. Strongly recommended for students in the Advertising and Public Relations track.
Prerequisite: CM-130 and CM-310

CM-314
PR Case Studies
Credits 3
An intermediate course examining successful and challenging PR case studies of the past and present. Students will study strategies employed by professionals through careful reading of cases. In addition, students will have the opportunity to manage their own “case” through interactive work with peers.
Prerequisite: CM-130, CM-220 and CM-310

CM-315
PR and Event Planning
Credits 3
An advanced course in public relations focusing on PR campaigns and event planning. Students will learn how to promote a product, brand, and image through effective campaigns. The course will focus on the role of successful event planning in PR campaigns.
Prerequisite: CM-130, CM-220 and CM-310

CM-316
Publishing
Credits 3
A study of the dynamics and process of publishing. Students will work with actual publications and publishing professionals, learning about the business of publishing, careers in publishing, layout, design, editing, promotions, finances and distribution. Strongly recommended for students in the Professional/Creative Writing and Editing track.
Prerequisite: CM-130 and CM-220

CM-317
Topics in Sport Communication
Credits 3
A critical examination and analysis of sports in the print, broadcast, and electronic media and advertising, with special attention to ethical issues and media effects. Students will develop a practical focus on sports information and promotion, including the roles of the sports information director and events promoter, with emphasis on the fundamentals of publicity, promotion techniques, marketing and public relations.
Prerequisite: CM-130 and SS-100

CM-319
Professional Writing
Credits 3
A thorough overview of the career opportunities for Communication students in the fields of Publicity and Advertising, Ghostwriting, Speechwriting and Biography, Creative Support University, Healthcare and Freelance Writing.
Prerequisite: CM-130 and CM-220

CM-320
Journalism II
Credits 3
A continuation of CM-220. Students will refine their news writing skills, AP style knowledge, interviewing skills, and news analysis abilities through critical analysis of news pieces. In addition, students will expand their evolving skills through comprehensive investigative journalism and freelance journalistic opportunities. Strongly recommended for students in the Professional/Creative Writing and Editing track.
Prerequisite: CM-130 and CM-220

CM-323
Journalism II for ACCESS
Credits 3
An alternate version of EN 320, designed to better meet the needs of adult students within the context of ACCESS scheduling. Not open to students who have already taken. (Offered only in ACCESS)
Prerequisite: CM-220

CM-325
Journalism Practicum
Credits 3
For students interested in advanced work in journalistic writing, editing, and lay-out. Permission of instructor required. (Offered every semester)
Prerequisite: CM-220, CM-320 and permission of instructor

CM-340 and EN-340
Creative Non-Fiction
Credits 3
Sophisticated exploration of the essay form, including style, audience, tone and form. Called the “New Journalism” and popularized by such writers as Truman Capote and Annie Dillard, these essays straddle the line between fiction and non-fiction writing and may include reflective essays, science and nature essays, biography, autobiography, travel and immersion. Students will read widely in the genre. Strongly recommended for students in the Professional/Creative Writing and Editing track.
Prerequisite: EN-103 and EN-104

CM-360
Organizational Communication
Credits 3
Examines the theories associated with organizational communication and reviews case study scenarios. Students learn about the complex nature of communication and interaction within organizations’ formal and informal networks. Strongly recommended for students in the Business track.
Prerequisite: CM-130 and CM-199

CM-365
Gender Communication
Credits 3
An upper-level elective focusing on social and cultural patterns of gendered communication. Students will study historical movements and current research in gender communication in order to gain an understanding on how gender shapes communication styles.
Prerequisite: CM-130 and CM-305

CM-380
Media Law and Politics
Credits 3
An examination of political philosophies on government regulation of a variety of issues in American media. Topics include the evolution of legal thought on free speech, defamation, copyright, privacy,
obscenity and new media technologies. Students learn basic legal research methods through court cases and academic legal scholarship. Strongly recommended for students in the Business Track.

**Prerequisite:** CM-130 and CM-199

**CM-390 and EN-390**

**Credits 3**

**Media Ethics**  
A course that presents historical and contemporary review of how media has changed, considering legal, marketing, economic and cultural influences on internal operations and decision making regarding program material. This course looks at Federal and State laws regulating electronic media, and analyzes and evaluates the dynamics of the relationship between the media, the market, government and audience. Strongly recommended for students in the Business Track.

**Prerequisite:** CM-130 and CM-199

**CM-391, 392, 393, 394**

**Credits 3**

**Communication Internship**  
An internship program designed to provide the student with first-hand work experience in fields of particular interest. Internships are available in such areas as publishing, advertising, public relations, journalism and television. May be repeated for credit. Permission of the instructor is required for admission.

**Prerequisite:** CM-130 and CM-199

**CM-405**

**Credits 3**

**Professional Communication Seminar**  
A synthesis of the students’ work in research, design, and report writing skills. Report writing at various levels of formality will be studied, resulting in a major formal report and related formal oral presentation. Writing for various audiences and markets will be studied, and students will produce at least one original article targeted for a specific publication. Required of all Communication majors. Open to others by permission of the instructor.

**Prerequisite:** CM-130 and CM-199

**CM-460**

**Credits 3**

**Research in Communication**  
An opportunity for students to explore topics and projects by applying basic communication theory and analysis. Research results will be presented in appropriate oral and written forms. A free elective for junior and senior Communication majors. Open to others with permission of the instructor.

**Prerequisite:** CM/EN-130, CM/EN-205 and CM/EN-220

**CM-499**

**Credits 3**

**Independent Study**  
A tutorial arrangement for special student proposals for research and/or field experience in Communication studies; guided reading in primary and secondary sources; presentations, projects and papers; analysis and evaluation. May be repeated for credit. See Department Chair for required guidelines.

**Prerequisite:** Permission of the instructor

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**COMPUTER SCIENCE**

**A major is offered in computer science by the Department of Mathematics/Computer Science.**

The development and application of computer technology continues to create opportunities for professionals educated in computer and information sciences. Four programs leading to the Bachelor of Science degree are designed to prepare candidates for graduate study, a career, or both, in these continuously changing fields. The following programs emphasize a broad-based and coherent education in computing;

**Computer Science – Game Programming Option**

This track concentrates on the visual aspect of computing combined with the logic of movement and design. Required courses are: CS 121, CS 122, CS 211, CS 220, CS 270, CS 275, CS 340, CS 370, CS 392, CS 394, CS 420, CS 492, CS 453; MA 121, MA 122, MA 331.

**Computer Science – Digital Art Option**

This option connects the science of computing with the creativity of art. This track will prepare students to meet the sensory media requirement prevalent in today’s technology.

Required courses to complete the Bachelor of Science degree in Computer Science – Digital Art are option: CS 121; CS 263; CS 270, CS 275, CS 392, CS 394, CS 340, CS 342, CS 395, CS 453; CS 492, MA 111, MA 106; FA 101; one CS elective and one FA elective (FA 330, FA 331, FA 332, FA 333, FA 335, FA 336).

**Computer Science – Theoretical Option**

This program emphasizes the theoretical aspect of computing and its mathematical foundations.

Required courses to complete the Bachelor of Science degree in Computer Science – Theoretical options are: CS 121, CS 122, CS 211, CS 220, CS 314, CS 316, CS 321, CS 420, CS 453; MA 121, MA 122, MA 231, MA 301, MA 331; at least one course selected from Group A; one additional course selected from Group B.

Group A courses: MA 243, MA 334, MA 341

Group B courses: MA 223, MA 224, MA 302, MA 400, or one from Group A.

**Computer Science – Information Science Option**

This option emphasizes the application of computing resources to the support of organizational goals and business functions.

Required courses to complete the Bachelor of Science degree in Computer Science – Information Systems Option are: CS 121, CS 122, CS 211, CS 220, CS 314, CS 321, CS 356, CS 360, CS 453; MA 121, MA 122, MA 231, MA 301, MA 331; one CS elective and one CS elective or MA 334, MA 341.

Courses are offered during the day and in the evening. Qualified upper-division students are encouraged to take approved graduate courses.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

**CS-105**

**Introduction to Computer Applications**

An overview of computer systems with the focus on hands-on experience with Microsoft Word, Excel, Access, and PowerPoint in a classroom or computer laboratory setting.

**CS-111 and MI-111**

**Credits 3**

**Introduction to Programming**

A introduction to computer programming in the Windows graphical user interface environment. Topics include planning, incorporating graphical user interface elements, code development, basic file manipulation, problem solving techniques, stepwise refinement, and modular design.

**CS-121**

**Introduction to Computer Science I**

Introduction to programming concepts and methodology. The development and implementation of algorithms, using topdown stepwise refinement techniques, subprograms/procedures, modular programming, and elemental file manipulation using C++.

**CS-122**

**Intro to Computer Science II**

A sequel to CS 121, continuing the development of structured programming concepts. The course emphasizes data structures, modular programming, and analysis of algorithms using C++.

**Prerequisite:** CS-121

**CS-211**

**Application Development**

Application development techniques in the Java programming language, including file processing concepts and user-interface design.

**Prerequisite:** CS-122

**CS-220**

**Computer Architecture**

Introduction to computer hardware and organization. Topics include digital logic, digital systems, machine level representation of data, assembly level machine organization, memory system organization and architecture, interfacing and communication, and alternative architectures.

**CS-230**

**Hardware Support and Maintenance**

An introduction to computer hardware, support and system maintenance procedures. Topics include hardware components, hardware installation, upgrading, maintenance, troubleshooting and portable computing. Students are provided hands-on opportunities to assemble, install and troubleshoot hardware components.

**CS-265 and MI-265**

**Credits 3**

**Web Page Design**

A study of web page design, creation, and implementation. Topics include XML and HTML as foundation tools for designing efficient, professional web pages. Skillful design methodologies and best busi-
ness practices are integrated as part of the design components.

CS-270 and TV-340  
Credits 3  
Multimedia  
A study in visual and audio design for television and film applications. Focus is placed on computer-based graphics, 2D animation and motion graphics incorporating multimedia elements such as text, graphics, video, stop-motion, and sound.

CS-275  
Credits 3  
Visual Interface  
Design techniques essential for efficient use and performance of Graphical User Interfaces. Through a combination of visual programming logic, application software, graphics and sound, the development of interfaces that produce high sensory response will be highlighted.

CS-314  
Credits 3  
Operating Systems  
Introduction to the design and function of operating systems. The operating system is viewed as a logical level in the architecture of a computer system designed to provide such services as simplified I/O interface, file systems, management of shared resources, and memory management.  
Prerequisite: CS-122

CS-316  
Credits 3  
Security  
Introduction to the concepts necessary for securing data on both individual computers and large-scale networks. Through analysis of security risks and prevention, the following topics will be explored: authentication, authorization, vulnerabilities, intrusions, viruses, safeguards, firewalls, key management, layer security, encryption and administration.  
Prerequisite: CS-122

CS-321  
Credits 3  
Communications and Networks  
Current methods and practices in the use of computer networks. Topics include network architecture and communication protocols, network elements, data link, switching and routing, end-to-end protocols, LANs, and data security.  
Prerequisite: CS-121

CS-340  
Credits 3  
Digital Art I  
The use of 2D digital art applications to introduce students to an in-depth exploration of the characteristics of color and other elements affecting design. Each student will gain a greater awareness and understanding of the elements and principles of design through computer-based design exercises.

CS-342  
Credits 3  
Digital Art II  
An emphasis is placed on advanced concepts in 2D digital art with an overall emphasis on mutli-project cohesiveness. Additionally, students will be exposed to the integration of 2D and 3D design applications, digital sculpture, texture painting, and illustration concepts.  
Prerequisite: CS-340

CS-356  
Credits 3  
Systems Analysis & Design  
A study of the information system life cycle, use of systems design methodologies to develop single and multi-user systems including project management techniques, security techniques, and system testing and implementation.  
Prerequisite: CS-121

CS-360  
Credits 3  
Database Analysis & Design  
Principles of database analysis and design. Topics include the database development process, data modeling, and database design, implementation, and management, with applications using a major commercial database software package. Focus is on the relational database model, with a review of major legacy database systems such as hierarchic and network databases.  
Prerequisite: CS-121

CS-362  
Credits 3  
Data Warehousing  
Proper techniques for data collection, analysis and presentation of data. Topics include warehouse planning, modeling, design, implementation and administration. Also included is an introduction to data mining techniques, real world applications the discussion of commercial data mining tools.  
Prerequisite: CS-360

CS-370  
Credits 3  
Introduction to Artificial Intelligence  
A survey of the field of Artificial Intelligence. It includes knowledge acquisition and representation, and design and development of knowledge-based expert systems for business applications. Permission of the advisor required.  
Prerequisite: CS-121

CS-392 and TV-392  
Credits 3  
Computer Animation  
A course designed for learning the creation of 2-D and 3-D animation, composites, and special effects for TV and film. The course is hands-on. Each student is expected to complete several projects using the latest computer software. Lab fee.

CS-394  
Credits 3  
Game Development/Interface  
A comprehensive study of the development of games and graphics applications, using OpenGL rendering technology. Topics include industry standard, API relevant to high-performance graphics and game development.  
Prerequisite: CS-121

CS-395  
Credits 3  
Advanced 3D Animation  
Exploration of advanced 3D animation concepts with a focus on architectural illustration and immersive 3D environments. Students utilize tools popular in the video game design industry to develop interactive architectural models. Additionally, principles and tools related to photo-realistic rendering are explored.  
Prerequisite: CS-392

CS-399  
Credits 3  
Computer Science Internship  
Integrates academic study with practical work experience in Computer Science. Regular field work under an employment supervisor as well as tutorial sessions and readings under a faculty supervisor is required. The students are required to submit a formal written report together with programs and documentation. Permission of the department chair required.

CS-400  
Credits 3  
Special Topics in Computer Science  
An examination of a topic that is not covered extensively elsewhere in the Computer Science curriculum.

CS-420  
Credits 3  
Distributed Systems  
Introduction to the fundamentals of distributed systems that are the foundation of all computer-based systems. Topics emphasized include analytical reasoning along with basic distributed system design. Using distributed operating systems Unix and Linux along with their associated tools such as Perl, Java and system programs, this course will explore distributed system design, implementation, and analysis.  
Prerequisite: CS-121

CS-453  
Credits 3  
Senior Coordinating Seminar  
Topics include current technological developments, business and social issues. Participants will research selected topics, conduct experiments, and develop and present a project.

CS-475  
Credits 3  
Ethics and Technology: Values Seminar  
An investigation of ideas and philosophies regarding ethics in the field of technology. Students explore topics such as intellectual property, copy and protection of software, technological use for human development, computer hacking, viruses, data sharing, and confidentiality. Students will be challenged on an individual level to develop a set of standards for a career in the technology industry.

CS-492  
Credits 3  
3D Modeling and Texture Mapping  
A course that focuses is placed on 3D modeling concepts and their
CRIMINAL JUSTICE

Criminal justice is offered as an academic major and as a minor in both the day and evening divisions of the University by the Department of Social Sciences. The criminal justice program offers courses designed to inform the student about the criminal justice system and its impact on society; to prepare students to be contributors in society; to encourage and promote intellectual curiosity, scholarship and communication skills; and to prepare the student for employment opportunities, for graduate school or for law school.

A student choosing criminal justice as a major is required to successfully complete the following criminal justice courses: CJ 109, CJ 160, 250, 260, 280, 350, 363, and 453 and any other three criminal justice courses. In addition, a major is required to successfully complete CS 105, SO 109, SO 203, PS 109, and four courses from among the following: CJ 285 or any other criminal justice course; any other Sociology course; LG 109, PO 103, 255, 256, 330, 453; CS 105; PS 109, SO 109, SO 203 and any four of the following courses: AB 272; CJ 382; LG 109, LG 355, LG 375, LG 425, LG 480, or any LG course; PO 255, PO 330; SS 400. All students interested in law should contact the pre-law advisor in the Department of Social Sciences.

A track in criminal justice—administration is available for those students who wish to pursue a career in the rehabilitation of offenders. This includes probation/parole, counselor positions in prisons and jails, treatment settings for adult and/or juveniles and related areas. A student choosing this track is required to successfully complete the following: CJ 109, CJ 160, CJ 250, CJ 260, CJ 280, CJ 285, CJ 350, CJ 365, CJ 453, CS 105, PS 109, SO 109, SO 203, and any four of the following courses: CJ 252, CJ 285, PS 256, PS 260, PS 265, PS 290, PS 300, PS 360, PS 370, and any sociology course. All students interested in law should contact the pre-law advisor in the Department of Social Sciences.

A track in criminal justice/social science education is available for those students who wish to become certified as secondary school teachers. A student choosing this track is required to successfully complete the following: CJ 109, CJ 160, CJ 250, CJ 260, CJ 350, CJ 365, CJ 453, CS 105, PS 109, SO 109, SO 203, and any four of the following courses: CJ 252, CJ 285, PO 256, PS 256, PS 265, PS 290, PS 300, PS 360, PS 370, and any sociology course. All students interested in law should contact the pre-law advisor in the Department of Social Sciences.

A track in criminal justice—pre law is available for those students who wish to pursue a career in law, especially those who wish to have a career in criminal law. A student choosing this track is required to successfully complete the following courses: CJ 109, CJ 160, CJ 250, CJ 260, CJ 280, CJ 350, CJ 365, CJ 453, CS 105, PS 109, SO 109, SO 203 and any four of the following courses: AB 272; CJ 382; LG 109, LG 355, LG 375, LG 425, LG 480, or any LG course; PO 255, PO 330; SS 400. All students interested in law should contact the pre-law advisor in the Department of Social Sciences.

To meet student needs and interests, the criminal justice program offers the following courses:

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

CJ-109
Crime and Society: MOT/Social Science
An introduction to the disciplines represented in criminal justice. Focus will be on ways that practitioners in criminal justice think about human experience and about their field as well as how the field is organized and attempts to address the problems presented to society by crime. The thinking and practices in selected non-Western cultures will be considered. (Offered every fall)

CJ-160 and LG-160
Criminal Law
A study of the principles and doctrines embodied in the criminal law. Topics such as substantive crimes, justification, complicity and liability, causation, and inchoate crimes are explored and emphasized.

CJ-203
Social Problems
An examination and exploration of various social problems in American society and how they affect and are affected by societal attitudes. Theoretical perspectives will be applied to such problems as poverty, welfare, substance abuse, sexism, racism and environmental problems.

CJ-208
Crime Lab
A study of the techniques, skills and limitations of the modern crime laboratory with respect to collection and processing of physical evidence. (Offered in ACCESS)

CJ-250
Criminology
An examination of the theories explaining criminal behavior. The nature, causes, extent, and distribution of crime and criminal conduct are studied. (Offered every spring)

CJ-252
Drugs and Crime
An introduction to the use and abuse of drugs in America. The history of such use and abuse, the pharmacology of such drugs, the social response to drug use/abuse and the role of law enforcement are considered.

CJ-260
Law Enforcement
A survey of the law enforcement component of the criminal justice process. Such topics as history, powers, limitations, liability, management, and organization are considered. (Offered every fall)

CJ-280
Corrections
A study of the constituent parts of the criminal justice correctional system. Such areas as correctional history; theory, and philosophy; statutes; management and operation; prisoner programs; and personnel and participants are considered. (Offered every spring)

CJ-285 and SO-285
Race and Ethnic Relations
An introduction to racial and ethnic experiences in the United States from a sociological viewpoint. Intergroup relations, prejudice, discrimination, and cultural variations are considered. The unique cultural contributions and historical backgrounds of Afro-Americans, Asian-Americans, Euro-Americans, Latinos, and Native Americans
will be examined, as well as religious minorities and women.

**CJ-300 and PS-300  Credits 3**
**Dangerous Minds: the Psychology of Antisocial Behavior**
A course that focuses on the joint study of the fields of forensic psychology and criminal justice as to extreme forms of criminal behavior and possible ways to understand and deal with them. From obsessive stalkers to serial killers to cunning psychopaths, this area is still a psychological frontier. This course surveys the different types of dangerous criminal disorders and updates the current research into forms of violence.

**CJ-305  Credits 3**
**Child Abuse and Neglect**
Examines child abuse by tracing its history from biblical times to the present. This course considers types of abuse and neglect, ways that abuse and neglect have been dealt with, the role of the courts, social reaction to abuse and neglect of children, treatment programs, and research into the causes of abuse and neglect.

**CJ-311  Credits 3**
**Victimology**
Studies and case histories of intimate violence. Various theoretical perspectives will be explored. Research findings about the effectiveness of current intervention, the use of protection orders, and program effectiveness are studied.

**CJ-350  Credits 3**
**Research Methods**
An introduction to basic social research methods. Students consider problem identification and stating; research design; and data gathering, analysis, interpretation and presentation. (Offered every spring)

**CJ-352  Credits 3**
**Organized Crime**
A survey of organized crime in the United States. The course will explore numerous aspects of organized crime, including history, investigation and prosecution, and impact on society. Trends for the 21st Century in organized crime will be examined and evaluated. Of particular interest will be emerging organized criminal groups and the impact of technology on organized crime.

**CJ-355 and LG-355  Credits 3**
**Law in America**
An introduction to all areas of the law, including the history of law and the remedies the legal system provides. Introduces legal reasoning, writing, research, and thinking.

**CJ-356  Credits 3**
**World Crime and Justice**
A comparative survey of the criminal justice systems of selected nations. Similarities and differences between these systems and the American system will be emphasized.

**CJ-360  Credits 3**
**Forensics and Criminal Investigation**
An introduction to the principles and procedures in criminal investigation, including scientific approaches to solving crime.

**Prerequisite:** CJ-260

**CJ-365 and LG-365  Credits 3**
**Criminal Procedure**
A study of both the constitutional and statutory rules governing police conduct in criminal matters. Emphasis is on the Constitutional rights and restrictions derived from the 4th, 5th, 6th and 14th Amendments to the United States Constitution and the remedies for violation of these rights.

**Prerequisite:** CJ-260

**CJ-374  Credits 3**
**Terrorism and Counterterrorism**
An introductory course investigating the historical background of terrorism, modern tactics counterterrorism tactics, and sociopolitical factors that promote terrorism. Ideas about countering terrorism through the prevention, neutralization, and prosecution of terrorists are fundamental to the course.

**CJ-375 and LG-375  Credits 3**
**White Collar Crime**
A course presenting a variety of topics and issues in the white collar crime area, including types, causes and measurement of white collar crime. Specifically, the definition will be reviewed, along with an overview of the costs of white collar and corporate crime to society. Theories exploring white collar criminality and the use of criminal sanctions to deter misconduct will be examined.

**CJ-380  Credits 3**
**Intelligence and Security**
A course investigating the field of intelligence. The course includes a review of the function, principles, and methods of collecting intelligence. Emphasis will be placed on the collection, analysis, interpretation, and the use of intelligence. Central to the course will be the understanding of intelligence as it relates to the investigation of terrorism, organized crime, and espionage.

**CJ-382  Credits 3**
**Contemporary Topics in Juvenile Justice**
A course that examines crime in the classroom, controlling school violence, and similar current issues. This course analyzes delinquent juvenile behavior, including its causes, treatment, and control, and includes consideration of applicable laws and court procedures.

**CJ-425 and LG-425  Credits 3**
**Mock Trial**
A course designed to prepare students for participation in intercollegiate mock trial competitions. Students are required to learn the rules of evidence, ethics, rules of procedure and trial techniques.

**CJ-453  Credits 3**
**Senior Seminar**
A course that examines critical issues and problems relating to the criminal justice system. A significant research paper on a matter of importance to the criminal justice system will be required. Preparation for the transition from undergraduate studies to employment and/or graduate school will be an important secondary goal for the course. (Offered every fall)

**Prerequisite:** CJ-350

**CJ-460  Credits 3**
**Criminal Justice Internship**
Educational and practical experience with a public agency or private organization. The experience is monitored through faculty and professional supervision and requires the student to apply his/her knowledge of various disciplines to the realities confronted in the intern experience. Permission of the Department is required. (Offered every semester and summers by arrangement)

**CJ-461  Credits 3**
**Criminal Justice Internship**
Educational and practical experience with a public agency or private organization. The experience is monitored through faculty and professional supervision and requires the student to apply his/her knowledge of various disciplines to the realities confronted in the intern experience. Permission of the Department is required. (Offered every semester and summers by arrangement)

**CJ-462  Credits 3**
**Criminal Justice Internship**
Educational and practical experience with a public agency or private organization. The experience is monitored through faculty and professional supervision and requires the student to apply his/her knowledge of various disciplines to the realities confronted in the intern experience. Permission of the Department is required. (Offered every semester and summers by arrangement)

**CJ-463  Credits 3**
**Criminal Justice Internship**
Educational and practical experience with a public agency or private organization. The experience is monitored through faculty and professional supervision and requires the student to apply his/her knowledge of various disciplines to the realities confronted in the intern experience. Permission of the Department is required. (Offered every semester and summers by arrangement)

**CJ-480 and LG-480  Credits 3**
**Family Values and the Law: Values Seminar**
An examination from the Christian humanist perspective of the role of the law in addressing family issues such as conception, adoption, surrogate parenthood, custody, marriage, alternatives to marriage, divorce, family violence, etc., and a consideration of what values
A major is offered in dance by the Division of Performing Arts.

The dance department at DeSales University integrates the study of dance within a liberal arts curriculum. Students are given the means to develop their technical and creative potential while learning to express themselves as diverse and informed artists. Our theoretical and practical approach to the art of dance strives to stimulate the physical, emotional, intellectual, and spiritual growth of students who are preparing for professional careers in the field of dance.

The curriculum is structured to develop a well rounded artist, one who is experienced at observing, analyzing, documenting, synthesizing and integrating theoretical and applied knowledge. Situated within a liberal arts curriculum, the department's theoretical and practical training in the art of dance gives students experience in examining dance from multiple perspectives (cultural, aesthetic, historical, anatomical, and educational), and provides a sound undergraduate foundation for a career in dance or for further study in graduate school.

Studio courses emphasize training in both classical ballet and modern dance, and electives are offered in jazz, tap, ballroom, and West African dance. Master classes are offered regularly to augment the curriculum and to give students exposure to contemporary artists.

The curriculum of the dance department accommodates the varied interests of dance majors who may want to specialize in performance and choreography, dance administration, dance education, dance on camera, dance history and criticism, movement analysis, and pre-dance therapy.

After acceptance by the University, the student will be required to visit the campus for an interview and dance audition for acceptance into the program and placement.

Program requirements for dance majors:

1. Six 1.5 credit courses of ballet and six 1.5 credit courses of modern dance technique classes. A technique is required for the first three years, and is highly encouraged during the senior year. The intermediate proficiency level (DA 205 and 206) are required for graduation. Students are evaluated for technical ability every semester and are moved up in level at the discretion of the dance faculty. Any technique course must be supplemented with practical experience.

2. The following 3 credit courses: DA 154, 231, 232, 347, 348, 371, 454, 461; one of the following: DA 143, TV 225; one of the following: DA 360, 445.

3. All dance majors participate as a dancer, understudy, and/or as a crew member for the Emerging Choreographers Concert and for the Dance Ensemble concert every year. Students are also encouraged to fully participate and support all of the DeSales University dance program productions and the Act 1 musical. These types of experiences support our philosophy that the theoretical approach to performance must be supplemented with practical experience.

4. Within the framework of the dance program, the student, in consultation with his/her advisor, selects elective courses in accordance with his/her needs for future growth and development in the field of dance.

Pass/Fail Option:

DA 4241, 4242, 4243, DA 428, DA 478, DA 479, and DA 495 are now offered on a pass/fail basis. DA 280 will be a class in which the instructor may designate the pass/fail option or not because it is a special topics class and will change from semester to semester.

All dance courses are open to non-majors. Some courses have prerequisites. Non-dance majors are encouraged to audition for dance department productions. Courses satisfying the physical education activity requirements are identified in their descriptions.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

**DA-105 Modern Dance I**

A beginning course in the fundamentals of modern dance including dynamic alignment, basic partnering techniques, improvisation, and musicality. The course focuses on refining an awareness of the body in relation to itself and to the space. Emphasis is placed on utilizing efficiency of movement for effective expression as a performing artist. Methodology includes: dancing, in-class engagement, discussions, required readings, written assignments, participation in master classes, and attendance at dance concerts. Satisfies Physical Education Activity requirement. This course is repeatable for credit up to four times. 3 hours. Lab fee. (Offered every semester)

**DA-106 Ballet Dance I**

A beginning course in the fundamentals of ballet technique, building strength, stamina, and flexibility while developing appropriate alignment, turn out, coordination, extension, and flow in adagio and allegro combinations in both barre and center work. The course offers a conscious approach toward understanding the experience of movement within the vocabulary of classical ballet. Methodology includes: dancing, in-class engagement, discussions, required readings, written assignments, participation in master classes, and attendance at dance concerts. Satisfies Physical Education requirement. This course is repeatable for credit up to four times. 3 hours. Lab fee.

(Offered every semester)

**DA-112 Tap I**

An introductory study of the fundamental tap dance techniques as they relate to musical theatre. Movement phrases are developed alongside jazz music’s complex rhythms from roots in African music, as well as more traditional music from vaudeville and musical comedy. The course also includes readings, discussion, research projects and composition. Satisfies physical education activity requirement. No previous dance training required. Lab fee. This course is repeatable for credit up to two times.

**DA-113 Jazz I**

An introductory study of the fundamental jazz dance techniques as they relate to musical theatre. Movement phrases are developed alongside jazz music’s complex rhythms from roots in African music through modern jazz music. The course also includes readings, discussion, research projects and composition. Satisfies physical education activity requirement. No previous dance training required. Lab fee. This course is repeatable for credit up to two times.

**DA-114 Introduction to Ballet and Modern Dance**

An introductory study for the fundamental ballet and modern dance techniques. Attention will also be given to period dance forms. Technical movement skills, range of movement vocabulary, and expressive capabilities are emphasized through the processes of movement technique sessions, improvisation, and composition. Course also includes readings, discussion, and research projects. Satisfies physical education activity requirement. No previous dance training required. Lab fee. This course is repeatable for credit up to two times.

**DA-115 Introduction to Ballroom Dance**

An introductory study of fundamental ballroom dance techniques. Students will experience dancing the Fox-Trot, Waltz, American Tango, Rumba, and the Cha-Cha. The class will cover the unique rhythm, timing and style that characterize each dance and will emphasize proper techniques for leading and following a partner. No partner needed; students will change partners with each other during the class. Satisfies Physical Education Activity requirement. No previous dance training required. This course is repeatable for credit up to two times. Lab fee.

**DA-143 Theatre Crafts Laboratory**

An introduction to the backstage crafts of dance productions. This lecture/laboratory course is designed to give students specific experience in scenic and lighting technique and a general understanding of costume construction. It requires active participation in lighting and sets on ECC. Lecture 3 hours, lab 11 hours. (Offered every...
DA-154 
Freshman Dance Seminar
A three-part seminar designed to enhance students’ awareness and understanding of the three major areas of the dance field: the business of dance, body conditioning, and dance improvisation. (Offered every fall)

DA-205 
Modern Dance II
An intermediate technique course in modern dance emphasizing dynamic alignment, partnering techniques, improvisation, and musicality. The course focuses on refining an awareness of the body in relation to itself and to the space. Emphasis is placed on utilizing efficiency of motion for effective expression as a performing artist. Methodology includes: dancing, in-class engagement, discussions, required readings, written assignments, participation in master classes, and attendance at dance concerts. Satisfies Physical Education Activity requirement. This course is repeatable for credit up to eight semesters. Lab fee.

DA-206 
Ballet Dance II
An intermediate course in ballet technique, particularly its use of adagio and allegro combinations in both barre and center work. The course focuses on phrasing, clarity, line, port de bras, and elevation. Emphasis is placed on increasing technical prowess in turns, batterie, and elevation. Methodology includes: dancing, in-class engagement, discussions, required readings, written assignments, participation in master classes, and attendance at dance concerts. Satisfies Physical Education Activity requirement. This course is repeatable for credit up to six times. 3 hours, 2.5 lab. Lab fee. (Offered every semester)

DA-2091 
Pointe and Partnering Techniques
A ballet class designed to work specifically on the technique and refinement of pointe and/or partnering work within the classical idiom. It is recommended that students have some previous experience dancing on pointe, but individual attention is given to each student’s level of technical proficiency, beginning through advanced levels. Alignment and strength are stressed at the beginning level with progression to pointe variations at the intermediate level and partnering work at the advanced level. Each course satisfies one physical education activity requirement. (Offered every semester) Repeatable up to eight semesters. Lab fee.

DA-219 
Jazz II
An intermediate/advanced movement course in jazz dance technique as it relates to musical theatre. A variety of jazz dance phrases are explored incorporating a wide range of music, from traditional through jazz. Course also includes readings, discussion, research projects, and composition. Satisfies physical education activity requirement. Three hours. This course is repeatable for credit up to two times.

Prerequisite: DA-113

DA-220 
Tap II
An intermediate/advanced movement course in tap dance technique as it relates to musical theatre. Emphasis is placed on jazz music’s rhythms as the foundation for tap and musical comedy. Intricate, rhythmic footwork is explored. Course also includes readings, discussion, research projects, Satisfies physical education activity requirement. Three hours. This course is repeatable for credit up to two times.

Prerequisite: DA-112

DA-231 
Dance Composition I
This course will introduce the fundamental principles of the choreographic process. Among the areas to be explored are movement invention with consideration of time, space and energy as well as form and structure, design, and dynamics. The course will primarily be concerned with solo composition. Offered every fall.

Prerequisite: DA-105 and DA-106

DA-232 
Dance Composition II
This course is a continuation of DA-231 with more emphasis on group choreography. (Offered every spring).

Prerequisite: DA-231

DA-280 
Special Topics in Dance
An opportunity to pursue in a structured setting a topic of current interest or specialized focus not covered extensively elsewhere in the dance curriculum. May be repeated with a change in subject matter. (Offered periodically) The instructor may designate the pass/fail option or not because DA 280 is a special topics class and will change from semester to semester.

Prerequisite: DA-306

DeSales University Summer Dance Intensive: Technique and Repertory
An intermediate/advanced technique course in ballet, modern, and jazz techniques. Students take 1 1/2 hours in ballet, modern, and jazz technique, 1 1/4 hours in yoga or body conditioning, and 1 1/4 hours daily in repertory class for a total of 5 1/2 hours per day. The two-week program culminates in a public performance of work executed in repertory class. (Offered every semester)

Prerequisite: TV-210 OR TV-225

DA-305 
Modern Dance III
An advanced technique course in modern dance emphasizing dynamic alignment, partnering techniques, improvisation, and musicality. The course focuses on refining an awareness of the body in relation to itself and to the space. Emphasis is placed on utilizing efficiency of motion for effective expression as a performing artist. Methodology includes: dancing, in-class engagement, discussions, required readings, written assignments, participation in master classes, and attendance at dance concerts. Satisfies Physical Education Activity requirement. This course is repeatable for credit up to four times. 3 hours, 2.5 lab. Lab fee. (Offered every semester)

DA-306 
Ballet Dance III
An advanced course in ballet technique, focusing on the discipline, motivation, and finesse required to become a highly skilled technician and performer. The course offers a range of practical experience in classical ballet, from Bourneville and Cecchetti to eclectic American style. Methodology includes: dancing, in-class engagement, discussions, required readings, written assignments, participation in master classes, and attendance at dance concerts. Satisfies Physical Education Activity requirement. This course is repeatable for credit up to four times. 3 hours, 2.5 lab. Lab fee. (Offered every semester)

DA-347 
Dance in World Cultures
A course focuses on the importance of dance in non-western societies, and explores the relationship between dance and its surrounding cultural landscape. Issues to be explored include the function of dance within specific cultures, how dance is defined by the social, economic, political, religious and moral values of society, and the global impact of non-western forms on other cultures. Lab fee.

DA-348 
Evolution of Ballet and Modern
A course that examines the evolution of ballet and modern dance, particularly in the western hemisphere. Course content is focused on the historical significance of dance as a theatrical art form. In addition, these idioms will be viewed in their cultural and sociological context, emphasizing the pervasive influence that ballet and modern dance has throughout the world. Lab fee.

DA-360 
Dance on Camera
A course which explores the theoretical and practical ways in which the two disciplines of dance and film interact and support one another to create a hybrid art form called “Screendance”. Students will gain practical skills and insight into the unique challenges and possibilities that arise when making dance specifically for the camera. Lab fee.

Prerequisite: TV-210 OR TV-225

DA-371 
Methods for Teaching Educational Dance
Theory and laboratory practice of dance instruction, including teaching methods, lesson plans and practice teaching. The course emphasizes educational dance instruction designed for children, youth and adults. Students will participate as active instructors of
educational dance with analysis and criticism. Lecture 3 hours, lab 1-2 hours.

DA-4241, 4242, 4243  
**DeSales University Dance Ensemble**  
A dance performance course for the performing artist. The student performer will be granted credit for rehearsing and performing in works choreographed or staged by faculty or guest artists. Not open to students on academic probation. Lab hours to be announced. (Offered every spring) Offered on pass/fail basis.

DA-428  
**DeSales Dance Company**  
A dance performance course for a select group of student performers whose primary focus is to share the art of dance with students in primary and secondary schools throughout the tri-state area. Lab hours to be announced. (Offered every fall) Lab fee. Offered on pass/fail basis.

DA-445  
**Laban Movement Analysis**  
A comprehensive study of Rudolf Laban’s theories of Effort and Space Harmonics. Laban’s theories provide a language for exploring patterns of efficacy and a means for systematically describing human movement. In addition, effort symbols and an introduction to motif-writing will be introduced. These theories aid in dance performance, composition, and teaching dance.

DA-454  
**Senior Dance Seminar**  
A seminar exploring the anthropological, philosophical, sociological, aesthetic, educational, religious and historical perspectives of the art of dance in relation to its role, function and value in contemporary society. The student is responsible for designing, researching, analyzing, presenting, and evaluating an individual dance project as a culminating education experience. (Offered every fall)

DA-461  
**Kinesiology for Dancers**  
An analytical study of the mechanical, physiological, and anatomical principles of movement and specific dance techniques. The course emphasizes the function of the body in movement, the structure of the body in movement, and how dance affects these two areas. Movement analysis and dance injuries will be studied. Lab fee.

DA-4781  
**DeSales University Conservatory of Dance: Teaching Practicum**  
A practicum offering the individual student experience in teaching a specific area of dance. The course includes an examination of the teaching process, curriculum development, teaching observation and student teaching. It is intended for excellent students who plan to pursue graduate study and/or a career in dance education. Lab hours to be announced. (Offered every semester) Offered on pass/fail basis.

Repeatable up to 8 semesters.  
**Prerequisite:** Permission of the instructor

DA-4791  
**COD Student Assistant Director**  
A practicum offering the individual student experience in managing a dance program. The course includes further examination of the teaching process, curriculum development, resource management, and interpersonal skills. It is intended for excellent students who are serious about pursuing careers in teaching dance. Offered every semester on a pass/fail basis. Repeatable up to 6 semesters.  
**Prerequisite:** Permission of instructor

DA-445  
**DA-495**  
**Dance Internship**  
An internship project designed to provide students with firsthand work experience in dance and dance related fields. Regular fieldwork in dance is coupled with tutorial sessions and readings. All arrangements must be made the semester prior to the internship.

DA-499  
**Independent Study in Dance**  
The qualified student designs and explores a project related to any area of the dance medium. A statement of project proposal must be submitted to a departmental faculty member for approval in the area of the dance medium. A project proposal must be submitted to a departmental faculty member for approval in the semester prior to registration for the course. The project will be supervised periodically during the semester by a departmental faculty member. (Offered every semester)

**ECONOMICS**

No major is offered in economics.  
All business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

**The following list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.**

EC-112  
**Economics of Public Issues: MOT/Social Science**  
An issues-oriented course designed to stimulate critical thinking skills by discussing different economic issues. Students will acquire basic insights and patterns of thought for understanding certain economic problems and policy measures. Some fundamental economic facts, concepts, and principles will be taught. (Offered every semester)

EC-209  
**Principles of Macroeconomics: MOT/Social Science**  
A course which examines the application of economic analysis to the macroeconomy. Topics include study of supply and demand, determination of national output, employment, and general price level. Monetary and fiscal policies, banking, budget deficits and public debt, and applications of economic theories are emphasized. (Offered every fall)

EC-210  
**Principles of Microeconomics**  
The economics of American capitalism and the theory of supply and demand in different market structures. Price and output determination, efficient employment and allocation of economic resources are highlighted. (Offered every spring)

EC-400  
**Global Economic Issues**  
This course focuses on the international and cross-cultural nature of contemporary economic phenomena. Students will explore why some countries are richer or otherwise “better off” than others and what are the economic consequences of such development or lack thereof.

**EDUCATION**

**Early Childhood Elementary Education (ECE)**  
For students entering DeSales University in Fall semester 2010 or later, a major is offered in early childhood elementary education, preparing future teachers to work in pre-kindergarten through fourth grade. Students who entered before that semester may still major in elementary education (K-6) with the understanding that application for certification must be made on or before June 1, 2013.

**Secondary Teacher Education Program (STEP)**  
Secondary education teacher program students major in a subject area with an overlay of education courses and experiences. Secondary education students must have an academic major in one of the following majors: biology, chemistry; criminal justice, English, history, mathematics, political science, psychology, Spanish, theatre, or theology.

**Graduate Education in DeSales**  
The education department offers advanced teacher education programs for those seeking teaching endorsements, specialist certificates, or a master's degree. All undergraduate students who maintain a 3.0 GPA will be permitted to begin graduate studies in senior year with permission of the department chair. These graduate courses may lead to additional certification in special education, teaching English to speakers of other languages, or instructional technology. These advanced studies programs may offer a “fast track” option to complete additional certifications
within fifteen months of undergraduate graduation. See the graduate education program director for more information.

Certifications Programs

The DeSales University Education Department offers Pennsylvania Department of Education (PDE) teacher certification programs in:
- Elementary Education, K - 6 (program completion and certification application on or before June 1, 2013)
- Early Childhood Elementary Education, Pre-Kindergarten - 4
- Secondary Education
- Special Education
- Instructional Technology Specialist (graduate only)
- TESOL (Teaching English to Speakers of Other Languages) Endorsement (graduate only)

Pennsylvania teacher certification is well-regarded by surrounding states, and we encourage students to pursue multi-state certification at the completion of their program.

Mission Statement of the Department of Education at DeSales University

The mission of the DeSales University Department of Education is to prepare teacher candidates to demonstrate deep content knowledge, reflective pedagogy, effectiveness in instructional technique, and the ability to engage students in learning through creativity, innovation, and 21st Century skills. Our candidates will explore and confirm their personal commitment to the teaching profession and will strive towards the highest levels of professionalism. Our candidates will be effective communicators and advocates, possessing a firm commitment to the uniqueness and potential of each student. Our candidates will demonstrate a disposition towards collaboration with colleagues, family, and community, and will exhibit a willingness to advocate for educational access, cultural responsiveness, and educational equity for all students. Thus, faculty and teacher candidates of DeSales University adhere to the tenets of Christian Humanism, confirming the right of all human beings to reach their highest potential, supported by our commitment to educational equality in local, regional, and global contexts.

Education Program Learning Outcomes

The DeSales University Teacher Candidate demonstrates

A. Evidence of Content Mastery Across Disciplines
   1. Demonstrate deep content knowledge including literature, mathematics, science, social studies and the social sciences
   2. Exhibit reflective pedagogy and possess a strong confirmed personal commitment to the education of others
   3. Demonstrate effectiveness in instructional technique leading to student achievement

B. Evidence of Effective Pedagogy
   4. Exhibit creativity and innovation in teaching including demonstration of technology skills for the classroom

C. Evidence of Professionalism
   5. Exhibit professional behaviors and a disposition for effective teaching
   6. Be effective communicators and collaborators with colleagues, students, families and communities

D. Evidence of Appreciation of Diversity and Orientation towards Advocacy
   7. Demonstrate high expectations for all learners and be willing to advocate for the eradication of barriers to education for all students
   8. Be accepting and welcoming of others unlike themselves and be able to deliver instruction in culturally responsive and culturally sensitive ways.
   9. Demonstrate global knowledge, be cognizant of global issues, and be sensitive to issues of access and equity for world citizens.

E. Evidence of Moral Leadership
   10. Adhere to the tenets of Christian Humanism, possessing not only high expectations for all learners, but possessing high expectations for self as learner, as teacher, and as citizen of the world.

PHASES OF THE EDUCATION PROGRAM

Pre-Professional Phase

All students who intend to pursue an Education major or Secondary Education program will enroll in a sequence of pre-professional courses:

An English composition course (3 credits)
A course in either American or British literature (3 credits)
PS 109 Introduction to Psychology (3 credits)
ED 109 The Educative Process (formerly ED 301 Basic Educational Foundations) (3 credits)
ED 209 Cognition and Learning (formerly ED 311 Educational Psychology) (3 credits)
ED 2801 Clinical Field Experience 1: STEP (1 credit) or EE 2801 Clinical Field Experience 1: ECE (1 credit)
ED 218 Introduction to Exceptionality (3 credits)
MA 107 Math for Teachers 1 (except for majors in Mathematics) (3 credits)
MA 108 Math for Teachers 2 (except for majors in Mathematics) (3 credits)

Early Childhood and Elementary Education master students must also take the following:

EE 111 Infant and Youth Development (3 credits)
ED 205 Technology for Educators (3 credits)
EE 201 Foundations in Early Education (3 credits)
EE 201 Clinical Experience 1: ECE (Pre-kindergarten through kindergarten) (1 credit)

Secondary Education Program students must also take the following

ED 2801 Clinical Experience 1: STEP (1 credit)
ED 205 Technology for Educators (1 credit)

Admission into the Professional Educator Phase

To proceed into professional and methods courses, students intending to major or minor in Education must meet Pennsylvania state guidelines for future educators. A formal application to the Professional Educator Program must be submitted to the chair of the education department at the end of the sophomore year (by May 1) and/or after the student has completed a minimum of 48 semester college-level credit hours, or the equivalent including:

* Completion of the pre-professional course sequence (or with permission of Department Chair)
* Completion of the mathematics sequence MA 107, and MA 108, with a minimum grade of C in each course and/or two college level mathematics courses for some majors;
* Three credits / one course of college-level English composition, and three credits /one college-level course in either American or British literature, with a minimum grade of C in each of the courses;
* Successful completion of PRAXIS I: Pre-professional Skills Test (PPST Reading, PPST Writing, and PPST Mathematics) as defined by state and program standards (Requirements may be altered by PDE at any time.)
* A minimum Grade Point Average (GPA) of 3.0 in completed college or coursework before application. Those students earning 2.79 to 2.99 may be considered for alternative admission. See below.

Other criteria for admission include:

* Documentation of successful completion of at least 40 hours of course-related field work with satisfactory evaluations;
* Completion of a successful Professional Phase Application and Essay
* The recommendation of the chair of the major and for STEP students, the recommendation of the STEP chair. See the department secretary for forms.

Alternative Admissions Policy

Students whose overall GPA is between 2.79-2.99 are invited to appeal to the department chair and meet the following additional requirements for admission: (1) Completion of the following courses with a minimum grade of B- in all of the following: ED 109, ED 209, ED 218, and (2) successful interview with the
chair of the education department, receiving his/her recommendation.

****Please note: Students with a GPA below 2.79 will not be admitted into the Professional Educator Program or be permitted to take professional education courses. Those students can continue as intended majors until the GPA meets minimum standards but will not be allowed to enroll in Professional Phase courses. Please contact the department chair with questions regarding the Admissions Policy.

Changes in Certification Programs for the State of Pennsylvania: Early Childhood Elementary Education

The Pennsylvania Department of Education has altered the teacher certification grade bands and requirements commencing with students beginning an Education major or minor in Fall 2010. Elementary Education students who enter in Fall 2010 or afterwards should follow the Early Childhood Elementary Education (Pre-K–4) course sequence as follows in this addendum. STEP students who enter in Fall 2009 or afterwards will enroll in additional certification courses.

Students who entered before Fall 2010 should follow the course sequence listed in the 2009-10 catalogue leading to certification in Elementary Education, K–Grade 6. If you are an ACCESS student, consult with the ACCESS advisor to determine program tracks and required courses. No Elementary Education K-6 certifications will be processed after June 1, 2013. The Early Childhood Elementary Education Pre K–4 program (ECE) will replace Elementary.

EARLY CHILDHOOD ELEMENTARY EDUCATION
(ECE) (For students enrolling for Fall 2010 and after)

Students who begin the study of Early Childhood Elementary Education in Fall 2010 or after must meet new Pennsylvania teacher certification requirements. The new program prepares teacher candidates to teach in pre-kindergarten programs through fourth grade. Successful completion of the following program and all additional requirements will culminate in a recommendation for “Pre-K – 4” certification, pending Pennsylvania Department of Education revisions and modifications. This program will replace the current Elementary Education program.

Professional Phase Course Sequence Junior Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE310</td>
<td>Emergent Language &amp; Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EE335</td>
<td>Designing Instruction: ECE</td>
<td>3</td>
</tr>
<tr>
<td>EE343</td>
<td>Integrating Arts and Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>EE346</td>
<td>Mathematics Methods: ECE</td>
<td>3</td>
</tr>
<tr>
<td>ED353</td>
<td>Assessment and Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>ED313</td>
<td>Literature for Children/Youth</td>
<td>3</td>
</tr>
<tr>
<td>EE3901</td>
<td>Clinical Field Experience 3: Early Elem</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(Elementary grades 1-2; 40 hours)</td>
<td></td>
</tr>
<tr>
<td>EE314</td>
<td>Literacy for Early Elementary</td>
<td>3</td>
</tr>
<tr>
<td>EE315</td>
<td>Social Studies Methods: ECE</td>
<td>3</td>
</tr>
<tr>
<td>EE336</td>
<td>Science Content and Methods: ECE</td>
<td>3</td>
</tr>
<tr>
<td>ED347</td>
<td>Intensive Strategies for Math</td>
<td>3</td>
</tr>
<tr>
<td>ED354</td>
<td>Assessment: Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED364</td>
<td>The Inclusive Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EE3902</td>
<td>Clinical Field Experience 4: Late Elem</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(Elementary grades 3-4 with inclusive focus; 40 hours)</td>
<td></td>
</tr>
</tbody>
</table>

ED319 Literacy for Content Learning | 3 |
ED373 Teaching English Learners | 3 |

Senior Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED429</td>
<td>Teacher as Leader</td>
<td>3</td>
</tr>
<tr>
<td>ED475</td>
<td>Education for the Human Good</td>
<td>3</td>
</tr>
<tr>
<td>EE409</td>
<td>PreK/Kindergarten Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Humanities 3</td>
<td>Great Works in Art and Music</td>
<td>3</td>
</tr>
<tr>
<td>EE 4901</td>
<td>Clinical Field Experience 5: Pre-K/K</td>
<td>1</td>
</tr>
<tr>
<td>PreK/Kindergarten w/diversity focus: 50 hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Teaching

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE430</td>
<td>Planning and Preparation</td>
<td>3</td>
</tr>
<tr>
<td>EE432</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EE434</td>
<td>Instructional Delivery</td>
<td>3</td>
</tr>
<tr>
<td>EE436</td>
<td>Professionalism</td>
<td>3</td>
</tr>
</tbody>
</table>

SECONDARY TEACHER EDUCATION PROGRAM
(STEP)

Students can earn secondary teacher certification from the Commonwealth of Pennsylvania in conjunction with some academic majors. Students pursue the professional education component of STEP as they fulfill the requirements of an academic major. DeSales University is authorized by the Pennsylvania Department of Education to prepare teachers in the following areas:

- Biology
- Chemistry
- Citizenship Education (Majors: History, Political Science, Criminal Justice, Psychology)
- English
- Communication (Major: Theatre)
- Spanish
- Mathematics
- Social Science
- Social Studies (Major: History)

All certification areas are for grades 7-12, except Spanish which is K-12.

A program is offered for those preparing to teach theology, but no Pennsylvania Department of Education certification is available. Forms containing the specific requirements for each certification area are available in Dooling Hall 120.

Recommended STEP Professional Sequence:

Upon formal admission to the Professional Phase, the following courses are required:

- ED 353 Assessment & Decision-Making | 3 |
- ED 366 Literacy Interventions 4-12 | 3 |
- ED 380 1STEP Clinical Experience 2 | 4 |
- ED 380 1STEP Clinical Experience 3 | 6 |
- ED 380 1STEP Clinical Experience 4 | 6 |
- ED 380 1STEP Clinical Experience 5 | 6 |
- ED 450-456 Student Teaching in Secondary Schools | 12 |
- ED 373 Teaching English Learners | 3 |
- ED 410-415 Teaching Methods | 3 |
- ED 4801 1STEP Clinical Experience 7 | 1 |

Clinical Field Experience and Student Teaching in STEP

Successful completion of the clinical field experience component of STEP is necessary for admittance to student teaching as mandated by PDE. Clinical field consists of supervised classroom and educational experiences before student teaching.

Once candidates have completed all courses within the professional sequence, they are ready to student teach. STEP candidates may be placed in a secondary public and nonpublic schools in grades 7 - 12 within their certification content area.

Note: Students entering the professional phase on or after January 01, 2011, must complete ED 216 or 218, ED 364, ED 365 or 366 and ED 373 and significant field hours. Additional course alterations may be required to comply with new PDE competencies.

ADDITIONAL INFORMATION

General Progression Policies

To continue in the professional educator program, the candidate must remain in good academic standing as described under “Acceptable Academic Standing” in the education department Undergraduate/ACCESS Student Handbook. In addition to these requirements, education majors are required to attain the following:

- A minimum cumulative grade point average (GPA) of 3.0 (or 2.8 under alternate admissions) to progress or
Transfer into junior-level education courses;

b. A minimum grade of C in all education courses;

c. A minimum GPA of 2.8 in the Elementary Education major or in the academic major for STEP students

Experiences in Schools
Candidates within the professional educator program participate in numerous observation and practice-based field experiences beginning in freshman year through to the student teaching experience. Candidates should be prepared to complete clinical field hours. Field experiences are conducted in public and non-public schools within a 20-mile driving distance of the DeSales University Center Valley Campus. The purpose of the program is to further develop, demonstrate and assess the competencies of the certification program, thereby preparing the candidate for student teaching and eventual full-time employment as a professional educator. The field program strives to develop sensitivity and culturally responsive attitudes in working with diverse student populations: races, genders, religious beliefs, national origins and socio-economic backgrounds. All clinical field experiences and student teaching experiences will include field-based reports, evaluation and feedback by cooperating teachers, university supervisors, and/or peers.

Legal Clearances: Requirements for Observation, Field Experiences and Student Teaching
All students conducting observations or engaged in field experiences must obtain updated legal clearances before engaging in any field work or entering schools. It is the student’s responsibility to provide legal copies to the Education Office to be kept on file. Required clearances include:

1. Act 114 (BI Fingerprinting)
2. Act 34 (PA Criminal History Clearance)
3. Act 151 (Child Abuse Clearance)
4. TB test (negative results required)

Information about clearances is available in the Education Department Office. Students wishing to complete field experience requirements in Allentown Diocesan schools must also complete training in the Protecting God’s Children Program.

Student Teaching
All certification programs include a 14-week full-time student teaching experience for initial certification and a 7-week teaching practicum experience for additional certification areas. To be eligible for student teaching, students must have made formal application to and been accepted into the Professional Educator Program. Students who plan to student teach must complete all aspects of the Professional Sequence and satisfy all major certification requirements before student teaching and practicum experiences. No other coursework is permitted during student teaching. Once candidates have completed all courses within the professional sequence, they are ready to student teach. Student teaching for initial certification is offered as four separate courses during the final semester of senior year within a public or non-public school. Candidates for certification must enroll in all four courses of student teaching concurrently. Student teaching and practicum field experiences are supervised by program faculty with knowledge and experience in the area of certification and mentored by highly qualified and trained cooperating teachers in the schools.

Students seeking certification who receive a grade below a C in any part of the student teaching/practicum course sequence will need approval from the chair of the Department of Education to repeat the course(s).

Education Program Completion Leading to Commonwealth of Pennsylvania Teacher Certification
Candidates who successfully complete all the requirements outlined in the degree and/or certification programs of the education program will be eligible to receive an Instructional I Certification from the Commonwealth of Pennsylvania. Candidates for certification must also meet Pennsylvania Department of Education competencies embedded in the courses. In accordance with the Pennsylvania Department of Education’s Standards, Policies and Procedures for the State Approval of Certification of Professional Education for the Public Schools of Pennsylvania, certification candidates must:

I. Complete all course and field experience requirements within a specific Education Program degree and/or certification area;
II. Achieve a minimum 3.0 GPA overall and also in their major or achieve a Praxis II exemplary score in combination with the GPA;
III. Develop a DeSales Programmatic Portfolio and participate in the DeSales Assessment Program
IV. Take and pass PRAXIS examinations in basic skills, general knowledge, and professional knowledge.

The Commonwealth of Pennsylvania requires the following PRAXIS Series tests for the Instructional I Certification:

A. Pre-Professional Skills Test (PPST) (taken before formal program admission):
1. Reading (0710)
2. Writing (0720)
3. Mathematics (0730)
B. Fundamental Subjects: Content Knowledge (0511):
   (required for all K-6 certification candidates, including Special Education and STEP Spanish majors)
   And one or more of the following:
   C. Early Childhood PreK-4: Early Childhood Education (0020)

D. Elementary Education K-6: Elementary Education: Curriculum, Instruction and Assessment (0011)
E. Special Education N-12: Core Knowledge & Applications (0354)
F. Secondary Education Certification: Area of Certification
   1. Biology: Content Knowledge (0235)
   2. Chemistry: Content Knowledge (0245)
   3. Citizenship Education: Content Knowledge (0087)
   4. Communication (0800)
   5. English Language, Literature, & Composition: Content Knowledge (0041)
   6. Mathematics: Content Knowledge (0061)
   7. Social Sciences: Content Knowledge (0951)
   8. Social Studies: Content Knowledge (0081)
   9. K-12 World Language: Spanish (0195)

V. Complete full-time (14 weeks) student teaching field experience, and achieve at least a satisfactory rating on the PDE 430, Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (Refer to Education Department Handbook.)
VI. Schedule an exit interview with the chair of early childhood, special education, or secondary education, at the end of student teaching;

Out-of-State Certification
The following states have teacher certification agreements with the state of Pennsylvania: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia and Wyoming. Candidates seeking certification in the above listed states should write to the teacher certification office of the state for the details of their agreement with the Commonwealth of Pennsylvania.

DeSales University graduates seeking certification in a state not listed should write to the teacher certification office of that state for application forms and instructions. Names and addresses of the appropriate officials should be available on the Pennsylvania Department of Education website.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

ED-101 Reading and Study Skills
A course designed to develop the critical thinking/reading skills, study habits, and time management necessary for university-level
courses. Not a part of the professional education sequence. Credit by examination is not available for ED 101. Limited to freshmen. (Offered every fall)

**ED-109**
**The Educatove Process**
A study of the philosophical and sociological foundations underlying education. Introduction to the educative process in local, state, U.S. and International contexts. Examination of contemporary school structures, administration, curricula, and accountability. Field work required. Lab fee required.

**ED-205**
**Technology for Educators**
Skills for teaching and learning with technology for all students including culturally diverse, special needs, and geographically isolated populations. Topics include instructional design for technology integration, management of classroom technology, assistive technology, and ethical and legal issues. Lab fee required.

**ED-209**
**Cognition and Learning**
How the mind works to acquire new knowledge and behaviors. A critical understanding of current research on cognition, including memory, attention, and motivation embedded in the study of theoretical perspectives on learning. Application of learning theories to instructional settings and situations. Ways to adapt instruction to meet the needs of individual learners will also be discussed. Lab fee required.

**ED-211**
**Family, School and Community**
The relationships among families, schools and their communities, including a history of parent involvement in schools, the study of a variety of family structures, strategies to increase home/school collaboration, and techniques for working with caregivers, parents and extended family members. Special attention will be given to the multiple contexts in which children live and learn, including socioeconomic, cultural and political. Field experience 2. Lab fee required.

**ED-216**
**Introduction to Special Education**
A survey of the etiology, prevalence, placement and programming of the major categories of exceptionality. Historical and contemporary federal and state legislation, litigation, timelines, and terminology are emphasized along with their impact on student entitlement of special education services in inclusive classrooms. Examination of the changing field of special education and its impact on children, family, educators and community are highlighted. Ten hours of fieldwork required. Lab fee required.

**ED-217**
**Low-Incidence Disabilities**
An overview of classification, learning characteristics, and time-proven techniques relevant to the education of students with low-incidence disabilities. Emphasis will be placed on examining assessment, curriculum development and various related issues.

**Prerequisite:** ED-301 and ED-311

**ED-218**
**Introduction to Exceptionality**
A survey of the etiology, prevalence, assessment, placement, and programming of the major categories of exceptionality. Historical and contemporary federal and state legislation, litigation, timelines and terminology are emphasized along with their impact on student entitlement of special education services in inclusive classrooms. Field work required. Lab fee required.

**Prerequisite:** PS-109 and ED-209

**ED-2801**
**Clinical Experience 1 - STEP**
Focus on field experience in the late middle level classroom, viewing school as culture. Teacher candidates will observe and interact with students, teachers, and school personnel and reflect on learning. Clinical format under supervision of field professor. Thirty hours in upper middle schools and/or adolescent academic support contexts required. Co-requisite: ED-209 Cognition and Learning or with permission of Department Chair. Lab fee required.

**ED-301**
**Basic Educational Foundations**
An introduction to the historical, philosophical, and sociological foundations of education. Ten hours of field experience are required. Lab fee required

**ED-303**
**Literacy**
An integrated language arts methods course that addresses assessment and instruction of reading and writing in the primary level classroom. The course explores the various research-based approaches to teaching language arts as required by NCLB and teaching students with reading and writing difficulties. Ten hours of field experience in a primary classroom (grades K-3) required. Lab fee required.

**ED-304**
**Special Education Curriculum and Instruction I**
An exploration of educational practices relevant to teaching children with disabilities. Students acquire knowledge and develop skills, attitudes, and values related to the “what” (curriculum) and “how” (methods) of teaching students with disabilities. Twenty hours of field experience required. Lab fee required.

**ED-330**
**Literacy for Content Learning**
Theories, assessment, and strategies for literacy instruction to support content reading and writing. Field work required. Lab fee required.

**ED-333**
**STE P Curriculum and Instruction I**
Instructional planning and presentation of subject matter. Objectives and standards of instruction, Christian humanistic approaches to learning. Assessment processes and the use of technologies as enhancements of instruction are examined. Students will design and practice content lessons. Twenty hours of field experience required. Lab fee required.

**ED-335**
**Elementary Education Curriculum and Instruction I**
The planning and presentation of elementary education subject matter. The course content includes evaluation, classroom management, the use of technology in the classroom, and Christian humanistic approaches. Twenty hours of field experience. Lab fee required.

**ED-336**
**Science Content and Methods (k-6)**
The content, methodology, and curriculum of science in the elementary classroom. Topics from the biological, physical, and environmental sciences will be covered. Methodology includes the scientific method, technology, and the laboratory methods. Ten hours of field experience required. Lab fee required.

**ED-343**
**Literature for Children and Youth Humanities IV**
Surveys early childhood through adolescent children’s literature including book format, genre, illustration, construction and contemporary issues. Emphasis placed on utilizing children’s literature as a medium for teaching in meaningful contexts. Lab fee required.

**Prerequisite:** MOT: Literature, Humanities 1 and Humanities 2

**ED-351**
**Social Studies Content and Methods (k-6)**
A course dealing with the principles, curriculum, skills, methods, materials, technology, and equipment used in teaching elementary school social studies. 10 hours of field experience are required. Lab fee required.
Teaching Creative Arts
Principles, skills, materials, technology, and methods involved in using the creative arts (art, music, movement, drama, and poetry) to help elementary school children learn about and interpret the world around them. Creative arts will be used to develop multiple perspectives on the learning of science, mathematics, social studies, and language arts. Lab fee required.

ED-346 Credits 3
Mathematics Content and Methods (K-6)
The content, methodology, and curriculum of mathematics in the elementary classroom. Topics include problem solving, sets, algebra, geometry, and probability. Methodology includes calculators, computers, manipulatives, discovery learning, and the diagnosis and remediation of mathematics learning difficulties. Ten hours of field experience required. Lab fee required.

ED-347 Credits 3
Intensive Strategies for Mathematics
Curricula, methods and assessments for children in elementary or middle school settings who do not succeed in learning mathematics through traditional means. Teacher candidates will practice skills and pedagogy in designing math lesson plans and innovative learning experiences to reach all learners. Lab fee required.
Prerequisite: EE-335 and EE-346

ED-353 Credits 3
Assessment and Decision Making
Wide-scope of assessment used in diverse classroom settings. Teacher candidates learn to collect and analyze achievement data, determine achievement levels, strengths and needs, and make instructional decisions in a standards-aligned educational system. Unique needs of special needs learners and English language learners will be addressed. Field work required. Lab fee required.
Prerequisite: ED-109 and ED-209

ED-354 Credits 3
Assessment: Diverse Learners
Discusses screening, authentic, summative, and formative assessments used in diverse classroom settings to determine strengths and needs and make instructional and eligibility decisions. Field work required. Lab fee required.
Prerequisite: ED-353

ED-363 Credits 3
Special Education Assessment
Students will develop an understanding of the assessments used in general and special education settings to make instructional and eligibility decisions. Clinical procedures used in the selection, administration, scoring, and evaluation of formal, norm-referenced, standardized assessments. Psychometric vocabulary and concepts are discussed (e.g., reliability, validity, norming, standard deviations, etc.) as they relate to the special education referral and paperwork processes. Students develop an understanding of the Chapter 14 regulations and timelines in addition to skills in writing the special education paperwork. (ER, IEP/IFSP, NOREP) that is assessment-based and student-centered. Twenty hours of field experience required. Lab fee required.

ED-364 Credits 3
The Inclusive Classroom
Teaching strategies, methods and lesson planning for inclusive classrooms. Students will learn to differentiate, accommodate and modify curriculum, instructional techniques and evaluation procedures for special learners. Processes of collaboration, consultation, co-teaching, co-planning and behavioral interventions will be covered. Field work required. Lab fee required.
Prerequisite: ED-218 or ED-216

ED-365 Credits 3
Literacy for Diverse Learners
Students develop a theoretical background of how reading skills are developed throughout the early childhood through late adolescent years. Alternative methods of teaching the five components of reading instruction and content area reading are emphasized. Ten hours of field experience required. Lab fee required.
Prerequisite: ED-216 or ED-218

ED-373 Credits 3
Teaching English Learners
Theories of second language acquisition and strategies for the adaptation of content classrooms for English language learners. Psychosocial needs, embedded language development strategies and supportive classroom structures will be covered. Students will explore national, state, district and school reform movements affecting linguistically-diverse classrooms. Field work required. Lab fee required.

ED-407 Credits 3
Exceptional and Diverse Learners
A study of knowledge, skills, and strategies that enable teachers to facilitate learning for students from diverse culture/linguistic backgrounds; with varied learning styles and abilities; and across the multiple intelligences. Course topics include cultural competence, intercultural communication, literacy readiness and development, inclusion; and differentiated learning, instruction, and assessment.
Prerequisite: ED-333 or ED-335

ED-410 Credits 3
The Teaching of Communication Arts in The Secondary Schools
Methods of instruction specific to content in the area of certification. Selecting, organizing and presenting subject matter in the respective content area. The use of technology and review of research for improving instruction are pursued. Open only to seniors or graduates pursuing certification in the semester prior to student teaching. Twenty hours of field experience required. Lab fee required.
Prerequisite: ED-330

ED-411 Credits 3
The Teaching of Modern Foreign Languages in Grades K-12
Methods of instruction specific to content in the area of certification. Selecting, organizing and presenting subject matter in the respective content area. The use of technology and review of research for improving instruction are pursued. Open only to seniors and graduates pursuing certification in the semester prior to student teaching. Twenty hours of field experience required. Lab fee required.
Prerequisite: ED-330

ED-412 Credits 3
The Teaching of Mathematics in the Secondary Schools
Methods of instruction specific to content in the area of certification. Selecting, organizing and presenting subject matter in the respective content area. The use of technology and review of research for improving instruction are pursued. Open only to seniors or graduates pursuing certification in the semester prior to student teaching. Twenty hours of field experience. Lab fee required.
Prerequisite: ED-330

ED-413 Credits 3
The Teaching of Science in Secondary Schools
Methods of instruction specific to content in the area of certification. Selecting, organizing and presenting subject matter in the respective content area. The use of technology and review of research for improving instruction are pursued. Open only to seniors or graduates pursuing certification in the semester prior to student teaching. Twenty hours of field experience. Lab fee required.
Prerequisite: ED-330

ED-414 Credits 3
The Teaching of Social Studies in the Secondary Schools
Methods of instruction specific to content in the area of certification. Selecting, organizing and presenting subject matter in the respective content area. The use of technology and review of research for improving instruction are pursued. Open only to seniors or graduates pursuing certification in the semester prior to student teaching. Twenty hours of field experience. Lab fee required.
Prerequisite: ED-330

ED-415 Credits 3
The Teaching of Theology in the Secondary Schools and C.C.D. Class
Methods of instruction specific to content in the area of certification. Selecting, organizing and presenting subject matter in the respective content area. The use of technology and review of research for improving instruction are pursued. Open only to seniors or graduates pursuing certification in the semester prior to student teaching. Twenty hours of field experience. Lab fee required.
Prerequisite: ED-330

ED-417 Credits 3
Low Incidence and Transition Planning
Discusses lesson planning, curriculum design, instructional methods, and assessments for children with moderate to severe disabilities (i.e., low incidence). Emphasis is placed on the role of the schools in designing and implementing educational experience that is functional, meaningful and promotes transitional, vocational and community-based instruction. Twenty hours field experience required.

Prerequisite: Admission to the Professional Educator program, ED-363 and ED-418

ED-418 Behavior and Classroom Management
Credits 3
Various approaches to classroom management will be explored. Course topics include verbal and motivational techniques, active listening, response theory, and the use of discipline as a problem-solving opportunity that helps students learn new ways to meet their needs. Ten hours of field experience are required. Lab fee required.

ED-420 Special Education Student Teaching: Planning and Preparation
Credits 3
Full-time (14 weeks) student teaching during an entire semester, in a public or non-public school setting. The student teacher will assume all instructional and non-instructional responsibilities within the field experience site. The experience will be conducted under the direction of a University supervisor and cooperating teacher. The University supervisor will conduct eight on-site visits. On-campus seminars are held once per week. Enrollment in student teaching counts as full-time student status. No other courses should be taken during this semester. Lab fee and processing of teaching certification fee are required.

ED-422 Special Education Student Teaching: Classroom Management
Credits 3
Full-time (14 weeks) student teaching during an entire semester, in a public or non-public school setting. The student teacher will assume all instructional and non-instructional responsibilities within the field experience site. The experience will be conducted under the direction of a University supervisor and cooperating teacher. The University supervisor will conduct eight on-site visits. On-campus seminars are held once per week. No other courses should be taken during this semester. Lab fee and processing of teaching certification fee are required.

ED-424 Special Education Student Teaching: Instructional Delivery
Credits 3
Full-time (14 weeks) student teaching during an entire semester, in a public or non-public school setting. The student teacher will assume all instructional and non-instructional responsibilities within the field experience site. The experience will be conducted under the direction of a University supervisor and cooperating teacher. The University supervisor will conduct eight on-site visits. On-campus seminars are held once per week. Enrollment in student teaching counts as full-time student status. No other courses should be taken during this semester. Lab fee and processing of teaching certification fee are required.

ED-426 Special Education Student Teaching: Professionalism
Credits 3
Full-time (14 weeks) student teaching during an entire semester, in a public or non-public school setting. The student teacher will assume all instructional and non-instructional responsibilities within the field experience site. The experience will be conducted under the direction of a University supervisor and cooperating teacher. The University supervisor will conduct eight on-site visits. On-campus seminars are held once per week. Enrollment in student teaching counts as full-time student status. No other courses should be taken during this semester. Lab fee and processing of teaching certification fee are required.

ED-429 Teacher As Leader
Credits 3
Students will explore the role of a teacher within a learning organization and are expected to apply knowledge and reflect on performance. Topics will include: systems thinking, Danielson’s Framework for Teaching, induction and mentoring practices, school leadership, current practice, and change. Field work required. Lab fee required.

ED-435 Elementary/Special Education Curriculum And Instruction II
Credits 3
Placement in local elementary schools (public and nonpublic) to assist cooperating teachers for one day per week. The course explores adaptations and modifications to general education curriculum, instruction and use of technology as methods for including students with disabilities into general education classroom. Students learn to teach to the needs of all children, with and without disabilities. Lab fee required.

ED-440 Elementary Education Student Teaching: Planning and Preparation
Credits 3
Full-time (14 weeks) student teaching in a K-6 public or nonpublic school. Qualified seniors work with a cooperating teacher under the supervision of University personnel. This experience approximates full-time employment as a teacher. Seminars are held weekly. Enrollment counts as full-time student status. Lab fee and processing of teaching certification are required.

ED-442 Elementary Education Student Teaching: Classroom Management
Credits 3
Full-time (14 weeks) student teaching in a K-6 public or nonpublic school. Qualified seniors work with a cooperating teacher under the supervision of University personnel. This experience approximates full-time employment as a teacher. Seminars are held weekly. Enrollment counts as full-time student status. Lab fee and processing of teaching certification fee are required.

ED-444 Elementary Education Student Teaching: Instructional Delivery
Credits 3
Full-time (14 weeks) student teaching in a K-6 public or nonpublic school. Qualified seniors work with a cooperating teacher under the supervision of University personnel. This experience approximates full-time employment as a teacher. Seminars are held weekly. Enrollment counts as full-time student status. No other courses should be taken during this semester. Course fee and processing of teaching certificate fee are required.

ED-446 Elementary Education Student Teaching: Professionalism
Credits 3
Full-time (14 weeks) student teaching in a K-6 public or nonpublic school. Qualified seniors work with a cooperating teacher under the supervision of University personnel. This experience approximates full-time employment as a teacher. Seminars are held weekly. Enrollment counts as full-time student status. No other courses should be taken during this semester. Course fee and processing of teaching certificate fee are required.

ED-448 Elementary Education Practicum
Credits 3
Practicum placement for one full day per week, during an entire semester, in a K-6 classroom within a public or non-public local school. Students who hold PA Instructional I certification may register for this course. During this capstone experience, candidates assume some teaching responsibility, apply theory to practice, and develop a personal teaching style under the supervision of a cooperating teacher and university supervisor. Seminars are held weekly. Lab fee and processing of teaching certificate fee are required.

ED-450 STEP Student Teaching: Planning and Preparation
Credits 3
Fourteen weeks in which qualified seniors work with a cooperating teacher under the supervision of University personnel in a local secondary school. This experience approximates full-time employment as a teacher. Seminars are held weekly. Admission is by application and acceptance into STEP. Enrollment in student teaching counts as full-time student status. Lab fee and processing of teaching certification fee are required.

ED-452 STEP Student Teaching: Classroom Management
Credits 3
Fourteen weeks in which qualified seniors work with a cooperating teacher under the supervision of University personnel in a local secondary school. This experience approximates full-time employment as a teacher. Seminars are held weekly. Enrollment counts as full-time student status. No other courses should be taken during this semester. Course fee and processing of teaching certificate fee are required.
as a teacher. Seminars are held weekly is by application and acceptance into STEP. Enrollment in student teaching counts as full-time student status. Lab fee and processing of teaching certification fee are required.

**ED-453**
**Special Education Practicum**
This experience constitutes the student teaching experience for special education certification candidates who are accepted into the dual certification program. Students are placed in a high incidence special education environment for one-full-day-week for one semester. Students are required to fulfill the requirements in the ED 453 manual. The experience is conducted under the direction of a university supervisor and cooperating teacher. Lab fee and processing of student certification fee are required.

**ED-454**
**STEP Student Teaching: Instructional Delivery**
Fourteen weeks in which qualified seniors work with a cooperating teacher under the supervision of University personnel in a local secondary school. This experience approximates full-time employment as a teacher. Seminars are held weekly. Admission is by application and acceptance into STEP. Enrollment in student teaching counts as full-time student status. Lab fee and processing of teaching certification fee are required.

**ED-456**
**STEP Student Teaching: Professionalism**
Fourteen weeks in which qualified seniors work with a cooperating teacher under the supervision of University personnel in a local secondary school. This experience approximates full-time employment as a teacher. Seminars are held weekly. Admission is by application and acceptance into STEP. Enrollment in student teaching counts as full-time student status. Lab fee and processing of teaching certification fee are required.

**ED-475**
**Education for the Human Good**
Theories and practices in ensuring the right to quality education for all in local and/ or global contexts based on principles of Christian humanism. Focus on rights of women, indigenous peoples, transient peoples and other challenged populations. Individual advocacy project required. Out-of context experience required. Lab fee required.

**Prerequisite:** TH-109

**ED-499**
**Independent Study in Education**
In-depth study of a particular research topic. Under the direction of an instructor, the student identifies a topic or project for which the student conducts research and presents a final report. Lab fee required.

**EE-111**
**Infant and Youth Development**
Interactions among physical, emotional, social, cognitive, and language development of children from infancy through adolescence. Influences of family, school, socioeconomic, and cultural contexts on growth and development are explored. The relationship between biology and the environment, the role of developmental theory, and the discrepancies between universal development stages and individual differences will also be discussed. Field work required. Lab fee required.

**EE-201**
**Foundations in Early Childhood**
Introduction to the early childhood profession will emphasize the historical, philosophical, and social foundations of the field and how these foundations influence current thought. In addition, a variety of early childhood program models, different types of early childhood programs, community resources and professional organizations will be discussed. Focused observations will take place across a variety of early childhood settings. Lab fee required.

**EE-2901**
**Clinical Experience 1 - E.C.E.**
Focus on early childhood settings including schools and agencies as communities. Teacher candidates will observe, explore and assist students, teachers and school personnel. Thirty hours in early childhood settings required. Co-requisite: ED-209 and ED-201. Lab fee required.

**EE-2902**
**Clinical Experience 2 - E.C.E.**
Focus on home-school connections and the contexts in which families live. Teacher candidates will observe and assist students, teachers and members of school personnel. Thirty hours in PreK or kindergarten required. Co-requisite: ED-211 and ED-218. Lab fee required.

**EE-310**
**Emergent Language and Literacy**
Study of language development, birth through five, typical and atypical. Study of early literacy development in the home and in early childhood settings. Introduction to instructional planning and execution for early childhood classrooms. Field work required. Lab fee required.

**EE-314**
**Literacy for Early Elementary**
Examination and discussion of the components of early reading instruction and methods of instruction for literacy learning in elementary classrooms. Practical applications of theory to the classroom. Field work required. Lab fee required.

**EE-315**
**Social Studies Methods E.C.E.**
Students will learn how to capitalize on children's natural curiosity, helping children to gain an understanding of their cultural and environmental world beyond our national boundaries. Students will plan instruction that includes current pedagogical practices to help children develop personal identity, a national identity, and a global identity. Field work required. Lab fee required.

**Prerequisite:** EE-335

**EE-335**
**Designing Instruction E.C.E.**
Using knowledge of cultural influences and developmental characteristics of young children, students will learn how to plan developmentally appropriate instruction that support children's ideas and interests and that help children acquire skills, concepts, and knowledge. Students will create instruction that employs research-based methods and reflects understanding of educational theories. Field Experience 3. Lab fee required.

**EE-336**
**Science Content and Methods E.C.E.**
Science methods, content and concepts for teachers of young children. Effective instructional practices and essential content for life, physical, earth and space science. Teacher candidates will learn how to capitalize on children's natural curiosity about their world, learn how to identify and correct misconceptions in science, and deepen student's understanding of scientific principles. Application of science to promote health, good nutrition and safety in young children's lives will be explored. Lab fee required.

**Prerequisite:** EE-335

**EE-343**
**Integrating Arts & Physical Education**
Exploration and development of their own creative thinking as part of their pedagogical repertoire. Students will learn how to promote creative thinking and how to integrate each arts discipline: visual arts, music, dance, literature, and theatre. Students will learn how physical activity can help children learn and develop self-confidence. Topics include: research, theories, and assessment. Field work required. Lab fee required.

**Prerequisite:** EE-335

**EE-346**
**Mathematics Methods E.C.E.**
Students will learn to plan developmentally appropriate lessons and to promote learning through problem solving. Students will explore ways to help young students make sense of math. Topics include: National Council of Teachers of Mathematics and Pennsylvania Academic Standards, assessment, manipulatives, and the incorporation of technology. Field work required. Lab fee required.

**Prerequisite:** EE-335
Clinical Experience 3 - E.C.E.
Focus on designing instruction and managing the classroom. Teacher candidates will assist teachers in providing differentiated instruction to meet the needs of all learners. Forty hours in elementary setting required. Lab fee required.

EE-3902 Credits 1
Clinical Experience 4 - E.C.E.
Focus on the inclusive classroom. Teacher candidates will assist teachers in providing differentiated instruction to meet the needs of all learners. Forty hours in elementary setting required; 20 hours will be in an inclusive classroom. Lab fee required.

EE-409 Credits 3
Pre-K/Kindergarten Practicum
This practicum is designed to provide opportunities to further develop and demonstrate competence as an early childhood teacher and receive feedback in a preschool/Kindergarten setting. Practicum students will be observed teaching at least twice during the semester. Field experience 5. Lab fee required.

EE-430 Credits 3
Early Childhood Education Student Teaching: Planning and Preparation
Qualified seniors work with cooperating teachers under the supervision of University personnel in local 1-4 grade classrooms in a school for fourteen weeks. This experience approximates full-time employment as a teacher. Seminars are held weekly. Enrollment in student teaching counts as full-time student status. No other courses should be taken during this semester. Lab fee required.
Prerequisite: ED-429

EE-432 Credits 3
Early Childhood Education Student Teaching: Classroom Environment
Qualified seniors work with cooperating teachers under the supervision of University personnel in local 1-4 grade classrooms in a school for fourteen weeks. This experience approximates full-time employment as a teacher. Seminars are held weekly. Enrollment in student teaching counts as full-time student status. No other courses should be taken during this semester. Lab fee required.
Prerequisite: ED-429

EE-436 Credits 3
Early Childhood Education Student Teaching: Professionalism
Qualified seniors work with cooperating teachers under the supervision of University personnel in local 1-4 grade classrooms in a school for fourteen weeks. This experience approximates full-time employment as a teacher. Seminars are held weekly. Enrollment in student teaching counts as full-time student status. No other courses should be taken during this semester. Lab fee required.
Prerequisite: ED-429

EE-4901 Credits 1
Clinical Experience 5 - E.C.E.
Focus on diversity of student needs within the classroom. Teacher candidates will assist teachers in providing differentiated instruction to meet the needs of all learners. Fifty hours in PreK or kindergarten setting required. Lab fee required.

ENGLISH

A major is offered in English by the Division of Liberal Arts and Social Science. English majors study a core of 10 courses in English, American, and World literature, while developing their critical thinking, writing, speaking, reading, and interpersonal skills. They also complete a specialized track of four to six courses in one of the following literary studies, secondary certification, writing, public relations, or an individually designed track. They take a major role in producing campus publications, such as the student newspaper and the literary magazine, and participate in out-of-class experiences like study abroad, internships, and literary readings. English majors pursue diverse vocational interests, such as legal studies, library science, public relations, print journalism, broadcasting, publishing, teaching, and business. Secondary school certification is available in both English and/or Communication. (See Education Department entry.)

Major Requirements
1. Introduction to Poetry (EN 110) or Introduction to Drama (EN 112)
2. Chaucer: Studies in the Middle Ages (EN 345)
3. Topics in the Renaissance (EN 350) or Literature of the Enlightenment (EN 370)
4. British Romanticism (EN 255) or Victorian Literature (EN 260)
5. American Romantics (EN 250)
6. American Literature of the Progressive Era (EN 265)
7. Contemporary Literature (EN 285) or Literary Modernism (EN 376)
8. World Literature in Translation (EN 372) or Global Literature and Politics (EN 386) or Contemporary Celtic Writers (EN 388)
9. Women Writers (EN 382) or African American Literature (EN 384)
10. Seminar (EN 485)
11-16. Four to six courses in the literary, secondary education, writing, or self-designed track

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

EN-100 Credits 3
An Introduction to Academic Writing
An introduction to writing on the college level, emphasizing mastery of the sentence and paragraph. Credit by examination is not available for EN 100. (Offered every fall)

EN-103 Credits 3
Communication and Thought I
An intensive development of the communications skills required for college learning: thinking, reading, speaking, listening, researching, word processing, and most especially, writing. Normally limited to first-semester freshmen, this course is an absolute requirement for the University. Together with EN 104, this course is a prerequisite for all English courses above the 100 level. (Offered every semester)

EN-104 Credits 3
Communication and Thought II
A continuation of EN 103. Normally limited to second-semester freshmen, this course is an absolute requirement of the University. Together with EN 103, this course is a prerequisite for all English courses above the 100 level. (Offered every semester)

EN-110 Credits 3
An Introduction to Poetry: MOT/Literature
An introduction to the reading, analysis, and interpretation of poetry and to writing about imaginative literature. This course is normally limited to freshmen and sophomores, except by permission of the instructor.

EN-112 Credits 3
An Introduction to Drama: MOT/Literature
An introduction to the reading, analysis, and interpretation of drama and to writing about imaginative literature. This course is normally limited to freshmen and sophomores, except by permission of the instructor.

EN-115 Credits 3
An Introduction to Fiction: MOT/Literature
An introduction to the reading, analysis, and interpretation of fiction and to writing about imaginative literature. This course is normally limited to freshmen and sophomores, except by permission of the instructor.

EN-118 Credits 3
Shakespeare on Film: MOT/Literature
An introduction for non-majors to several important Shakespearean plays. Students see several film versions of the same plays in order to
evaluate the validity and effectiveness of each against the evidence of the text itself. Laboratory fee assessed. (Offered only in ACCESS)

EN-212
Creative Writing I
An introduction to creative writing: a workshop approach emphasizing development of expression and revision skills. Discussion of student writing is supplemented by an examination of other contemporary authors such as Clifton, Heaney, Rich, and Simic in poetry, Alexie, Carver, Garcia Marquez, and Silko in fiction.

EN-223
Print Journalism I for ACCESS
An alternative version of EN 220, designed to better meet the needs of adult students within the context of ACCESS scheduling. Not open to students who have already taken EN220 or CM/EN223. (Offered only in ACCESS)
Prerequisite: EN-104 AND EN-130

EN-225
Photожournalism
An overview of photojournalism presented in a variety of formats: lecture, discussion, video, Internet, field trips, etc. Students will work on an assortment of assignments culminating in a photographic essay. There will also be a review of camera function and usage.

EN-234
Introduction to Linguistics
An overview of linguistics, including a general knowledge of phonetics/phonology, morphology, syntax, semantics, historical linguistics, applied linguistics and sociolinguistics. The course provides those interested in teaching English and Spanish, the basic skills and knowledge required for certification by the Pennsylvania Department of Education as it compares and contrasts the structures of English and Spanish. Crosslisted as SP 234.
Prerequisite: EN-103 AND EN-104

EN-250
American Romanticism: Humanities IV
A study of major American writers from the Romantic period (1830-1865), with attention to the historical and cultural context for their writings. The course includes Emerson, Thoreau, Hawthorne, Fuller, Stowe, Poe, Melville, Whitman, Dickinson, and Alcott.
Prerequisite: Humanities 1 & 2 and MOT: Literature, or permission of instructor

EN-255
British Romanticism: Humanities IV
A study of major authors of the British Romantic period (1798-1832), including Austen, Byron, Blake, Wordsworth, Coleridge, Shelley, and Keats. Particular attention will be given to the political and cultural context of their work, including Scottish and Irish nationalism, protofeminism, and the emergence of female readership, the slave question, and European trends.
Prerequisite: MOT: Literature and Humanities 1 & 2

EN-260
The Victorian Age: Humanities IV
A study of major British writers, 1832 to 1900, and the society in which they lived. Students read poetry, fiction, and essays by such writers as Tennyson, Browning, Arnold, Hopkins, Carlyle, Dickens, George Eliot and Hardy.
Prerequisite: MOT: Literature and Humanities 1 & 2

EN-265
American Literature of Progressive Era: Humanities IV
A study of the growth of literary realism in the context of major economic and social changes between the Civil War and World War I, with attention to creative work in other aspects of American culture. The course includes such writers as Twain, Howells, Crane, Gilman, Chopin, Norris and Wharton.
Prerequisite: MOT: Literature and Humanities 1 & 2

EN-285
Contemporary Literature: Humanities IV
A study of important works, American and non-American written since 1970, with emphasis on changing literary forms and issues. May be repeated with change of subject matter and permission of the Department Chair.
Prerequisite: MOT: Literature and Humanities 1 & 2

EN-295
Film History and Criticism
An introduction to the study of the world-wide development of cinematic art in both its historical and technical aspects, with emphasis on the critical and comparative analysis of films of historical importance. Laboratory fee assessed. (Offered only in ACCESS)

EN-305
Persuasive Communication
The fundamentals of proposal design as well as writing for sales, public relations and media. After studying the fundamentals of persuasive technique and organization, students will apply these skills in various formats, from promotional pieces to formal proposal writing and persuasive speaking. The use of visuals, interview techniques, and research design considerations will supplement the persuasive projects. Required of all communication majors. Not open to those who have taken EN 331.
Prerequisite: EN-103 & EN-104

EN-306
Professional Speaking
A review of oral communication dynamics for professionals. Students will develop audience analysis and speech writing skills so they can deliver effective oral presentations to both technical and non-technical audiences. The use of visuals, nonverbal communication strategies, accurate and discriminating listening ability, and cultural sensitivity will be stressed. Required of all Communication majors, others by permission of the instructor.

EN-312
Creative Writing II
A continuation of Creative Writing I; a workshop approach, with further emphasis on the development of the student's individual voice and style. Students will assume basic responsibility for developing their own writing projects. Discussion of student writing will be supplemented by an examination of other contemporary authors such as Clifton, Heaney, Rich, and Simic in poetry, Alexie, Carver, Garcia, Marquez, and Silko in fiction.

EN-323
Print Journalism II for ACCESS
An alternate version of EN 320, designed to better meet the needs of adult students within the context of ACCESS scheduling. Not open to students who have already taken CM/EN320. (Offered by ACCESS)
Prerequisite: EN-104 AND EN-130

EN-326
Journalism Practicum
For students interested in advanced work in journalistic writing, editing, and lay-out. Permission of the instructor required. (Offered every semester)

EN-340
Creative Non-Fiction
Enhances skills developed in EN103 and EN104 through sophisticated explorations of style, audience, persuasion, and the conventions of discourse within a range of disciplines. Writing projects will focus on a multigenre approach that may include argument, autobiography, critical comparison, cultural analysis, technical writing, reflective writing, and rhetorical analysis.
Prerequisite: EN-103 EN-104;

EN-345
Chaucer: Studies in the Middle Ages: Humanities IV
A study of the literature and culture of the English Middle Ages, with emphasis on the works of Chaucer in the original Middle English. Significant works of other European medieval writers, such as Dante or Boccaccio, may also be explored.
Prerequisite: MOT: Literature and Humanities 1 & 2
EN-350  Topics in English Renaissance Literature: Humanities IV  
An opportunity to explore in more depth or from a different perspective some aspects of English Renaissance literary history. The course may focus on a theme, a genre, a writer or a group of writers, a literary or cultural movement, or some aspect of English history or culture as it is reflected, explored, and influenced by American writers. May be repeated with a change of subject matter and permission of Departmental Chair.  
Prerequisite: MOT: Literature and Humanities 1 & 2  

EN-358  Shakespeare I: Humanities IV  
A study of Shakespeare's plays over the range of his career. The selection of plays and the critical approaches employed will differ from those in English 359.  
Prerequisite: MOT: Literature and Humanities 1 & 2  

EN-359  Shakespeare II: Humanities IV  
A study of Shakespeare's plays over the range of his career. The selection of plays and the critical approaches employed will differ from those in English 358.  
Prerequisite: MOT: Literature and Humanities 1 & 2  

EN-365  Milton: Revolutionary and Christian Humanist: Humanities IV  
A study of the works of John Milton within the context of the great political, religious and social issues in England.  
Prerequisite: MOT: Literature and Humanities 1 & 2  

EN-370  Literature of the Enlightenment: Humanities IV  
A study of 18th century literature and culture, with emphasis on such English and Irish writers as Defoe, Fielding, Pope, Sterne, and Swift, as well as works by European writers and achievements in painting, architecture, and the other arts.  
Prerequisite: MOT: Literature and Humanities 1 & 2  

EN-372  World Literature in Translation: Humanities IV  
An investigation of a literary genre or topic across several literary cultures and historical periods. The focus would be on major writers and works that provide contrasting views, approaches, and styles of writing in regard to a significant social or cultural topic or to a major literary genre.  
Prerequisite: MOT: Literature and Humanities 1 & 2  

EN-375  Topics in American Literature: Humanities IV  
An opportunity to explore in more depth, or from a different perspective, some aspect of American literary history. The course may focus on a theme, e.g., environmental writing; a genre, a writer or a group of writers, e.g., the Beat Poets; a literary or cultural movement, e.g., the Harlem Renaissance, or some aspect of American history or culture as it is reflected, explored, and influenced by American writers. May be repeated with a change of subject matter and permission of Departmental Chair.  
Prerequisite: MOT: Literature and Humanities 1 & 2  

EN-376  Literary Modernism: Humanities IV  
A study of authors from 1900 to 1940 whose stylistic experimentation and distinctive interest in mythology, psychology, and history set them apart from their contemporaries. Particular attention will be given to the political and cultural context of their work, including trends in Europe, the United States, and elsewhere. The course includes writers such as Eliot, Faulkner, H.D., Joyce, Rilke, Woolf, and Yeats.  
Prerequisite: MOT: Literature and Humanities 1 & 2  

EN-377  Celtic Mythology: Humanities IV  
Examines myths, legends, and folktales of ancient Ireland, Wales, Scotland, and Britain in the period from approximately 600 B.C.E to 500 A.D. Students will read a variety of novels and collections of poetry and myth.  
Prerequisite: MOT: Literature and Humanities 1 & 2  

EN-378  Topics in Twentieth Century Literature: Humanities IV  
An opportunity to explore in more depth, or from a different perspective, some aspect of twentieth century literary history. The course may focus on a theme, e.g., Post Colonial Literature; a genre; a writer or a group of writers, e.g., Modern Feminist Writers; a literary or cultural movement, e.g.; Confessional Poetry, or some aspect of history or culture as it is reflected, explored, and influenced by writers all over the world since 1920.  
Prerequisite: MOT: Literature and Humanities 1 & 2  

EN-382  Women Writers: Humanities IV  
A study of representative texts by women writers. The course may focus on texts by American and/or British authors in various time periods with an emphasis on how women writers respond to historical moments. The course includes such writers as Woolstonecraft, Austen, Stowe, Fuller, Chopin, Woolf, Wharton, and Walker.  
Prerequisite: EN-103, EN-104, MOT: Literature, Humanities 1 and 2 or permission of instructor  

EN-384  African American Literature: Humanities IV  
A study of African American literature of the 19th and 20th centuries with particular attention given to the social and political contexts of these works. The course includes slave narratives, literature of the Harlem Renaissance, and modern novels and covers such writers as Wheatley, Douglass, Jacobs, Hurston, Hughes, Walker, and Morrison.  
Prerequisite: EN-103, EN-104, MOT: Literature, Humanities 1 and 2 or permission of the instructor  

EN-388  Contemporary Celtic Writers: Humanities IV  
A study of contemporary literature from the Celtic world. Through writers such as Heaney, O’Brien, Paterson, and Kelman, as well as those writing in other parts of the Celtic world and the Celtic diaspora, students will examine various topics, including issues of identity, language and dialect, and nationalism.  
Prerequisite: MOT: Literature and Humanities 1 and 2, or permission of instructor  

EN-390  Irish Writers in Ireland  
Contextualizes Irish writers in their respective historical periods and concludes with two week’s study in Ireland. Students read extensively in Irish literature. For their capstone experience, they spend a week in residence at a college in Ireland, where they will be taught by Irish and American professors of literature, followed by a week of travel throughout Ireland to historical and geographic sites studied in the course. Limited enrollment: juniors and seniors have first eligiblity; underclassmen apply by essay.  

EN-391, 392, 393, 394  Humanities Internship  
An internship program designed to provide the student with first-hand work experience in fields of particular interest. Internships are available in such areas as publishing, advertising, public relations, journalism and television. May be repeated for credit. Permission of the instructor is required.  
Prerequisite: Take 2 courses from EN-205, EN-220, EN-305 or EN-320  

EN-475  Heroism, Conscience and Faith: Values Seminar  
A study of selected heroes in literature and history, with special focus on what leads men and women to risk or spend reputation, fortune, health and life for a cause higher than themselves. Our heroes include Antigone, Thomas More, Churchill and Mother Teresa, among others.  
Prerequisite: MOT: Literature and Humanities 1 & 2  

EN-485  Research Seminar  
A seminar for junior and senior English majors. Students are introduced to the work of contemporary literary criticism and carry out research on single literary figures, generic problems, or formal critical approaches. Students will share the results of their research and also produce a professional portfolio. (Offered every fall)  

EN-499  Credits 3
Independent Study
An arrangement for special student proposals for research and/or field experience in English studies; guided reading in primary and secondary sources; presentations, projects and papers; analysis and evaluation. May be repeated for credit. See department chair for required guidelines. (Offered every semester)

FINANCE

A major is offered in finance by the Division of Business.
All business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).
The following courses comprise a common core of business courses and are required of all students in the program: AB 217, 219, 272; EC 209, 210; FN 331; MG 100, 201, 211; MK 201. In addition, all students are required to take FN 220, 336, 361 and 451, plus two other courses in Finance (AB 301 or 322 can be used to fulfill one course of this requirement). Finance majors are encouraged to take additional electives in accounting. Students contemplating graduate school should complete MA 121 and MA 122.

Three 1-credit HR workshops will satisfy the elective requirement for finance majors. They are open to traditional day business majors with permission of the division head.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

FN-220
Money and Banking
A course dealing with the nature and functions of money, financial institutions, the monetary system and credit, and central banking. Interest rate determination and the effects of money supply on interest rates and economic activities are examined. Current issues affecting financial markets are stressed.
Prerequisite: EC-209

FN-290
Personal Finance
A study of personal financial planning and how it relates to life’s decisions. Sample topics include developing and analyzing personal financial statements, budgeting and cash management techniques, the proper use of credit, planning for major purchases, the time value of money, and investment decisions for the individual or family.

FN-330
Corporate Finance
A study of the role of financial management in a business enterprise. Sample topics include financial statement analysis, valuation, review of bond and equity markets, capital budgeting techniques and financing alternatives from the company perspective.
Prerequisite: AB-219, MG-211 and junior standing unless approved by instructor. Offered to non-accounting/non-finance majors. Not open to students who have taken FN-331.

FN-331
Financial Management
A study of the role of financial management in a business enterprise. Sample topics include financial statement analysis, valuation and review of bond and equity markets, capital budgeting techniques and approaches, and financing alternatives from the company perspective.
Prerequisite: AB-219 and MG-211 and junior standing unless approved by instructor

FN-336
Financial Markets and Institutions
An advanced course dealing with the economics of financial markets and the management of financial institutions. Topics include overview of financial markets and flow of funds, theory and behavior of interest rates, measure of risk and return, capital and money markets, role of the Federal Reserve System in the global economy, foreign exchange markets, and the innovations and interrelationships of institutions within the changing financial services industry. Current topics and issues affecting financial system are stressed.
Prerequisite: EC-209 and FN-220

FN-342
Introduction to Risk Management
The function of insurance and risk management in the business enterprise. Risk management techniques as well as the use of specific insurance contracts to cover pure risk exposures in life, health, property, liability and others are analyzed. The role of government insurance and the regulation of the insurance industry are fully examined.

FN-352
Multinational Financial Management
A course which focuses on international economic issues that impact on multinational firms. Particular emphasis is on managing risk caused by exchange rate, political, economic, and accounting differences between countries. The analysis and development of financial, operating, and marketing strategies to minimize the impact on the firm caused by these risk elements is a major component of the course.

FN-361
Investments and Portfolio Management
A study of investment strategies and asset management. Basic content includes discussion of risk and return, asset allocation, classic investment vehicles, portfolio theory, and the tax environment. Advanced discussions include specialized investment vehicles, equity options trading, combination insurance and investment products, and technology-enabled investing. Current events are discussed at length. Students participate in a portfolio management competition during the course.
Prerequisite: EC-210 and FN-331

FN-362
Security Analysis
An advanced course dealing with the determinants of valuation of equity, fixed income and specialized securities. Measures of risk and return, earnings forecasts and expectations, fundamental and technical factors affecting the valuation and timing of securities transactions are explored. Diversification and portfolio construction as well as the role of specialized markets (options, futures, etc.) will be discussed.
Prerequisite: FN-361

FN-451
Seminar in Finance
An advanced and integrated team-based course which facilitates cross-functional learning and develops overall business analysis and entrepreneurial skills. Focus is on active integration of finance, accounting, marketing, operations, and management disciplines to effectively introduce a new business enterprise. Classroom focus is a case study approach to analyzing business from a financial perspective. Additional skills in group dynamics, project management and business presentation are developed.
Prerequisite: FN-220 & FN-331

FN-452
Senior Seminar
An advanced course which integrates and applies the principles and techniques of previous finance courses. The emphasis will be on case studies in corporate finance, capital budgeting, working capital management and investment analysis.
Prerequisite: FN-220 & FN-331 and senior standing

FN-454
Finance Internship
Work experience with approved organizations where meaningful assignments are performed with appropriate training, instruction and supervision.

FN-455
Special Topics in Finance
A study of selected special topics, including behavioral finance, mergers, and initial public offerings.

FN-499
Independent Study
Development and implementation of student’s own research in finance under the guidance of a faculty member. The student must receive departmental approval of a preliminary proposal before registering for this course.

FINE ARTS

No major is offered in fine arts. A student can minor in fine arts/music history.
The maximum number of one-credit courses that a student may
take for credit from those offered by the Performing Arts Department is 12.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

FA-1001  Credits 1
DeSales University Chorale
The primary choral music experience for the student body. Open to all students regardless of musical background, the Chorale provides an opportunity to deepen the student’s knowledge of the physiology of the voice, basic body awareness, ensemble and solo performance techniques, music history and literacy. The Chorale performs in two major events Annually. Lab fee. Repeatable up to six semesters only. Not open to TR majors. (Offered every semester)

FA-101  Credits 3
Introduction to Drawing
An introduction to the materials and techniques of drawing. Included in the materials are charcoal, pencil and ink. Topics of study are contour drawing, shading and one-point perspective. Lab fee required. (Offered every fall)

FA-102  Credits 3
Introduction to Sculpture
An introduction to the basic techniques and concepts of sculpture. The course includes working in such media as clay, wood, plaster, metal and fiber. Projects consist of assemblage, relief work, figure modeling, head studies and carving. Lab fee is required. (Offered only in ACCESS)

FA-104  Credits 3
Introduction to Painting
An introduction to the materials and techniques of painting with acrylic paint. In addition to the study of basic color analysis, the course investigates several styles of painting and encourages free expression. Subjects will be drawn both from life and art history. Lab fee required.

FA-106  Credits 3
Introduction to Drawing and Painting
An introduction to the basic techniques of drawing and painting and the materials used. The course includes working with pencil, charcoal and acrylic paint on canvas. Lab fee required.

FA-107  Credits 3
Watercolor Painting
An introductory course concerned with the fundamental techniques of watercolor painting and its use with related media. Subjects include still life, landscape and the figure. Lab fee required.

FA-1101  Credits 1
Schola Cantorum
Schola Cantorum is a select choral ensemble auditioned yearly from the membership of the University Chorale. Schola provides an opportunity to deepen the student’s knowledge of the physiology of the voice, basic body awareness, ensemble and solo performance techniques, music history, and music literacy at an advanced level. Repeatable up to eight semesters. Not open to TR majors. Offered every semester. NOTE: A maximum of six hours of choral ensemble credits may be applied toward elective credits for graduation.

FA-1111  Credits 1
Applied Piano
An applied study of piano technique and standard piano repertoire, concentrating on memorized performance of two or three works from contrasting stylistic periods. Thirteen 45-minute lessons. Lab fee required. (Offered every semester)

FA-1112  Credits 1
Applied Voice
A course designed to enhance the singing abilities of vocal students at all levels of ability and experience. Thirteen 45-minute lessons. May not be taken for credit for more than six semesters. Lab fee required. (Offered every semester)

FA-1131  Credits 1
Applied Guitar
An applied study of guitar technique and standard guitar repertoire. The course involves basic to advanced private instruction of plectrum and classical guitar emphasizing performance skills in solo playing, liturgical music, and ensemble playing. Thirteen 45-minute lessons. Lab fee required. May not be taken for credit for more than six semesters. (Offered every semester)

FA-1115  Credits 3
Introduction to Music
A course designed to acquaint the student with an understanding of music through listening, sight-singing and keyboard skills. Topics will include common musical terms, melody, harmony, dictation, musical forms and instruments of the orchestra.

FA-1116  Credits 3
Music Appreciation
A study of the music of Western culture from early Christian to contemporary times. Lectures using representative musical selections and outside listening assignments will focus on the history and development of musical style and form.

FA-1118  Credits 3
Music Theory I
A basic course in the fundamentals of music theory emphasizes the major elements of music — melody, rhythm, harmony — including scales, intervals, keys, triads, modes and meter. Prerequisite: FA-115

FA-120  Credits 3
Music Theory II
Continuation of Music Theory I including harmonization of figured and unfigured bass lines, harmonic analysis, structural analysis of phase and form, and composition of original phases. Prerequisite: FA-118

FA-220  Credits 3
Graphic Design I
Consists of developing concepts, ideas and execution to resolve given visual problems in advertising, graphic design, editorial design, sales promotion and related areas. Existing graphic material will be analyzed in class discussion. Lab fee required. (Offered only in ACCESS)

FA-251  Credits 3
Introduction to Photography
A practical examination of the history, aesthetics, and technical aspects of photography. The student is instructed in the process of making pictures, not taking pictures. This course is especially suggested for students of fine arts, television and film, communications, graphic design, and advertising. Students will need a 35mm single lens reflex camera with adjustable apertures and shutter speeds. Programmable cameras are acceptable but point and shoot type cameras are not.

FA-255  Credits 3
Landscape Photography
A comprehensive course spent mainly on location exploring the environment through a variety of techniques used in nature and wildlife photography. Students should have previous experience with photography. A 35mm camera with adjustable shutter and aperture is required equipment. Programmable cameras are acceptable but point and shoot type cameras are not.

FA-270  Credits 3
American Antiques and the Antique Market
A course dealing with identification, research and care, investing and marketing potential. Topics include furniture, china, glass, pottery, porcelain and collectibles. The course emphasizes bibliography and includes visits to local museums, historical societies and other learning centers and includes trips to antique shows, antique shops and private collections. (Offered only in ACCESS)

FA-330  Credits 3
Art of the Ancient and Primitive Worlds: Humanities III
A study of the architecture, painting, and sculpture of the ancient and primitive people of the Americas, Africa, Asia and Western Europe from the Paleolithic era through Imperial Rome. Of particular concern is the interrelationship between art and religious belief and ritual. Included is an exploration of world mythologies and their images as seen in art. Prerequisite: Humanities 1 and 2

FA-331  Credits 3
Art of the Middle Ages: Humanities III
A study of painting, sculpture, and architecture of Western Europe and the Middle East from the Fall of the Roman Empire to the end
of the Gothic era. Emphasis will be given to art as an expression of Christian belief and practice. The influence of cultural, political and geographical diversity on artistic expression will be explored.

Prerequisite: Humanities 1 and 2

FA-332

Credits 3

Art of the Renaissance and Baroque: Humanities III

A study of European painting, sculpture, and architecture from 1400 through the French and American Revolutions. Topics of interest include the Protestant Reformation and its influence on art, as well as the changes brought by political upheaval and the Age of Reason. Subjects include Michelangelo, Leonardo, and Rembrandt.

Prerequisite: Humanities 1 and 2

FA-333

Credits 3

Art of the Nineteenth Century: Humanities III

A study of the painting, sculpture, and architecture of Europe and the United States from the American and French Revolutions to the dawn of the twentieth century. Emphasis will be given to the revolutionary changes in Western Culture as seen through the eyes of Romanticists, Realists, Impressionists, and Post-Impressionists.

Prerequisite: Humanities 1 and 2

FA-334

Credits 3

Classical, Gothic and Renaissance Art

Focuses on the major styles that are the basis of the Western Art Tradition. It is from these styles that later artists draw inspiration, and from which we see the re-occurring themes develop that become associated with the civilizations of western man.

Prerequisite: Humanities 1 and 2

FA-335

Credits 3

Art of the United States: Humanities III

A study of the art and architecture of the United States from colonial days to the present. Art is seen in light of what makes our culture uniquely American as expressed by the Federalist style and the changes wrought by the Civil War and the World Wars.

Prerequisite: Humanities 1 and 2

FA-336

Credits 3

Roman Art and Architecture

An introductory course in history of art and of the history of Rome from its origin through the 17th Century. Masterpieces of painting, sculpture and architecture of the ancient, medieval, Renaissance, and Baroque periods are examined with attention to their specific historical contexts. All classes are held on site in Rome, Italy.

Prerequisite: Humanities 1 and 2

FA-350

Credits 3

Painting Styles of the Twentieth Century: Humanities III

A study of the development of this century’s major styles. Course content includes cubism, expressionism, and surrealism. Lab fee required.

Prerequisite: Humanities 1 and 2

FA-362

Credits 3

Music of Ireland: Humanities III

Explores the field of Irish traditional music and the role that folk music plays in shaping Western European art music. This course examines the dance music, slow airs, art music, and popular music of this living tradition. A simple performance component requires students to learn tunes or songs on piano, voice, or Irish whistle.

Prerequisite: Humanities 1 and 2

FA-364

Credits 3

Music of the Baroque Era: Humanities III

A study of the masterpieces of Baroque music, emphasizing Vivaldi’s “Four Seasons”, Handel’s “Messiah”, and the cantatas, keyboard works, and “Bradenburg” concertos of J.S. Bach. The course begins with an introduction to the elements of music and development of listening skills as tools for an in-depth study of these works. The social and political factors which influenced musical composition will be explored.

Prerequisite: Humanities 1 and 2

FA-366

Credits 3

Music of the Classical Era: Humanities III

A study of the symphonies, chamber music, operas, and concertos of Haydn, Mozart, and Beethoven. The course begins with an introduction to the elements of music, performance media, form, and development of listening skills as tools for an in-depth study of these genres. The social and political factors which influenced musical composition will be explored.

Prerequisite: Humanities 1 and 2

FA-368

Credits 3

Music of the Romantic Era: Humanities III

A study of the important genres and chief composers from the early 1800’s to World War I. The course begins with an introduction to the elements of music and development of listening skills and explores the influence of social and political factors on nineteenth century art song, program music, virtuosity, and music drama.

Prerequisite: Humanities 1 and 2

FA-370

Credits 3

Music of the Modern Era: Humanities III

A study of the musical elements and development of listening skills as tools to explore the main avenues of twentieth century composition. Contemporary social and political activity as well as chronological stylistic development will be examined as stimulation for the varied types of twentieth century composition: Romantic, neoclassic, 12 tone, jazz, rock, movie music, and “Broadway” styles.

Prerequisite: Humanities 1 and 2

FRENCH

No major is offered in French. A student can minor in French Studies.

The following courses help fulfill the Foreign Language/World Culture requirement.

French Placement at DeSales

Students who have studied French in high school and who wish to continue their study must follow these placement guidelines. This policy applies to all students, not just freshmen.

Years of high school Minimum level
0-2 years FR 101
3 years FR 102
4+ years FR 201

Students who wish to take a higher level course than indicated above may consult with a member of the foreign language faculty for proper placement or may choose to complete a placement test online to determine whether or not they are eligible. However, this test may not be used to place into a lower level course.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

FR-101

Elementary French I

Basic sound patterns, introductory grammar and vocabulary. Limited work in reading and composition. Lab fee. (Offered every fall)

FR-102

Elementary French II

Continuation of French 101, with more development of the basic linguistic skills in French; emphasis on grammar and vocabulary building. Lab fee. (Offered every spring)

Prerequisite: FR-101

FR-201

Intermediate French I

Emphasis on developing good style in controlled writing and speaking situations, with review of basic grammar. Practice of listening, speaking and reading skills. Lab fee. (Offered every fall)

Prerequisite: FR-102

FR-202

Intermediate French II

Application of the skills learned in French 103/201, with extensive practice in reading contemporary press and in speaking exercises. Lab fee. (Offered every spring)

Prerequisite: FR-103/201

HISTORY

A major is offered in history.

History majors learn about the ways in which human beings have sought to understand and determine their relationships with each other, nature, and divinity. Students of history study these dynamics over many centuries across the globe. History majors take courses
in three main fields: United States, European, and world. Students work intensively on problem solving and persuasive written and oral communication, skills that are absolutely necessary for a broad range of careers in such fields as education, law, public policy, and business. Secondary school teaching certification is available through the Department of Education.

Requirements for the History Major
History majors take HI 201, HI 262, HI 213 and HI 214. In addition, majors take two courses in United States history, two in European history, two in world history, five history free electives, and the senior seminar in Historical Research (HI 401). Students are strongly encouraged to complete an internship (HI 391) in line with their career interests. Students work closely with their advisor to create this schedule.

History Major with Teacher Certification in Social Studies
History majors intending to make their career in teaching history in secondary schools public and private need to contact the Department of Education.

History, Pre-Law Track
History majors intending to go to law school should follow the pre-law track, which has two groups of requirements:

1. HI 213 and HI 214, HI 311 two courses in United States history, two courses in European history, two courses in world history, two history electives, and the Senior Seminar in Historical Research (HI 401). In the seminar, Pre-Law students will focus on topics in legal history.

2. The completion of four more courses: PL 225, Logic and Argument; PO 330, Constitutional Law; CJ 160, Criminal Law; and either LG 109, Trial by Jury or LG 355, Law in America.

All students interested in law should contact the pre-law advisor, Dr. Jennifer Moore, in the Department of Social Sciences.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

HI-201
Western Civilization to 1600 A.D.; Humanities I
An introduction to the values and ideas of the West as they have developed from ancient times to the seventeenth century. The course also introduces students to the discipline of history as a unique approach to the understanding of human civilization and culture. Not open to students who have taken PO-201. (Offered every fall)

HI-202
Western Civilization Since 1600 A.D.; Humanities II
A continuation of the survey begun in HI 201. The course concentrates on the rise of the modern state, industrialism, imperialism, communism, and post-modernism. Not open to students who have taken PO 202. (Offered every spring)

HI-204
History of Latin America
A history of Latin America from the earliest civilizations to the present day. Beginning with the European invasion of the New World, the course studies European colonialism, the struggle for independence, the rise of national states and the political and social crisis of the twentieth century, with special attention to the relationship between the United States and Latin America. Field: World

HI-210
Ancient Greece
Surveys ancient Greek culture from the Bronze Age to the birth of Christ, focusing on such topics as Athenian democracy, the Spartan military state, the Persian and Peloponnesian Wars, Alexander the Great, architectural, theatrical, and philosophical innovations, lyric poetry, sexuality, slavery, and more. Emphasis will be placed on analyzing ancient texts as historical sources. Field: Europe

HI-211
The Rise and Fall of Rome
Examines Rome's obscure beginnings and her rapid acquisition of the greatest Empire the world had ever seen. Covers the Republic, principate, and the Empire. It analyzes political institutions, military, economic, and legal systems, cultural norms and values, architectural and literary developments, games, gladiators, etc. Emphasis will be placed on analyzing ancient texts as historical sources. Field: Europe

HI-213
American Civilization I: Humanities I
A survey of the history and culture of the western hemisphere to 1877. The course begins with the ancient societies of the Americas, paying particular attention to the development of the United States. Emphasizing the connectedness of European, African, Native American, and Asian cultures, the course concludes with the era of the American Civil War. (Offered every fall)

HI-214
American Civilization II: Humanities II
A survey of the history and culture of the western hemisphere since 1877. Beginning with the conclusion of the American Civil War, this course will cover the rise of the United States as an international political and cultural power to the present day, employing an international and intercultural perspective of American history and culture. (Offered every spring)

HI-216
Egypt and the Middle East
Examines ancient Egyptian civilization and its near eastern neighbors, Greco-Roman influence on the region, the coming of Islam, the eras of Turkish, French, and British rule, twentieth-century Egyptian politics, culture, and literature, the Arab-Israeli conflict, and the democratic revolution of 2011. Field: World

HI-260
The Subcontinent of India
Covers the history and cultures of the greater Indian subcontinent, 2500 BC to the present. Lectures, readings, and discussions address political developments, societal structure, religions and myth, imperialism and colonialism, economic and ecological history, art and architecture. Field: World

HI-262
World History Since 1600
An examination of early modern and modern civilization in a global context. The course emphasizes the interaction between Europeans, Asians, Africans and Americans from the 17th century to the present. Field: World

Prerequisite: Humanities I

HI-265
History of Piracy
A global examination of piracy as it existed in the regions of the Atlantic, Pacific and Indian Oceans from the ancient world through the Golden Age down to the 21st century. Emphasizes the relationship between pirates and nation-states; the social and economic consequences of piracy; and the place of pirates in the popular and cultural imagination. Field: World

HI-270
World at War, The 20th Century
An examination of the bloodiest century in human history, which paradoxically has established the longest lasting peace in Western history. The course concentrates on World War I, World War II, the Cold War, and their effects on colonial empires, world trade, political order, industrial and technological development, and societal and cultural norms. Field: Open

HI-302
Family and Gender History
The history of the family from the Middle Ages to the present, with a shifting focus on demography, household economy, and interpersonal relationships. The course will examine how our ancestors were born, grew to adulthood (if they were lucky), married, gave birth, and died. Students will evaluate various theories of gender relations within the family context and society at large. The course concludes with an investigation of the American family. Field: Europe or United States

HI-303
Renaissance Europe: Humanities III
Studies the artistic, intellectual, literary, and other cultural achievements associated with the Italian and northern European Renaissance. Readings and discussions to focus on Petrarch, Dante, Boccaccio, Machiavelli, and others. Also, the works of Giotto, Masaccio, Donatello, Leonardo da Vinci, Raphael, Michelangelo,
Albrecht Duerer and others will be analyzed. Field: Europe

HI-305  Christian History  Credits 3
Covers the history of the Christian religion as well as the tradition of Christian historical writing. In addition to studying the foundation of the Church and the spread of Christianity throughout the world, students will examine historical writings St. Augustine, Boethius, Gregory of Tours, Bede, Otto Freising, and more, culminating with Christopher Dawson and Benedict XVI. Field: Europe

HI-307  Great Revolutions  Credits 3
A comparative study of modern revolutions, beginning with the paradigmatic French Revolution of 1789-1799 and including the American, Russian, Mexican and Chinese revolutions. The course considers such problems as the relationship between ideology and revolution, the relative importance of political, social and economic causes of revolutions, and the connections between revolution, violence, and war. Field: World

HI-313  Revolutionary America  Credits 3
A study of the social, political, economic, and ideological origins of the American Revolution. We will read different interpretations of the revolution as well as firsthand accounts that reveal how it irrevocably altered people’s lives. We will examine the process by which the former British colonies were transformed into a republic. Field: United States

HI-314  Civil War America  Credits 3
A course which closely examines American history between 1848 and 1877. Its primary objective is to explain why a sectional conflict between the North and the South resulted in secession and Civil War in 1861. We will examine the course of the war as well as the process of political, economic, and social reconstruction in the American South. Field: United States

HI-316  Environmental History of the Americas  Credits 3
An exploration of the themes of environmental history as they relate to the United States, the Caribbean and Latin America. Beginning in the sixteenth century and moving to the present, the course examines how land served as an arena where human societies subsisted, progressed, struggled for power, and forged cultural identities. Field: Open

HI-324  The American West  Credits 3
This course will analyze the experience of ordinary people who took part in, or were affected by, the westward migration into the American Frontier. Our examination of migration and frontier life will begin in the seventeenth century and will end with an examination of the meaning and myth of the “frontier” in American history and culture. Field: United States

HI-325  New World Slavery  Credits 3
Explores major themes in New World Slavery including slavery's origins, the slave trade, the consequences of slavery for New World societies, Africa's cultural contributions to the New World, and the causes, consequences and process of abolition. The course compares the slave societies of the United States, Brazil and the Caribbean from the fifteenth- to the nineteenth-century. Fields: United States; World

HI-327  American Religious History  Credits 3
Examines the role of American religion from the period of colonization in the early seventeenth century through the present. HI-327 proceeds chronologically with an emphasis on three main themes of the American religious experience: the evolving relationship between the church and state, religious practice and devotions of believers, and the dynamic relationship between religious groups and the larger American culture. Field: United States

HI-330  Life in the Middle Ages,500-1500  Credits 3
A survey of Europe from the fall of Rome until the Italian Renaissance. Lasting for one thousand years, the Middle Ages are full of continuity and change. Topics include chivalry and monasticism, castles & cathedrals, the rise of the Roman Catholic Church, the expansion of cities and international trade, the formation of universities and the modern state and more. Field: Europe

HI-333  The Rise of Modern Europe  Credits 3
Examines the intellectual history of the age that created modernity in the West. In 1500 Europe was a backwater, but by 1900 she had spread her people, power, and culture across most of the world’s surface. The course focuses on the effects of Scientific Revolution, the Enlightenment, political upheavals, industrialization, technological and medical advances, and the construction of world empires. Field: Europe

HI-335  History of China  Credits 3
A survey of Chinese history from the first civilizations to the People’s Republic of China in the 21st century. Emphasizes continuity and change in relationship to the following themes: the rise and fall of the imperial state; China’s relationship with the rest of the world; the philosophical, literary, and artistic development of China. Field: World

HI-340, 341, 342, 343 and WC-340, 341, 342, 343  Credits 3

HI-391  History Internship  Credits 3
An internship program designed to provide the student with educational and practical experience, usually in the field of public history. The experience is monitored through faculty and professional supervision. Faculty permission required. (Offered every semester and summers by arrangement)

HI-396, 397  Topics in History  Credits 3
Specialized subjects offered on an occasional basis. The course emphasizes historical method and comparative history with studies of topics such as Christianity and Islam, imperialism, Latin American revolutions, race and gender in US History. Field: open

HI-399  Seminar in Historical Analysis  Credits 3
A course not on past events but on the work of historians. It will introduce you to the process by which historians research, analyze, and revise history. It examines the evolution of the discipline of history, with a special emphasis on approaches, issues, and debates that have emerged in the second half of the twentieth century. Required of all history majors. Open to non-majors. (Offered every spring) Prerequisite: HI-201 & HI-202

HI-401  Seminar in Historical Research  Credits 3
An introduction to the craft of original, individualized research. Students will choose a specific topic, locate relevant sources, develop questions, and work to answer them. Throughout the semester, students present their findings to fellow students. A formal research paper is due at semester’s end. Open to non-majors. (Offered every fall) Prerequisite: HI-399

HI-499  Independent Study  Credits 3
A tutorial arrangement for special student proposals for research in history.

HUMAN RESOURCE MANAGEMENT

A major is offered in human resource management by the Division of Business.
All business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The following courses comprise a common core of business courses and are required of all students in the program: AB 217, 219, 272; EC 209, 210; FN 330 or 331; MG 100, 201, 211; MK 201. In addition, all students are required to take MG 305, 400, and 475 is recommended. The required HRM courses include HR 315: Strategic Compensation and Benefits, HR 320: Employment Law, and HR 452: Capstone Real World Scenarios. A series of workshops or short courses in combination may satisfy one of the electives. These seminars include but are not limited to: staffing, training, and development; managing diversity; performance appraisal and management; conflict and dispute resolution; crisis management, workplace security and safety; employment practices liability; consumer mortgage crisis 2009, and HR on the internet; HR change management, and personal branding. HRM courses will be offered only through ACCESS.

HRM courses will be offered only through ACCESS, and the one-credit workshops are available to any business major except the accounting major. Traditional day business majors must receive permission from the division head.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

HR-315
Strategic Compensation and Benefits
Basic concepts of, and practices in, compensation, benefits, employee motivation, and the theory of total rewards. Examines ways to structure the total array of rewards available to employees in such a way as to enable and motivate people to achieve the organization's strategic objectives.
Prerequisite: MG-305
Credits 3

HR-320
Employment Law
Introduces the law concerning employment, including hiring, firing, discrimination, employer liability, employee rights, workplace health and safety, employee privacy, “whistle blowing”, union management relations, sexual harassment, and employee benefits. The course integrates knowledge of employment law other necessary components of successful human resource management.
Prerequisite: MG-305
Credits 3

Staffing and Selection
A course that examines the entire staffing and selection from determination of needs, recruiting methods, sources, testing, background checks, interviewing, and job offers.

HR-3403
Supervision
A course which will review the roles, skills, knowledge, habits and practices needed to be a successful supervisor.
Credits 1

HR-3155
Conflict Resolution
A course which covers various conflict resolution techniques and the process used to reach mutually acceptable resolution of the problems confronting the parties.
Credits 1

HR-3061
Sexual/Gender Harassment
A course which define sexual harassment, gender harassment/discrimination and the laws related to those issues.
Credits 1

HR-3071
Diversity in the Work Place
A course which define diversity and the laws related to discrimination and diversity.
Credits 1

HR-3081
Career Counseling and Development
A course which review career counseling and development tools, techniques and processes utilized for matching individuals to appropriate jobs and careers.
Credits 1

HR-3091
Training and Development
A course that examines training and development functions and process in organizations, including needs assessment, program design, training methods resources available, delivery methods and presentation skills.
Credits 1

HR-3101
Individual Differences in the Workplace
A course which examines individual differences in the workplace from the perspective of the Myers-Briggs Personality Type Indicator. Focus will be on occupational placement, self-selection, and team interactions.
Credits 1

HR-3111
Psychology of Motivation
A course that presents self-image psychology as a theoretical base for understanding human behavior with practical application on how to change behavior. Several popular authors will be studied to provide frames of reference and comparison. The focus will be on understanding self-motivation, change for self-improvement, how others have developed habits, supporting change in others, and how potential can be reached.
Credits 1

HR-3121
Personal Career Management
A course which includes new and emerging career paths, the effects of demographics and the economy on career choices, personal life and career decision-making, and current thinking on the topic of personal productivity.
Credits 1

HR-3131
Performance Evaluation
A course which covers various performance evaluation methods, and the techniques and process used to assess and measure individual performance. It will include writing an evaluation, conducting a performance evaluation interview, setting goals, and determining desired outcomes and plans for improvement. It will stress the importance of complying with legal aspects of performance evaluation.
Credits 1

HR-3141
Generational Diversity At Work
An interactive course which covers the characteristics for four generations in today’s workplace: Traditionalists, Baby Boomers, Generation X and Millennials. Each group as a set of values, assets and challenges, and each responds to different styles of leadership. The course is designed to help one differentiate, appreciate, and promote each generation’s values, contributions, and teamwork in the workplace.
Credits 1

HR-3151
Counseling and Discipline
A one-credit course that covers discipline policies, standards of conduct, and the process of counseling and progressive discipline, and terminations. Also included will be documentation and objectives of discipline, reasons for substandard performance, the difference between counseling and coaching, and determining termination. It will also cover setting performance improvement plans, monitoring progress and legal aspects of discipline and discharge.
Credits 1

HR-3161
Crisis Management
A one-credit course which examines challenges faced by business relating to crises. Defining crises, crisis and emergency management, business continuity and how it fits within the scope of risk management will be presented and discussed. Also included will be an overview of how to evaluate organizations to determine the best approach to developing a crisis management plan. (Available in
HR-3417
Workplace Security and Safety
A one-credit course which examines how organizations must deal with workplace security and safety. Some of the issues presented and discussed will relate to workplace violence, identity theft, intellectual property, and terrorism. The course will provide an overview of safety/risk management concepts and techniques to reduce security and safety losses. The role of OSHA and other federal agencies will be presented.

HR-3418
Employment Practice Liability
A one-credit course which addresses the risk of liability arising out of employment relationships and related decisions. It evaluates laws that create liability in the workplace and it will discuss the at-will doctrine and legal principles. A review of statutory law principles, concepts for hiring, supervision, and discrimination, workers’ compensation, FMLA and ADA will be discussed.

HR-3419
Consumer Mortgage Crisis 2009
A one-credit course that examines the crisis in the financial services industry with consumer mortgage credit. The course will address concepts of mortgage lending, the real estate and credit boom in the early years of the twenty-first century and mortgage packing by Wall Street. It will also analyze the real estate collapse and fraud in the mortgage process, foreclosures, and new July 2008 housing act.

HR-3420
HR Change Management Workshop
This one-credit workshop will examine various issues found to be critical to effectively execute purposeful organizational change and development. Such perspectives will include a “systems thinking” perspective of organizations, the roles and obligations of leaders executing change within the organization, and organizational behavior issues existing within organizations as change is implemented.

HR-3421
Personal Branding
This course will examine the concept of personal branding by examining effective ways to identify and develop a core identity of values, experiences, and attributes. This core identity can then be used to market oneself for personal and professional benefit. Many traditional marketing concepts will be incorporated to understand and produce a personal brand.

HR-452
Capstone: Real World Scenarios
A course which explores real world scenarios and the development of solutions and programs to meet the needs of situations that individuals could come in contact with as a human resource professional. Scenarios will provide a broad tapestry utilizing many aspects of human resource management and will allow students to incorporate them into the actual business world.

Prerequisite: MG-305 & HR-315

HR-454
Human Resource Internship
Work experience with approved organizations where meaningful assignments are performed with appropriate training, instruction and supervision.

INTERNATIONAL BUSINESS

A major is offered in international business by the Division of Business.

All business programs are accredited by the Accreditation Council for Business Schools and Programs (ACSBP).

The following courses comprise a common core of business courses and are required of all students in the program: AB 217, 219, 272; EC 209, 210; FN 330 or FN 331; MG 100, 201, 211, and MK 201. In addition all students are required to take AB 375, FN 352, MG 340, MK 340, and IB 451. In addition, it is strongly recommended that all international business majors take a two-course language requirement in an additional language and participate in an international business tour offered by the division.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

IB-451
Global Business Strategy
A capstone course designed for international business majors exploring the formulation and implementation of global business strategy. Special emphasis is placed on integration of the international business functions across the global organization.

IB-452
A capstone course designed for international business majors exploring the formulation and implementation of global business strategy. Special emphasis is placed on integration of the international business functions across the global organization. Offered in ACCESS.

Prerequisite: Senior standing

ITALIAN

No major is offered in Italian.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

IB-451
Global Business Strategy
A major is offered in international business by the Division of Business.

All business programs are accredited by the Accreditation Council for Business Schools and Programs (ACSBP).

The following courses comprise a common core of business courses and are required of all students in the program: AB 217, 219, 272; EC 209, 210; FN 330 or FN 331; MG 100, 201, 211, and MK 201. In addition all students are required to take AB 375, FN 352, MG 340, MK 340, and IB 451. In addition, it is strongly recommended that all international business majors take a two-course language requirement in an additional language and participate in an international business tour offered by the division.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

LG-109
Trial by Jury
This course examines the proceedings in an American jury trial as a means of introducing the student to the American legal system. Topics include jury selection, trial testimony, the rules of evidence, the art of advocacy, and the history and future of the American jury system.

LG-160 and CJ-160
Criminal Law
A study of the principles and doctrines embodied in the criminal law. Topics such as substantive crimes, justification, complicity and liability, causation, and inchoate crimes are explored and emphasized.

LG-270 and PO-270
Health Policy and Law
A study of the development of the American health care system
and its impact on American law, economics, and politics. Emerging health care and biomedical policies and laws are examined in terms of their social import.

**LG-280 and PO-280  Credits 3**

**Environmental Policy and Law**

A study of American environmental policies and laws as they have developed from the 1960's to the present. Topics include policies pertaining to clean water and air, solid waste, toxic substances resource conservation, global warming and worker health and safety. Major court cases in environ- mental law are examined, as is the impact of politics on the formation of environmental policy.

**LG-330 and PO-330  Credits 3**

**Constitutional Law**

An examination of the impact of constitutional law on the formation of American public policy. The debate on the proper policy role of the judiciary is examined. Leading Supreme Court decisions in the areas of intergovernmental relations, commerce and civil rights and liberties are analyzed.

**LG-355 and CJ-355  Credits 3**

**Law in America**

An introduction to all areas of the law, including the history of law and the remedies the legal system provides. Introduces legal reasoning, writing, research and thinking.

**LG-362 and CJ-362  Credits 3**

**Senior Seminar: Public Policy and Law**

A seminar based upon individual student research in public policy and law. The course consists of lectures, individual investigations and presentations and discussions. (Offered every fall)

**LG-365 and CJ-365  Credits 3**

**Criminal Procedure**

A study of both the constitutional and statutory rules governing police conduct in criminal matters. Emphasis is on the Constitutional rights and restrictions derived from the 4th, 5th, 6th and 14th Amendments to the United States Constitution and the remedies for violation of these rights.

**Prerequisite: CJ-260**

**LG-375 and CJ-375  Credits 3**

**White Collar Crime**

A course presenting a variety of topics and issues in the white collar crime area, including types, causes and measurement of white collar crime. Specifically, the definition will be reviewed, along with an overview of the costs of white collar and corporate crime to society. Theories exploring white collar criminality and the use of criminal sanctions to deter misconduct will be examined.

**LG-391  Credits 3**

**Law and Society Internship**

Designed to provide the major with an appropriate field experience. This may be taken for a maximum of twelve credits. The student must follow the procedures prescribed by the Director of Internships. (Offered every semester by arrangement)

**LG-425 and CJ-425  Credits 3**

**Mock Trial**

A course designed to prepare students for participation in intercollegiate mock trial competitions. Students are required to learn the rules of evidence, ethics, the rules of procedure and trial techniques.

**LG-460  Credits 3**

**Law & Society Internship**

Educational and practical experience with a public agency or private organization. The experience is monitored through faculty and professional supervision and requires the student to apply his/her knowledge of various disciplines to the realities confronted in the intern experience. Permission of the Department is required. (Offered every semester and summers by arrangement)

**LG-480 and CJ-480  Credits 3**

**Family Values and the Law: Values Seminar**

An examination from the Christian humanist perspective of the role of the law in addressing family issues such as conception, adoption, surrogate parenthood, custody, marriage, alternatives to marriage, divorce, family violence etc., and a consideration of what values should guide the law.

**Prerequisite: TH-109**

**LG-499  Credits 3**

**Independent Study**

Provides the student with the opportunity to pursue independent study under the guidance of department faculty.

**LS-4001  Credits 1**

**Conversations on Personhood**

Discussion on the nature of the human person. In light of technological advances which posit the artificial and virtual over against the natural and real, this seminar questions what it means to be a self and what it means to be who we are as people. Open to students in the Faith & Reason Honors Program only. (Offered every spring semester)

**LS-4002  Credits 1**

**Conversations on God**

Discussion on the existence and nature of God. In light of advances in our understanding of the natural world, this seminar questions our understanding of the Divine, particularly in relation to atheism & agnosticism and through a variety of scientific viewpoints. Open to students in the Faith & Reason Honors Program only. (Offered every Fall semester).

**LS-4003  Credits 1**

**Conversations on the World**

Discussion about our interactions with other persons. In light of the individualistic and dehumanizing tendencies that characterize contemporary culture, this seminar questions how we know and do what is right and just. Open to students in the Faith & Reason Honors Program only. (Offered every spring)

**LS-499  Credits 3**

**Honors Thesis (Independent Study)**

Provides the student an opportunity to pursue independent study under the guidance of department faculty. (Offered upon request)

**LIBERAL STUDIES**

A major is offered in liberal studies by the Division of Liberal Arts and Social Science.

The Division of Liberal Arts and Social Science offers a B.A. in liberal studies. Liberal studies is an interdisciplinary, Humanities-based major intentionally structured to break down traditional intellectual boundaries. Liberal studies majors are required to take a range of courses that build upon the academic framework provided by the core curriculum.

The liberal studies major is designed to offer students an academic course load of significant intellectual rigor and to emphasize communication, critical thinking, cooperative learning, and leadership skills to prepare them for a wide variety of careers in the corporate and professional worlds. Liberal studies majors are urged to take advantage of every possible opportunity to enhance their undergraduate experiences by taking internships, registering for courses taught at other LVAIC institutions that will complement their DeSales University major, and by participating in study abroad programs.

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Major Requirements

In addition to the requirements of the core curriculum, Liberal Studies majors are required to take PL 225; one 200-level HI course (outside of HI 201, 202, 203); three 300-level HI courses (excluding HI 399); two 300-level EN courses; one 300-level EN or CM course; one FA music course in addition to Humanities III; one FA art/art history course in addition to Humanities III; one of the following: MA 260, EC 209, EC 210; one 200/300 level PO course (excluding PO 201, 202); one capstone research project, either EN 485, HI 399, HI 401, or an independent study. Students will fulfill the World Cultures/Foreign Language requirement of the core curriculum by taking two semesters of the same foreign language. Beyond this, none of the above courses can be used to satisfy both a core requirement and a major requirement.

Elective courses: Liberal Studies students are strongly encouraged to think creatively in utilizing electives. Intermediate language courses, study abroad, and internships are highly recommended; additional humanities department courses are strongly encouraged. Students are also urged to take full advantage of LVAIC offerings. *ACCESS students applying for admission to the AIM program will follow the liberal studies major as outlined by that program.

**MANAGEMENT**

A major is offered in management by the Division of Business.

All business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The following courses comprise a common core of business courses and are required of all students in the program: AB 217, 219, 272; EC 209, 210; EN 330 or 331; MG 100, 201, 211, and MK 201. In addition, all students are required to take MG 233, 325, 340, 400, 451, plus one other course in Management.

Three 1-credit HR workshops will satisfy the elective requirement for Management majors. They are open to traditional day business majors with permission from the division head.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

**MG-100**
**Introduction to Business**

An overview of the fundamentals of business operation, including an examination of basic business functions such as management, marketing, production and financing. Contemporary business problems and the changing economic and social environment and their effect on business decisions are discussed. A management computer simulation and/or group case study may be incorporated in the course. Does not satisfy a Management elective. (Offered every semester)

**MG-201**
**Principles of Management**

Focuses on the planning and decision-making responsibilities of managers, including functions such as organizing, directing, controlling and human resource development. A history of management theory as well as ethical problems and social responsibility of managers and organizations are included. (Offered every semester)

**MG-203**
**Leadership Skills Development**

A course aimed at developing an individual's personal and interpersonal skills which are grounded in behavioral science theory, research, and practice. Course coverage will include the development of skills in stress management, creative problem solving, communicating supportively, influence usage, negotiations, conflict management, motivating others, and team building. (Offered in ACCESS)

**MG-211**
**Quantitative Business Analysis**

Focuses on the quantitative methods used for decision making in business. Topics include intro to probability theory, basic concepts in descriptive & inferential statistics, time-series analysis, statistical process control, break-even analysis, decision trees, linear programming, inventory models, waiting-line models, and simulation. Business problem solutions will be supplemented with computer software. Does not qualify as a management elective.

**Prerequisite:** MG-201

**MG-233**
**Business Communication Skills**

A three credit lecture course which will help students to develop effective communication skills, both in writing and speaking, and to describe, analyze, and communicate business information to diverse audiences such as business professionals, clients, and the public at large. Students will engage in communication exercises/projects relevant to their own disciplines/career fields.

**Prerequisite:** EN-104, business major, sophomore status or higher

**MG-251**
**Comprehensive Quality Improvement**

Presentation of a comprehensive, generic quality improvement model. The course will cover the familiarization, team building, process skills training, statistical management techniques training, and long-range planning phases that are critical to any successful effort.

**Prerequisite:** MG-201

**MG-270**
**Principles and Practices of Health Care Management:**

**External View**

General overview of the external forces which impact upon operations of health care facilities. Emphasis is on the principles and practices employed by health care managers in addressing such external forces and challenges as governmental relations, legislation, consumer groups, technology, finance, and cost. (Offered only in ACCESS)

**Prerequisite:** MG-201

**MG-271**
**Principles and Practices of Health Care Management:**

**Internal View**

General overview of the internal forces which impact on the operations of health care facilities. Emphasis is on the principles and practices employed by health care managers in addressing such internal forces and challenges as planning, performance appraisal, decision making, problem solving, and organizational structure. (Offered only in ACCESS)

**Prerequisite:** MG-270

**MG-301**
**Collective Bargaining**

Employer-employee relationships in private and public sectors of the economy. Topics discussed include union security, negotiation and administration of collective bargaining agreements, union and management bargaining strategies, public employees' legal rights in work stoppages, collective bargaining differences in public and private sectors and third party mechanisms to resolve deadlocked labor disputes.

**Prerequisite:** MG-201

**MG-303**
**Leadership in the Modern Organization**

Characteristics of effective leadership; dilemmas of leadership; organizational structure and leadership; motivation of people; effects of change; theories of leadership and leader's personality. Also included is a study of the leadership function in small group settings with a strong emphasis on skills development.

**Prerequisite:** MG-201

**MG-305**
**Human Resource Management**

A course dealing with the human side of the organization. Topics discussed include human resource planning, selection techniques, training, legal aspects, salary, benefits, and diversity.

**Prerequisite:** MG-201

**MG-306**
**Strategic Planning - Nonprofit**

A three-credit capstone course designed for students in any major interested in exploring formulation of a comprehensive strategic plan for nonprofit organizations. Special emphasis is placed on understanding steps in strategic planning process; identifying and managing information; and designing a strategic plan specifically for nonprofit organizations. Not open to students who have taken CM 310 or CM 311 (Only available through ACCESS)

**MG-307**
**Public Relations-Nonprofits**

A study of the public relations activities within a nonprofit organization. The course will cover different groups of stakeholders involved with nonprofits, who they appeal to and how, what communications media they prefer, and what media is most practical. Students will apply problem-solving skills and public relations principles
learned to create and develop a public relations plan for the organization. Not open to students who have taken CM 310 or CM 311 (Available only in ACCESS)

MG-308  
Governance Boards and Nonprofits  
This course will guide students through the primary responsibilities in the governance of a non-profit organization. Students will learn how the board, management, and staff must work closely with each other to maintain the confidence, moral, and financial support of its members, donors, volunteers, and the public at large. (Available only in ACCESS)

MG-309  
New Ventures, Inc.  
Examination of starting a new venture: selecting promising ideas, initiating enterprises, exploring opportunities, obtaining initial financing, legal considerations, market analysis, financial forecasting and organization structure. Through case studies and guest speakers, students will learn how venture capitalists and angel investors evaluate business opportunities. Intrapreneurship and starting a nonprofit business will be covered. 

Prerequisite: AB-217, MG-201 & MK-201

MG-311  
Evaluating Nonprofits  
A three-credit lecture course that explores nonprofit program development and evaluation. Students will learn how to develop programs and extract and analyze data from those programs to make management decisions that have the maximum positive impact on the organization and the community. (Available only in ACCESS)

MG-325  
Operations Management  
Translation of product and service requirements into facilities, procedures and operations in organizations. Topics include systems analysis, facilities planning, balancing, inventory planning, scheduling and control systems. Course presents principles involved as well as their application. 

Prerequisite: MG-201 & MG-211

MG-326 and MK-326  
Data Mining  
An introductory lecture course on the basic concepts, tasks, methods, and techniques in data mining. Students will develop and understanding of the process, issues, and techniques, and solve problems using data mining tools and systems. A special emphasis will be placed upon the importance of data in customer relationship management. 

Prerequisite: MK-201 and 1 other marketing course

MG-328 and MK-328  
Supply Chain Management  
A lecture course exposing students to critical facets of supply chain management, expanding beyond company operations to include supplier, company, and end consumer. Students will learn to understand/manage the integration/coordination of activities within today’s complicated supply chains. 

Prerequisite: MK-201 and 1 other marketing course

MG-333  
Career Skills Development for Business Professionals  
A course designed to enhance students’ job searching process; develop skills such as writing, speaking, and teamwork; introduce job management skills for career advancement, work organization and time and stress management; strengthen students’ understanding of business etiquette; and introduce the basics of personal money management. Does not satisfy a Management elective.

MG-340  
International Business  
An introduction to the most important aspects of international business, including factors influencing the environment of international business, the strategies, structure and control systems of multinational companies, and the nature of management systems and practices in different cultures. 

Prerequisite: EC-209, MG-201 & MK-201

MG-400  
Organizational Behavior  
An examination of how humans can and do behave in organizational settings. Topics areas covered include motivation, stress, conflict, group dynamics, power and politics, organization culture change, diversity, and behavior across cultures. Course includes case studies and both a theoretical and pragmatic approach to behavior issues in organizations. (Offered every fall) 

Prerequisite: MG-201

MG-451  
Business Policy Formulation  
A capstone course to develop analytical abilities and attitudes in analysis of firms in their changing environment, their problems in adjusting to change and the development of corporate strategies and policies. The case method is utilized in analyzing corporate problems. A computer simulation may be used. (Offered every spring) 

Prerequisite: FN-331, MG-201 & MK-201

MG-452  
Business Policy Formulation  
A capstone course to develop analytical abilities and attitudes in analysis of firms in their changing environment, their problems in adjusting to change and the development of corporate strategies and policies. The case method is utilized in analyzing corporate problems. A computer simulation may be included. 

Prerequisite: EC-110, FN-331, MG-201 & MK-201

MG-454  

Management Internship  
Work experience with approved organizations where various meaningful assignments are performed with appropriate training, instruction and supervision.

MG-475  
Ethical Issues in Work Place: Values Seminar  
A discussion of controversial issues and legal aspects in the work place, particularly as they relate to values. Ethical implications of decision making, career objectives, and doing business in a global marketplace will also be discussed. Does not satisfy a Management elective. 

Prerequisite: TH-109

MG-499  
Independent Study  
Development and implementation of student’s own research and/or field experience in management under the guidance of a faculty member. The student must receive departmental approval of a preliminary proposal before registering for this course.

MANAGEMENT OF INFORMATION TECHNOLOGY

A major is offered in management of information technology by the Division of Business.

The following courses comprise a common core of business courses and are required of all students in the program: AB 217, 219, 272; EC 209, 210; FN 330 or 331, MG 100, MG 201, 211, and MK 201. In addition, all students are required to take MI 205, 207, 452; CS 121, 360, and 321. CS 356 is highly recommended.

MI courses will be offered only through ACCESS. Traditional day business majors must receive permission from the division head.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

MI-111 and CS-111  
Introduction to Programming  
A introduction to computer programming in the Windows graphical user interface environment. Topics include planning, incorporating graphical user interface elements, code development, basic file manipulation, problem solving techniques, stepwise refinement, and modular design.

MI-205  
Business Computer Applications  
Provides a business-oriented approach to computer applications with the emphasis on solving business problems. Topics to be considered include business calculations, the functions of spreadsheet and data-
base packages as tools in business calculations, and the appropriate methods to use these and other tools for business problem solving.

MI-207 Introduction to Management of Information Technology
An introduction to the managerial and strategic aspects of information technology. Topics include the fundamentals underlying the design, implementation, control, evaluation, and strategic use of modern, computer-based information systems for business data processing, information reporting, and decision making.

MI-265 and CS-265 Web Page Design
A study of web page design, creation, and implementation. Topics include XML and HTML as foundation tools for designing efficient, professional web pages. Skillful design methodologies and best business practices are integrated as part of the design components.

MI-451 Management of Information Technology
A capstone course integrating topics from the courses in the Management Information Technology major designed to provide an overview of information technology and project management. A major project will be required.

MI-452 Management of Information Technology
A capstone course integrating topics from the courses in the Management Information Technology major designed to provide an overview of information technology and project management. A major project will be required.

MI-454 MIT Internship
Integrates academic study with practical work experience in Computer Science. Regular field work under an employment supervisor as well as tutorial sessions and readings under a faculty supervisor are required. The student is required to submit a final written report together with programs and documentation.

MI-499 Independent Study
Reading, research papers, or projects under the guidance of a member of the staff.

In addition, all students are required to take MG 220, 340, 410, 451, plus one other course in marketing.

Three 1-credit HR workshops will satisfy the elective requirement for management majors. They are open to traditional day business majors with permission from the division head.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

MK-201 Principles of Marketing
An introduction to the activities and decisions involved in the exchange of goods, services, or ideas from manufacturer/provider to the consumer. The marketing functions and concepts of market research, product planning, buyer behavior, advertising and selling, and pricing are a few of the topics covered. Basic analytical and decision-making skills will be developed. (Offered every semester)

Prerequisite: MK-201

MK-215 Sales and Sales Management
This course emphasizes the link between the determinants of sales performance and the activities involved in directing, influencing and controlling a sales force. The course focuses on personal selling techniques and the various determinants of a sales person's performance.

Prerequisite: MK-201

MK-220 Consumer Behavior
An interdisciplinary approach to understanding and affecting the decision making behavior of consumers as they become aware of, search out, purchase and evaluate products, services, and ideas.

Prerequisite: MK-201

MK-235 Service and Retail Marketing
A course which applies analytical and decision-oriented marketing concepts to the evergrowing service sector of our economy, with a specific emphasis on the retailing of consumer products.

Prerequisite: MK-201

MK-300 Introduction to Fundraising
The course offers an overview of the roles, responsibilities and skills necessary to function as an effective fundraiser. This course follows the ethical guidelines and curriculum framework established by the Association of Fundraising Professionals (AFP).

Prerequisite: MK-201

MK-315 Business to Business Marketing
Emphasizes analytical and decision-making techniques in the marketing of goods and services to businesses, institutions, and the government. Covers organizational buying behavior, product/ market planning, sales and distribution management, pricing and promotion from the perspective of both the buyer and the seller.

Prerequisite: MK-201

MK-325 Advertising and Promotional Communication
A study of the promotional communication process as it relates to facilitating the exchange between consumer and provider. Special emphasis on analyzing, planning, and advertising, sales promotion and public relations programs.

Prerequisite: MK-201 & MK-220

MK-326 and MG-326 Data Mining
An introductory lecture course on the basic concepts, tasks, methods, and techniques in data mining. Students will develop an understanding of the process, issues, and techniques, and solve problems using data mining tools and systems. A special emphasis will be placed upon the importance of data in customer relationship management.

Prerequisite: MK-201 and 1 other marketing course

MK-328 and MG-328 Supply Chain Management
A lecture course exposing students to critical facets of supply chain management, expanding company operations to include supplier, company, and end consumer. Students will learn to understand/manage the integration/coordination of activities within today's complicated supply chains.

Prerequisite: MK-201 and 1 other marketing course

MK-330 Health Care Marketing
Focuses on the application of basic marketing tools and concepts to the health care industry. Topics include orienting service to clients/customers, building communications, motivating internal and external publics, applying marketing research and segmentation analysis to the healthcare, pharmaceutical and medical industries.

MK-333 Career Skills Development for Business Professionals
A course designed to enhance students' job searching process; develop business communication skills such as writing, speaking, and teamwork; introduce job management skills for career advancement, work organization and time and stress management; strengthen students' understanding of business etiquette; and introduce the basics of personal money management. Does not satisfy a Marketing elective.

Prerequisite: MK-201

MK-340 International Marketing
This course emphasizes the application of analytical and decision-making techniques in marketing and consumer behavior concepts to foreign business environments.

Prerequisite: MK-201

MK-350
Pharmaceutical Marketing
A course designed to acquaint students with critical aspects of drug development, marketing, utilization, and evaluative science. The course goal is to explore prescription medications, practices and outcomes of drug therapy by understanding drug development and its approval process, creating awareness of pharmaceutical industry marketing practices, and developing evaluation skills and strategies for marketing techniques and unbiased drug information.

Prerequisite: MK-201

MK-355
Credits 3
Electronic Marketing
A course that investigates the value of electronic marketing resources and ways to integrate these tools into each stage of the marketing process. Topics to be explored include: the Internet and its role in electronic marketing, effective database management, execution of online channels and communication strategies, and consumer behavior and marketing research in relation to electronic marketing strategy.

Prerequisite: MK-201

MK-410
Credits 3
Marketing Research
Develops the student's ability to apply the tools and techniques of marketing research as an aid to marketing decision making. Includes the definition of research problems, selection of research methodologies, design of research projects, interpretation and reporting of research results.

Prerequisite: MK-201 MG-211, MA-111 OR MA-301

MK-451
Credits 4
Marketing Planning and Strategy
A capstone course designed for marketing majors exploring the formulation and implementation of marketing strategy. Special emphasis is placed on integration of the marketing function throughout the organization.

MK-452
Credits 3
Marketing Planning and Strategy
A capstone course designed for marketing majors exploring the formulation and implementation of marketing strategy. Special emphasis is placed on integration of the marketing function throughout the organization.

MK-454
Credits 3
Marketing Internship
Work experience with approved organizations where meaningful assignments are performed with appropriate training, instruction and supervision.

MK-455
Credits 3
Special Topics
An opportunity to pursue in a structured setting a topic of current interest or specialized focus not available in other marketing courses.

Prerequisite: MK-201

MK-499
Credits 3
Independent Study
Development and implementation of students’ own research and/or field experience in marketing under the guidance of a faculty member. The student must receive departmental approval of a preliminary proposal before registering for this course.

MARRIAGE AND FAMILY STUDIES

A major is offered in marriage and family studies by the Division of Liberal Arts and Social Science.

The B.A. degree in marriage and family studies, offered through the Department of Philosophy and Theology, is a unique attempt to highlight the formation of students not only as future working professionals but also as strong spouses and parents. This is the only undergraduate program of its kind among Catholic colleges and universities! Specifically, the program of study aims to enable its graduates:

1. to understand the theological and philosophical foundations for marriage and the family;
2. to appreciate the historical development of marriage and the family;
3. to apply contemporary social science research to issues in marriage and family life;
4. to employ instructional technology as a research tool;
5. to be prepared for advanced theological study in marriage and family.

The Marriage and Family Studies Major Program

To be graduated with a B.A. degree in Marriage and Family Studies, a student must complete an interdisciplinary program of study, designed in conjunction with the Theology faculty, that includes core courses, required electives, and controlled electives. (Descriptions of these courses are given in the respective content areas of this catalog.)

Core Courses (all required):
1. Theology 109
2. Theology 260
3. Theology 261
4. Theology 362
5. Theology 364
6. Theology 478 or 480
7. Theology 492 or 499

Elective courses

Required:
8. History 302
9. Political Science 475
10. Philosophy 475

Controlled electives (choice of any 3 of these courses, or others as substituted with the permission of the Chair of the Philosophy-Theology Department):

MATHMATICS

A major is offered in mathematics by the Department of Mathematics/Computer Science.

The program leading to the bachelor of science in mathematics is designed to prepare students for graduate study, secondary teaching, or a career in mathematics or a mathematically-related field. The courses required for the major provide a solid foundation in the major areas of mathematics, while giving students the flexibility to study topics pertinent to their career goals. In each of the following programs, the curriculum consists of courses in mathematics and related disciplines.

Mathematics

All degree candidates are required to complete the eleven core courses: MA 121, MA 122, MA 223, MA 224, MA 231, MA 243, MA 301, MA 331, MA 453, CS 121, and PH 201 or PH 211; one of the following: MA 445 or MA 471; and, four elective courses selected from the following: CS 122, MA 260, or any mathematics courses at the 300 and 400 levels.

Mathematics – Graduate School Preparation Option

Providing a broad foundation in the theoretical branches of mathematics, this program is designed for students who plan to pursue graduate study in mathematics. In addition to the eleven core courses in the major listed above, degree candidates in this program track are required to complete the following: MA 351, MA 445, MA 471, and two additional mathematics courses at the 300 and 400 levels.

Mathematics – Actuarial Science Option

Actuarial science is the application of mathematics and statistics to the study of risk management. This program option in the mathematics major is designed to prepare students for the first two exams offered by the Society of Actuaries/Casualty Actuarial Society. In addition to the eleven core courses in the mathematics major listed above, degree candidates in this program track are required to complete the following four courses: MA 311, MA 312, CS 105, and EC 209 or EC 210; and, one additional mathematics course at the 300 or 400 level (MA 399 is recommended when possible).

Mathematics – Teacher Certification Option

Certification for teaching mathematics at the secondary level may be obtained through the education department. Degree candidates seeking secondary school certification are required to complete
the following fourteen courses: MA 121, MA 122, MA 223, MA 224, MA 231, MA 243, MA 260, MA 301, MA 331, MA 445, MA 471, CS 121, PH 201, and one elective course selected from the following: CS 122, or any mathematics course at the 300 or 400 level. Additional certification requirements and information about the Secondary Teacher Education Program (STEP) are found under the entry for the education program above.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

MA-106
Geometry of Visual Arts
Credits 3
An introduction to the interrelationship between art and mathematics. Mathematical topics include Euclidean constructions, mathematical curves, theories of perspective, tessellations of the plane and fractals. Students will be expected to create their own art based on the investigated mathematical principles.

MA-107
Mathematics for Teachers I: MOT/ Mathematics
Credits 3
A course designed to give prospective teachers an understanding of the underlying concepts of fundamental mathematics while encouraging independent problem solving. Topics include set theory, number relations, number theory, fractions and decimals, and problem solving techniques. Open only to Elementary Ed/Special Ed majors or by permission of instructor. (Offered every fall)

MA-108
Mathematics for Teachers II
Credits 3
The continuation of MA 107. This course is designed to give prospective teachers an understanding of the underlying concepts of fundamental mathematics while encouraging independent problem solving. Topics include geometry, and spatial sense, statistics, probability, measurement and estimation. (Offered every spring)

MA-109
Survey of Mathematics: MOT/ Mathematics
Credits 3
A study of mathematics using an analytical approach with selections from set theory, graph theory, algebra, geometry, and probability. An emphasis will be placed on developing an appreciation of the way mathematicians think and the contribution of mathematics to the understanding of the world.

MA-110
Finite Mathematics: MOT/ Mathematics
Credits 3
An introduction to mathematical concepts and techniques useful in business and the social sciences. Topics include linear functions, matrix algebra, systems of linear equations, linear programming, and mathematics of finance. Applications and elementary mathematical modeling will be stressed.

MA-111
Probability and Statistics: MOT/ Mathematics
Credits 3
Emphasizes quantitative methods for decision making. Topics discussed include descriptive statistics, elementary probability theory, tree diagrams, counting techniques, discrete and continuous probability distributions, random sampling, expected value, variance of probability distributions, normal distribution, and confidence intervals.

MA-112
Precalculus Mathematics: MOT/ Mathematics
Credits 3
Provides the background necessary to study calculus. Topics include relations, functions and graphs, exponential and logarithmic functions, trigonometric functions and identities, inverse trigonometric functions, and applications.

MA-121
Calculus I: MOT/ Mathematics
Credits 3
An introduction to differential calculus. Topics include limits and differentiation of elementary functions, local linear approximations, implicit differentiation, curve sketching, maxima and minima, mathematical modeling, and applications. (Offered every fall)

MA-122
Calculus II
Credits 3
An introduction to integral calculus. Topics discussed include methods of indefinite and definite integration and the Fundamental Theorem. Applications include area, volume, arc length, and growth and decay problems. (Offered every spring)
Prerequisite: MA-121

MA-223
Calculus III
Credits 3
A course in multivariable and vector calculus. Topics discussed include polar coordinates, vectors in two and three dimensions, partial derivatives, line integrals, multiple integrals, and the applications of these topics. (Offered every fall)
Prerequisite: MA-122

MA-224
Calculus IV
Credits 3
A conclusion to the calculus sequence, covering topics such as infinite sequences and series, additional applications of integration, and conic sections. The remainder of the course will be devoted to an introduction to advanced mathematics, focusing on proof-writing skills and the axiomatic method. (Offered every spring)
Prerequisite: MA-223

MA-231
Discrete Mathematics
Credits 3
Selected topics from data representation, algorithm analysis, mathematical logic, induction, discrete number systems, basic combinatorics, discrete probability, graph theory, and recursion. (Offered every fall)
Prerequisite: MA-121

MA-243
Differential Equations
Credits 3
An introduction to techniques of modeling and solution of ordinary differential equations. Topics include complex numbers and exponentials, first-order separable and exact differential equations, linear differential equations, linear independence and the Wronskian, general and particular solutions. Laplace transforms, and numerical methods.
Prerequisite: MA-122

MA-260
History of Mathematics
Credits 3
An introduction to the historical development of mathematics from ancient times to the twentieth century. Topics highlighted include formulation of number systems in various cultures, standardization of mathematical notation, and progress made in fields of algebra, geometry, trigonometry, calculus, probability and number theory. Designed for students seeking teacher certification, this course emphasizes the application of mathematics history to the classroom.
Prerequisite: MA-122

MA-301
Mathematical Statistics
Credits 3
A calculus-based introduction to probability and statistics. Topics include the essential concepts of probability, including Baye’s Theorem, discrete and continuous probability distributions, including estimation, expectations and variances; the Central Limit Theorem; the normal distribution; joint probability distributions, both discrete and continuous; applications of statistical inference, including confidence intervals, hypothesis testing, linear regression, and chi-square goodness of fit test; sampling distribution theory.
Prerequisite: MA-122

MA-311
Basic Actuarial Mathematics I
Credits 3
An intensive review for the Society of Actuaries Exam P/Casualty Actuarial Society Exam 1. Actuarial foundations from calculus-based probability theory are covered with emphasis on application to risk management and insurance.
Prerequisite: MA-301

MA-312
Basic Actuarial Mathematics II
Credits 3
An introduction to the topics found on the Society of Actuaries Exam FM/Casualty Actuarial Society Exam 2. Topics include interest, annuities, life tables, expectation, contingencies, life insurance and pension plans. Theory and application of these topics will be explored.
Prerequisite: MA-122

MA-331
Linear Algebra
Credits 3
An introduction to linear algebra. Topics include solution of linear systems, vector spaces, linear independence, basis and dimension,
matrix algebra, determinants, eigenvalues and eigenvectors, diagonalization, and applications. (Offered every spring).

Prerequisite: MA-122

MA-351
Fundamentals of Modern Geometry
The examination of the Euclidian postulates and the axioms of Hilbert, non-Euclidian geometries, the influence of geometry on physics and philosophy, and the use of computers in the study of geometrical concepts.

Prerequisite: MA-224 & MA-231

MA-381
Numerical Analysis
Topics include linear and nonlinear equations, interpolation and approximation, numerical integration, curve fitting, simultaneous equations, and the analysis of errors.

Prerequisite: MA-122 & CS-121

MA-383
Complex Variables
An introduction to the study of complex variables. Topics include the properties of complex numbers, analytic functions, Cauchy’s Theorem, Cauchy’s Integral Formula, Taylor and Laurent series representations of analytic functions, residue theory, and conformal mappings.

Prerequisite: MA-224 or permission of instructor

MA-385
Elementary Number Theory
A study of the theory of numbers. Topics include the properties of the integers, divisibility, primality and factorization, congruences, Chinese remainder theorem, multiplicative functions, quadratic residues and quadratic reciprocity.

Prerequisite: MA-224 or MA-231 or permission of instructor

MA-387
Cryptography
An introduction to the study of secret writing. Foundational topics from number theory, abstract algebra, matrix algebra, probability and statistics will be discussed with a view to their application to encryption algorithms. Analysis of such algorithms will be expected.

Prerequisite: MA-231 or permission of instructor

MA-399
Mathematics Internship
Designed to provide the student with the opportunity to integrate course work with practical work experience in the area of applied mathematics. Regular field work under an employment supervisor as well as tutorial sessions and readings under a faculty advisor are required.

MA-400
Special Topics in Mathematics
An in-depth coverage of a topic that is not covered extensively elsewhere in the mathematics curriculum.

MA-445
Advanced Calculus
An advanced treatment of concepts in calculus, stressing rigorous definition and proof. Topics include properties of real numbers, least upper bounds, limits and continuity of functions of a real variable, differentiation, Riemann integration, sequences and series.

Prerequisite: MA-224 & MA-231

MA-453
Senior Coordinating Seminar
Topics include current technological developments, business, and social issues. Participants will research selected topics, conduct experiments, and develop and present a project.

MA-471
Abstract Algebra
Advanced concepts in algebra. Topics include semigroups and groups, congruence relations, quotient subgroups, homomorphisms, normal subgroups, cosets, factor groups, isomorphisms, automorphisms, series of groups, permutation and cyclic groups, and abelian groups.

Prerequisite: MA-224 & MA-231

MA-499
Independent Study
Reading, research papers, or projects under the guidance of a member of the department. May be repeated for a maximum of 6 credits.

MEDIA STUDIES

The goal of the media studies major at DeSales University is to produce media professionals with basic skills for content production and advanced tools of critical thought necessary for critiquing that content, with an emphasis on media theory. Students will take courses in media theory, journalism, digital media, and media production.

Media professionals must carry into their chosen field the appropriate tools for critical thinking about how media function as institutions, as content producers, and as political influencers, among other things. Equally so, scholars who choose a path of studying media in higher education should have a knowledge of the technical aspects of the production process that will help inform his or her scholarship.

The major incorporates experiences both in and out of the classroom to produce students who have experience in production and theory and an awareness of ethical concerns present in the contemporary world of the media industry.

Core Courses
CM 130 Intro to Mass Communication
CM 199 Communication Theory
CM 309 Media Law
CM 315 Popular Culture

Electives Group A – Theory and Criticism (Select 2)
CM 310 Fundamentals of Public Relations
TVF/CM 390 Media Ethics
TVF 310 History of the Documentary
CM 342 Digital Art II
CS 362 Data Warehousing

Electives Group B – Application (Select 2)
CM 220 Journalism I
CM 225 Photojournalism
CM 316 Publishing
CM 320 Journalism II
CM 325/326 Journalism Practicum
TVF 230 Introduction to Radio
TVF 244 Electronic News Gathering
TVF 320 Funding and Distribution
TVF 395 Motion Picture Production
CS 392 Intro to Computer Animation

MEDICAL STUDIES

A major is offered in medical studies by the Department of Natural Science. Students who enter DeSales University to obtain a Master of Science in Physician Assistant Studies degree begin their courses in the Medical Studies major. After successful completion of the four-year sequence of courses described below, students receive the Bachelor of Science degree in Medical Studies. After successful completion of the fifth year, students receive the Master of Science in Physician Assistant Studies degree. Students earning the Bachelor of Science degree in Medical Studies (B.S. in Medical Studies) must complete the curriculum for the Master of Science in Physician Assistant Studies degree (M.S.P.A.S.) to sit for the Physician Assistant National Certification Examination.

The course of study for Physician Assistant Studies is designed to graduate physician assistants who dedicate themselves to the patient as an individual. Physician Assistant graduates will further the vision of Christian humanism and the Salesian tradition by:

• Focusing on preventive health care;
• Promoting good health care;
• Emphasizing the patient holistically, i.e., considering the context of family, local community, and society in general;
• Promoting life-long learning; and
• Supporting cultural diversity.

In addition, the physician assistant program provides the academic and clinical expertise that prepares the physician assistant for certification and for success in his/her professional role as an extender to the practicing physician, especially the primary care physician. The specific objectives of the program are:
• To impart the base of biomedical and clinical knowledge and technical skills at a level that is required for students to become competent PAs. The emphasis is on primary care practice;
• To provide an ample experiential foundation that prepares students to perform the tasks, functions, and duties of a physician assistant in diverse practice settings;
• To mold students as professionals, instilling an appropriate professional demeanor and sensibility and imparting an understanding of the nature and impact of mental and physical disease in patients, which will enable students to respond appropriately to patient problems in both ambulatory and hospital settings;
• To cultivate the fundamental ethical and moral attitudes, principles, and behaviors that are essential to acquiring and sustaining the confidence of colleagues, other health care professionals, and patients, and to earn the support of the community;
• To broaden the base and depth of biomedical, scientific, and clinical knowledge and skills imparted to physician assistants by providing a foundation conducive to competent scholarly inquiry and analysis; and
• To provide an advanced educational tract that will encourage the retention of experienced PA practitioners within the profession.

A brief description of the functions and tasks that may be performed by a physician assistant are as follows:
• Evaluation: Initially approaching a patient to elicit a detailed and accurate history, perform an appropriate physical examination, delineate problems, and record and present data.
• Monitoring: Assisting the physician in conducting rounds, developing and implementing patient management plans, recording progress notes, and assisting in the provision of continuity of care.
• Diagnostics: Performing and/or interpreting, at least to the point of recognizing deviations from the norm, common laboratory, radiologic, cardiographic, and other routine diagnostic procedures used to identify pathophysiologic processes.
• Therapeutics: Performing routine procedures such as injections; immunizations; suturing and wound care; managing simple conditions produced by infections or trauma; and assisting in the management of more complex illness and injury, which may include assisting surgeons in the conduct of operations and taking initiative in performing evaluation and therapeutic procedures in response to life threatening situations.
• Counseling: Instructing and counseling patients regarding compliance with prescribed therapeutic regimens, normal growth and development, family planning, emotional problems of daily living, and health maintenance.
• Referral: Facilitating the referral of patients to the community’s health and social service agencies when appropriate.

Non-traditional Students
Non-traditional students who wish to be accepted into the Physician Assistant Studies program need to be aware of the following stipulations:
1. Non-traditional students may not declare Medical Studies as a major;
2. Non-traditional students seeking admission into the PA program through an alternate route or other major must make application directly to the PA program and follow the PA admissions requirements.

The following changes have been made to the academic requirements for the first and second years:
First Year
Fall
BI 151: Introductory Biology I
CH 101: Chemical Principles
CH 105: Laboratory Safety (recommended)
EN 103: Communications and Thought I
Foreign Language/World Culture
MA 111: Probability and Statistics

Spring
BI 230: Genetics
CH 102: General Chemistry
EN 104: Communications and Thought II
Foreign Language/World Culture
PA 101: PA as a Profession
PL 109: Philosophical Thinking

Second Year
Fall
BI 255: Molecular Cell Biology I
MOT/Literature
HI/PO 201: Humanities I
BI 410: Virology
Physical Education Activities
Free Elective

Spring
CH 231: Organic Chemistry I
BI 256: Molecular Cell Biology II
HI/PO 202: Humanities II
PS 109: Introduction to Psychology
TH 109: Catholic Theology – An Introduction
Physical Education Activities

Academic Requirements
The Physician Assistant Program consists of a pre-professional phase and a professional phase. The pre-professional phase is of three years duration (six semesters) and students are required to complete the following courses:

Pre-professional Phase
First Year
Fall
BI 230: Genetics
CH 101: Chemical Principles
CH 105: Laboratory Safety (Recommended)
EN 103: Communication and Thought I
Foreign Language/World Culture
MA 111: Probability and Statistics

Second Year
Fall
CH 231: Organic Chemistry I
BI 255: Molecular Cell Biology I
MOT/Literature
HI/PO 201: Humanities I
BI 256: Molecular Cell Biology II
HI/PO 202: Humanities II
PS 109: Introduction to Psychology
TH 109: Catholic Theology – An Introduction
Physical Education Activities

Third Year
Fall
BI 355: Human Structure & Function I
MHT 200/300: Intermediate Theology
BI 354 Medical Microbiology
Free Elective

Spring
BI 356: Human Structure and Function II
MHT 200/300: Intermediate Theology
BI 354 Medical Microbiology
Free Elective

Students in the professional phase of the program are required to attain a per semester grade point average of 3.0 in each of the six semesters. In the event that a student fails to achieve a GPA of 3.0 in any of the six professional phase semesters, the students will be placed on PA program academic probation. The failure to achieve a 3.0 in any subsequent semester will be grounds for academic dismissal from the PA program.
Students are required to achieve at least a C in every course in the professional phase (C- is not acceptable). Failure to achieve a C in all courses within the curriculum will necessitate that the student repeat, with approval, that particular course before graduation. Students cannot graduate unless all courses in the professional phase are completed with at least a C.

Various academic policies are published in the Program’s Student Handbook and the Student Clinical Manual. Students wishing to preview these manuals are given the opportunity to do so before matriculation into the program. Once matriculated, students are required to read the manuals and to agree to the contents contained therein.

Students who are academically or clinically dismissed from the program are given an opportunity to appeal under the program’s dismissal policy. Details are available in the Student Handbook and Clinical Manual.

Professional Requirements

Students matriculating into the program are required to attend clinical sites during the first and second year of the program. Criminal Background and Child Abuse Clearance checks are performed as a requirement of the rotation. If a student has a positive history in these regards, it is possible that the student will not be able to be placed at the clinical sites. All rotations must be successfully completed to complete the requirements for graduation.

Clinical sites also require that health/immunization clearance be performed before the student having contact with patients. Certain immunizations are required for attendance at these sites. Students must complete immunizations before patient contact. Information regarding these requirements is available through the program and the Student Health Center.

Admission to the Professional Phase

1. From the Pre-Professional Phase

Enrollment in the pre-professional program guarantees admission into the professional phase of the program if the following criteria are met:

a. successful completion of the pre-professional phase, having earned a cumulative G.P.A. of 3.0 in all courses, and a cumulative G.P.A. of 3.0 in required science courses. The 3.0 overall GPA and 3.0 science GPA must be earned each and every semester in the pre-professional phase. Failure to attain a single semester 3.0 or a 3.0 average in the required science courses for any single semester places the student on program probation. A second occurrence of failing to meet the science 3.0 or the overall 3.0 for any given semester will cause dismissal from the PA Program and the student will lose guaranteed placement into the professional phase of the program. In the professional phase, students must maintain an overall GPA of 3.0 in all six professional phase semesters. Failure to attain a 3.0 for any given semester will place the student on academic probation for the PA program. A second semester of failing to attain a 3.0 overall GPA will result in dismissal from the PA program;

b. completion at least 250 hours of health care experience (paid or volunteer). This experience provides students with an awareness of the intricacies of medical-care delivery as it exists today and serves to provide information that enables them to realistically commit themselves to a profession that helps the sick and injured.

2. From outside the University

Selection for a place in the professional phase of the Physician Assistant Program is very competitive. To be considered for admission in the next academic year, an applicant’s file must ordinarily be submitted to CASPA (Centralized Application Service for Physician Assistants) no later than January 15th. Admission is based on academic achievement, demonstrated high quality performance in science and/or health-care related courses, demonstrated motivation and professional potential, and strong interpersonal skills.

To qualify for admission into the professional phase of the program, students must have:

a. received a baccalaureate degree from a regionally accredited institution in the United States.

b. completed the prerequisite courses listed in the section below by June of the year in which she/he applies. There is a five year currency requirement at the time of application for all science prerequisites. Unless the applicant demonstrates continuing knowledge in that specific field. One way for an applicant to demonstrate this continuing knowledge is by the health care experience.

c. achieved a G.P.A. of 3.00 (on a 4.00 scale) in all courses and a G.P.A. of 3.0 in science courses listed below.

d. taken and submitted the test scores from the Graduate Record Examination (GRE). Scores should be received by January 15. An MCAT of 28 or more exempts student from GRE requirement.

e. three letters of reference on CASPA-prescribed forms. It is preferable that one recommendation be from a college instructor, one from an employment supervisor, and one from an individual who is thoroughly familiar with the applicant’s general characteristics.

f. TOEFL scores of at least 600 for non-native speakers of English.

g. a minimum of 500 hours of health care experience (paid or volunteer). Due to the various types of clinical medicine practices, all health care experience should be completed in the United States or should be supervised by a U.S. licensed health-care provider.

h. a personal interview (by invitation only) to ascertain the applicant’s awareness of the physician assistant role, willingness to work under the supervision of a physician, motivation for pursuing a PA career, interpersonal and oral communication skills, compassion, problem-solving abilities, and dedication to serving the underserved.

i. submission of a completed application to CASPA and return of the DeSales Application Supplement. Students who are admitted to DeSales University will need to submit official transcripts from all colleges attended.

j. received a bachelor’s degree or higher from an international provider.

Academic Prerequisites for Students with a Bachelor’s Degree

1. Completion of DeSales University’s general education requirements (or equivalents). Any candidate with a prior degree must fulfill these requirements:

• English Composition (EN 103 & EN 104): 2 semesters

2. Basic Science requirements

• General Biology (with lab) (BI 151): 1 semester

• 2 semesters of Human Anatomy and Physiology (with lab) (BI 355 & BI 356)

Course can be broken up into one semester anatomy and one semester of physiology from the student’s home institution.

• Medical Microbiology (with lab) (BI 354): 1 semester

• 1 semester of Principles or General Chemistry (with lab) (CH 101 & CH 102)

• 1 semester of organic chemistry (with lab) (CH 231)

For all of the above science classes, the laboratory component is strongly recommended if the course that is offered has a laboratory.

3. Psychology (PS 109): 1 semester

4. Statistics (MA 111): 1 semester

5. Recommended Courses

• Developmental Psychology (PS 240)

• Immunology (BI 253) or Molecular Biology (BI 255)

Professional Phase

The professional phase of the program is twenty-four months in duration. It is designed to deliver the essential academic and clinical education necessary to prepare students for their professional roles as extenders of the primary care physician and to satisfy the eligibility requirements to sit for the PA certification examination. There is no advanced placement in the professional phase of the program. There is no credit for experiential learning.

Students in the professional phase of the program are required to attain a per semester grade point average of 3.0 in each of the six semesters. In the event that students fail to achieve a GPA of 3.0 in any of the six professional phase semesters, the students will be placed on PA program academic probation. The failure to achieve a 3.0 in any subsequent semester will be grounds for academic dismissal from the PA program.

Students are required to achieve at least a C in every course in the professional phase (C- is not acceptable). Failure to achieve a C in all courses within the curriculum will necessitate that the student repeat, with approval, that particular course before graduation. Students cannot graduate unless all courses in the professional phase are completed with at least a C.

Various academic policies are published in the program’s Student Handbook and the Student Clinical Manual. Students wishing to preview these manuals are given the opportunity to do so before matriculation into the program. Once matriculated, students are required to read the manuals and to agree to the contents contained therein.
Students who are academically or clinically dismissed from the program are given an opportunity to appeal under the program’s dismissal policy. Details are available in the Student Handbook and Clinical Manual.

The professional phase is divided into three didactic semesters and three clinical semesters:

**Didactic Year of the Professional Phase**

**Fall**
- PA 504: Clinical Medicine I
- PA 501: Clinical Anatomy and Physiology
- PA 502: History & Physical Exam I
- PA 510: Pharmacology I
- PA 515: Pathophysiology I
- PA 619: Preventive Medicine & Health Promotion

**Spring**
- PA 505: Clinical Medicine II
- PA 503: History & Physical Exam II
- PA 508: PA History & Role/Introduction to Medical Literature
- PA 516: Pathophysiology II
- PA 575: Ethics of Health Care
- PA 511: Pharmacology II
- PA 513: Diagnostic Methods I

**A Bachelor of Science in Medical Studies is awarded to fourth year students after the successful completion of the two semesters of the professional phase listed above.**

**Summer**
- PA 606: Clinical Medicine III
- PA 607: Behavioral Aspects of Medicine
- PA 617: Pathophysiology III
- PA 612: Pharmacology III
- PA 618: Clinical Skills Development
- PA 614: Diagnostic Methods II
- PA 621: Clinical Case Presentations
- PA 620: Advanced Cardiac Life Support
- PA 517: Research Seminar

**Clinical Year of the Professional Phase**

**Mandatory Rotations**

Students must satisfactorily complete all of the following rotations:

- PA 630: Emergency Medicine—5 weeks
- PA 631: Family Medicine I—5 weeks
- PA 632: Family Medicine II—5 weeks
- PA 633: Internal Medicine—5 weeks
- PA 634: Obstetrics and Gynecology—5 weeks
- PA 635: Pediatrics—5 weeks
- PA 636: Psychiatry—5 weeks
- PA 637: General Surgery—5 weeks

**Elective Rotations**

Students must select and complete satisfactorily one of the following rotations as an elective:

- PA 638: Cardiothoracic Surgery—5 weeks
- PA 639: Orthopedic Surgery—5 weeks
- PA 640: Otolaryngology—5 weeks
- PA 641: Plastic Surgery—5 weeks
- PA 642: Family Medicine III—5 weeks
- PA 643: Emergency Medicine II—5 weeks
- PA 644: Urgent Care—5 weeks
- PA 645: Pediatric Cardiology—5 weeks
- PA 646: Endocrinology—5 weeks
- PA 647: Neurology—5 weeks
- PA 648: Neurosurgery—5 weeks
- PA 649: Cardiology—5 weeks
- PA 650: Internal Medicine II—5 weeks
- PA 651: Trauma—5 weeks
- PA 652: Psychiatry II—5 weeks
- PA 653: Allergy and Asthma—5 weeks
- PA 654: Infectious Diseases—5 weeks
- PA 655: Geriatrics—5 weeks
- PA 656: General Surgery II—5 weeks
- PA 657: Pediatrics II—5 weeks
- PA 658: Dermatology—5 weeks
- PA 659: Geriatric Behavioral Medicine—5 weeks
- PA 660: OB/GYN II—5 weeks
- PA 662: Transplant Surgery—5 weeks
- PA 663: Pediatric Surgery—5 weeks
- PA 664: Pain Management—5 weeks
- PA 665: Oncology—5 weeks
- PA 666: Urology—5 weeks
- PA 667: Vascular Surgery—5 weeks
- PA 668: Pulmonary Medicine—5 weeks
- PA 669: Tropical Medicine—5 weeks
- PA 670: Neonatology—5 weeks
- PA 671: Physiatri—5 weeks
- PA 672: Pediatric Oncology/Hematology—5 weeks
- PA 673: Clinical Trial Research—5 weeks
- PA 674: Gastroenterology—5 weeks
- PA 675: Gynecologic Oncology—5 weeks
- PA 676: Nephrology—5 weeks
- PA 677: Burn Surgery—5 weeks

**Graduation Requirements**

To qualify for graduation with the Master of Science in Physician Assistant Studies (MSPAS), students must:

- Follow the approved course of study, satisfactorily completing all courses within the professional phase component;
- Complete all Professional Phase courses with a cumulative 3.00 (B) average; courses will be evaluated on a per semester basis, and the 3.00 must be attained each and every semester to remain in good academic standing. The first occurrence of failure to maintain the 3.00 semester average will result in academic probation.

The second occurrence of failure to achieve a 3.00 in any subsequent single semester will result in academic dismissal from the program. Students will need to have a 3.00 cumulative GPA in the professional phase to graduate.

- Successfully complete the Senior Summative Experience upon completion of the clinical year, which consists of written, oral, and practical examinations that will enable students to demonstrate knowledge attained in the program;
- Settle all financial accounts with the University;
- Repeat, as approved, and earn a minimum grade of C for any required course or rotation in the Professional Phase for which a grade of C- or below was earned.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

**PA-101 Credits 1**

**PA as a Profession**

Roles and responsibilities of a physician assistant. This course introduces students to the professional roles and responsibilities of a physician assistant. Topics include, obtaining histories, performing physicals, making diagnoses, establishing treatment plans, and counseling patients. (Offered every spring).

**PA-301 Credits 3**

**Selected Medical Topics**

Current issues in medicine. Students examine current topics of clinical and professional importance. Topics involve legal issues, health care reform, health care systems, and issues in medicine regarding organization, administration, and financing. Students will also be exposed to several medical topics that will be discussed during the class. (Offered every spring).

**PA-302 Credits 3**

**Medical Terminology**

Understanding the roots of medical terms. Students learn to describe and apply the basic principles of word roots, suffixes, and prefixes to medical terms. The format of the course involves lectures, readings, and discussions. (Offered every spring).

**MILITARY SCIENCE**

*No major is offered in Military Science.*

DeSales University offers the voluntary Army Military Science Program (AROTC) in co-operation with Lehigh University within the terms of the existing cross-registration agreement between member schools of the Lehigh Valley Association of Independent Colleges.

**NURSING**
A major is offered in nursing by the Department of Nursing and Health.

The mission of the Department of Nursing and Health at DeSales University is to impart contemporary education in the art and science of nursing. Consistent with the tenets of Christian humanism, the graduates are prepared to provide safe, effective, holistic, and evidence-based care. Graduates recognize their clients, families, and communities as culturally unique and complex systems encompassing the mind, body, and spirit. Through proficiency in technology and exposure to a variety of clinical practice settings, graduates will meet the demands of today’s dynamic health care system. Graduates are qualified to embark on future academic endeavors, demonstrate an appreciation of lifelong learning, and are prepared for leadership roles in the overall advancement of the profession.

Philosophically, the nursing program adheres to the University’s belief that there is a Christian way of being human. Nursing as a caring, comforting and nurturing art and as a science based on inquiry and established principles reflects Christian beliefs. Nursing courses are rooted in the tenets of Saelastian Christian humanism in which persons are viewed holistically and nursing action aims to foster each person’s full physical, intellectual, moral, social, aesthetic, and spiritual/religious development. The goals of nursing include health promotion, maintenance, restoration, and palliation.

The undergraduate nursing major prepares the graduate for general practice at a beginning professional level in nursing and provides a knowledge base for graduate study and an awareness of the need for lifelong learning. Upon successful completion of the undergraduate program of study, the Bachelor of Science in Nursing (BSN) is granted. A four-year academic program is offered to traditional students and a BSN completion program is available for registered nurses (RNs) who have graduated from diploma or associate degree nursing programs. An Accelerated BSN Program is offered for second-degree students.

Academically qualified traditional and RN students may be eligible for direct admission into one of the Master of Science in Nursing (MSN) programs through the Nurse Scholars Program or through the RN-to-MSN completion program. Traditional and RN students must fulfill all requirements for the BSN degree before attaining status as graduate students. MSN programs prepare students to pursue advanced practice nursing specialties, including family nurse practitioner, clinical nurse specialist, nurse educator, or nurse administrator.

DeSales University’s BSN and MSN programs are accredited by the National League of Nursing Accrediting Commission (NLNAC). Parties interested in discussing the status of DeSales University’s accreditation may contact the NLNAC directly:

Parties interested in discussing the status of DeSales University’s BSN and MSN programs are accredited by the National League of Nursing Accrediting Commission (NLNAC) may contact the NLNAC directly:

National League of Nursing Accrediting Commission (NLNAC)
61 Broadway, 33rd Floor
New York, NY 10006
(800) 669-1656, (ext. 153)
FAX (212) 812-0390

Admission into the nursing major from the freshman year assures placement in clinical nursing courses, provided that the student remains in acceptable academic standing.

General Requirements for the Nursing Major Applicants will:

1. Conform to the requirements noted in the Undergraduate Catalog under “High School Preparation Recommended for Specific Majors.”
2. Be personally interviewed when deemed advisable.
3. Foreign-born applicants must submit acceptable TOEFL scores taken within the past two years. The test can only be taken in TOEFL iBT (Internet-based). Passing scores for the iBT version of the TOEFL Test for students in undergraduate nursing programs (traditional, RN-BSN, Accelerated BSN, ACCESS Evening-Weekend BSN) at DeSales University are as follows:

<table>
<thead>
<tr>
<th>Test</th>
<th>Passing Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL iBT</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>26</td>
</tr>
<tr>
<td>Listening</td>
<td>26</td>
</tr>
<tr>
<td>Speaking</td>
<td>26</td>
</tr>
<tr>
<td>Writing</td>
<td>26</td>
</tr>
<tr>
<td>Total Score</td>
<td>104</td>
</tr>
</tbody>
</table>

1. Conform to the requirements noted in the Undergraduate Catalog under “High School Preparation Recommended for Specific Majors.”
2. Be personally interviewed when deemed advisable.
3. Foreign-born applicants must submit acceptable TOEFL scores taken within the past two years. The test can only be taken in TOEFL iBT (Internet-based). Passing scores for the iBT version of the TOEFL Test for students in undergraduate nursing programs (traditional, RN-BSN, Accelerated BSN, ACCESS Evening-Weekend BSN) at DeSales University are as follows:

   - Reading: 26
   - Listening: 26
   - Speaking: 26
   - Writing: 26
   - Total Score: 104

4. Submit results and give evidence of reasonably good health and prophylaxis including but not necessarily limited to:
   a. Complete physical examination, including specified laboratory studies (form provided by DeSales University);
   b. Current immunizations for poliomyelitis, measles, rubella, tetanus, and diphtheria;
   c. Chickenpox titer (if unable to provide documentation of having had the disease), rubella titer measles titer, and Hepatitis B antibody titer;
   d. Hepatitis B vaccination (series of three injections). This series must be completed before April of the freshman year.

   Completed health requirement forms must be submitted before starting courses in the sophomore year. Some documents may need to be updated on a yearly basis.

   The cost of examinations and of immunizations is the responsibility of the student.

5. Submit criminal, FBI fingerprinting, child abuse, and drug testing clearance before beginning course work (Certified Background Check forms are provided by DeSales University). Some clearances may need to be updated on a yearly basis. The costs of clearances are the responsibility of the student.

6. Students seeking transfer into the nursing major either from another major offered at DeSales University or from another academic institution must have a minimum cumulative grade point average (GPA) of 2.75 in order to be accepted into the program.

Nurse Scholars Program

Acceptance into the Nurse Scholars Program as an incoming freshman assures direct matriculation into the MSN program upon completion of the BSN program, provided that the student remains in acceptable academic standing. The MSN program provides options for advanced study which prepares graduates for certification as a Family Nurse Practitioner, Nurse Educator, Nurse Executive, or Clinical Nurse Specialist. Students may begin course work in graduate level nursing courses during the senior year of their undergraduate program of study, which may be credited towards both undergraduate elective courses and the graduate degree. Students can ordinarily expect to graduate with a BSN within four academic years. Following graduation with the BSN students may obtain an MSN degree through part-time study in approximately 2 years while gaining experience working as a registered nurse.

In addition to fulfilling all requirements of a nursing major seeking the BSN, the nurse scholar must:

1. Demonstrate minimal combined Math and Verbal SAT scores of 1150.
2. Have attained at least a high school GPA of B+;
3. Graduate within the first quintile of high school class rank;
4. Interview satisfactorily with a Department of Nursing faculty member;
5. Attend at least a B in all nursing and science courses during the undergraduate program of study.
6. Maintain an overall GPA of 3.0 or higher throughout the undergraduate curriculum;
7. Meet all other criteria for undergraduates taking graduate courses as previously outlined in the Undergraduate Catalog.

If a student is academically ineligible to continue in the Nurse Scholars Program, the student may remain in the nursing major and continue solely to pursue the BSN degree, provided that those requirements for academic progression are met.

General Progression Policies for Traditional Undergraduate Nursing Students

To continue as a nursing major the students must remain in acceptable academic standing as described under “Acceptable Academic Standing” in the Undergraduate Catalog. In addition to these general requirements, nursing majors must be continuously enrolled in courses. If continuous enrollment cannot be met, students must adhere to the re-entry policy or leave of absence policy, as determined by the University. Nursing majors must meet the following progression policies:

A. Freshman level

1. The freshman student must earn a C or higher in the following science pre-requisite courses to progress to the sophomore level. The student can repeat the courses listed only one time.
   - BI 263 Anatomy & Physiology I
   - BI 264 Anatomy & Physiology II
   - CH 107 Physical Chemistry

2. The freshman student must have earned a cumulative GPA equal to or higher than 2.75 at the end of spring semester to progress to the sophomore level.

B. Sophomore level

1. The sophomore student must earn a C or higher in the following science pre-requisite course to progress to the junior level.
Any sophomore student who receives less than a C in the following science pre-requisite course can repeat the course only one time.

BIO 154  Microbiology

2. The sophomore student must earn a C or higher in all required nursing courses to progress to the junior level. The student can repeat a nursing course only one time. The failed nursing course must be repeated at DeSales University.

Required nursing courses at the sophomore level:
- NU 205  Fundamentals of Nursing
- NU 215  Health & Physical Assessment
- NU 220  Pharmacology
- NU 230  Therapeutic Nursing Interventions

3. The sophomore student must have earned a cumulative GPA equal to or higher than 2.75 at the end of spring semester to progress to the junior level.

C. Junior level

1. The junior student must earn a C or higher in all required nursing courses to progress to the senior level. The student can repeat a nursing course only one time. The failed nursing course must be repeated at DeSales University.

Required nursing courses at the junior level:
- NU 305  Therapeutic Nutrition
- NU 335  The Chronically Ill Adult
- NU 340  Mental Health Nursing
- NU 350  Nursing of the Childbearing Family
- NU 365  Nursing Care of Children
- NU 370  Nursing of the Older Adult

2. The junior student must have earned a cumulative GPA equal to or higher than 2.75 at the end of spring semester to progress to the senior level.

D. Senior level

1. The senior student must earn a C or higher in all required nursing courses to progress and graduate. Any senior student who receives less than a C can repeat the nursing course only one time. The failed nursing course must be repeated at DeSales University.

Required nursing courses at the senior level:
- NU 320  Health Risk Models and Research
- NU 430  Nursing Care of the Acutely Ill Adult
- NU 440  Community and Public Health Nursing
- NU 452  Senior Integrating Seminar
- NU 454  Clinical Nursing Internship

2. The senior student must have earned a cumulative overall GPA equal to or higher than 2.75 in order to graduate.

3. The senior student must meet all additional University requirements in order to graduate.

E. A student failing either the theory or the clinical component of a nursing course will fail the entire course.

F. If a student has to repeat a nursing course with a clinical component, placement in the clinical setting is subject to availability. The Department Chairperson will make final decisions as to clinical placement.

G. The student can repeat no more than a total of two nursing courses throughout the entire BSN curriculum.

H. Any student who does not follow the sample program plan in this guide for any reason or who does not progress through his/her program of study over the typical four year time frame must make an appointment with their faculty advisor to agree upon an alternative program plan. This plan must include an anticipated date for completion of studies. This program plan must be approved by the chairperson of the nursing department, and this type of request may not necessarily be granted, depending upon clinical site and instructor availability. If the student does not ensure that such a plan is filed in the nursing office, he/she may not be assured future clinical site placement and continuance in the program.

Clinical Requirements:

1. No student will be allowed to participate in the clinical laboratory experience without documentation that he/she meets all of the following clinical requirements. Some documents and clearances may need to be updated on a yearly basis.
   - Completed health forms with evidence of specific immunity
   - Certified Background Check
   - FBI fingerprinting
   - Drug testing
   - CPR certification
   - Any additional health documentation or certification requirements as set forth by the clinical agencies
   - Orientation requirements specific to each institution used for the clinical experience.

   This documentation must be complete and on file before starting a clinical course. These forms are available in the nursing office. Students should obtain these forms at least three months before deadline dates. Follow the directions on the form carefully. Original documents must be submitted to the nursing office each year. It is the student’s responsibility to obtain these forms and submit the documentation.

2. Students are expected to notify the chairperson of the nursing department immediately of any changes in the following while in the nursing program.
   - Health Status
   - Criminal Record Check
   - Child Abuse History

   Failure to notify the chairperson of the nursing department of any changes will result in immediate dismissal from the nursing program.

3. A student will not be permitted to begin a clinical assignment unless all of the above requirements are met. Students who do not have all clinical requirements listed above completed and submitted to the proper office by the required date will not be permitted to participate in a clinical course. This may result in the inability to meet course objectives, and the student may fail the course.

Leave of Absence

All students accepted into the nursing major, whether they are full-time or part-time undergraduate students, Accelerated BSN students, or RNs completing their degrees, must continue to enroll in courses every fall and spring semester until they are awarded their degrees. A student who wishes not to register for courses must apply to take a “Leave of Absence.” These forms must be signed by the student’s faculty advisor and a “Program Plan” must be attached which clearly notes when the student plans to take required courses and plans to graduate. This policy ensures that clinical placement for all students can be adequately planned in advance. Should a student not file a “Leave of Absence” and “Program Plan” by the mid-term period for the absent semester, he/she will no longer be enrolled in the nursing program and must reapply for admission. “Program Plan” and “Leave of Absence” forms are available in the nursing office.

A student must reapply for a “Leave of Absence” if he/she wishes to take more than one semester break from the program of study. An application for a “Leave of Absence” does not guarantee that the student’s request will be granted. Students must additionally be in compliance with the “Leave of Absence” policy published for all undergraduate students noted elsewhere in the Catalog.

Typical Program of Study: Nursing Major (BSN)

The following courses are required of all nursing majors with the exception of RN students. These courses are required in addition to the “General Education Core Requirements” that are required of all undergraduate students at DeSales University:

Nursing 205, 215, 220, 230, 305, 320, 335, 340, 350, 365, 370, 430, 440, 452, 454, Biology 154, 263, 264; Chemistry 107, MA 111; Psychology 109, 240; Theology 262.

Freshman Year

**Fall Semester**
- Anatomy & Physiology I (BI 263)
- Introduction to Psychology (PS 109)
- Philosophical Thinking (PL 109)
- Communication & Thought I (EN 103)
- Foreign Language/World Culture Elective
- Lifetime Fitness & Wellness (PE 100)

**Spring Semester**
- Anatomy & Physiology II (BI 264)
- Physiological Chemistry (CH 107)
- Catholic Theology (TH 109)
- Communication & Thought II (EN 104)
- Foreign Language/World Culture Elective
- Physical Education Activity Elective

Sophomore Year

**Fall Semester**
- Fundamentals of Nursing (NU 205)
- Health & Physical Assessment (NU 215)
- Microbiology (BI 154)
- Human Development (PS 240)
- Humanities I Elective
1. Demonstrate current licensure as a professional nurse by the applicants must:

   The Department of Nursing and Health adopts the Pennsylvania State Board of Nursing and must meet all PA State Board requirements for practice as a registered nurse and as a nursing student;

   • Have graduated from an NNLAC accredited diploma or associate degree nursing program;
   • Have graduated from their basic nursing program within the past three years, or practiced at least 1,000 hours of nursing within the past three years, or taken a State Board of Nursing approved refresher course;
   • Submit an official RN to BSN program application and essay with a nonrefundable fee;
   • Submit official transcripts from all postsecondary institutions attended;
   • Foreign-born applicants must submit acceptable TOEFL scores taken within the past two years. The test can only be taken in TOEFL iBT (Internet-based). Passing scores for the iBT version of the TOEFL Test for students in undergraduate nursing programs (traditional, RN-BSN, Accelerated BSN, ACCESS Evening-Weekend BSN) at DeSales University are as follows: TOEFL iBT Passing Standard Reading 26 Listening 26 Speaking 26 Writing 26 Total Score 104

   7. Submit two references from colleagues familiar with the individual applicant’s clinical practice ability. One of these references must be from an immediate supervisor.

   RN students must conform to the “Requirements for the Nursing Major Applicant,” items #4 and #5 that are listed in the Undergraduate Catalog, to enroll for nursing courses with a project component.

   Once accepted into the program, students are assigned junior-level standing. Forty three-credit hour courses must be successfully completed to graduate from DeSales University with a BSN degree. Students who graduated from the nursing programs at community colleges must take a minimum of ten of these courses at DeSales University, with the option of taking the remaining courses at either DeSales University or their original community college as per preexisting articulation contracts between the University and these respective community colleges. All other RN to BSN students must take all remaining courses at DeSales University once they are accepted as DeSales University students. Students may be given transfer credit for alternative/elective courses only if the transfer of all analog courses has been approved.

   RN to BSN Curricular and Progression Requirements

   Required Nursing Courses: Phase I

   All RN to BSN students are subject to all health and clearance requirements as outlined for traditional undergraduate nursing students.

   All RN to BSN students are required to take the following courses. Previously completed courses that are equivalent in credit hours and content may be accepted in transfer if they have been completed at an accredited college or university with a grade of C- or higher: CH 107, BI 154, NU 305, TH 262, PL 109, PS 109, PS 240, MA 111, Humanities 3 and Humanities 4 Electives, Values Seminar Elective, and free electives as needed to fulfill the forty course requirement for graduation.

   RN to BSN students will receive credit for ten courses for the following courses upon satisfactory completion of Phase I nursing courses. At that time, credits for analogous completion of these courses will be awarded and designated upon students’ transcripts without assigning a numeric grade equivalent: Nursing 205, 220, 230, 335, 340, 350, 360, 365, 430.

   Required Nursing Courses: Phase II

   All RN to BSN students will take the Phase II nursing courses after successfully completing Phase I nursing courses and receiving advanced nursing course validation. All RN to BSN students are required to take the following nursing courses and attain a grade of C or higher: Nursing 451, 456.

   Required Non-Nursing Courses

   All RN to BSN students are required to take the following courses. Previously completed courses that are equivalent in credit hours and content may be accepted in transfer if they have been completed at an accredited college or university with a grade of C- or higher: CH 107, BI 154, NU 305, TH 262, PL 109, PS 109, PS 240, MA 111, Humanities 3 and Humanities 4 Electives, Values Seminar Elective, and free electives as needed to fulfill the forty course requirement for graduation.

   RN to MSN Completion Program

   In addition to fulfilling all requirements for an RN to BSN completion student, the applicant will:

   1. Interview satisfactorily with at least one Department of Nursing faculty member;
   2. Submit a short essay that discusses how graduate study in nursing will fulfill the applicant’s personal and professional goals;
   3. Demonstrate at least a 3.0 cumulative GPA from all prior course work post-high school;
   4. Satisfactory performance on either the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) taken within the past five years;
   4. Submit three letters of reference from professional colleagues familiar with the applicant’s scholastic aptitude or clinical practice. One of these references must be from an immediate supervisor.

   RN to MSN students will maintain a minimum cumulative GPA of 2.75 throughout the program. The student is subject to the general progression policies outlined for traditional undergraduate nursing students.

   All RN to BSN students are subject to all health and clearance requirements as outlined for traditional day nursing students under “Clinical Requirements”.

   RN to BSN Program

   The Department of Nursing and Health adopts the Pennsylvania Nursing Articulation Model (1994) as the framework that guides its RN to BSN student articulation. In accordance with this model, RN applicants must:

   1. Demonstrate current licensure as a professional nurse by the Pennsylvania State Board of Nursing and must meet all PA State Board requirements for practice as a registered nurse and as a nursing student;
as the progression policies outlined for the MSN student in the Graduate Catalog.

All R.N to MSN students are subject to all health and clearance requirements for MSN students as outlined in the Graduate Catalog.

Accelerated BSN

DeSales University offers an accelerated nursing degree program to eligible post-baccalaureate students; namely, an Accelerated BSN Program. The Accelerated BSN Program is offered over a 15-month intensive time frame with courses sequenced in a “lockstep” fashion. Students enrolled in this program take the same undergraduate nursing courses that present traditional DeSales University BSN students take but in an accelerated format. Likewise, program non-nurse course requirements mirror those for current traditional BSN students. This program adheres to accreditation standards enforced by the National League for Nursing Accrediting Commission (NLNAC) and approval standards promulgated by the Pennsylvania State Board of Nursing.

Admission Requirements:

Applicants to the Accelerated BSN program must meet the following requirements to gain admission:

1. The applicant must have a bachelors’ degree from an accredited college or university with a cumulative GPA equal to 2.75 or higher (on a 4.0 scale).
2. The applicant must have completed the following courses or course equivalents either at DeSales University or another accredited college or university within 5 years of entering the Accelerated BSN Program and must have received a grade of C or higher. These courses will then be noted on their DeSales transcripts as transfer courses:
   - Biology 263 Anatomy and Physiology I with lab component (4 credits)
   - Biology 264 Anatomy and Physiology II with lab component (4 credits)
   - Chemistry 107 Physiological Chemistry with lab component (4 credits)
   - Biology 154 Microbiology with lab component (4 credits)
   - Math 111 Probability and Statistics (3 credits)
   - Psychology 109 Introduction to Psychology (3 credits)
   - Psychology 240 Developmental Psychology (3 credits)

The Accelerated BSN student must also take:

- Theology 109 An Introduction to Catholic Theology (3 credits)
- Theology 262 Medicine and Morality (3 credits), or
- Nursing 514 Christian Ethics in Practice (3 credits) [if eligible]

Students may either transfer in these equivalent non-nursing credits from an accredited college or university or take them by CLEP examination (Psychology 240).

3. The applicant must obtain two letters of recommendation. One letter must be from someone qualified to gauge the applicant’s academic aptitude (e.g., a former teacher or professor).
4. The applicant must submit an essay that outlines their career goals and speaks to their interest in becoming a nurse.
5. The applicant must be interviewed by a DeSales nursing faculty member.
6. Foreign-born applicants must submit acceptable TOEFL scores taken within the past two years. The test can only be taken in TOEFL iBT (Internet-based). Passing scores for the iBT version of the TOEFL Test for students in undergraduate nursing programs (traditional, RN-BSN, Accelerated BSN, ACCESS Evening-Weekend BSN) at DeSales University are as follows:

TOEFL iBT Passing Standard

- Reading 26
- Listening 26
- Speaking 26
- Writing 26
- Total Score 104

Clinical Requirements:

Upon admission into the Accelerated BSN program, students must adhere to the same health requirements and background checks that affect other nursing majors. All required health work and background checks must be completed before enrollment in the program or admission may be rescinded. Lack of evidence of satisfactory health or unsatisfactory criminal or child abuse clearance checks may likewise result in revocation of admission to the program. Some documents and clearances may need to be updated on a yearly basis.

Specific requirements are as follows:

1. No student will be allowed to participate in the clinical laboratory experience without documentation that he/she meets all of the following pre-clinical requirements:
   - Completed health forms, with evidence of specific immunity
   - Certified Background Check
   - FBI fingerprinting
   - CPR certification
   - Any additional health documentation or certification requirements as set forth by the clinical agencies
   - Orientation requirements specific to each institution used for the clinical experience.

This documentation must be complete and on file before starting a clinical course. Forms and instructions are available in the nursing office. Students should obtain these forms and submit the documentation.

2. Students are expected to notify the chairperson of the nursing department immediately of any changes in the following while in the nursing program at DeSales University:
   - Health Status
   - Criminal Record Check
   - Child Abuse History

Failure to notify the chairperson of the nursing department of any changes will result in immediate dismissal from the nursing program.

3. A student will not be permitted to begin a clinical assignment unless all of the above requirements are met. Students who do not have all clinical requirements listed above completed and submitted to the proper office by the required date will not be permitted to participate in a clinical course. This may result in the inability to meet the course objectives, and the student may subsequently fail the course.

General Progression Policies for Accelerated BSN Students

Students enrolled in the Accelerated BSN Program must meet the following minimum standards in order to progress through the 15-month program:

1. The student must maintain a cumulative GPA equal to or higher than 2.75 in each semester to progress to the next semester.
2. The student must earn a C or higher in all nursing courses to progress to the next semester. Any student who does not obtain a C may not progress and will be dismissed from the Accelerated Program. The student may apply to another nursing program at DeSales or re-apply to the Accelerated BSN Program for admission in a subsequent cohort. There is no guarantee of student placement in any nursing program at DeSales University.
3. To pass a nursing course with a minimum of a C, the student must pass both the theory portion of the course as well as the clinical component of the course. A student failing either the theory or clinical component of a nursing course will fail the entire course, and the student may not progress in the Accelerated BSN Program.
4. If the student fails to meet the clinical hour requirements of any clinical experience, they are automatically dismissed from the program.
5. The student must follow the 15-month program plan. Failure to adhere to the curriculum plan may result in the dismissal from the program.

Course Requirements:

To continue as a nursing major students must remain in acceptable academic standing as described under “Acceptable Academic Standing” in the Undergraduate Catalog. In addition to these general requirements, Accelerated BSN Program students must be continuously enrolled in courses as outlined in the catalog. Inability to do so will result in the student’s removal from the Accelerated BSN Program. Students who are removed from the Accelerated BSN Program may reapply for admission to any undergraduate nursing program if desired.

Students enrolled in the Accelerated BSN program must take the following courses: NU 205, NU 215, NU 220, NU 230, NU 305, NU 320, NU 335, NU 340, NU 350, NU 365, NU 370, NU 430, NU 440, NU 452, NU 454; TH 169*, TH 262* or NU 514** (if eligible).

*Students may transfer in these equivalent course credits. All nursing courses must be taken at DeSales University.

**Students eligible to take the graduate level NU 514: Christian Ethics in Practice in lieu of TH 262: Medicine and Morality include Accelerated BSN program students who achieve a 3.0 cumulative GPA after taking two full semesters of courses at DeSales University. This policy mirrors current nurs-
Students enrolled in the Accelerated BSN program may be eligible to take the graduate level NUS14: Christian Ethics in Practice in lieu of TH 262: Medicine and Morality. The Accelerated BSN student is eligible if the student maintains a cumulative GPA equal to or greater than 3.0 after completing two full semesters of coursework at DeSales. This would include the summer semester and the fall semester in the accelerated program.

ACCESS Evening-Weekend BSN Program

ACCESS has combined the strengths of the DeSales nursing education with an accelerated format that enables busy adult learners to earn a BSN degree while continuing to work, care for a family, and handle other responsibilities.

Admission Requirements:
1. The applicant must have a minimum cumulative GPA of at least 2.75 (on a 4.0 scale) from an accredited college or university (if transferring in any courses).
2. Foreign-born applicants must submit acceptable TOEFL scores taken within the past two years. The test can only be taken in TOEFL iBT (Internet-based). Passing scores for the iBT version of the TOEFL Test for students in undergraduate nursing programs (traditional, RN-BSN, Accelerated BSN, ACCESS Evening-Weekend BSN) at DeSales University are as follows: TOEFL iBT Passing Standard:
   - Reading 26
   - Listening 26
   - Speaking 26
   - Writing 26
   - Total Score 104
3. The applicant must contact an ACCESS Academic Advisor prior to application submission.
4. The student must complete the following courses or course equivalents either at DeSales University or another accredited college or university within five (5) years of entry into the ACCESS Evening-Weekend BSN Nursing Program. The student must have received a grade of C or better. The student can only have repeated the courses listed below one time.
   - Biology 263 Anatomy and Physiology I with lab component (4 credits)
   - Biology 264 Anatomy and Physiology II with lab component (4 credits)
   - Chemistry 107 Physiological Chemistry with lab component (4 credits)
   - Biology 115 Microbiology with lab component (4 credits)
   - Math 111 Probability and Statistics (3 credits)
   - Psychology 109 Introduction to Psychology (3 credits)
   - Psychology 240 Developmental Psychology (3 credits)
5. In addition, the ACCESS student must also complete any required courses prior to the beginning the professional phase of the nursing curriculum coursework as outline in the ACCESS Undergraduate Transfer Policy.
6. The applicant must have two (2) letters of recommendation. One letter must be from someone qualified to gauge the applicant's academic aptitude (i.e., a former teacher or professor). The other letter may not be from a personal friend or family member.
7. The applicant must submit a minimum of a two (2) page essay that outlines their career goals and speaks to their interest in becoming a nurse.
8. Once accepted into the ACCESS Evening-Weekend BSN Nursing Program, the applicant must meet with the ACCESS Evening-Weekend BSN Nursing Coordinator.
9. Once accepted into the ACCESS Evening-Weekend BSN Nursing Program, the student must complete all further coursework at DeSales University.
10. Students will remain under the advisement of the ACCESS Academic Advisors until they reach the professional phase of the curriculum. Once the students reach the professional phase, then they will be advised by the ACCESS Evening-Weekend BSN Program Coordinator.
11. Admission to professional phase of the program has limited enrollment and is on a rolling basis.

General Progression Policies for ACCESS Evening-Weekend BSN Students

To progress through the ACCESS Evening-Weekend BSN Nursing Program:
1. The student must earn and maintain a minimum cumulative GPA equal to 2.75 or higher at the conclusion of each professional phase year to progress to the next level (sophomore, junior, senior).
2. If the student's GPA falls below 2.75 prior to the next level (sophomore, junior, senior), he or she will be removed from the program.
3. The student must earn a C or higher in all nursing and science courses in order to progress to the next session. Any student who does not obtain a C may not progress to the next session and will be placed on academic probation.
4. The student can repeat no more than a total of two (2) nursing courses in the entire curriculum.
5. To pass a nursing course with a minimum of a C, the student must pass both the theory portion of the course as well as the clinical component of the course. If the student passes only one part, this will constitute a course failure, and the student may not progress in the ACCESS Evening-Weekend Nursing Program.
6. During a nursing course with a clinical component, the student must complete the required number of clinical hours in order to successfully pass the course.
7. The student must follow the program plan. Failure to adhere to the curriculum plan will result in the dismissal from the program.
8. The student must meet all of the basic university core requirements in order to graduate.

Academic requirements:
To continue as a Nursing Major students must remain in good academic standing as described under “Acceptable Academic Standing” in the Undergraduate Catalog. In addition to these general requirements, ACCESS Evening-Weekend BSN nursing students must be continuously enrolled in nursing courses as outlined in the catalog. Inability to do this will result in the student's removal from the ACCESS Evening-Weekend BSN Program. If the student wishes to continue on at a slower pace (decelerate), there is no guarantee of student placement in any other nursing programs at DeSales University.

All clinical nursing courses must be taken in sequence at DeSales.

- NU 205 - Fundamentals of Nursing
- NU 215 - Health & Physical Assessment
- NU 230 - Therapeutic Nursing Interventions
- NU 335 - The Chronically Ill Adult
- NU 340 - Mental Health Nursing
- NU 350 - Nursing of the Childbearing Family
- NU 365 - Nursing Care of Children
- NU 370 - The Older Adult
- NU 430 - Nursing Care of the Acutely Ill Adult
- NU 440 - Community and Public Health Nursing
- NU 452 - Senior Integrating Seminar
- NU 454 - Clinical Nursing Internship

The following courses may be considered for transfer into the ACCESS Evening-Weekend BSN nursing program:
- NU 220 - Pharmacology
- NU 305 - Therapeutic Nutrition
- NU 320 - Health Risk Models and Research

Any student who does not follow the sample program plan in this guide for any reason or who does not progress through his/her program of study over the prescribed time frame must make an appointment with their faculty advisor to agree upon an alternative program plan. This plan must include an anticipated date for completion of studies. This program plan must be approved by the Department Chair, and this type of request may not necessarily be granted depending upon clinical site and instructor availability. If the student does not ensure that such a plan is filed in the nursing office, he/she may not be assured future clinical site placement and continuance in the program.

All ACCESS Evening-Weekend BSN students are subject to all health and clearance requirements as outlined for traditional day nursing students under “Clinical Requirements”.

Academic requirements:
An undergraduate student may take a graduate course as an elective but must meet the following criteria:
1. Be a senior level standing
2. Have a cumulative GPA equal to or greater than 3.0.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

NU-205 Credits 4
Fundamentals of Nursing
Basic foundation nursing course which introduces students to foundational concepts of person, health environment, and nursing. The course focuses on the nursing process, basic nursing care, therapeutic communication skills, and the role of the nurse as a member of the health care team. Lecture 3 hours, lab 2 hours.
Prerequisite: BI-263, BI-264 and sophomore level standing

NU-215
Health and Physical Assessment
Credits 4
Provides students with methods of comprehensive health assessment for well persons across the life span. The course includes history-taking, interview, and physical examination techniques, in addition to relevant screening tests and procedures for each body system. Lecture 2 hours, lab 2 hours. Limited to RN students. (Variable offering)
Prerequisite: BI-263, BI-264 and CH-107.

NU-220
Pharmacology
Credits 3
Provides basic pharmacological information and the nursing process application to drug therapy. Specific groups of drugs that exhibit common effects and their mechanisms of action are explored. Developmental differences are discussed for select populations. Students integrate the knowledge of drugs, physiology, pathophysiology, and disease with patient profiles in order to make clinical decisions and apply the mechanisms of pharmacotherapeutics.
Prerequisite: BI-263, BI-264 and CH-107.

NU-230
Therapeutic Nursing Intervention
Credits 4
Provides students with theoretical and clinical experience. The focus is on nursing skills requisite to competent practice in simple clinical situations in the health care setting by building on concepts in NU-205. Students learn to integrate theory with psychomotor skills in order to provide a solid foundation for nursing practice in a variety of health care settings. Lecture 2 hours, clinical 6 hours.
Prerequisite: NU-205 and NU-215 or prerequisite: CH-107 or CH-104

NU-305
Therapeutic Nutrition
Credits 3
A course that discusses the effects nutrition has on health through a holistic perspective incorporating physiological, spiritual, and cultural aspects. It incorporates nutritional principles of wellness and diets specific to pathological conditions.
Prerequisite: CH-107 or CH-103 and CH-104

NU-310
Concepts of Professional Nursing Practice for RNs
Credits 3
An introduction to professional nursing concepts for the RN student that is grounded in Salesian Christian humanism. The course examines nursing theories and history of nursing practice. Key facets of contemporary practice, including role development, critical thinking, organizational structure, and professional ethics are explored. Limited to RN students. (Variable offering)

NU-315
Health Assessment for RNs
Credits 3
Provides RN students with methods of comprehensive health assessment for individuals across the lifespan. Includes history taking, interview, physical examination techniques, relevant screening tests, and procedures for each body system. Lecture 2 hours, lab 2 hours. Limited to RN students. (Variable offering)
Prerequisite: BI-263, BI-264 and NU-220

NU-320
Health Risk Models and Research
Credits 3
Integrates the concepts of person, health, environment, and nursing as defined in health theories and models with nursing practice and research. Principles of health risk reduction will be introduced, with emphasis on strategies that can promote the health of individuals, families, aggregates, communities, and populations through research development and utilization.
Prerequisite: MA-111

NU-325
Evidence-Based Nursing for RNs
Credits 3
A course which will develop the student's scientific thought process by examining clinical nursing settings and identifying best practices. Principles of evidence-based practice from both qualitative and quantitative methodologies will be reviewed. Critique of clinical practice issues and dissemination of evidence-based practice will also be addressed. Lecture 2 hours, 25 project hours (total). Limited to RN students. (Variable offering)

NU-335
The Chronically Ill Adult
Credits 5
A course that focuses on the nursing care of adults with chronic illnesses. Primary emphasis is on health promotion, maintenance, palliation, and rehabilitation. Lecture 3 hours, clinical 6 hours.
Prerequisite: BI-154 NU-220 and NU-230

NU-340
Mental Health Nursing
Credits 4
Introduces concepts, principles, and processes of mental health nursing. Students integrate therapeutic communication and mental status assessment to mentally or behaviorally challenged adults in inpatient and outpatient settings. Students are introduced to typical human responses to perceived and actual threats to well-being that cross developmental levels and settings. Lecture 2 hours, clinical 6 hours.
Prerequisite: NU-220 & NU-230

NU-350
Nursing of the Childbearing Family
Credits 4
Focusses on family development during times of transition and change such as childbearing, viewing health and illness as family-centered experiences. The course applies the nursing process to care of mothers and newborns of diverse backgrounds from pre-conception to postpartum. Lecture 2 hours, clinical 6 hours.
Prerequisite: NU-220, NU-230 and junior level status Co- or prerequisite: PS-240

NU-365
Nursing Care of Children
Credits 3
A course designed to provide theoretical foundations and clinical experience for students to develop their concept of pediatric patients and their families. Students focus on learning developmentally appropriate care of children and families in both wellness and illness settings. Lecture 2 hours, clinical 3 hours.
Prerequisite: BI-154 NU-220 NU-230 and junior level status Co- or prerequisite: PS-240

NU-370
The Older Adult
Credits 3
A course which examines models of health promotion, maintenance, and restoration in the older adult. Primary emphasis is on theories of aging, coping with changes in physical and emotional states related to the aging process, and addresses end-of-life issues. Lecture 2 hours, clinical 3 hours. (Offered every spring)
Prerequisite: BI-154, NU-220 NU-230 and junior level standing

NU-430
Nursing of the Acutely Ill Adult
Credits 5
Nursing care of adults over the life span experiencing acute and complex illnesses with alterations in multiple body systems. The focus is on critical thinking and collaboration with interdisciplinary health care professionals to foster restoration and rehabilitation. Lecture 3 hours, clinical 6 hours. (Offered every fall)
Prerequisite: NU-335, NU-340, NU-350, NU-365, NU-370

NU-440
Community and Public Health Nursing
Credits 4
A course which examines public health and community health nursing concepts. Students learn to plan aggregate-level care to promote health. The course includes application of basic epidemiological principles and methods, and population-focused management of communicable diseases. Lecture 2 hours, clinical 6 hours. (Offered every fall)
Prerequisite: NU-335, NU-340, NU-350, NU-365, NU-370

NU-441
Community Concepts for RNs
Credits 3
Public and community health concepts will be examined via application of basic epidemiological principles and population-focused management of diseases and contemporary issues. Core public health function are utilized to develop, implement, and evaluate population-based programs. Lecture 2 hours, 25 project hours (total). Limited to RN students. (Variable offering)

NU-451
Leadership and Management for RNs
Credits 3
Advanced integration of clinical concepts and leadership theories
that facilitate full human development potential of individuals, families, aggregates, communities, and populations utilizing a case study approach. Students critically examine significant technological and sociological developments that affect delivery of health care services. This is a capstone course for RNs. Lecture 3 hours. Limited to RN students. (Variable offering)

Prerequisite: NU-310, NU-315, NU-325, NU-441

PHARMACEUTICAL MARKETING

A major is offered in pharmaceutical marketing by the Division of Business

All business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The following courses compromise a common core of business courses and are required of all students in the program: AB 217, 272; EC 112; MG 100, 201, 211, and MK 201. In addition, all students are required to take BI 263, 264; CH 107; MK 215, 220, 330, 410, 451, and NU 220. AB 217 will be scheduled in the fall semester of the sophomore year, and MK 451 will be scheduled in the spring semester of the senior year.

PHILOSOPHY

A major is offered in philosophy by the Division of Liberal Arts and Social Science.

Liberal arts education has traditionally placed strong emphasis on the importance of philosophical reflection for the formation of the human person. The philosophy program at DeSales University recognizes this fact and strongly promotes it. This program seeks to encourage the development of the intellectual and moral virtues, helping students not only to think clearly about reality and to know the greatest truths, but also to understand how to conform their practical activity to this knowledge; philosophy at DeSales regards the entire person in his or her humanity. This program is designed to enable students to see philosophy as a dialogue among persons seeking truth, and to promote personal participation in that search. The philosophical insights that result from this search should help students to discriminate and relate the different kinds of knowledge which make up the sum of human learning, and hence enable them to interpret their study of the sciences and the humanities in their significance for the human race. This training takes place within the Christian intellectual tradition and DeSales University’s dedication to Salesian spirituality and Christian Humanism. For a more detailed description of philosophy at DeSales University, please visit: www4.desales.edu/~philtheo/philosophy_desales.html

For information concerning the philosophy faculty, their interests and publications, please see: www4.desales.edu/~philtheo/philosophy_faculty.html

A degree in philosophy positions students to take up a wide variety of careers. This is due to the fact that of all the liberal arts degrees, philosophy best develops the “transferable skills,” skills directly applicable to all areas of life. A graduate in philosophy can be expected to demonstrate an acute capacity for logical thought, well-developed problem solving skills, and order and clarity in written and oral presentation, talents that are highly desired in today’s work environment. For further information concerning the practical uses of a philosophy degree, please see: www4.desales.edu/~philtheo/philosophy_major.html

Major Requirements

To graduate with a B.A. degree in philosophy, students must complete a 12-course program, designed in conjunction with the philosophy faculty, so as to address the problems of the four major periods of philosophy in our Western tradition.

The following courses are required for all philosophy majors:

1. Philosophical Thinking (PL 109)
2. Logic and Argument (PL 225)
3. One course from the Ancient period (PL 350 or PL 355)
4. One course from the Medieval period (PL 345 or PL 360)
5. One course from the Modern period (PL 375 or PL 400 or PL 410)
6. One course from the Contemporary period (PL 340 or 390)
7. One course from the Philosophy Values Seminars (PL 473-479)
8. Independent Study in Philosophy (PL 499)

In addition, students majoring in philosophy are required to complete four “controlled electives.” These courses, in philosophy or related fields, are chosen by the student, with the prior approval of the philosophy faculty.

Degree Requirements

First Year – (30 credits)

SPH 01 Introduction to Philosophy (2 credits)
WPH 01 History of Ancient Western Philosophy (2 credits)
REL 01 Introduction to Bible (2 credits)
HSS 01 General Psychology (2 credits)
HSS 04 Applied Biology (2 credits)
LAN 10 Special English (3 credits)
IPH 01 Survey of Ancient Indian Thought (2 credits)
HSS 10 Public Speaking (1 credit)
WPH 02 History of Medieval Western Philosophy (2 credits)
SPH 11 Methodology (2 credits)
IPH 10 Darsanas (2 credits)
SPH 02 Logic (3 credits)
WPH 03 History of Modern Western Philosophy (2 credits)
REL 05 Catechetics (1 credit)
REL 02 Introduction to Christian Worship (1 credit)

Second Year – (28 credits)

Required Courses (18 credits)

SPH 04 Metaphysics (3 credits)
SPH 03 Epistemology (3 credits)
HHS 02 Theories of Personality (2 credits)
IPH 04 Jainism and Buddhism (2 credits)
IPH 02 Vedanta (2 credits)
WPH 04 History of Contemporary Western Philosophy (3 credits)
SPH 06 General and Special Ethics (3 credits)
The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

PL-109  Credits 3
Philosophical Thinking: MOT/Philosophy
Introduces philosophy as an essential human activity. It focuses upon the processes used by philosophers as they examine questions like: What is reason? What can we know? What is real? What ought we to do? Is there a God? Students not only experience major philosophers at work on important human issues, but also participate in this activity by developing their own skills for creative thinking, rational argument, and responsible judgment. (Offered every semester)

PL-204  Credits 3
History of Philosophy (600 B.C. - 1400 A.D.)
Surveys the philosophers of the Western tradition beginning with the pre-Socratics and including Socrates, Plato, Aristotle, the Stoics, the Epicureans, the Skeptics, Plotinus, Saint Augustine, Saint Anselm and Saint Thomas Aquinas. (Offered tutorially)
Prerequisite: PL-109

PL-205  Credits 3
History of Philosophy (1400 A.D. - 1900 A.D.)
Surveys the philosophers of the Western tradition beginning with humanism and the Renaissance, and including rationalism, empiricism, Kantian criticism, idealism, positivism and utilitarianism. (Offered tutorially)
Prerequisite: PL-109

PL-225  Credits 3
Logic
An introduction to the understanding of how words are used in naming things, the formation of propositions, the construction of arguments and the examination of fallacies. The goal of the course is twofold: that students gain an appreciation of the manifold character of “everyday” reasoning, and that they develop a facility to argue with order, with ease, and without error. (offered every fall semester)
Prerequisite: PL-109

PL-226  Credits 3
Practical Argumentation
Considers argumentation from a material perspective, detailing the varied contexts in which argumentation occurs and the techniques that are appropriate to them. The principles of inductive and deductive reasoning will be covered, as well as the nature of and procedures proper to dialectical, rhetorical, poetical, and sophistical reasoning, with a special emphasis on how to identify and defeat defective forms of reasoning.
Prerequisite: PL-109 and PL-225 or permission of the instructor

PL-240  Credits 3
The Philosophy of Nature
A course which offers an examination of the ancient and medieval accounts of the natural world, specifically their understanding of nature, change, space, time, purpose, chance, and the principles upon which they rest. This is perhaps most fundamental of all philosophy courses, and, together with logic, establishes the vocabulary basic to the whole of the Western philosophical tradition.
Prerequisite: PL-109

PL-245  Credits 3
The Philosophy of Human Nature
Studies the question of human nature. The course explores the uniqueness of human beings and inquires into the meaning and value of life. It examines the significance of freedom, action, solitude and community as essential conditions for becoming fully human. (Offered tutorially)
Prerequisite: PL-109

PL-320  Credits 3
Ethics
Considers the value systems by which human beings ultimately determine what they do. The course analyzes the rational and psychological nature of values, their place in ethical systems, and their role in the human decision-making process. (Offered tutorially)
Prerequisite: PL-109

PL-323  Credits 3
Business Ethics
Considers the moral dimensions of contemporary business practices. Of particular concern are areas where the profit motive seems to conflict with ethical standards. The course examines various ethical issues facing business today, such as the effects of advertising and workers’ rights. (Offered tutorially)
Prerequisite: PL-109

PL-340  Credits 3
Existentialism: Humanities IV
Introduces the student in a systematic way to the thought of existential thinkers such as Soren Kierkegaard, Karl Jaspers, Friedrich Nietzsche, Gabriel Marcel, Jean-Paul Sartre, etc. The aim of the course is to encourage personal existential thought.
Prerequisite: PL-109

PL-345  Credits 3
The Confessions of St. Augustine: Humanities IV
Explores Augustine’s great autobiographical classic where he presents the course of his life from hedonism to Christianity. The course examines why the story of Augustine’s spiritual journey to God still exerts a major influence upon the hearts and minds of people today as they try to cope with eternity, evil, love and God in a world often blind to these. (Offered Fall 2012)
Prerequisite: PL-109

PL-350  Credits 3
The Republic of Plato: Humanities IV
Studies Plato’s philosophical masterpiece. The course explores the meaning of goodness both for an individual and for society by investigating the values of wisdom, honor, money, freedom, power, love and passion. It tries to define what people can reasonably expect from themselves and from one another.
Prerequisite: PL-109

PL-355  Credits 3
The Nichomachean Ethics of Aristotle: Humanities IV
Considers Aristotle’s great treatise on ethics. The course looks at Aristotle’s account of happiness as the goal of human life, and the role of moral and intellectual virtue in achieving this goal. The treatise ends with a consideration of the place of friendship, and the intellectual life, in human well-being. (Offered Fall 2011)
Prerequisite: PL-109

PL-360  Credits 3
The Summa Theologia of Thomas Aquinas: Humanities IV
Explores the cathedral of thought of the medieval intellectual world. Situating St. Thomas historically as the synthesizer of the two great traditions of Augustinian wisdom and Aristotelian science, the course considers just how far reason can go in proving God’s existence, in describing His nature and ours, in providing a useful map of reality, and by prescribing how we should live. (Offered Spring 2012)
Prerequisite: PL-109

PL-370  Credits 3
Masterpieces of Western Ethics
Surveys seminal ethical texts in the Western tradition, including Plato’s Gorgias, works by Aristotle, Aquinas’ treatises On Happiness and On Law, Mill’s Utilitarianism and Kant’s Groundwork for the Metaphysics of Morals. The course situates these texts in their historical and cultural contexts, and grapples with underlying metaphysical and anthropological issues at stake in competing views of ethics.
Prerequisite: PL-109; Humanities 1 and 2

PL-375  Credits 3
The Age of Reason: Humanities IV
Studies the Enlightenment period of the 17th and 18th centuries, in which individuals emphasized the power of reason to understand the universe. The course examines how the methodology of scientists influenced the thought of philosophers. It also considers the effect of
a mechanistic, materialistic world view on religious understanding. (Offered Spring 2012)
Prerequisite: PL-109

PL-380   
Credits 3
The Philosophy of God
Examines the issue of ultimate meaning. The course investigates the meaning of God, explores rational support for belief in God, evaluates the claims of atheism, studies the problem of evil in the world, and examines the significance of religion in the life of both a person and a community. (Offered tutorially)
Prerequisite: PL-109

PL-390   
Credits 3
Seminar in Creativity & Beauty
Analyzes the presence, nature and function of creativity and beauty in human life. The course concentrates on the nature and value of creativity, of the work of art, and of the reception of art by the viewer or auditor. It is not intended to be a course in art appreciation but rather an analysis of the sources and modalities of human creativity and of beauty. (Offered every spring semester)
Prerequisite: PL-109

PL-395, 396, 397, 398, 399   
Credits 3
Philosophy of Buddhism
Special courses that deal with particular issues in the world philosophical thought. These will include Humanities IV courses on “Great Works of Literature” and other courses taught by visiting professors. (Offered periodically)

PL-400   
Credits 3
Epistemology: the Human Knower
Explores the actual knowing process. One of the real keys to worthwhile human life is knowing what to do; one of the tragic problems in that many simply keep blundering about. The course is designed for juniors and seniors who are looking for an integrative experience.
Prerequisite: PL-109

PL-410   
Credits 3
Metaphysics: the Search for Synthesis
Explores the nature of reality to that we might more assuredly make the crucial distinction between what is real and what is only illusion. The course is designed for juniors and seniors who are looking for an integrative experience. (Offered tutorially)
Prerequisite: PL-109

PL-473   
Credits 3
Alcohol: Values Seminar
Explores the values associated with the use of alcohol in contemporary American society. The course investigates the nature of human happiness, relaxation and fun, the role of alcohol, college drinking, alcoholism, and the dysfunctional family. (Offered every spring)
Prerequisite: PL-109

PL-475   
Credits 3
Friendship, Love and Sexuality: Values Seminar
Explores the quality of our personal relationships as a vital component of human happiness. The course investigates these three related values that foster relationships which are life-affirming and rich in meaning. Limited to juniors and seniors. (Offered periodically)
Prerequisite: PL-109

PL-476   
Credits 3
Toxic Happiness: Values Seminar
Explores the values inherent in modern society’s understanding of happiness, especially as it involves the use of medication as a means to emotional stability and personal fulfillment. The course will question whether there are practical and appropriate alternatives to modern views by investigating the intricate relations that exist between views of happiness and the understanding of the human person and his/her destiny. Limited to juniors and seniors. (Offered periodically)
Prerequisite: PL-109

PL-477   
Credits 3
Faith and Tolerance: Values Seminar
Considers the value of faith and its relationship to tolerance in our modern world. The course explores the issues of fundamentalism, relativism, and the role of reason in religion. Junior and senior status students only. (Offered periodically)
Prerequisite: PL-109

PL-478   
Credits 3
Philosophy of Work and Leisure
An interdisciplinary examination of classical and contemporary conceptions of work, business and leisure. The course examines the way these conceptions and their philosophical assumptions affect our culture and the way they affect us as laborers. Several issues in business ethics are discussed with an emphasis on Catholic Social Teaching and the Natural Law tradition.
Prerequisite: PL-109

PL-479   
Credits 3
The Ethics of Personal Success: Values Seminar
Explores the nature of the values found in the business world and in popular “self-help” books that claim to aid the achievement of human happiness and success through time and life management. Students will benefit by learning specific organizational skills, by philosophizing about the principles underlying them, and by grappling with the ultimate issues surrounding human happiness. Limited to juniors and seniors.
Prerequisite: PL-109

PL-499   
Credits 3
Independent Study in Philosophy
Provides the student with the opportunity to pursue independent study under the guidance of departmental faculty. Permission of the directing faculty member during the semester preceding the study is required. (Offered every semester)

PHYSICAL EDUCATION

The physical education program provides instruction in a variety of individual and team activities to meet the present and future needs of students. Concepts of total fitness are emphasized to promote student interest in the development of sound habits and behavior patterns related to a more active lifestyle.

The physical education requirement consists of two major components: PE 100: Lifetime Fitness and Wellness and two activities courses. The purpose of this program is to help students balance their physical, emotional, intellectual and spiritual needs and relationships.

Physical education requirements are in addition to the forty courses required for graduation. The two activities courses may be satisfied by taking any of the physical education activities courses beyond PE 100 or by choosing any of the following options:

1. Dance 103, 104, or any dance technique course may be substituted for an activities course requirement. One 3-credit dance course can satisfy both activities requirements.
2. All varsity players can fulfill their two physical education activities requirements by participating in varsity sports for two seasons. They must register for the course during registration. When students have satisfactorily completed that sports season, the head coach will submit the grades to the registrar.

Course numbers for varsity sports are as follows:

PE 300 Men’s Varsity Baseball
PE 301 Women’s Varsity Softball
PE 302 Men’s Varsity Basketball
PE 303 Women’s Varsity Basketball
PE 304 Men’s Varsity Cross Country
PE 305 Women’s Varsity Cross Country
PE 306 Men’s Varsity Soccer
PE 307 Women’s Varsity Soccer
PE 308 Men’s Varsity Tennis
PE 309 Women’s Varsity Tennis
PE 310 Men’s Varsity Golf
PE 313 Women’s Varsity Volleyball
PE 314 Men’s Varsity Track
PE 315 Women’s Varsity Track
PE 316 Men’s Varsity Lacrosse
PE 317 Varsity Cheerleading

3. Veterans are excused from one semester of physical education for every six months of active service. ROTC matriculants are excused from one semester of physical education activity for each ROTC field course taken. PE 100 is required for all traditional day students.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.
Lifeline Fitness and Wellness
An examination of contemporary information concerning the benefi-
cial effects of a positive healthy lifestyle. By initiating exercise
programs, a healthful diet, maintaining optimal body weight, engag-
ing a behavior modification for poor health habits, and using stress
reduction techniques, students will be encouraged to develop health
behaviors and choices which will facilitate lifetime fitness and well-
ness.

Foundations of Physical Exercise, Health, and Recreation
This course covers personal beliefs and fallacies regarding health, fit-
ness and recreation. The total person is considered through a holistic
model that is presented, studied, and practiced by the students in the
areas of health, recreation and exercise. The course provides a foun-
dation for developing lifestyle alternatives and new skills that facil-
itate a high level of personal health and exercise as well as stress and
time management. The final outcome will be a greater awareness and
implementation of personal and family health, fitness and recreation
for a person’s overall physical and mental well-being. Not open to
students who have taken PE 100. (offered only in ACCESS)

Physical Conditioning and Development
A course that examines and evaluates each student’s fitness level and
lifestyle. Individualized programs are developed to best meet the overall
developmental needs of the student. Students will be able to carry on with these programs for well-being in their daily lives after
the course ends. The instructor uses lecture, discussion, individual
workout sessions, and video evaluations to lead students to self-
knowledge and self-discipline which will enhance their lifestyle and
maximize their performance in many aspects of their lives. Not open to
students who have taken PE 100. (Only offered in ACCESS)

Weight Training
A variety of exercise programs and activities for optimal physical
conditioning and development. Individual fitness assessments and
training logs provide the foundations for developing personal goals and
objectives.

Basketball
Designed to provide students with the fundamental skills, knowledge,
and strategy required for the game of basketball. Skills and tech-
niques for the individual, offensive and defensive systems, and rules
of the game will be emphasized.

Golf
Designed to provide students with the fundamental skills and knowl-
edge required for the game of golf. The activity is presented as a
recreational, competitive, and social sport that can be enjoyed as a
lifetime activity. Lab fee.

Basketball/Golf
An introduction to the fundamental skills of basketball and golf. Lab
fee.

Aerobic Exercise & Dance
Cardiorespiratory endurance training through aerobic exercise and
dance.

Tennis and Volleyball
Introduces the student to the basic skills of tennis and of “power”
volleyball. Students become familiar with the rules of the sports,
learn to evaluate their own abilities and develop approaches designed
to improve their skills.

Tennis
Designed to proved students with an overview of the fundamental
skills, knowledge, and strategy required for the game of tennis. The
mechanics of effective tennis strokes, strategy, equipment used, and
rules for the game of tennis will be emphasized.

Volleyball
Designed to provide students with an overview of the fundamental
skills, knowledge, and strategy required for the game of volleyball.
Skills and techniques for the individual, offensive and defensive sys-
tems, and rules of the game will be presented.

Soccer
A course is designed to provide students with an introduction to the
game of soccer. It will focus on the technical and tactical aspects of
coaching soccer. Some of the topics that will be discussed include
the coaching of technical drills such as passing, receiving, dribbling a
soccer ball and the tactical knowledge of defense and offense.

Exercise Walking
An introduction to walking as a lifetime fitness activity. The course
will focus on the physiological benefits of walking and its contribu-
tion to wellness.

Disc Golf
This course will introduce students to the sport of disc golf as a life-
time fitness activity. The course will cover the history of the game,
as well as rules, strategies, techniques, and health benefits of playing
disc golf.

Jogging
An introduction to jogging as a lifetime fitness activity. The course
will focus on the benefits of jogging as it relates to individual cardio-
vascular endurance and physical fitness.

Badminton
Designed to provide students with an overview of the fundamental
skills, knowledge, and strategy required for the game of badminton.
The activity is presented as a recreational, competitive and social
sport that can be enjoyed as a lifetime activity.

Pilates
This course is designed to provide the student with an overview of
the fundamental knowledge and skills required to perform Pilates.
The student will perform Pilates exercises which will increase
strength and flexibility. This course will provide an opportunity to
experience an alternate for lifetime fitness.

Hatha Yoga
Provides students with the fundamentals of Hatha yoga which can
rejuvenate, relax, and energize both the body and mind. Students learn specific postures to improve alignment, balance, vitality, flexibil-
ity, and strength, as well as breathing techniques, relaxation practices,
and the basics of meditation.

Karate
Introduces the student to Shorin-Ryu, an Okinawan style of martial
arts. The class is taught in the formal manner that defines traditional
karate styles. Emphasis will be placed on disciplining the mind, body,
and spirit so that control over oneself may be possible.

Principles of Coaching
Provides students with an understanding of athlete development and
competitive performance at the youth, interscholastic and intercol-
legiate levels. Principles in sport psychology, sport pedagogy, sport
physiology and risk management will be applied to facilitate suc-
cessful coaching. The examination for certification by the American
Sport Education Program (ASEP) will be administered to all students
in the class. Lab fee $30.00.

PHYSICIAN ASSISTANT

DeSales University offers a Master of Science in Physician
Assistant Studies degree. A student who enters the University as an
undergraduate begins with the courses listed under the Medical
Studies major. The entire program is described in this Undergraduate
Catalog under Medical Studies and in the Graduate Catalog.
No major is offered in Physics.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

PH-201  General Physics I: Mechanics and Heat  Credits 5  
Mechanics of solids and liquids, particle motion, vectors, particle dynamics, Newton's three laws of motion, forces in nature, work, kinetic and potential energy, power, momentum, conservation of energy and momentum, rotational motion, torque, oscillatory motion, universal gravitation, fluids, temperature, kinetic molecular theory of gases, heat, first and second laws of thermodynamics and entropy. Lecture 4 hours, lab 3 hours. Lab fee. (Offered every fall)

PH-202  General Physics II: Wave Phenomena and Electromagnetism  Credits 5  
General wave theory, sound waves, electromagnetic waves, reflection, refraction, diffraction, interference, polarization, optics, charge and matter, electric fields, electric potential, potential difference, capacitors and dielectrics, electric current, resistance, Ohm's law, direct-current circuits, R-C circuits, magnetic fields, Ampere's law, Faraday's law, inductance and alternating-current circuits. Lecture 4 hours, lab 3 hours. (Offered every spring) Lab fee.

Prerequisite: PH-201

PH-209  World Awareness Through Physics: MOT/Natural Science  Credits 3  
The thought and method of a physicist. The lecture component examines the scientific method and practical examples of its use. The laboratory component examines methods of obtaining scientific data. The course concludes with a mini-research project designed by the students. This course assumes a familiarity with computers, word-processing, and basic probability/statistics. Lecture 2 hours, lab 2 hours. Not open to students who have taken another MOT/Natural Science course. Lab fee.

PH-211  General Physics I: Mechanics and Heat  Credits 4  
Same course as PH 201 but without laboratory. Lecture 4 hours. Not open to students who have taken PH 201 (Offered every fall)

PH-212  General Physics II: Wave Phenomena and Electromagnetism  Credits 4  
Same course as PH 202 but without laboratory. Lecture 4 hours. Not open to students who have taken PH 202. (Offered every spring)

A major is offered in political science by the Department of Social Sciences.

The program in political science emphasizes the policy analysis approach in its curriculum. This emphasis serves to coordinate and integrate the various courses and disciplines which the student studies during his/her college career. It seeks to develop the student's analytical skills, as well as his/her oral-written communications skills. It helps to provide the student with marketable skills, particularly when the student undertakes an internship or study abroad.

A student selecting political science as a major is required to complete the following political science courses: PO 103, 108, 109, 255, 256, and 362. Political science majors must elect PO 201 and PO 202 to satisfy the Humanities 1 and Humanities 2 requirements. In addition, students must a) choose one course from among PO 107 or PO 215; b) choose two courses from PO 313, PO 315, and PO 317; c) choose two courses from PO 270, 280, 330, 475; and d) take EC 209 and choose one from among the following: CS 105, MA 111, PS 205, or CJ 350.

Pre-Law Track.

The political science major also provides a track in pre-law. This is available for students who anticipate going to law school. A student selecting this track must complete the following courses: PO 103, PO 108 or PO 317, PO 109, PO 255, PO 256, PO 330, PO 362, LG 355, CJ 480, CJ 365, and one of the following: LG 109, PO 270 or PO 280. Students completing this track must elect PO 201 and PO 202 to satisfy the Humanities 1 and II requirements. In addition, they must complete EC 209 and choose one from among the following: MA 111, PS 205, CJ 350.

All students interested in law should contact the pre-law advisor, Dr. Jennifer Moore, in the Department of Social Sciences.

National Security Track.

For those students interested in entering careers in the public and private sectors dealing with national security issues, the political science major also has the option of taking a National Security Track. Students who select this track must complete the following courses: PO 103, PO 108 or PO 317, PO 109, PO 255, PO 256, PO 313 PO 362, CJ 380, EC 209; one of the following: PO 107 or PO 215; and two of the following: PO 315, PO 317, LG 355, and CJ 374. Students completing this track must elect PO 201 and PO 202 to satisfy the Humanities I and II requirements, as well as choose one of the following: CS 105, MA 111, PS 205, or CJ 350.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

PO-103  American Federal Government: MOT/Social Science  Credits 3  
An analysis of the basic principles of the Federal Constitution, political parties, the electoral process and the political character and behavioral pattern of the American voter. The structure and processes of the Congress, the presidency and judiciary are examined. (Offered every fall)

PO-107 and WC-107  Central European Nations  Credits 3  
An analysis of the political culture, political institutions, and organizations in East-Central Europe. This course will focus on the communist era, as well as the transition to democracy, and current affairs. In addition to comparisons across countries, issues such as democratization, dual transition, and democratic consolidation will be discussed.

PO-108  International Politics  Credits 3  
An analysis of the factors of national power and interests as they operate in the international system through various foreign policies.

PO-109  Government, Law, and Society: MOT/Social Science  Credits 3  
A study of major public policies and the methods used to analyze them. Topics considered include such policy areas as civil rights, criminal justice, poverty and welfare, education, the environment, taxation, and national defense. The course seeks to provide the student with the skills used by the policy analyst.

PO-115  Cultural Geography  Credits 3  
A study of the tools of geography, its intellectual challenges and the logical connection of geography to the other social sciences: politics, history, economics, anthropology and sociology. Students will explore the four organizing traditions that have emerged through the long tradition of geographic thought: earth science, culture-environment, location and area analysis. Heavy emphasis will be placed on culture & anthropology. This course is required of all students pursuing social studies or citizenship education certification.

PO-201  Classical Political Thought: Humanities I  Credits 3  
An analysis of the development of Western constitutionalism and its protection of human rights, from the Greek philosophers, the Roman lawyers, and medieval theologians to the British and American constitutions. (Not open to students who have taken HI 201). (Offered every fall)

PO-202  Modern Political Thought: Humanities II  Credits 3  
An analysis of the development of modern political thought from the Renaissance through the Enlightenment to its actualization in contemporary regimes. A broad cultural overview of these periods is provided. (Not open to students who have taken HI 202) (Offered every spring)

Prerequisite: Humanities 1

PO-215  Politics of Latin America  Credits 3  
An analysis of the range and complexity of political and economic
development in Central and South America. This course will focus on historical and contemporary events taking place in the region. Democratization, economic development, and geopolitics are just some of the major concepts that will be examined.

**PO-255 President and Congress**  
A study of the interactions of president, Congress and bureaucratic agencies in the American federal government. Decision making, policy implementation, program evaluation, and budgetary process are examined. Attention is also given to the role of administrative law in American politics.

**PO-256 Social Justice Policy**  
Analyzes public welfare policy in the United States, and the role played by public welfare agencies in the delivery of services. Special attention is given to welfare policy as it relates to the problems that confront urban America.

**PO-270 and LG-270 Health Policy and Law**  
A study of the development of the American health care system and its impact on American law, economics, and politics. Emerging health care and biomedical policies and laws are examined in terms of their social import.

**PO-280 and LG-280 Environmental Policy and Law**  
A study of American environmental policies and laws as they have developed from the 1960s to the present. Topics include policies pertaining to clean water and air, solid waste, toxic substances, resource conservation, global warming, and worker health and safety. Major court cases in environmental law are examined, as is the impact of politics on the formation of environmental policy.

**PO-302 Democracy in America: Humanities IV**  
Examines Alexis de Tocqueville’s Democracy in America, a great work of modern political theory. The validity of Tocqueville’s analysis for understanding the development of American political culture over time is also considered, as is the continuing importance of Tocqueville’s investigation of the significance of democratic values for religion, morality, family, and perceptions of self.  
**Prerequisite:** Humanities 1 and 2

**PO-313 National Security**  
An examination of relations between geographical globalization and how they shape the role and function of the state. Heavy emphasis will be placed on the issues of war and peace, as well as the attainment of geographical knowledge.

**PO-315 American Foreign Policy**  
A study of American Foreign policy as it relates to Europe, Asia, the Middle East and Latin America. Attention is given to the historical development of American foreign policy from 1945 to the present, but primary emphasis is placed on current U.S. economic and strategic interests.

**PO-317 International Law and Organization**  
This course examines two interrelated subjects. International law is the study of the norms of behavior which nations regard as binding and the international political processes that produce them. International organizations are an integral part of these processes which deal with issues of war and peace, justice, and human welfare. Particular emphasis will be placed on the United Nations.

**PO-330 and LG-330 Constitutional Law**  
An examination of the impact of constitutional law on the formation of American public policy. The debate on the proper policy role of the judiciary is examined. Leading Supreme Court decisions in the areas of intergovernmental relations, commerce, and civil rights and liberties are analyzed.

**PO-362 and LG-362 Senior Seminar: Public Policy and Law**  
A seminar based upon individual student research in public policy and law. The course consists of lectures, individual investigations, and presentations and discussions. (Offered every fall).

**PO-391 Politics Internship**  
Designed to prove the major with an appropriate field experience. This may be taken for a maximum of twelve credits. The student must follow the procedures prescribed by the Director of Internships. (Offered every semester by arrangement)

**PO-475 Politics and the Family: Values Seminar**  
Social and economic problems confronting the modern American family are examined, and governmental policies relating to family issues are analyzed. Primary attention is given to the ethical implications of public policies that affect the family. Limited to juniors and seniors.

**PO-499 Independent Study**  
Provides the student with the opportunity to pursue independent study under the guidance of department faculty. (Offered upon request)

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**PRE-LAW**

No specific major is required for admission to law school. However, the Law and Society major has been specifically designed to meet the needs of students who hope to go to law school or who are interested in the role of law in American society. There is also a minor in Law and Society. In addition, the Criminal Justice and political science majors both have tracks developed to accommodate students who plan to attend law school.

Students interested in law school are given assistance in preparing for the LSAT, in the completion of law school applications, including their personal statement, and in identifying law schools that are most likely to meet their needs. The St. Thomas More Society provides students with extra curricular activities that help prepare them for law school or other careers in law-related fields. An Advisory Council consisting of a judge and several practicing lawyers provides assistance to the program and to students. Students who are interested in law school are urged to contact the pre-law advisor in the department of social science, early in their college careers, and are encouraged to participate in the student club for pre-law students, the St. Thomas More Society.

All students interested in law should contact the pre-law advisor, Dr. Jennifer Moore, in the Department of Social Sciences.

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**PSYCHOLOGY**

_ A major is offered in psychology by the Department of Social Sciences._

The psychology program, in conjunction with the mission statement of DeSales University, is committed to providing students with an excellent liberal arts education within the context of Christian humanism. The program offers an education that fosters critical thinking and competency for the workforce today. Through the understanding of behavior and mental processes, students gain a greater cognizance of, and respect for, human uniqueness and diversity.

The courses offered in the psychology program expose students to methodologies employed to address problems and issues within the discipline. These courses also provide students with the means to develop analytical and interpretative skills, and to be able to express such skills in written and oral communication. This mission is possible within the context of supportive faculty-student interactions in the classroom, seminars, and independent study courses.

The psychology program thus aims to prepare students intellectually and morally for:  
1) employment in applied fields of psychology, such as counseling, human services, industry, and secondary education; 2) fields outside psychology, such as nursing and the criminal justice system, 3) admission to graduate schools for continuing education; and 4) a lifelong process of learning and growth.

All Psychology majors, regardless of concentration, are required to take the following courses for the B.S. degree:

| A. | PS 109 (freshman year) |
| B. | CS 105 (freshman year) |
| C. | MA 110, or an appropriate substitute (freshman year) |
| D. | BI 151 or BI 209 (freshman- junior year; also satisfies MOT/NS |
Students are urged to consult with their advisors on their choices. They will take six more courses, for a total of sixteen. Some courses require a specific track and some are merely recommended. Students are urged to consult with their advisors on their choices.

### 1) General Track
This track is recommended for students who wish to pursue a general program of psychology, applicable to many different careers. Majors in this track must complete the ten courses listed above, as well as three from each of the following two sets:

- Three “elective” courses from among: PS 200, PS 245, PS 270, PS 300, PS 365, PS 375, PS 390, PS 444.
- Three “elective” courses from among the following: PS 250, PS 260, PS 275-78, PS 290, PS 295, PS 370, PS 381.

### 2) Clinical/Counseling Track
This track is recommended for majors who want to pursue careers within the applied fields of clinical/counseling psychology or other mental health-related professions. A student selecting this track must complete the following courses: PS 290, and PS 390. Majors in this track will select their remaining four psychology electives from among the following: PS 200, PS 245, PS 250, PS 260, PS 270, PS 275-78, PS 280, PS 295, PS 300, PS 320, PS 365, PS 370, PS 375, PS 444.

### 3) Experimental/Research Track
This track is recommended for majors who want to pursue graduate school education whose emphasis is on experimental psychology, or to pursue a research-oriented career in psychology. The program requires that majors in this track take PS 499. Majors choose their remaining five electives from among: PS 200, PS 245, PS 250, PS 260, PS 270, PS 275-78, PS 295, PS 300, PS 365, PS 370, PS 375, PS 381, and PS 444.

### 4) Forensic Track
This track is recommended for majors who want to pursue careers within the applied field of forensic psychology. The program requires that majors in this track take PS 295, PS 300, PS 365, and CJ 109 or LG 109. For their remaining two electives, majors are urged (but not required) to select from among: PS 250, PS 260, PS 275-78, PS 290, PS 381, PS 390, and PS 444.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

**PS-109**

**Introduction to Psychology: MOT/Social Science**
An overview of psychology that emphasizes how psychologists function as scientists. Topics include research methods, psychobiology, motivation, perception, consciousness, learning, cognition, development, personality, psychology and health, psychological disorders, psychotherapy, and social relationships. (Offered every semester).

**Prerequisite:**

**PS-120**

**Self Development**
The application of psychological principles to enhance one’s ability to live more effectively. Topics include values clarification, mood control and assertiveness training. Students participate in small-group sessions. (Offered every fall)

**Prerequisite:**

**PS-200**

**The Unseen Reality: the Psychology of Spiritual Experience**
“Our faith comes in moments; our vice is habitual.” Emerson reminds us. “Yet there is a depth in those brief moments which constrain us to ascribe more reality to them than to all other experiences.” What are these peak “moments”? This course surveys the psychological research on experiences such as prayer, dreams, forgiveness, ecstasy, visions, possession and exorcism, and visitations by angels and spirits. (Offered fall 2012).

**Prerequisite:** PS-109

**PS-205**

**Research Design and Analysis**
Provides an introduction to descriptive and inferential statistics. Topics include measures of central tendency, measures of variability, correlation techniques, probability, sampling and reporting of statistical findings. (Offered every fall)

**Prerequisite:** PS-109

**PS-206**

**Applied Research Design and Analysis**
Coverage of advanced research methods and design. Students are introduced to the basics of hypothesis testing and parametric and non-parametric statistical analysis. Further, students learn to read and evaluate psychology research literature, design and analyze research, and write formal research proposals. (Offered every spring)

**Prerequisite:** PS-205

**PS-220**

**Positive Psychology**
A course designed for students who are interested in expanding their knowledge of positive psychology and who are serious about the continued development of their character. We will explore the research that supports the development of virtue and actively engage in the growth of character. Lecture, discussion, activities, and projects will be employed in the discovery and development of virtue.

**Prerequisite:** PS-205

**PS-230**

**Cognitive Psychology**
An introduction to how information about the world is gained, represented and transformed into knowledge, and how information is stored and used to direct behavior. Cognition involves the total range of psychological processes, including perception, attention, learning, memory, thinking, imaging, language, intelligence, motivation, emotion and creativity. Students conduct experiments and write reports based on data that they acquire. (Offered every spring)

**Prerequisite:** PS-109 and at least sophomore status

**PS-240**

**Human Development**
An overview of human development from conception to death. Special attention is given to the effects of psychological and social factors on development. (Offered every semester).

**Prerequisite:** PS-109

**PS-245**

**Child Psychopathology**
A course that explores the normal and psychopathological aspects of the developing brains and minds of infants, children, adolescents and adults. (Offered spring 2013)

**Prerequisite:** PS-109

**PS-250**

**Social Psychology**
The major theories and principles of social behavior. Topics include the self, social knowledge, interpersonal communication, attraction and love, sexual behavior, aggression, prosocial behavior, prejudice, attitude change, group behavior, and leadership. (Offered every spring)

**Prerequisite:** PS-109

**PS-260**

**Personality: Theory and Research**
To what extent is personality stable over time and across situations? How do nature and nurture, genes and environment, interact to produce and individual’s personality? Do unconscious processes influence what we feel and do? What is the nature of the self? These and other questions will be explored through a survey of current findings in personality research.

**PS-265**

**Psychobiology**
The biological bases of behavior. Topics include the nervous system, the endocrine system, the sensory system and the motor system. Special attention is given to methodology, cerebral hemispheric specialization, recovery from brain damage, neurophysiology, neurotransmitters, psychoactive drugs, physiology of motivation, biological rhythms, physiology of sleep and physiological bases of memory. (Offered every spring)

**Prerequisite:** PS-109

**PS-267**

**Drugs and Behavior**
Basic principles of drug action in the brain. Effects of psychoactive recreational drugs, such as stimulants, depressants (including alcohol) and intoxicants on behavior will be discussed. The brain mechanisms...
involving drug dependency and addictions will also be covered.

**PS-270  Credits 3**

**Behavioral Genetics**
Is biology destiny? This course explores the evidence for this genetic basis of IQ, personality traits, and psychopathology. (Offered spring 2012)

**Prerequisite:** PS-109 and MOT: Natural Science

**PS-275  Credits 3**

**Topics in Psychology**
Shifting topics relevant to the field of psychology, presented in a specialized seminar. Topics may include psychology and film, neuropsychology, therapeutic methods, geriatric psychology or ethical issues. (Offered periodically)

**PS-290  Credits 3**

**Psychopathology**
An overview of the major psychological disorders found in adults. Topics include the history of psychiatry, the development of discipline of psychopathology, the contributions of Emil Kraepelin, anxiety disorders, mood disorders, schizophrenia and other psychotic disorders, personality disorders, eating disorders, sexual and gender identity disorders, somatoform disorders, and dissociative disorders. (Offered every fall).

**Prerequisite:** MOT: Social Science

**PS-300  Credits 3**

**Dangerous Minds: the Psychology of Antisocial Behavior**
A course that involves the joint fields of forensic psychology and criminal justice to focus on understanding and treating extreme forms of criminal behavior. From mass murderers to serial killers to cunning psychopaths, this area is still a psychological frontier. This course surveys the most dangerous types of criminal disorders and updates the current research on homicidal violence. (Offered every spring).

**PS-320  Credits 3**

**Behavior Modification**
An introduction to the basic principles of behavior change and their application in a variety of settings: home, school, industry, and clinic. Special attention is given to the use of behavior therapeutic principles in modifying one’s own behavior.

**Prerequisite:** PS-109

**PS-365  Credits 3**

**Psychological Sleuthing**
An advanced course in forensic issues involved in psychological contributions to death investigation, selecting areas for more involved research and discussion. Topics include psychological autopsies, behavioral profiling, forensic teamwork, ethics, and the field of taphonomy. (Offered spring 2013)

**Prerequisite:** MOT: Social Science

**PS-370  Credits 3**

**Counseling Psychology**
The major theories, principles, and techniques of counseling used by mental health professionals. Topics include individual counseling, family counseling and group counseling. Special attention is given to the development of interpersonal awareness and sensitivity and to the application of counseling techniques by psychologists, counselors, nurses, physicians, and clergics. (Offered spring 2012)

**Prerequisite:** PS-109

**PS-375  Credits 3**

**Hormones and Behavior**
Explores the mechanisms of hormone action that affects behavior. Emphasis is on the synthesis, fluctuation, and control of hormone secretion and how they affect behavior. Behaviors involved in reproduction, aggression, and memory processing are some of the behaviors covered in this course. (Offered fall 2012)

**Prerequisite:** PS-109 and PS-265 or BI-151 or BI-209

**PS-381  Credits 3**

**Psychopharmacology**
The use of medical drugs dealing with psychological problems. The course offers an understanding as to how these drugs work in the brain to affect behavior. The goal of the course is to provide students with sufficient understanding of the mechanisms of drug actions in order to develop an enlightened perspective on the use of these drugs. (Offered fall 2011, 2013)

**Prerequisite:** PS-109 & BI-151 BI-209 OR PS-265

**PS-390  Credits 3**

**Introduction to Cognitive-Behavioral Therapy**
Exposes students to the full range of cognitive-behavioral therapy (including its empirical foundations in classical and operant conditioning as well as social learning theory). Students in this course can expect to learn the basics and application for specific CBT techniques used in treatment for a wide range of disorders.

**Prerequisite:** PS-109 and at least sophomore status PS-290 suggested.

**PS-440  Credits 3**

**Psychology Seminar: Evolutionary Psychology**
Is the human mind an “adaptation” we inherited through millennia of natural selection? What is the evolutionary significance of religion? Evolutionary psychology is fast becoming a dominant paradigm in the 21st century - but what is it? The major arguments of both the proponents and critics of evolutionary psychology will be examined. (Offered fall 2012)

**Prerequisite:** PS-109 and MOT: Natural Science

**PS-444  Credits 3**

**Psychology Seminar: Mind, Medicine and Madness**
Is it our “soul,” our “mind” or our “brain/body” that is disordered when we experience suffering? This course is a survey of the long history of the healing of “spiritual”, “mental” and “psychiatric” disorders from prehistoric times to the biological psychiatry of today.

(Offers spring 2012)

**Prerequisite:** PS-290

**PS-455  Credits 3**

**Psychological Logic**
A preparation for moving beyond the classroom into a career. Students will learn to analyze articles with critical thinking skills and prepare a senior level project for class presentation, as well as develop a plan for their future in this field. Junior or senior status required.

(Offered every fall)

**Prerequisite:** 5 PS courses from 200-level and above

**PS-490  Credits 3**

**Psychology Internship**
Work experience in an approved setting under professional supervision. Each student should choose a setting related to his or her personal, professional or vocational interests. Settings include human services, industry, business, schools and government. Students may also choose to serve a field practicum in peer counseling through the University’s Counseling Center. (Offered every semester)

**Prerequisite:** PS-109

**PS-491  Credits 3**

**Psychology Internship**
Work experience in an approved setting under professional supervision. Each student should choose a setting related to his or her personal, professional or vocational interests. Settings include human services, industry, business, schools and government. Students may also choose to serve a field practicum in peer counseling through the University’s Counseling Center.

**Prerequisite:** PS-109

**PS-492  Credits 3**

**Psychology Internship**
Work experience in an approved setting under professional supervision. Each student should choose a setting related to his or her personal, professional or vocational interests. Settings include human services, industry, business, schools and government. Students may also choose to serve a field practicum in peer counseling through the University’s Counseling Center.

**Prerequisite:** PS-109

**PS-493  Credits 3**

**Psychology Internship**
Work experience in an approved setting under professional super-
Asian-Americans, Euro-Americans, Latinos, and Native-Americans cultural contributions and historical backgrounds of Afro-Americans, discrimination, and cultural variations are considered. The unique States from a sociological viewpoint. Intergroup relations, prejudice, race and ethnic relations

An examination and exploration of various social problems in the social dynamics of society. The focus will be on sociological introduction to Sociology: mot/Social Science

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

SO-109
Introduction to Sociology: MOT/Social Science
An introduction to sociology as a scientific method used to analyze the social dynamics of society. The focus will be on sociological methods and concepts as tools for understanding the world around us, conflict and stability, and social interaction. (Offered every semester.)

SO-203
Social Problems
An examination and exploration of various social problems in American society and how they affect and are affected by societal attitudes. Theoretical perspectives will be applied to such problems as poverty, welfare, substance abuse, sexism, racism and environmental problems. (Offered every fall)

SO-285
Race and Ethnic Relations
An introduction to racial and ethnic experiences in the United States from a sociological viewpoint. Intergroup relations, prejudice, discrimination, and cultural variations are considered. The unique cultural contributions and historical backgrounds of Afro-Americans, Asian-Americans, Euro-Americans, Latinos, and Native-Americans will be examined, as well as religious minorities and women.

SPANISH

A major is offered in Spanish by the Division of Liberal Arts and Social Science.

The Division of Liberal Arts and Social Science offers a B.A. in Spanish. Students study the language, customs and traditions, civilizations, and literature of Spain and Spanish America. In addition to the classroom experience, students are strongly encouraged to travel and study in one of the appropriate countries through programs approved by the students’ academic adviser.

Program emphasizes all four linguistic skills: listening, reading, speaking, and writing, as well as the development of good techniques in analytical and critical thinking. In addition, the student can pursue courses in the art of translation. The variety of courses assures a good basic knowledge of the traditions and cultural characteristics of the people and their countries.

The study of a foreign language constitutes a major element of a liberal arts education, offering communication skills that are much in demand in today’s global economy. It also prepares students to appreciate cultural differences of perception and behavior which provides an easier transition into the students’ chosen careers and a better evaluation and understanding of the professional world.

Major in Spanish by itself or as a dual major provides a strong competitive edge in the current job market and opens the door to a large choice of careers in the business and professional world, including social work, law, international business, the health fields, government, library science, teaching, and graduate studies. It also instills a lifelong curiosity to learn about cultural and human differences, and a greater understanding of those differences.

A Spanish major must take any ten courses, 200 level and above. One of the ten courses must be a 400 level course.

A minor in Spanish consists of any six courses, 200 level and above.

K-12 teaching certification is available in Spanish. The requirements are the same as for the Spanish major, but one of the ten courses must be SP 334. Please consult the education department entry.

Spanish Placement at DeSales
Students who have studied a foreign language in high school and who wish to continue the study of the same language must follow these placement guidelines; this policy applies to all students, not just to freshmen:

<table>
<thead>
<tr>
<th>Years of high school</th>
<th>Minimum level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1 years</td>
<td>SP 101</td>
</tr>
<tr>
<td>2-3 years</td>
<td>SP 102</td>
</tr>
<tr>
<td>3+ years</td>
<td>SP 201</td>
</tr>
</tbody>
</table>

The placement exam is optional for those who want to be enrolled in a higher level class and it will be used to place at a higher level exclusively. Students cannot register in classes below their proficiency level according to the number of years in high school.

Students whose native language is Spanish must consult with a member of the foreign language faculty for proper placement. Transfer between world language courses requires a “Foreign Language Drop-Add” form in addition to the usual “Drop-Add” form.

All courses in Spanish help satisfy the foreign language/world culture requirement. The two courses must be taken in the same language and must fall at the student’s level of ability, as determined by the above guidelines. Students who register below their ability will receive no credit toward the requirement. A student may not challenge foreign language courses at the 101 or 102 level. A student will not receive credit for challenging foreign language courses at the 201 or 202 level after having successfully completed a more advanced class in the same language.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

SP-101
Elementary Spanish I
Basic sound patterns, introductory grammar and vocabulary. Limited work in reading and composition. Lab fee required.

SP-102
Elementary Spanish II
Continuation of SP 101, with more development of the basic linguistic skills in Spanish; emphasis on grammar and vocabulary building. Lab fee required.

SP-201
Intermediate Spanish I
Emphasis on developing good style in controlled writing and speaking situations, with review of basic grammar. Practice of listening, speaking, and reading skills. Not open to students who have taken SP 103. Lab fee required.

SP-202
Intermediate Spanish II
Application of the skills learned in SP-201, with extensive practice in reading contemporary press and in speaking exercises. Not open to students who have taken SP 104. Lab fee required.

SP-211
Spanish for Heritage Speakers I
The first-semester of Spanish for Heritage Speakers is designed for students who have grown up in a Spanish-speaking environment and who understand and speak Spanish but have had limited or no formal study of the language. In addition, this course reviews literary, socio-historical, and economic impacts texts, and other media resources, such as movies and music. Lab fee required.

SP-212
Spanish for Heritage Speakers II
The second-semester sequence of Spanish for Heritage Speakers is designed as the logical continuation of SP-211 for students who have grown up in a Spanish-speaking environment and who understand and speak Spanish but have had limited or no formal study of the language. In SP-212, we will continue with a systematic review of Spanish grammar along with an increased emphasis on reading
SP-231 Credits 3
Spanish for Careers
A practical introduction, with an emphasis on reading and writing business Spanish, and on translating techniques and the use of Spanish across the different professions. Taught in Spanish. Lab fee required.
Prerequisite: 200 level or higher SP course or permission of the instructor

SP-300, 301 Credits 3
Summer Study Abroad
Intensive study of the language and culture in a native environment. Classroom work is complemented by field trips and cultural events. The two courses must be taken concurrently. (Offered every summer.)
Prerequisite: SP 104

SP-318 Credits 3
Culture and Civilization of Spain
The history, geography, culture, and civilization of Spain with emphasis on the Golden Age through the nineteenth century. Special focus on Spanish contributions to Western Civilization. In addition to content, this course aims to improve language skills. Taught in Spanish.
Prerequisite: SP 104

SP-321 Credits 3
Advanced Conversation
Emphasis on developing good speaking style and a polished level of oral communication. Intensive practice in speaking and writing based on topics of student interest and on reading selections. Taught in Spanish.
Prerequisite: SP 104

SP-334 Credits 3
Advanced Composition and Grammar
Emphasis on developing good writing style and a polished level of written communication. Intensive practice in speaking and writing correct Spanish, using reading materials in areas of students’ interest. Taught in Spanish.
Prerequisite: SP 104

SP-340 Credits 3
Cinema in the Spanish-Speaking World
A look at classic films from Spain and Spanish America, from the classic Marcelino pan y vino to the contemporary Como agua para chocolate. Course will include limited readings of scripts and/or excerpts and will emphasize the comprehension of the material viewed. Films are in Spanish without subtitles.
Prerequisite: SP 104

SP-400, 401 Credits 3
Semester Study Abroad
Intensive study of Spanish language and culture in a native environment. Classroom work is complemented by field trips and cultural events. The two courses must be taken concurrently. (Offered every semester.)
Prerequisite: 200-level SP course

SP-430 Credits 3
Issues in Contemporary Spanish America
A study of the socio-historical makeup of the Spanish-American world, its traditions and customs, with emphasis on social and political issues of contemporary importance in view of their impact on and role in our global society. Taught in Spanish.
Prerequisite: 200-level SP course

SP-441 Credits 3
Topics in Literature of the Spanish-Speaking World
An in-depth study of a particular author, literary movement, genre, or century. The topic will be considered in light of its importance for and influence on the development of Spanish thought, as well as in relation to the artistic, social, and philosophical aspects of Spanish civilization. Taught in Spanish.
Prerequisite: 200-level SP course

SP-450 Credits 3
Spanish/English for Translators
An introduction to the art of translation, a basic skill highly demanded in the professional world. Designed for students who have a basic knowledge of grammar, writing, and communication in both Spanish and English. Taught in Spanish.
Prerequisite: 200-level SP course

SP-453 Credits 3
Seminar in Spanish Studies
Representative works of a major writer studied as reflections of a crucial social or philosophical concern and as an examination of the human condition. Supplementary readings in history, criticism, the social sciences, and other literatures are required. Taught in Spanish.
Prerequisite: 300-level SP course

SP-470 Credits 3
Survey of Spanish-American Literature: Humanities IV
An introduction to the major authors and works of Spanish-American literature from the colonial period to the present. Taught in Spanish.
Prerequisite: SP 104, HUM 1 and HUM 2

SP-471 Credits 3
Survey of Spanish Literature: Humanities IV
An introduction to the major authors and works of Spanish literature with emphasis on the relationship between literature and the development of Spanish thought. Focus on Golden Age and nineteenth century. Taught in Spanish.
Prerequisite: SP 104

SP-499 Credits 3
Independent Study
A tutorial arrangement for special student proposals for research in Spanish.

SPORT AND EXERCISE SCIENCE

A major is offered in sport and exercise science by the Natural Science Department.

The sport and exercise science major is designed to provide students with both a theoretical foundation and a practical experience in a scientific approach to human activity in sports and physical fitness. A wide variety of course experience will give students an understanding of the role of physical activity in maintaining a healthy lifestyle, the biological mechanisms by which activity affects the exercising person, and the social, psychological and economic factors which affect sport and fitness activity. Specific class and lab experience will give students an understanding of a scientific approach to human activity in sports and physical fitness. A wide variety of course experience will give students an understanding of the role of physical activity in maintaining a healthy lifestyle, the biological mechanisms by which activity affects the exercising person, and the social, psychological and economic factors which affect sport and fitness activity. Specific class and lab experience will give students working foundations in biomechanics, nutrition for activity, methods of fitness evaluation, approaches to exercise prescription and the physiology of sport and exercise. The internship requirement of the program is designed to ensure that students acquire practical experience in working with a wide range of clients, from a clinical population to trained athletes. The program prepares students for certifications administered by several professional organizations, particularly those of the American College of Sports Medicine and the National Strength and Conditioning Association.

The following courses are required for the Bachelor of Science in Sport and Exercise Science:
Biology: 151, 355, 356
Sport and Exercise Science: 285, 362, 370, 375, 465, and a 200-level elective

Sport Management 100

Recommended PS 109

In addition, three semesters of internship (SX 390) are required. With the approval of the program director, a student may elect to replace one semester of the internship program with a research course (SX 461 or 462) or an appropriate special topics course (SX 499). The SX-375 course may be fulfilled by BI 154 or BI 354 according to the needs of the student.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

SX-265

Introduction to Sport Science

Develops students understanding of the practical methods and scientific theories within sport science including exercise selection, foundational movement skills, and exercise programming. Students will learn to effectively teach exercise techniques; adapt programs to skill, ability, and injury; and utilize plyometric, spring technique, Olympic lifting, and agility training methods for athlete development. Lecture 3 hours.

Prerequisite:

SX-285

Research and Statistics in Exercise Science

Prepares students to read, understand, and produce research. This course will develop competency in research interpretation in the fields of health, sport, and exercise science including research designs, assessment techniques, and data analysis. For a final project, students will design, conduct, and write a research paper in the standard scientific style. 3 hours lecture, 3 hours lab.

Prerequisite: BI-151

SX-362

Fitness Assessment and Exercise Prescription

A course in which the student learns to (1) assess a client's level of fitness for physical activity, (2) assist in setting and reaching attainable goals, and (3) design a program of activities appropriate to reaching those goals. Lecture and laboratory portions of the course present theoretical foundations and provide guided practice on volunteer clients to attain the skills of the course. Lecture 3 hours, lab 3 hours. Lab fee.

SX-370

Biomechanics

The mechanics of human motion with an emphasis on sport and fitness. Students will learn anatomical kinesiology, kinetic and dynamic physics, including linear and angular velocity, acceleration, momentum, torque, power, and work. These principles will be applied to human motions including static balance, locomotion, and object manipulation. 3 hours lecture, 3 hours lab.

Prerequisite: BI-355 and BI-356

SX-375

Injury Prevention and Care

The modes and mechanisms of injury and infection related to activities in athletics, conditioning, and fitness programs. The focus of the course is prevention, with some approaches to injury care appropriate to the exercise professional. Lecture 3 hours.

Prerequisite: BI-355/356 OR BI-263/264

SX-390

Internship

Designed to develop a meaningful field experience in a career field related to sport and exercise science. Students learn to relate the theoretical foundations learned in the classroom and laboratory to application in the professional world. Limited to junior and senior students in sport and exercise science. Field experience of 120 to 150 hours is required for three credits.

SX-400

Current Topics

Investigation of a topic of current interest in sport and exercise science. The topic is determined before the course begins by the interest of students and faculty. Classes consist of lectures, discussions, review of papers and publications, and/or presentations by students. Admission by permission of instructor.

SX-461

Research

Student research in a specific area of sport and exercise science. The student is responsible for developing and completing an experimental research project of professional quality and concluding with a presentation in standard scientific format. Regular discussions with the research mentor and other project personnel are required. A minimum time commitment of 6 hours per week is expected.

SX-462

Research

Student research in a specific area of sport and exercise science. The student is responsible for developing and completing an experimental research project of professional quality and concluding with a presentation in standard scientific format. Regular discussions with the research mentor and other project personnel are required. A minimum time commitment of 6 hours per week is expected.

SX-465

Exercise Physiology

A study of the long-term and short-term adaptive response of the human body in response to the stress of physical exercise and training. Energy production, cardiovascular, respiratory, muscular, neural, and hormonal systems are the principal focus of the course. Lecture 3 hours, lab 3 hours. Lab fee.

Prerequisite: BI-355/356 or BI-263/264

SX-485

Health, Fitness and Society

A course which examines the apparent disconnect between our fitness and sport-focused culture and the reality of the sedentary American lifestyle. Topics include body image, eating and exercise disorders, and the social psychology behind health and fitness trends. Students will study how to effect a positive change in families, workplaces, and communities with health and fitness interventions. Lecture 3 hours.

SX-499

Independent Study

An independent investigation of an area of sport and exercise science selected by the student in accordance with his or her background and interest, and under the guidance of a staff member. Library work is required. Limited to qualified juniors and seniors. Admission by permission of the department chair.

SPORT MANAGEMENT

A major is offered in sport management by the Division of Business.

All business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The sport management program has earned program approval granted by the Sport Management Program Review Council (SMPRC) and is endorsed by The National Association for Sport and Physical Education (NASPE) and The North American Society for Sport Management (NASSM).

The sport management major provides a curriculum that combines both sport management and the science of business administration. The philosophy of this major is based on the University's mission to help students develop all aspects of the person: physical, intellectual, moral, social, aesthetic, and religious.

The sport management curriculum includes historical and philosophical foundations of sport as well as management, marketing, financial, legal, and ethical principles. The professional preparation in sport management, together with the liberal arts core curriculum and practical field experience, will prepare students to become visionary leaders in various segments of the sport industry.

The following courses are required for sport management majors: SS 150, 200, 230, 330, 342, 343, 400, 420; MK 201, 215; AB 217; EC 112 or 209.

Additionally, 12 credits of field experience (SS 450) are required. The field experience, also known as the internship, consists of a minimum of 480 hours on-site work at the internship provider's work site, as well as various written assignments such as a daily log and a learning portfolio.

The following class list was pulled from WebAdvisor.
on July 13, 2011. For the most current class listing, visit WebAdvisor.

SS-100 History and Philosophy of Sport
Credits 3
A history of physical education and sport, beginning with ancient civilization to modern Olympics and professional sport. Social and philosophical influences in sport will be explored.

SS-120 Women in Sport
Credits 3
Historical perspective of women in sport, their role in society, and the psychological and physiological aspects of women in competition. Current issues impacting women in sport will be explored. Not open to students who have taken SS 320.

SS-150 Introduction to Sport Management
Credits 3
An overview of the sport industry that introduces the student to the basic fundamental knowledge and skill sets required of the sport manager to solve sport business problems. Focus will also be placed on understanding career options in the sport industry and how to prepare for employment. (Offered every fall).

SS-200 Sport Management and Leadership
Credits 3
Functional management, strategic planning, leadership style, organizational effectiveness, management ethics, decision making, and career options in sport-related settings.
Prerequisite: SS-100 or SS-150

SS-220 Principles of Sport Science and Wellness
Credits 3
Exercise physiology, nutrition, health and wellness planning/assessment, exercise prescription, behavior modification techniques, and fitness management strategies.

SS-230 Facility Planning and Event Management
Credits 3
The facility master planning process, program of requirements for indoor and outdoor facilities, and design trends. Comprehensive event planning/management for athletic, recreational and special events.
Prerequisite: SS-200

SS-250 Early Field Experience
Credits 1-6
A planned field experience that enables a student to explore the role of a professional in a sport setting under the supervision of a work-site supervisor and Sport Management faculty. Students will be required to maintain a daily log, write a report about the experience and complete other projects. A minimum of 40 on-site hours required for each credit hour.
Prerequisite: SS-100 & SS-200

SS-330 Sport Marketing and Promotions
Credits 3
An examination and utilization of basic marketing principles to the domain of sport. Topics will include sport products and services, marketing strategies, consumer behavior, research and information management, promotions, positioning and sponsorship.
Prerequisite: SS-200 and MK-201

SS-335 Principles of Coaching
Credits 3
This course provides students with an understanding of athletic development and competitive performance at the youth, interscholastic and intercollegiate levels. Principles in sport psychology, sport pedagogy, sport physiology, and risk management will be applied to facilitate successful coaching. The examination for certification by the American Sport Education Program (ASEP) will be administered to all students in the class.

SS-340 Sociological and Psychological Issues in Sport
Credits 3
A course which examines the contributions of various levels and forms of sport to a culture as well as ways that sociological phenomena influence sport participation. Additionally, psychological factors and principles related to individual athletic performance will be explored.
Prerequisite: SS-200, PS-109 or SO-109

SS-341 Sport and Media Relations
Credits 3
An overview of the mass media industry, including the print, electronic, and broadcast media as they interface with the sport industry.

SS-342 Sport Finance and Economics
Credits 3
An analysis of financial and economic concepts applied to sport environments. Sport enterprises will be viewed as economic systems which must respond to changes in supply, demand, and market trends. Fundraising for various constituencies will also be explored. (Offered every spring).
Prerequisite: AB-217, SS-200 and EC-112 or EC-209

SS-343 Governance of Sport and Athletic
Credits 3
An analysis of the governing organizations of sport at the recreational, secondary, intercollegiate, professional, international, sport specific, and Olympic levels. In addition, sport specific governing bodies will be examined.
Prerequisite: SS 200

SS-400 Legal Issues in Sport
Credits 3
Issues and cases dealing with risk management, negligence, tort liability, discrimination, equipment and supervision in sport settings. Additionally, antitrust law, collective bargaining agreements, contract and labor law will be discussed.

SS-420 Sport Administration
Credits 3
Human resource management, motivation, interpersonal communication, staff development and evaluation, budgeting and fiscal management.
Prerequisite: SS-200

SS-430 International Sport Tourism: Issues and Impacts
Credits 3
An examination of sport tourism as a phenomenon, sport tourists, and the range of businesses within this industry. Students will investigate international sport tourism organizations, services, analyze issues including: facility/event financing; sport tourism impacts; globalization, with emphasis placed on management implications of sport tourism issues. (Offered only in ACCESS).

SS-440 Current Issues and Problems in Sport Management
Credits 3
A senior seminar examining current research, issues, reform efforts, and trends in Sport Management. Also strategies for job search and career development are discussed.

SS-450 Sport Management Internship
Credits 3
A planned field experience outside the classroom supervised by the internship provider, and Sport Management. A 12-hour internship requires a minimum of 480 hours, maintaining a daily log, writing a report about the experience, and other projects. The 12-credit requirement may be met through a single course or through two 6-credit internships. Each requires a minimum of 240 on-site hours plus the log, report, and other projects.

SS-475 Ethics in Sport: Values Seminar
Credits 3
An examination of ethical principles and individual moral development to facilitate an ethical perspective for the future sport manager. Current issues, ethical dilemmas in the sport environment, organizational responsibility and professional ethics will be discussed. (Offered every spring)
Prerequisite: TH-109

SS-499 Independent Study
Credits 3
Development and implementation of student’s own research and/or field experience in sport management under the guidance of a faculty member. The student must receive departmental approval of a preliminary proposal before registering for this course.

TELEVISION AND FILM

A major is offered in television and film by the Division of Performing Arts.
The mission of the TV/film department is to help students develop into responsible creators and thinkers following the philosophy of DeSales University. Our curriculum integrates practice and theory, providing students with technological knowledge, critical thinking skills, and diverse creative vocabulary in preparation for the professional industry or further scholarship in criticism and analysis.

The program of study is conceived as a multi-layered experience that blends technical and creative instruction with ethical and professional standards. Students are offered the opportunity to use state-of-the-art cameras and editing systems beginning in their first year. Mixing practical application and theory, the majors are prepared for work in virtually all areas of media industry by learning to make short films, news and sports programs, music videos, educational media, commercials, and public service promotions.

Because all forms of mass media powerfully affect the quality of life in the world, the TV/Film program emphasizes the development of an ethical point of view. The goal is to graduate thinking media-makers who will go on to, in the spirit of the University’s Salesian mission, “enrich the human community and enhance the dignity of the individual.”

Thirteen courses are required for all TV/film majors:  
TR 210: Fundamentals of Acting for Non-Majors  
FA 251: Introduction to Photography  
TVF 160: Television and Film: History and Appreciation  
TVF 225: Basic Productions and Operations  
TVF 290: Media Literacy  
TVF 244: Electronic News Gathering  
TVF 252: Writing for TV and Film  
TVF 320: Funding and Distribution  
TVF 370: Editing, Sound and Lighting Workshop  
TVF 380: Directing I  
TVF 383.1, .2, .3: TV Practicum for TV/Film Majors in Production Management  
TVF 384.1, .2, .3: TV Practicum for TV/Film Majors in Production Management  
TVF 390: Media Ethics  

Plus three of the following courses (as advised):  
Either TVF 352: Writing for TV and Film II or TVF 373: Editing  
Either TVF 480: Directing II or TVF 395: Motion Picture Production  
Either TVF 340: Multimedia, TVF 392: Computer Animation, or TVF 450: Cinematography

The following courses are recommended (but not required) electives:  
TVF 280: Special Topics in TV and Film  
TVF 310: History of the Documentary  
TVF 330: Comedy Writing  
TVF 360: Dance on Camera  
TVF 371: Sound Techniques  
TVF 399: Professional Internship  
TVF 499: Independent Study  
TVF 480: Directing II or TVF 395: Motion Picture Production.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

**TV-125 Summer Video Institute**  
An introduction to the theories and techniques of digital moviemaking. Working with state-of-the-art technology, students will write, shoot, and edit films of their own creation. Early projects focus on equipment and production techniques. (Offered every summer).

**TV-160 Television and Film: History and Appreciation**  
A course that examines the history of television and film. The goal is to explore ways that society influences film and television and ways that television and film influence society. From a more practical viewpoint, students will learn how techniques, styles, formats and genres have developed over the years and how to incorporate or change them in their own productions.

**TV-210 Basic Production**  
An introduction to basic tools and techniques of the trade, including script form, film and television cameras, lighting, editing, and composition of the frame. For non TV/Film majors only. Lab fee required.

**TV-225 Basic Productions and Operations**  
A course that presents hands-on training in use of studio video equipment. Editing techniques for single and three-camera formats will be covered. Students who desire access to film/video/editing equipment must satisfactorily complete this course.

**TV-230 Introduction to Radio**  
A course that surveys the medium of radio, focusing on the history and technology of broadcasting and contemporary programming. It also carefully examines the structure of programming, regulations and problems of the contemporary medium, as well as the role it plays in informing and entertaining listeners today. Lab fee required.

**TV-240 Acting and Presentation I**  
A course that builds on theatre acting skills and adapts them for the camera. Students will become familiar with the single camera technique used for film acting. Actual film scripts will be used. Because most auditions for film and television projects are done on tape with one camera, it is essential that students be proficient with this technique. Lab fee required.  
**Prerequisite:** TR-210 or TR-211

**TV-244**  
A course covering the business side of media production and distribution, including: locating investors/audience for fiction or non-fiction products, cost versus income, niche market versus broad audience, and the effect of market trends as regards products. Traditional and non-traditional forms of funding and distribution will be discussed. Students will produce TV commercials, PSAs, and corporate videos for local businesses. Lab fee required.

**TV-252 Writing for TV and Film**  
A course that focuses on the examination of model scripts from television, documentaries and film. The creative process from the proposal of a script idea to its completed shooting form will be discussed, including concept, characterization and format, with an emphasis on structure. Different kinds of writing will be covered. Lab fee required.

**TV-280 Special Topics in TV and Film**  
An opportunity to pursue in a structured setting a topic of current interest or specialized focus not covered extensively elsewhere in the TV/Film curriculum.

**TV-290 Media Literacy**  
A course that focuses on the ability to strategically access, analyze, evaluate, and produce communication in a variety of forms. Study of theoretical material, critical review of media artifacts, and production exercises will be among the activities designed to investigate ways in which the media shape our perceptions and influence our understanding of social issues and events. Students will produce Public Service Announcements (PSAs) for local nonprofit organizations. Lab fee required.  
**Prerequisite:** TV-160

**TV-310 History of the Documentary**  
A survey of the documentary form of film-making and its effect on the TV/film industries as well as its role in the wider society.  
**Prerequisite:** TV-160

**TV-320 Funding and Distribution**  
A course covering the business side of media production and distribution, including: locating investors/audience for fiction or non-fiction products, cost versus income, niche market versus broad audience, and the effect of market trends as regards products. Traditional and non-traditional forms of funding and distribution will be discussed. Students will produce TV commercials, PSAs, and corporate videos for local businesses. Lab fee required.

**TV-330 Comedy Writing**  
A course in which short comedy sketches will be written every week based on specific topics. Students will utilize black-outs, call-
outs, rule of three, contrast of characters and contrast of time periods. This course culminates in the casting and performance of the comedy sketches.

**Prerequisite:** TV-160 & TV-252

**TV-340 Multimedia**

A study in visual and audio design for television and film applications. Focus is placed on computer-based graphics, 2D animation and motion graphics incorporating multimedia elements such as text, Prerequisite:

**TV-350 Advanced Acting for the Screen**

A course designed to deepen the actor's proficiency with the techniques and processes introduced in TV 240. Students will prepare performances from contemporary American screenplays and teleplays. Emphasis is placed on the adjustments needed to translate craft from stage to screen. For Performing and Fine Arts majors. (Offered every other spring)

**Prerequisite:** TV-240 TR-211 or TR-210

**TV-352 Writing for TV and Film II**

Requires the writing of an original, full length script for a currently running television series. In lieu of that option, the student may write an original hour-long script for a TV pilot or feature documentary. Lab fee required.

**Prerequisite:** TV-252 or permission of Department Chair

**TV-360 Dance on Camera**

A course which explores the theoretical and practical ways in which the two disciplines of dance and film interact and support one another to create a hybrid art form called “Screendance”. Students will gain practical skills and insight into the unique challenges and possibilities that arise when making dance specifically for the camera. Lab fee required.

**TV-365 American Film and History**

An in-depth exploration of how American film has reflected and shaped history. Class includes films that have explored morays and values and how each era has redirected film making. Focusing on post WWI through the present, class examines how films create a picture of the American culture.

**TV-370 Editing, Sound & Lighting Workshop**

An introduction to editing, audio, and lighting technology used in television and film. This course is designed for a practical exploration of film studio and location editing, audio, lighting techniques, and styles. The focus is on production with bi-weekly video projects. Lab fee required.

**Prerequisite:** TV-225

**TV-371 Sound Techniques**

A hands-on course on gathering, treating, mixing, and editing audio. As an essential part of a filmmaker's skill set, the student will be taught a range of technological and aesthetic techniques for digital sound recording. Lab fee required.

**Prerequisite:** TV-225

**TV-373 Editing**

An advanced course in editing for television and film. Students will learn sophisticated editing techniques through a combination of classroom lecture and laboratory sessions. Students will complete weekly projects that serve to demonstrate a growing competence in industry-level editing. Avid and Final Cut systems will be used. Lab fee required.

**Prerequisite:** TV-370

**TV-380 Directing I**

A course that presents hands-on training in the visual audio, and story elements that go into making a non-studio based fictional piece. Students make short films that are critiqued for creativity and technique. Labs include screening films for discussion. Lab fee required.

**Prerequisite:** TR-210, TV-225 and TV-370

**TV-3831, 3832, 3833 and TV-3841, 3842, 3843**

Must complete 6 semesters for 6 credits

**Television Practicum for TV/Film Majors In Production Management**

Practical experience working in all areas of television production, scheduling, and management. All TV/Film majors must sign up for a one-credit practicum each semester, beginning with the second semester of the freshman year. Successful completion of both TV/Film 383 and TV/Film 384 is a requirement in the TV/Film program. Practicum courses and sections can be repeated up to a total of six times for credit toward fulfilling graduation requirements. (Offered every semester)

**TV-390 Media Ethics**

A course that presents historical and contemporary review of how media has changed, considering legal, marketing, economic and cultural influences on internal operations and decision making regarding program material. This course looks at Federal and State laws regulating electronic media, and analyzes and evaluates the dynamics of the relationship between the media, the market, government and audience. (Offered every spring)

**TV-392**

**Computer Animation**

A course designed for learning the creation of 2D and 3D animation, composites, and special effects for TV and film. The course is hands-on. Each student is expected to complete several projects using the latest in computer software. Lab fee required.

**Prerequisite:** CS-270

**TV-395 Motion Picture Production**

A course covering major aspects of motion picture production in detail to prepare the student for a future in independent filmmaking. Emphasis on preproduction for director on- and off-set producing, assistant directing, crew assembly and management, set running, and the art of postproduction. Heavy emphasis on directorial interpretation as well as the representational and ideological responsibility of the filmmaker. Lab fee. (Offered every fall.)

**Prerequisite:** TV-370

**TV-399 Professional Internship**

An internship project designed to provide students with first hand work experience in industry fields of particular interest to them. Regular fieldwork in television/radio/film studios is coupled with tutorial sessions and readings.

**Prerequisite:** TV/F junior status or permission of the Department Chair

**TV-400 Advanced Summer Video Institute**

A course designed to offer students an intermediate approach to digital filmmaking. Students will learn proper framing techniques, sound recording, camera stabilization equipment, and non-linear editing in higher definition. (Offered only in July).

**Prerequisite:** TV-125

**TV-450 Cinematography**

A hands-on course that deals with cinematography in both video and film formats. Lighting theories and concepts will be discussed and put into practical application on the set and in the field. Students will act as crew in various shooting scenarios as the class shoots different projects. Lab fee required.

**Prerequisite:** TV-370

**TV-452 Screenwriting III**

The requirement of this course will be a fully revised feature film screenplay. The submission of a finished screenplay before the start of the class is mandatory. Copies of the screenplay will be needed for all classmates. The course demands the supportive and critical analysis of fellow classmates’ writing.

**Prerequisite:** TV-252 and TV-352

**TV-480**
**Theatre**

A major is offered in theatre by the Division of Performing Arts.

The Division of Performing Arts offers a degree program in Theatre that presupposes the fact that the theatre does and will continue to exert a tremendous influence on the intellectual life and cultural development of civilization. In view of that presupposition, the goals of the department are to offer its majors the broadest knowledge of drama and the most valid experience of theatre that its resources will allow.

With a firm belief in the value of a liberal arts education, the mission of the theatre department is to provide students with ample and varied opportunities to grow as artists, as scholars, and as maturing human beings. This is accomplished through thorough foundational training, rigorous investigation of academic content, and a multitude of practical experiences. We seek to create a learning environment in which our students can test their talents, skills and vocation against professional norms, so that they can discover and make informed decisions about an appropriate career path.

The division believes that the theoretical approach to theatre must be supplemented with practical experience. Therefore, theatre students are required to participate as actors and/or crew members for all productions of ACT 1 and participate in Studio Theatre productions (ACT 2). So that theatre students receive credit and evaluation for performance and crew work on ACT 1 productions, they must continue their training in the theatre. In addition, students will be introduced to the forms and modes of drama as well as the contributions of the playwright, actor, director, and designer to play production. (Offered every fall).

The four individual tracks offered by the theatre program are designed to allow each student to explore one or more areas of theatre in greater depth, and, thereby, to prepare each student to make a sound choice regarding career options after graduation. Options open to all graduates are graduate school training for advanced degrees, professional school training, professional careers in theatre, and professional careers in related fields. Each of the four tracks has a series of additional requirements as listed below:

### Additional Requirements for Specialized Tracks:

#### Acting/Directing Track

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<thead>
<tr>
<th>Credits</th>
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<tr>
<td>7</td>
<td>TR 102</td>
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<td>TR 103</td>
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<td>TR 452</td>
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<td>TR 361.1,2.3</td>
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<td>15</td>
<td>TR 362.1,2.3</td>
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<td>PL 390</td>
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Recommended courses for actors: TR 272, 312, 365, 402, 418, EN 358 or 359. Recommended courses for directors: TR 226, 312, 363, 365, 418, one Theatre design course, EN 358 or 359.

#### Musical Theatre Performance Track

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<th>Credits</th>
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<td>TR 212</td>
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<td>DA 113 or 219</td>
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<td>16</td>
<td>FA 112.1,2.3</td>
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Recommended courses: TR 103, 310, 311, 314, 332, 418; DA 105, 106, 114, 205, 206; FA 115, FA 118, FA 120.

#### Design/Technology Track

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<tr>
<th>Credits</th>
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<td>7</td>
<td>TR 226 or 246</td>
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<td>TR 240</td>
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<td>TR 242 or 263</td>
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<td>TR 250 or 272</td>
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<td>TR 280</td>
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<td>TR 362.1,2.3</td>
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<td>14</td>
<td>TR 450.1,2.3</td>
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### Communications/Theatre Track

This program leads to certification for teaching in secondary schools in Pennsylvania. In addition to the six theatre core courses, students in this track must take TR 102, 105, 361.1,2.3, 362.1,2.3, 451. Controlled electives outside theatre: requirements of education program. Recommended courses: TR 212, 242, 310, 311, 312, 322, 411. For information concerning certification in secondary teacher education, see the Education Department entry.

The maximum number of one-credit courses that a student may take for credit from those offered by the Division of Performing Arts is twelve.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

### TR-101 Introduction to the Theatre

A survey of the field of theatre. Emphasis will be placed on the reading and detailed analysis of plays as the foundation for all creative work in the theatre. In addition, students will be introduced to the forms and modes of drama as well as the contributions of the playwright, actor, director, and designer to play production. (Offered every fall).

### TR-102 Training the Speaking Voice

An introduction to voice production and articulation for the stage. The focus is on exercises in voice production, discovery and release of the natural voice, breathing, support resonance, flexibility, and control. The course also introduces the International Phonetic Alphabet and the development of standard non-regional speech. (Offered every spring)

**Prerequisite:** TR-101

### TR-103 Movement for the Actor

An exploration of the expressive capacity of the actor’s physical instrument. A variety of movement disciplines will be offered to help the actor gain physical awareness, flexibility, alignment, strength,
An introduction to the backstage crafts of theatre production. This introduction to theatre technology course will offer an advanced study of specific theatrical design or advanced theatre design forms (Offered every summer).

TR-211
Fundamental of Acting for Non-Majors
A study of acting as an art and a craft. The course focuses on exercises that help develop the student’s imagination, concentration, relaxation, as well as the physical and vocal instrument. Improvisation, monologue, and scene work are utilized to develop technique and understanding. (Offered every semester).

TR-210
Fundamental of Acting
A course in the art and craft of acting. The course is designed to free the acting student to behave truthfully under imaginary circumstances and commit fully to the dramatic moment. The work progresses from individual and group exercises to scenes from contemporary texts. (Offered every fall).

TR-118
Advanced Summer Institute: Tech/Design
An experimental course of study in advanced theatre performance disciplines. This course will offer training exercises and performance techniques for the actor, including audition coaching, and two-character scenes from contemporary texts. Exploration of intermediate level stage combat, voice/speech and movement will also be included. (Offered every summer).

TR-120
Advanced Theatre Design Forms
A course in the study of the art and craft of theatrical design. This course will offer an advanced study of specific theatrical design or technology field. Possibilities of study include: scenic design, costume design, lighting design, sound design, technical direction and stage management. (Offered every summer).

TR-221
History of the Theatre I
A survey of theatrical history from pre-historic origins to the Italian Renaissance with special emphasis on the conventions of the Greek and Oriental theatre. The course includes treatment of the historical background, dramatics forms, plays and playwrights, and the physical theatre in the various periods. (Offered every fall).

TR-222
History of the Theatre II
A survey of theatrical history from the Elizabethan Age to the early twentieth century with special emphasis on the rise of Realism and the anti-realistic movements that arose in response. (Offered every spring).

TR-212
Intermediate Acting
An intermediate course for the developing actor. This course aims to deepen the actor’s proficiency with the techniques and processes introduced in the Fundamentals course. Students practice a regimen of exercises that establish an expanded foundation upon which to build their craft. This course emphasizes the reality of doing, emotional connection, and scene work which can create performances of genuine quality in any medium. (Offered every spring).

TR-250
Technical Drawing
A study of the standard practices of creating an artistic composition. Students will combine the elements of design to create imaginative, individual, artistic statements working in a theatrical context. (Offered every fall 2011, 2013)

TR-242
Stagecraft
An in-depth look at safety in the workplace and advanced construction techniques. The course includes instruction in advanced joinery, rigging, and welding techniques. Theoretical and practical work is involved. This course builds upon the principles introduced in TR-143. Theoretical and practical work is involved. (Offered spring 2013, 2015).

TR-246
Scene Painting
A course of instruction in painting techniques for the stage. The classroom experience will include lecture and discussion of theory and practical application of those theories as actual painted objects. Projects begun in class will be completed as paintings. (Offered spring 2013, 2015)

TR-263
Pattern Drafting and Draping
An introduction to pattern drafting and draping for theatrical costumes. Students will learn to draft patterns from measurements, to manipulate basic patterns for different forms of clothing, and the fundamentals of draping a garment. (Offered spring 2012, 2014, 2016).

TR-270
Stage Combat
A studio course in stage combat technique and practice. The work is experimental. Safety is the primary concern in creating the illusion
of violence for the stage. Content includes a variety of stage combat disciplines, including both unarmed and armed techniques. (Offered periodically)

**TR-272 CREDITS 3**
**Stage Make-Up**
Centers around the treatment of materials, theory, and application of character, three-dimensional, old age, and fantasy make-up. Each student is required to purchase a make-up kit. (Offered fall 2011, 2013, 2015)

**TR-275 CREDITS 3**
**Playwriting**
An introduction to the mechanics of writing for the theatre. Students will receive practical experience through writing projects. (Offered periodically)
Prerequisite: EN-103 and EN-104

**TR-280 CREDITS 3**
**Introduction to Lighting Technology**
An introduction to the basic mechanics of lighting for the theatre. The course will cover basic electricity, instruments, accessories, lighting control systems, paperwork, troubleshooting, and organization of a production for lighting. Each student is required to work on department productions. (Offered fall 2012, 2014, 2016)

**TR-310 CREDITS 3**
**Contemporary Theatre**
An examination of the developments in theatre of the past thirty years. This course will primarily consider the work of playwrights who are forces in the contemporary theatre and who continue to exert a major influence on the future of theatrical art. The work of contemporary directors, designers, and theatre groups will also be discussed. An important function of this course will be to trace the sources and evolution of current trends in the theatre. (Offered every fall)

**TR-314 CREDITS 3**
**Advanced Musical Theatre**
Advanced study in musical theatre acting and techniques as they pertain to musical theatre scene work. Particular emphasis on scene-into-song transitions, script and score analysis, and characterization work. (Offered every fall)
Prerequisite: FA-1121 & TR-312

**TR-322 CREDITS 4**
**Fundamentals of Directing**
A study of the basic principles of directing. Two practical directing projects will be required for presentation in Studio Theatre (ACT TWO): a short two character scene from a full-length play and a longer cutting from a full-length or one-act play. Lecture and laboratory course. Offered every fall. (Offered every fall)
Prerequisite: TR-101 & TR-143 & TR-210 or TR-211

**TR-331 CREDITS 3**
**Modern European Drama**
A survey of the development of European drama from Ibsen through the modern era. The course begins with an exploration of the birth of Realism in playwriting, acting, and staging and continues through subsequent movements that broke with this tradition. (Offered spring 2013, 2015)

**TR-332 CREDITS 3**
**Modern American Drama**
A survey of American drama with special emphasis on the critical developments of "the modern," in the context of the political and social movements of the first half of the twentieth century. (Offered spring 2012, 2014)

**TR-341 CREDITS 3**
**Basic Design, Scenery**
A consideration of principles and techniques of set design. Fundamentals of drafting will be taught. Emphasis will be placed on research, development, and communication of the design. (Offered spring 2012, 2014)

**TR-342 CREDITS 3**
**Basic Design, Costume**
A consideration of the principles and techniques of costume design. Emphasis will be placed on research and communication of the design. (Offered spring 2013, 2015)

**TR-343 CREDITS 3**
**Basic Design, Lighting**
A consideration of the principles and techniques of lighting design. Emphasis will be placed on research, development, and communication of the design. (Offered spring 2012, 2014)
Prerequisite: TR-280

**TR-344 CREDITS 3**
**Basic Design and Production - Sound**
A consideration of the principles and techniques of sound design. Emphasis will be placed on research, development, and communication of the design including the selecting and editing of sound and music. The production segment will deal with the principles and practice of setting up and operation of sound systems for theatrical productions. (Offered fall 2011, 2013, 2015)

**TR-345, 346, 347 CREDITS 3**
**Special Topics in Design/Technology**
An opportunity for faculty to present a topic of specialized focus not covered extensively elsewhere in the Design/Technology curriculum. (Offered periodically).

**TR-3611, 3612, 3613 and TR-3621, 3622, 3623 Must complete 6 semesters for 6 credits**
**Theatre Practicum for Theatre Majors in Performance/Production**
Practical experience working on two ACT 1 productions in a semester in the areas of performance and/or production work. All theatre majors must sign up for a one-credit practicum each semester beginning with the second semester of the freshman year. Successful completion of both TR-361 and TR-362 is a requirement of all tracks in the theatre program. (Offered every semester).

**TR-363 CREDITS 3**
**Theatre Practicum in Stage Management**
Involves practical experience in stage management of an ACT ONE production. For successful completion of this course, normally a student will apply and be selected to be the production stage manager for a mainstage production. The student must submit a production book, which is a complete record of that production, to the director. This book is kept in the archives of the department.

**TR-364 CREDITS 3**
**Advanced Patterning and Draping**
A course that explores the advanced techniques and methods employed in patterning and draping. Emphasis is placed on using flat-patterning computer software. (Offered periodically).
Prerequisite: TR-263

**TR-365 CREDITS 3**
**Theatre Practicum: Pennsylvania Shakespeare Festival**
Involves participation as an intern in the areas of acting, technical work, or management with the Pennsylvania Shakespeare Festival, a summer theatre company, which is an outgrowth of the Performing and Fine Arts Department. (Offered every summer)

**TR-3661, 3662, 3663 CREDITS 1**
**Theatre Practicum for Non-Concentrators**
Opportunities for participation in any of the following areas of play production: acting, sets, costumes, wardrobe, lights, painting, props, sound or music. This course is open to all members of the University
community who wish to involve themselves with various aspects of play production. One credit will be given for completing work in one of the above areas on any ACT ONE production. (Offered every semester).

TR-367 Advanced Lighting Design
Advanced theoretical study and practice in the area of lighting design. Diverse design methodologies, advanced technology and troubleshooting techniques will be discussed. Students should expect large scale design projects. (Offered spring 2013, 2015)
Prerequisite: TR-280 and TR-343

TR-3701, 3702, 3703
Theatre Practicum: Dance Ensemble Concert
Practical experience in lighting, sound, or costuming for the annual dance ensemble concert on the mainstage. The majority of this work will take place over spring break. Offered every Spring.

TR-399 Professional Internship
An internship project designed to provide students with first hand work experience in theatre or theatre-related fields. Students must comply with University Internship guidelines.
Prerequisite: Junior standing in the Theatre Department or permission of Department Chair

TR-402 ACTors Touring Company
A theatre performance course for a select group of student actors whose primary focus is to share the experience of live theatre with students in intermediate and secondary schools. (Offered every fall).
Prerequisite: TR-212, TR-311 and audition

TR-411 Advanced Directing
Study of principles and application of techniques for advanced directing projects; including period plays and anti-realist styles. Two practical projects will be required: cuttings from two plays for presentation in Studio Theatre (ACT TWO) (Offered every spring).
Prerequisite: TR-322

TR-418 Acting Styles
An actor's investigation of dramatic action revealed in the behaviors that a group of characters exhibit in the world of a given play. Study of historical periods and their respective theatrical conventions and representative plays, analysis, and work on vocal and physical technique, will be applied to scenes and monologues from classical texts. (Offered every spring).
Prerequisite: TR-212 & TR-311

TR-443 Advanced Lighting & Sound Design
Advanced lighting and sound design is a collaborative class aimed at advanced theoretical designs, advanced technology and troubleshooting in the lighting and sound areas. Students can expect large, collaborative, design projects and heavy discussion-oriented classes.
Prerequisite: TR-143, TR-280 AND TR-343

TR-4501, 4502, 4503 Design/Technology Seminar
A seminar in theatre for Design and Technology sophomores, juniors, and seniors. Students examine and integrate key elements in the design/technology curriculum and undertake career planning. Various projects, workshops, field trips, and guest lectures will be utilized. The students in the course will meet as a group throughout the semester and will also have individualized mentoring and instruction. (Offered every semester)
Prerequisite: TR-143

TR-451 Coordinating Seminar
A seminar in theatre for graduating seniors. Students re-examine and integrate key elements in the theatre curriculum and undertake career planning. The role and form of the theatre as an industry and art form is examined in its artistic and societal functions. Various projects, workshops, and guest lectures will be utilized. (Offered every fall)

TR-452 Integrating Experience
An integrating seminar involving the seniors in a total theatre experience. The course guides the seniors in the formation of their own company, which in turn produces a play for children. This play is presented in the Schubert Theatre on Tuesday, Thursday, and Saturday mornings during the latter part of the semester. Tuesdays and Thursdays must be free of curricular and extracurricular commitments, 8:00 - 5:00, so as to allow for the rehearsal and building of the production. (Offered every spring)

TR-499 Independent Study
Enables qualified Theatre majors to initiate, plan and carry out a private investigation in any area of theatre. The proposal for such a project must be submitted to a department faculty member for his/her approval in the semester prior to registration for the course. Permission of department chair is also required.

THEOLOGY
A major is offered in theology by the Division of Liberal Arts and Social Science.

The goals of the theology program at DeSales University are:
1. To facilitate within theology majors the formation of a comprehensive, systematic understanding of and appreciation for the Christian vision into the many dimensions of human experience so that they will be prepared for further theological study and/or immediate activity in teaching or pastoral ministry;
2. To facilitate within all students the formation of a basic understanding of the central tenets of Roman Catholic theology and an appreciation of the Christian vision into at least one dimension of human experience so that their faith might be more enlightened and more powerfully present in their lives;
3. To encourage all students and faculty to engage in theological reflection upon their own lived experiences and their own chosen disciplines;
4. To engage in a continuing dialogue with the institutions of the LVAIC and the larger community of the Lehigh Valley.

Courses to Fulfill the General Education Core

Theology Requirements
All students must complete three (3) courses in the area of Christian Values and theology as a means toward achieving the University's first objective for undergraduate education, namely “to reflect upon the meaning and value of the Christian faith, to live in a manner consistent with Catholic teaching and tradition, and, in light of that faith and teaching, to evaluate human action and decision, to make moral choices, and to accept responsibility.”

Introductory Course. Each student must complete “Catholic Theology” (TH 109) as an introduction to the process of reflecting upon the meaning and implications of the Christian faith. This course, which offers a basic and comprehensive overview of Catholic theology, is a prerequisite to all other theology courses.

Intermediate Courses. Each student must complete one (1) intermediate course in theology as an advanced participation in the process of theological reflection. Courses numbered in the 200s and 300s meet this requirement by providing an intensive study of one area of theology and its implications for Christian living in the world today. Students are encouraged to take other intermediate courses as well.

Contemporary Values Seminar. Each student must complete a “Values Seminar” as a means of deepening the understanding of, and appreciation for, a Christian Humanist education. As a capstone to the general education core, these courses address Christian Values presented in a variety of issues in contemporary society. Courses designated as “values seminars” are numbered 475 and above, and are offered by the following departments: business, natural sciences, nursing and health, social sciences, and philosophy-theology.

The Theology Major Program
To be graduated with a B.A. degree in theology, a student must complete a 13-course program, designed with the approval of the student’s advisor, which includes one introductory course (TH 109), seven intermediate TH courses (200- and 300-level), three controlled electives (two in TH, on in PL), and two advanced TH courses (400-level).

The following courses are required for all theology majors:
1. Catholic Theology (TH 109)
2. As Jesus Speaks (TH 232)
3. The Old Testament (TH 234)
4. The Church (TH 350)
5. Jesus Christ (TH 362)
6. Faith and Reason (TH 380)
7. One course in Philosophy (PL 225, 245, 345, 360, 380, 400, or 410)
8. One course in Moral/Pastoral Theology (TH 260, 261, 262, 364, or 387)
9, 10, 11. Three courses chosen among the Intermediate TH offerings (200- or 300-level)
12. Theology Integrating Seminar (TH 451)
13. Internship in Theology (TH 492) or Independent Study in Theology (TH 499)

In this way, the Theology major forms a systematic and comprehensive program designed as an introductory experience of philosophical thinking and theological reflection (TH 109), a progressive overview of theological concerns (intermediate level courses), a synthetic integration of theological issues (TH 451), and an intensive experience in service (internship) or research (independent study).

DeSales Institute of Philosophy and Religion, Bangalore, India
B.A. Degree in theology at the DeSales Institute of Philosophy and Religion

In cooperation with the DeSales Institute of Philosophy and Religion in Bangalore, India, DeSales University offers a B.A. in theology for students enrolled at that institution. Students may not cross register between the program offered in the United States and that in India, since each is adapted to the culture of the individual institutions. For admission into the B.A. in theology degree program, a student must have already completed a B.A. degree or its equivalent in a different discipline.

Degree Requirements
First Year – (45 credits)
ST 00 Cultural Immersion Programme (2 credits)
ST 01 Introduction to Theology (3 credits)
ST 02 Theology of Faith and Revelation (2 credits)
Sc 1 Indian Social, Economic & Political Situation (3 credits)
PM 1 Social Teachings of the Church (2 credits)
PM 2 Fundamentals of Christian Morality (3 credits)
ST 17 Spirituality of Christians and Other Religions (3 credits)
Sc 2 Cultural History of Karnataka & Kerala (3 credits)
Sc 01 Pentateuch (2 credits)
Sc 02 Introduction to the New Testament & Intro. to Synoptic Gospels (3 credits)
ST 03 Theology of Jesus Christ – Event (Part I) (3 credits)
Seminar 1 Theology and Land & Work (2 credits)
ST 09 Theology of the Sacraments (3 credits)
ST 10 Theology of Ministry (2 credits)
SS 06 Gospel of John (3 credits)
HT 01 Church History (3 credits)
ST 14 Theology of Mission (3 credits)

Second Year – (30 credits)
PM 04 Bio-Medical Ethics (2 credits)
SS 04 Gospel According to Matthew (3 credits)
ST 04 Theology of Jesus Christ – Event II (2 credits)
PM 06 Canon Law: Oriental (2 credits)
PM 03 Theology of Christian Worship (2 credits)
SS 07 Letter of Paul (3 credits)

Third Year – (30 credits)
ST 19 Contextual Theology: Theology of Tribal Concerns (2 credits)
Seminar Peoples’ Movements in Karnataka & Kerala (2 credits)
HT 03 History of Christianity in India (2 credits)
PM 05 Canon Law: Latin (2 credits)
Sc 02 Sociology of Religion (2 credits)
Sc 05 Gospel According to Matthew (2 credits)
Sc 01 Psychology of Religion (2 credits)
ST 06 Theology of the Human Person (2 credits)

Fourth Year – (0 credits) mid-June through early August
PC 01 Effective Use of Communication Media
PC 02 Effective Use of Law in Pastoral Ministry
PC 03 Parish Administration & Money Management
PC 04 Creative Celebration of the Word of God & Liturgy
PC 06 Leadership and Management of the Communities
PC 07 Parish Ministry: Administration of the Sacraments
PC 08 Homiletics: Effective Sharing of the Word

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

TH-109 Catholic Theology

Credits 3

TH-232 As Jesus Speaks

Credits 3

TH-234 The Old Testament

Credits 3

TH-250 Christianity and Ancient Rome

Credits 3

TH-260 Marriage and the Family

Credits 3

TH-261 Sexual Morality

Credits 3

TH-262 Medicine and Morality

Credits 3

TH-273 A Cry for Justice

Credits 3

Theology Integrating Seminar

An introduction to the Hebrew Bible through a review of modern scholarship and a reading of the texts themselves. The course considers the Jewish Scriptures in themselves and in relation to Christianity. It also deals with questions of historicity, interpretation, and the applicability of biblical texts to modern life. (Offered spring 2010).

Prerequisite: TH 109

Christianity and Ancient Rome

A study of the relationship between Christianity and the Roman Empire from 100 - 425 CE, this course offers an overview of the history of the Early Church and its confrontation with Roman life and thought. It will examine that relationship both from the early Christian and early Roman perspectives.

Prerequisite: TH-109

Marriage and the Family

An examination of Christian marriage in relation to the Catholic sacrament of matrimony. The course discusses the theological foundations of marriage, human development, interpersonal relationships, communication and parenting skills. It addresses some contemporary challenges to marriage and family life. (Offered every semester).

Prerequisite: TH 109

Sexual Morality

A presentation of Christian values and Church teachings on interpersonal relationships. The course focuses on human sexuality within and outside of marriage by considering such topics as: conjugal love, birth control, pre- and extra-marital sex, masturbation, and homosexuality. (Offered spring 2010, 2012).

Prerequisite: TH 109

Medicine and Morality

A presentation of Christian values and Church teachings with regard to health care. The course focuses on medical and nursing practice by considering topics such as: sterilization, euthanasia, abortion, human experimentation, cooperation, and confidentiality. (Offered every fall semester).

Prerequisite: TH 109

A Cry for Justice

An examination of the books attributed to the Hebrew prophets. The course analyzes the phenomenon of prophecy in its personal and historical settings; it also considers the relevance of the prophetic writings in terms of the theological message and its implications for
Prerequisite: TH 109

TH-281 Credits 3
Salesian Spirituality
An examination of spirituality and the inner life in the tradition of Christian Humanism. This course focuses on the meaning of personal discipline, the nature of loving relationships, the importance of fulfilling work, and the power of prayer according to the life and writings of St. Francis de Sales. (Offered every fall semester).

Prerequisite: TH 109

TH-283 Credits 3
Christian Prayer
An examination of the meaning and purpose of prayer in our lives through a study of Christian prayer traditions. The course considers the stages of religious and spiritual development, analyzes reasons and motivations for prayer, investigates the theological content of prayers, and explores various methods of praying. (Offered fall, 2011).

Prerequisite: TH 109

TH-284 Credits 3
The Catholic Church and Political Life
An examination of the influence of the Roman Catholic Church on Western society, as the one Western institution to survive the Fall of the Roman Empire. This course investigates the church/state relationship from an historical perspective by examining the strengths, weaknesses, success and even scandals of these interrelated institutions.

Prerequisite: TH 109

TH-300 Credits 3
Jesus and the World Religions
A study of the relationship between Christianity and the world religions. This course examines the problem of religious pluralism, the relationship between religious truth and tolerance and how the Christian belief regarding Christ as the unique mediator of salvation relates to the claims of the world religions.

Prerequisite: TH 109

TH-310 Credits 3
Science and Religion
An examination of the impact of contemporary scientific developments on the understanding and functioning of society. The course raises questions about the nature and role of religion in a technological society. Students will explore differing paradigms for “truth” in our lives; according to reason in the sciences and revelation in theology. (Offered spring 2010, 2012).

Prerequisite: TH 109

TH-346 Credits 3
Letters for Life
An introduction to Paul the Apostle and the thought he expresses in the Letters of the Christian Scriptures. The course analyzes the literary and theological dimensions of the Pauline epistles and their contemporary relevance in terms of the human person, the Church, social ethics, and salvation.

Prerequisite: TH-109

TH-350 Credits 3
The Church and Sacraments
A study of the nature and mystery of the Church, which examines the doctrine of the Church in the light of scripture, tradition, and contemporary discussions. It also explores the phenomenon of the rituals, the history, the theology, and the liturgical celebration of the sacramental life of the Church in light of Vatican II and other Christian denominations. (Offered spring, 2010).

Prerequisite: TH-109

TH-355 Credits 3
The Triumph Over Absurdity: Humanities IV
An examination of the Book of Job as a forceful questioning of the meaning of life in a world of injustice. In a lecture/seminar format, the course undertakes a detailed study of this legendary tale and the diverse interpretations of its perennial themes. (Offered fall, 2011).

Prerequisite: TH-109

TH-356 Credits 3
The Introduction to the Devout Life: Humanities IV
A study of the great work of Western religious literature in which St. Francis de Sales outlines his approach to living the Christian life. The course examines in-depth the historical and cultural context in which this work was written. It also attempts to indicate how these Salesian insights can be brought to bear upon the Christian life as lived in our modern world.

Prerequisite: TH-109

TH-360 Credits 3
Mary, Mother of God
An introduction to the woman chosen to bring the God-Man into the world, and her significance for the rest of humanity. This course will explore the answers to these questions from a Catholic perspective, as we discover the Blessed Virgin Mary in scripture, doctrine and devotion.

Prerequisite: TH-109

TH-362 Credits 3
Jesus Christ
A study of the person of Jesus Christ. The course examines the portrayal of the Man and His message as found in the Christian Scriptures, post-biblical writings and contemporary theology. The course addresses current issues such as Jesus and the treatment of women, Jesus and ecology; and Jesus and a suffering world. (Offered fall, 2011).

Prerequisite: TH-109

TH-364 Credits 3
Evangelization and the Family
A study of the role of the Church and family life in the modern world. The course examines the Church’s mission of forming a moral and spiritual communion among people. It explores the notion of family as “domestic church” including the role of parents as primary educators and the contributions of the family as an evangelizing community, in dialogue with God, at the service of human society.

TH-370, 371, 372, 373, 374, 375, 376, 377, 378, 379 Credits 3
Special Topics in Theology
Special courses that deal with particular issues in the world of theology. These will include courses taught by visiting professors. (Offered periodically)

Prerequisite: TH-109

TH-380 Credits 3
Faith and Reason
A study of questions posed to the Christian faith by a skeptical modern world. The course will examine common objections to Christian doctrines with a view toward developing rational arguments in defense of the Christian faith. Intended primarily as a junior-level seminar for Theology majors, the course will involve individual research and reflection, as well as public discussion, in the formulation of a coherent Christian alternative to the culture of religious skepticism. (Offered every fall as needed for theology majors).

Prerequisite: TH-109

TH-382 Credits 3
Christian Discipleship
Explores the concept of Christian discipleship from a Catholic perspective. Students will discover some of the fundamental mystical and ethical implications of worshipping a God who engages the world as they are conveyed in Scripture, demonstrated by martyrdom, and lived in contemporary American culture.

Prerequisite: TH-109

TH-387 Credits 3
The Meaning of Death and Dying
An interdisciplinary approach to caring for the sick and dying. The course considers the physical, psychological, sociological and theological aspects of the dying process. It also reflects on Christian ideals and human values which enable people to deal with the difficulties associated with human mortality. (Offered spring 2010, 2012).

Prerequisite: TH-109

TH-390 Credits 3
The Vision of John Paul II
Investigates the theological thought of Pope John Paul II. The course considers God as Father of Mercy, Redeemer of Humankind, and Holy Spirit; the Church in its missionary and social activity; the Splendor of Truth, Faith, and Reason, the Gospel of Life, and the role of the Family. The course explores the “prophetic humanism” that stands at the heart of Roman Catholicism in the contemporary...
The course considers bioethical concerns with regard to nutrition and hydration, organ transplantation, physician assisted suicide, and similar matters. Emphasis is placed upon the values, conflicts, and possible solutions to these dilemmas considered in light of Christian faith and Catholic moral teaching. Limited to juniors and seniors. (Offered fall 2010).

**Prerequisite:** TH-109

### TH-473
**Women in the World: Values Seminar**
An examination of the place of women in the world from ancient times to the modern day. The course examines writings by and about women which reveal their status in the world and their role in society and in the Church. In senior format, the course examines issues raised to today’s feminist awareness and offers a critique from a Christian perspective. Limited to juniors and seniors. (Offered spring 2010, 2012).

**Prerequisite:** TH-109

### TH-476
**A Life of Leisure: Values Seminar**
A consideration of the relationship between work and leisure in its theological, philosophical, and socio-economic dimensions. The course explores the question: Do we work to rest, or rest to work? The course proposes that the reflection and imagination central to a life of leisure can and should complement the “high tech” pace of our contemporary society. Limited to juniors and seniors. (Offered only in ACCESS).

**Prerequisite:** TH-109

### TH-477
**The Modern Media: Values Seminar**
Considers the role and function of the modern media, particularly musical and visual forms. The course focuses on the personal, cultural, and intellectual effects of the media. Students will discuss issues such as life in a visual society, the media’s impact upon the soul and the addiction to being “with it” will be discussed. Limited to juniors and seniors. (Offered periodically).

**Prerequisite:** TH-109

### TH-478
**Body Talk: Values Seminar**
Explores the Christian vision of the human person as embodied. The contemporary cult of the body, with emphasis on beauty and perfection, is the starting point for this study. The biblical notion of the body as “temple of the Holy Spirit” serves as a reference for consideration of themes such as health, sexuality, wholeness, and resurrection of the body. Limited to juniors and seniors. (Offered spring 2012).

**Prerequisite:** TH-109

### TH-480
**Parenting: Values Seminar**
A consideration of the role and function of parents in a society whose social, economic and cultural structures are undergoing rapid change. This course explores the Christian experience of mediating values amid the dilemmas faced by parents and families. Students will examine the teachings of the Church as these contribute to a theology of parenting. Limited to juniors and seniors. (Offered only in ACCESS)

**Prerequisite:** TH-109

### TH-483
**The Workaday World: Values Seminar**
An examination of the social, ethical, cultural and theological issues surrounding work. The course seeks to engender a humanizing view of work as contributing to the happiness, holiness, and wholeness of human persons. Limited to junior and seniors. (Offered only in ACCESS)

**Prerequisite:** TH-109

### TH-485
**The Art of Forgiveness: Values Seminar**
An examination of the nature and value of forgiveness as a means of healing pain and promoting social well-being. This course will provide philosophical, psychological, and theological analysis of sin and reconciliation. Students will also be challenged to embody the value of forgiveness from a pastoral perspective. (Offered fall 2012)

**Prerequisite:** TH-109

### TH-486
**The World of Evil: Values Seminar**
An examination of the enigma of evil as an ineluctable part of human experience. This course considers the mythological expression of the universality of evil, the contemporary manifestations of evil in individual and social life, and various attempts to respond to the existential problem of evil. Limited to juniors and seniors. (Offered spring 2011)

**Prerequisite:** TH-109

### TH-492, 493, 494, 495
**Theology Internship**
Provides the theology major with an appropriate field experience. The practicum may be taken for a maximum of twelve credits. Permission of the department chairperson is required. (Offered upon request).

**Prerequisite:** TH-109

### TH-499
**Independent Study in Theology**
Provides the student with the opportunity to pursue independent study under the guidance of departmental faculty. Permission of the directing faculty member during the semester preceding the study is required. (Offered every semester)

### WORLD CULTURES

World Cultures courses are taught in English. They do not fulfill
major requirements in Spanish. Any two World Cultures courses can fulfill the World Language/World Cultures requirement. Offerings vary considerably from semester to semester. Students should consult pre-registration material to see what offerings are available in any particular semester.

The following class list was pulled from WebAdvisor on July 13, 2011. For the most current class listing, visit WebAdvisor.

**WC-107**
**Central European Nations**
Credits 3
An analysis of the political culture, political institutions, and organizations in East-Central Europe. This course will focus on the communist era, as well as the transition to democracy, and current affairs. In addition to comparisons across countries, issues such as democratization, dual transition, and democratic consolidation will be discussed.

**WC-110**
**The French-Speaking World I**
An overview of the peoples of France, looking at their tradition, history, art and literature in an attempt to identify and define the qualities of the French character. Students will also learn the basic elements of French grammar and begin to acquire reading knowledge of the language. Taught in English. Lab fee required.

**WC-111**
**Russian Society Since the Gorbachev Era**
An introduction to Russian society since 1991. This course examines the impact of Gorbachev’s policies of glasnost and perestroika on Russian history, society, literature, film, music, sex, and other components of high and popular culture. Emphasis is placed on the collapse of Communism and its aftermath. Taught in English. Lab fee required.

**WC-130**
**Modern South Africa**
Credits 3
A close examination of South African culture and its institutions. The course will primarily use autobiographical, historical and literary accounts to explore the movement of modern South Africa from apartheid to democracy. Topics of particular focus will include the role of religious, artistic, economic, and political factors in the making of the new South Africa. Lab fee required.

**WC-140**
**Ireland and the Irish Diaspora I**
An interdisciplinary introduction to Irish culture that examines how political, economic, and religious factors have reshaped Irish history. Topics include the Irish language, folklore, art, literature, storytelling, music, and film, as well as America’s continuing infatuation with Irish culture and cultural artifacts. Students will also learn the basic essentials of Gaelic grammar and begin to acquire reading knowledge of the language. Taught in English. Lab fee required.

**WC-150**
**Hispanic Cultures I**
Credits 3
Surveys the art, culture, society, economy, government, and religion of Hispanic countries. Students will also learn the basic elements of Spanish grammar and begin to acquire reading knowledge of the language. Taught in English. Lab fee required.

**WC-154**
**Mexicans in America**
Examines the history and culture of Mexico as well as the recent experience of Mexicans in America. The focus is on Mexican culture in the 20th century, especially the visual arts, music, and literature. Students will also examine how Mexican immigrants have experienced life in the United States and how Americans have responded to Mexican migration. Lab fee required.

**WC-160**
**Philippine Culture**
An exploratory course on Philippines culture, one that exemplifies the “East Meets West” tradition and has for centuries. The course will include a critical analysis of the country’s history, language, literature, and tradition. The country’s significance in modern Asia and the rest of the world will also be examined in this course.

**WC-170**
**Modern German Culture**
Credits 3
Surveys the art, culture, society, economy, government and religion of German-speaking lands (Austria, Germany and parts of Switzerland) since World War II. Students will also learn the basic elements of German grammar and begin to acquire reading knowledge of the language. Taught in English. Students will study works of literature, music, and film. Lecture and discussion. Lab fee required.

**WC-174**
**Russian Culture**
Credits 3
An introduction to the people, geography, arts, popular culture, literature, history, beliefs, values, and traditions of Russia. This course examines a variety of literary, historical, and critical works, as well as art objects, documentary films, and feature films. No knowledge of Russian is required for this course. Lab fee required.

**WC-184**
**Israels and Palestinians**
Credits 3
Explains the past, present and future of this important conflict in the history of the Middle East. The Arab/Israeli struggle over Palestine has determined much of the historical instability in the Middle East. Along with the historical record, this course will explore social, economic, and cultural costs incurred with the ongoing Arab/Palestinian-Israeli conflict.

**WC-190**
**Native American Culture**
Credits 3
Introduces students to a variety of Native American Nations, their associated cultural practices and belief. Topics include tribal histories, language, folklore, art, literature, storytelling, music, and film. Lab fee required.

**WC-210**
**The French-Speaking World II**
The continuation of WC 110. Students will learn the remaining essentials of French grammar so that they can make French-to-English translations. Lectures and discussions of recent French politics economy, society, and culture will continue. By the end of the semester, students should be reading the daily news on French language websites. Lab fee required.

**Prerequisite:** WC-110

**WC-240**
**Ireland and the Irish Diaspora II**
The continuation of WC-140. Students will learn the remaining essentials of Gaelic grammar so that they can make Gaelic-to-English translations. Lectures and discussion of recent Irish politics, economy, society, and culture will continue. By the end of the semester, students should be reading on Gaelic language websites. Lab fee required.

**Prerequisite:** WC-140

**WC-250**
**Hispanic Cultures II**
The continuation of WC-150. Students will learn the remaining essentials of Spanish grammar so they can make Spanish-to-English translations. Lectures and discussions of the politics, economy, society, and culture for Hispanic countries will continue. By the end of the semester, students should be reading on Spanish language websites. Lab fee required.

**Prerequisite:** WC-150

**WC-270**
**German Culture II**
The continuation of WC-170. Students will learn the remaining essentials of German grammar so that they can make German-to-English translations. Lectures and discussions of German politics, economy, society, and culture since World War II will continue. By the end of the semester, students should be reading the daily news on German language websites.

**Prerequisite:** WC-170

**WC-340**
**Historical Research Abroad: Humanities III**
Research seminars which first contextualize a common topic through readings and discussions. Then, following the semester, students will travel overseas, accompanied by a DeSales University faculty member. Research will then use local museums, monuments, libraries, and other tourist sites. The course culminates in a research paper. Permission of instructor required.

**Prerequisite:** HI-201 and HI-202
WC-341

**Historical Research Abroad: Humanities III**

Research seminars which first contextualize a common topic through readings and discussion. Then, following the semester, students will travel overseas, accompanied by a DeSales University faculty member. Research will then use the local museums, monuments, libraries, and other tourist sites. The course culminates in a research paper. Permission of instructor required.

**Prerequisite:** HI-201 and HI-202

WC-342

**Historical Research Abroad: Humanities III**

Research seminars which first contextualize a common topic through readings and discussions. Then, following the semester, students will travel overseas, accompanied by a DeSales University faculty member. Research will then use local museums, monuments, libraries, and other tourist sites. The course culminates in a research paper. Permission of instructor required.

**Prerequisite:** HI-201 and HI-202

WC-343

**Historical Research Abroad: Humanities III**

Research seminars which first contextualize a common topic through readings and discussions. Then, following the semester, students will travel overseas, accompanied by a DeSales University faculty member. Research will then use local museums, monuments, libraries, and other tourist sites. The course culminates in a research paper. Permission of instructor required.

**Prerequisite:** HI-201 and HI-202

WC-395

**Philosophy of Buddhism**

An introduction to the philosophy of Buddhism. The three phases of Buddhist philosophy, its earlier realistic stand (Sarvastivadins) to a school of Absolutism (Yogacara) through Critical Realism (Sautrantika) and Nihilism (Madhyamika system of Nagarjuna) will be explored.
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<td>M.A., The Catholic University of America</td>
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<td>M.A., DeSales Hall School of Theology</td>
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<td>Ph.D., The Catholic University of America</td>
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<td>President Emeritus:</td>
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<td>Ph.D., University of Pennsylvania</td>
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<td>Administrative Assistant to the President:</td>
<td>MARY A. GOTZON</td>
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<td>M.A.T., Harvard University</td>
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<td>M.A., University of Pittsburgh</td>
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<td>Ed.D., Lehigh University</td>
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<td>Administrative Assistant to the Provost:</td>
<td>JEAN LYNCH</td>
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<tr>
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<td>St. Francis de Sales</td>
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<td>Writing Coordinator:</td>
<td>ANN MICHAEL</td>
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<td>B.Ph., Grand Valley State University</td>
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<td>(formerly Thomas Jefferson College)</td>
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<td>M.F.A., Goddard College</td>
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<td>Coordinator of Learning &amp; Disability Services:</td>
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<td>M.S., Adelphi University</td>
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<td>Learning Support Specialist:</td>
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**Dean of Lifelong Learning:**

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<tr>
<th>Position</th>
<th>Name</th>
<th>Degrees/Institution</th>
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<tbody>
<tr>
<td>Assistant Dean of Lifelong Learning:</td>
<td>JOANN HAWES</td>
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<tr>
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<td>B.A., DeSales University</td>
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<td>M.Ed., DeSales University</td>
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**Trexler Library**

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<tr>
<th>Position</th>
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<th>Degrees/Institution</th>
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<tr>
<td>Library Director:</td>
<td>DEBORAH L. MALONE</td>
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<td>B.A., Ursinus College</td>
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<td>M.L.S., Drexel University</td>
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<tr>
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<td>LYNNNE KVINNESLAND</td>
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<td>Systems Librarian:</td>
<td>KIM SANDO</td>
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<td>B.S., East Stroudsburg University</td>
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<td>ERIC KAROL</td>
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<td>B.A., DeSales University</td>
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</tbody>
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Kandidate of Philology, Piatigorsk State Pedagogical Institute, Russia
M.A., Ph.D., Marquette University (2001)
### FALL 2011

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<th>Event</th>
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</thead>
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<tr>
<td>August 21 - 23</td>
<td>Sun - Tues. Freshman Orientation</td>
</tr>
<tr>
<td>August 21</td>
<td>Sunday Opening Mass of the Holy Spirit</td>
</tr>
<tr>
<td>August 23</td>
<td>Tuesday Advising Day</td>
</tr>
<tr>
<td>August 24</td>
<td>Wednesday First day of class</td>
</tr>
<tr>
<td>September 1</td>
<td>Thursday Last day for dropping and adding courses (day and ACCESS)</td>
</tr>
<tr>
<td>September 5</td>
<td>Monday Labor Day holiday</td>
</tr>
<tr>
<td>September 14</td>
<td>Wednesday Last day to make up incompletes of previous semester</td>
</tr>
<tr>
<td>September 17</td>
<td>Saturday Constitution Day</td>
</tr>
<tr>
<td>September 26</td>
<td>Monday Last day for credit/audit and pass/fail option change</td>
</tr>
<tr>
<td>October 10 &amp; 11</td>
<td>Mon, Tues. Pacer Weekend</td>
</tr>
<tr>
<td>October 12</td>
<td>Wednesday Mid-terms</td>
</tr>
<tr>
<td>October 14</td>
<td>Friday Mid-term grades due by noon</td>
</tr>
<tr>
<td>October 24–28</td>
<td>Mon – Fri. Consultation with advisors</td>
</tr>
<tr>
<td>October 26</td>
<td>Wednesday Last day for withdrawal from courses with W, WP, WF</td>
</tr>
<tr>
<td>November 23</td>
<td>Wednesday Thanksgiving holiday begins after last class</td>
</tr>
<tr>
<td>November 27</td>
<td>Sunday Residence halls open at 2:00 p.m.</td>
</tr>
<tr>
<td>November 28</td>
<td>Monday Deadline to submit Double Major, Change a Minor, Completion</td>
</tr>
<tr>
<td>December 9</td>
<td>Friday Last day of class</td>
</tr>
<tr>
<td>December 12</td>
<td>Monday Semester exams begin</td>
</tr>
<tr>
<td>December 17</td>
<td>Saturday Last day of semester</td>
</tr>
<tr>
<td>December 19</td>
<td>Monday All grades due by 2:00 p.m.</td>
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### SPRING 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 16</td>
<td>Monday Advising Day</td>
</tr>
<tr>
<td>January 17</td>
<td>Tuesday First day of class</td>
</tr>
<tr>
<td>January 21</td>
<td>Saturday Conferral of degrees-a.m. Commencement Ceremony</td>
</tr>
<tr>
<td>January 22 - 26</td>
<td>Sun - Thurs. Heritage Week</td>
</tr>
<tr>
<td>January 25</td>
<td>Wednesday Last day for dropping and adding courses (day &amp; ACCESS)</td>
</tr>
<tr>
<td>February 20</td>
<td>Monday Last day for credit/audit and pass/fail option changes</td>
</tr>
<tr>
<td>February 28</td>
<td>Tuesday Mid-term</td>
</tr>
<tr>
<td>February 29</td>
<td>Wednesday Friday, March 2 – 3:00 p.m. classes meet today</td>
</tr>
<tr>
<td>March 1</td>
<td>Thursday Mid-term grades due by noon</td>
</tr>
<tr>
<td>March 5 - March 9</td>
<td>Mon, Fri. Spring break</td>
</tr>
<tr>
<td>March 11</td>
<td>Sunday Residence halls open at 2:00 p.m.</td>
</tr>
<tr>
<td>March 15</td>
<td>Thursday Last day for withdrawal from courses with W, WP, WF</td>
</tr>
<tr>
<td>March 26</td>
<td>Monday Deadline to submit Double Major, Change of Major, Completion</td>
</tr>
<tr>
<td>April 2 – April 5</td>
<td>Mon – Thurs. Consultation with advisors</td>
</tr>
<tr>
<td>April 5</td>
<td>Thursday Classes will follow the Monday class schedule</td>
</tr>
<tr>
<td>April 6 – 9</td>
<td>Fri – Mon. Easter vacation</td>
</tr>
<tr>
<td>April 9</td>
<td>Monday Residence halls open at 2:00 p.m.</td>
</tr>
<tr>
<td>April 16, 18, 19</td>
<td>Mon., Wed., Thurs. Preregistration</td>
</tr>
<tr>
<td>April 17</td>
<td>Tuesday Last day to make up incompletes from previous semester</td>
</tr>
<tr>
<td>April 29</td>
<td>Sunday Academic Excellence Celebration</td>
</tr>
<tr>
<td>May 4</td>
<td>Friday Last day of class</td>
</tr>
<tr>
<td>May 7</td>
<td>Monday Semester exams begin</td>
</tr>
<tr>
<td>May 12</td>
<td>Saturday Last day of semester</td>
</tr>
<tr>
<td>May 14</td>
<td>Monday All grades due by noon</td>
</tr>
<tr>
<td>May 18</td>
<td>Friday PM Baccalaureate</td>
</tr>
<tr>
<td>May 19</td>
<td>Saturday Conferral of degrees-a.m. Commencement Ceremony</td>
</tr>
<tr>
<td>June 1</td>
<td>Friday Deadline for submitting application for September 1</td>
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11 EXAMINATION SCHEDULES

FALL EXAMINATION SCHEDULE

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>9 - 11 a.m.</td>
<td>M-8</td>
<td>M-9</td>
<td>M-10</td>
<td>M-11</td>
<td>M-12</td>
<td>M-1</td>
</tr>
<tr>
<td>12:15 - 2:15 p.m.</td>
<td>M-2</td>
<td>M-3</td>
<td>Blank</td>
<td>T-8</td>
<td>T-9:30</td>
<td>T-11</td>
</tr>
<tr>
<td>2:30 - 4:30 p.m.</td>
<td>T-12:30</td>
<td>Blank</td>
<td>T-2</td>
<td>T-3:30</td>
<td>Blank</td>
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</tbody>
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SPRING EXAMINATION SCHEDULE

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<tbody>
<tr>
<td>9 - 11 a.m.</td>
<td>T-3:30</td>
<td>T-2</td>
<td>T-12:30</td>
<td>T-11</td>
<td>T-9:30</td>
<td>T-8</td>
</tr>
<tr>
<td>12:15 - 2:15 p.m.</td>
<td>M-3</td>
<td>M-2</td>
<td>Blank</td>
<td>M-1</td>
<td>M-12</td>
<td>M-11</td>
</tr>
<tr>
<td>2:30 - 4:30 p.m.</td>
<td>M-10</td>
<td>Blank</td>
<td>M-9</td>
<td>M-8</td>
<td>Blank</td>
<td>Blank</td>
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</tbody>
</table>

Explanation of the Schedule: The day and hour in each block represents the time when each course meets for the first time during the week. Thus a course which meets for the first time on Monday at 2 p.m. (M-2) will have exams at 12:15 p.m. on Monday during Fall Final Exam Week; a course that meets for the first time on Tuesday at 11 a.m. (T-11) will have exams at 12:15 p.m. on Saturday of Fall Final Exam Week. A student who has three exams on one day may choose to re-schedule the middle exam for a day scheduled by the registrar’s office. This should be done through the registrar’s office during the last week of classes before exams.

ACCESS CALENDAR

Students should contact the ACCESS Office for the current ACCESS Student Handbook which contains the annual schedule of courses, fees, and academic calendar. Students wishing to attend classes on the Main Campus may call 610.282.4361. Easton area students may call 610.814.3026.
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