

Undergraduate Catalog 2020-21

DeSales University

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, sex, 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, sex, 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. To access DeSales University's policy on sex discrimination, *Keeping Our Campuses Safe*, please visit www.desales.edu/TitleIX. Inquiries regarding compliance with Title IX may be directed to Title IX Coordinator, DeSales University, Center Valley, PA 18034-9568; phone (610) 282-1100, ext. 1404, or to the Director of the Office of Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

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

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.

TABLE OF CONTENTS

General Information; Mission; Philosophy; History	2	Expenses	44	Trustees and Faculty	150
The Undergraduate Program	7	ACCESS, Accelerated Degree Programs	45	Examination Schedule	156
Student Services	30	Graduate Programs	48		
Admissions, Financial Aid, Scholarships	33	Majors and Course Descriptions	49		

1 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.

CATHOLIC IDENTITY

The Catholic identity of DeSales University is central to our mission and the experience of learning for our students, faculty, and staff. We work to advance the Catholic faith in a way that respects its great tradition and honors the dignity and faith life of all in our community. The following includes key elements that comprise our efforts to advance a dynamic, life-giving expression of our tradition. This list is compiled from sources that include normative documents and statements of Popes John Paul II, Benedict XVI, and Francis; the Congregation of Catholic Education; and the church's Code of Canon Law.

Most recently, the leadership of Pope Francis has energized the ministry of Catholic education. He has encouraged Catholic school leaders to form students to use their "head, hands, and hearts" to serve the world and build the Kingdom of God. Additionally, he said that educators must have one of their feet in the security of the tradition and the other in the zone of risk, for this leads to the freedom that is called for in education.

1. Access for the poor: Catholic college and universities provide necessary resources for students from poor families to attend their schools (Congregation for Catholic Education, 2017a).
2. Activities guided by the Catholic faith: "Catholic ideals, attitudes, and principles should appropriately penetrate and inform all university activities" (Miller, 2007, p. 175).
3. Campus Ministry: The university "collaborates in ecumenical and interfaith efforts to care for the pastoral needs of students, faculty, and other university personnel who are not Catholic" (Miller, 2007, p. 186).
4. Care for Creation: Pope Francis' call for integral ecology and his publication of *Laudato Si*, a papal encyclical raised this value to an essential element of the faith formation of the human person.

5. Cooperation and Catholicity: "As direct personal contact between faculty and students is a hallmark of U.S. Catholic education," pastoral relationships provide the foundation for the network of interactions among the school community (Miller, 2007, p. 182). "The university's learning atmosphere should encourage the proper befriending of students" (Miller, 2007, p. 182).
6. Curriculum and the Catholic intellectual tradition: Catholic schools advance "an all-embracing vision that animates their intellectual life for comprehensive worldview grounded" in the Catholic educational tradition that unites faith and reason to serve the church and society (Miller, 2007, p. 179).
7. Dialogue with culture: The school is providing a context for current issues to be debated, discussed, and argued with the voice of the church accurately represented from the tradition and the voice of the culture respectfully listened to with appropriate regard for the students' development of their minds and attitudes (Congregation for Catholic Education, *Educating for Fraternal Humanism*, 2017).
8. Faculty selection: Finely academically prepared faculty "outstanding in their integrity of doctrine and probity of life" will be hired for mission (Code of Canon Law, 1983, in Miller, 2007, p. 177).
9. Hospitality and Inclusion: The ongoing vehemence, volume, and volubility of Pope Francis on welcoming and accompanying the stranger and those marginalized, especially migrants, calls for Catholic communities of all sorts, including those in Catholic higher education, to integrate hospitality in every context. Additionally, he has taken the heretofore curial responsibility of Care for Migrants into the personal office of the pope. In other words, the pope did not delegate this church matter.
10. Institutional commitment to Catholicity: The school is a "publicly recognizable institution whose activities of teaching, scholarship, and service 'are connected with and in harmony with the evangelizing mission of the Church'" (John Paul II, 1990, as cited in Miller, 2007, p. 174).
11. International solidarity: "A mark of a university's Catholicity is whether it tithes its own academic and financial resources so as to help build up systems of Catholic higher education in the local churches of developing countries. Two matters to consider with regard to international solidarity" include links to other schools, especially in the developing world, to promote the common good and making a priority the exchange of academic resources (Miller, 2007, p. 184).
12. Jesus: The Catholic school shows a primacy in its culture for the presence and place of Jesus in its culture (O'Connell, 2012, p. 157).
13. Scholarship and research: All research from the Catholic institution must respect the norms and teaching of the church (Miller, 2007, p. 178).
14. Social Justice and Fraternal Humanism: The Church's Catholic Social Teaching, coupled with *Educating for Fraternal Humanism*, a document of the Congregation of Catholic Education which he authorized in April 2017, positions the education to place the person at the center of education with the host of accompanying values from the corpus of social teaching and this most recent Vatican statement on education.
15. Student life: The university hosts a "commitment to create a campus culture and environment that is expressive and supportive of a Catholic way of life, respects the religious liberty and freedom of conscience of all students, and strives to form graduates whose faith enlightens their everyday lives" (Miller, 2007, p. 185).
16. Theology and Catholic identity: A Catholic university graduates "students with a suitable level of theological literacy" (Miller, 2007, p. 180). Here, it is important that "those teaching theology are in full communion with the Church" (Miller, 2007, p. 181).

References

- Congregation for Catholic Education. (2017). *Educating for fraternal humanism*.
- Miller, J. M. (2007). The role of the Holy See in fostering the identity of Catholic higher education. *Current Issues in Catholic Higher Education*, 26(2), 165-186.
- O'Connell, D. M. (2012). Our schools—our hope: Reflections on Catholic identity from the 2011 Catholic higher education collaborative conference. *Catholic Education: A Journal of Inquiry and Practice*, 16(1), 155-186.

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.

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 Saint Francis de Sales agreed to assume the responsibility for establishing a Catholic, liberal arts college in the Lehigh Valley.

Planning for the new college began in April, 1962; and the charter for Allentown College of St. Francis de Sales, with full power to award the Bachelor of Arts and Bachelor of Science degrees, was granted by the Commonwealth of Pennsylvania on May 27, 1964. Classes began for freshmen in September of 1965. Allentown College was fully accredited by the Middle States Association of Colleges and Schools during the 1969-1970 academic year. In September 1970, the College became a coeducational institution. ACCESS, the College's undergraduate evening program for working adults, was established in the fall of 1977. In 1984, the College began offering graduate programs with the Master of Science in Nursing (MSN) degree. Other graduate programs include: Master of Science in Management of Information Systems (MSIS) in 1988, Master of Education (M.Ed.) in 1989, Master of Business Administration (MBA) in 1991, Master of Science in Physician Assistant Studies (MSPAS) in 1995, and a Master of Arts in Criminal Justice (MACJ) in 2005. The University recently launched two doctoral programs: the Doctor of Nursing Practice (DNP) in 2012 and the Doctor of Physical Therapy (DPT) in 2014. In 2018 an MFA in Creative Writing and Publishing was introduced.

Planning for the transition from college to university status began in 1998 with a regular evaluation visit by the Middle States Association of Colleges and Universities. Formal application to become DeSales University was presented to the secretary of education of the Commonwealth of Pennsylvania during the summer of 1999. The secretary appointed an evaluation team which visited the campus in October of 1999. With receipt of their positive report, the full faculty of the institution voted unanimously to become DeSales University on January 19, 2000. The Commonwealth of Pennsylvania gave final approval on March 1, 2000. The Board of Trustees of Allentown College of St. Francis de Sales voted to become DeSales University on April 13, 2000. 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 advance the Gospel through the spirit and teaching of its patron saint. A chief focus of St. Francis de Sales was the gentleness and humanity of Jesus. The gentleman saint took this from his favorite Gospel quote: "Learn from me, for I am gentle and humble of heart" (MT 11:29). Working to "Live Jesus," DeSales sought for himself and implored others to integrate the very person and personality of the Savior into the character of the disciple. Consequently, "Live Jesus" grew to become a popular maxim for DeSales.

One of the foremost Christian humanists of his day, St. Francis de Sales developed a fascinating and engaging perspective of the human person. He said, "The person 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 and St. Jane de Chantal, 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, led by Father Brisson, professed 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 Salesianum School, a high school for boys in Wilmington, Del., in 1903. Although the first undertaking of the Oblates in the United States was 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 serves 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. Select students may be admitted to the Faith and Reason Honors Program and/or the Ryan Leadership Institute.

Dialogue opportunities concern the impact of Salesian spirituality on various aspects of contemporary life. Students have the opportunity to participate in lectures, discussions, arts presentations, and other public events sponsored by the Salesian Center. Select students may 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 have the opportunity to participate in public discussions sponsored by 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 themselves as ethical leaders, and make a positive social impact in the community.

THE CAMPUS

DeSales University is situated on a beautiful 600-acre campus containing 22 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.

Chappius Hall, Conmy Hall, Tocik Hall, Aviat Hall, Anney Hall, and Donahue Hall are student residences, with facilities to accommodate 800 students. DeChantal Hall accommodates an additional 48 students, which have been converted as designated singles. 160 students live in University Heights, a townhouse complex constructed in 1984, 1986, and 1991. Recent renovations in 2013 have converted some of these areas into apartments that serve the needs of our growing graduate student population. Within that same year, Finnegan and Harvey, two new apartment style housing buildings, were completed and are currently housing 114 students. Another apartment style building, Guerin, was added in 2017. This area of housing is known as the University Village and primarily serves our upperclassmen population.

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 eight athletic fields.

The Dorothy Day Student Union features the Commons, a large family room for student gatherings. It is located next to Sandella's Flatbread Café, an alternative eating venue for students. In addition, the Dorothy Day Student Union houses all of the student services offices which include the Health Center, student engagement and leadership, campus ministry, student development, residence life, counseling, international learning, and the service and social justice office.

The Labuda Center for the Performing Arts houses the performing and fine arts department facilities and serves as a campus convocation center. The Albert M. Iacocca Studios house the University's TV/Film major. The 37,000-square-foot Priscilla Payne Hurd Science Center houses classrooms, laboratories, and faculty offices for the Departments of Biology and Chemistry. Campbell Hall houses biology laboratories and a state-of-the-art distance learning center. The 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. The Daniel G. Gambet, OSFS, Center for Business and Healthcare is the University's newest building. Featuring a gross anatomy lab, a standardized patient laboratory, and a simulated trading room with a ticker, the building houses the University's business and healthcare programs.

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 audio-visual 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.

DISTANCE EDUCATION AND INSTRUCTIONAL TECHNOLOGY

All students enrolled at DeSales University have a personalized account in the Blackboard Learn learning management system. Blackboard provides access to resources such as syllabi, grades, and assignments in a digital format. These features and resources are hosted on the DeSales Blackboard site at the discretion of individual instructors and therefore may not be available for every traditional day course.

New students are encouraged to log in to Blackboard and complete the Distance Education Student Orientation course, in which they are automatically enrolled. This course serves to familiarize students with the Blackboard online learning environment and demonstrates how to best use it during their academic endeavors at DeSales. Students who need additional assistance with navigating or using the Blackboard system should reach out to the University's Help Desk either through e-mail at help-desk@desales.edu or by phone at 610.282.1100 ext. 4357. For information about our identity verification policy, please go to www.desales.edu/policies and click on Student Identity Verification in Distance and Correspondence Education.

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 approximately 12 PC systems reserved for demonstrations or class use. Six specialized Mac TV/Film workstations are housed in this room, for use by that program.

Dooling Hall lower level contains the Psychology and Criminal Justice Digital Laboratory containing approximately 26 computers dedicated to program needs.

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

Gambet Center room 221 is a dedicated computing classroom containing 32 workstations.

Trexler Technology Center (TTC) main area contains 40 PCs for public computing use and classroom support.

Trexler Library PC2 lab contains 16 PCs and 4 Macs, also

for both public and classroom use.

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 Blackboard Learn learning management system for course work in all disciplines and programs.

The 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 end 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 is advisable to do so.

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 can do so wirelessly or must obtain and correctly install a Network Interface Card (NIC), sometimes called an Ethernet adapter. Most computers purchased today have wireless capability and NIC already installed. All residence halls are completely wireless. Students who want to connect their systems via RESNET should connect to the DESALES wireless network. Entertainment systems (Smart TVs, game systems, and the like) may be connected to the DeSales Entertainment network via a Help Desk request.

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/emailpolicy>.

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) 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/policies.

INFORMATION

Information about the University may be obtained at www.desales.edu.

INTERINSTITUTIONAL COOPERATION

Lehigh Valley Association of Independent Colleges Regular Cross Registration Policy

A. Cross Registration Policy

Full-time undergraduate degree seeking students in good academic standing who are not first semester freshmen and are enrolled at a member institution of the Lehigh Valley Association of Independent Colleges (Cedar Crest College, Lafayette College, Lehigh University, Moravian College and Muhlenberg College), may register for up to two undergraduate courses per term or summer session with a limit of 8 cross registered courses during their academic career. The student may cross register at any one of the member institutions provided that the appropriate approvals have been obtained from the home and host institution, and provided that such course, or courses, does not produce an over-

load on the student's schedule. Cross registration is permitted on a space available basis, as determined by the host institution.

Students are eligible to cross register under the terms of this policy only if they pay the full-time comprehensive fee of the home institution. All other students must cross register under the terms of the Supplemental Cross Registration Policy. Normally, this program is to be used for courses that cannot be scheduled at the home institution; however, special circumstances may cause this requirement to be waived. Cross registration would enable the student to receive both course credit and grade for the course. However, the number of credits assigned to a given course is the responsibility of the home institution.

A.1. Cross Registration For January Term, Summer Session, and Special Programs

Cross registration for LVAIC students is available for the January term, summer sessions, and special programs, but the student must pay the appropriate fees charged by the host institution rather than the tuition cost of the home institution (which is the normal cross registration procedure). All billing will be handled directly by the host institution and the individual student.

A.2 Cross Registration Limitations For Experimental And Independent Coursework

Cross registration for LVAIC students is not available for the following types of instruction: independent study, tutorials, internships, practicum field experience, supervision of instructors and student teaching experiences, private music lessons, distance education, and online courses.

B. Cross Registration Procedures

When a student wishes to enroll for a course offered by one of the participating institutions, the student must review the course offerings available for cross registration and select a course to request.

After completing the Request for Cross Registration, the information is sent to the student's advisor who will approve or deny the request.

Advisor approved course requests will be sent to the student's home Registrar for any additional approvals.

If approved by the home Registrar, the information will be sent to the host Registrar for review.

Registration by the host school is dependent upon course availability and registration time lines. Students may not know the result of their request until the beginning of the semester. Students will be informed of the result of their request by the host Registrar.

At the end of the term, transcripts or certified grade reports will be forwarded automatically without charge from the Host Registrar to the Home Registrar for any cross registered students.

C. Cross Registration Procedures – General Considerations

1. Students may review course offerings and college/university catalogs on the web sites of the institutions as well as on the LVAIC web site.
2. A limit of two courses per term or summer session may be taken using cross registration. Each institution will establish its own regulations concerning the number of courses a student may take during any degree program, or the use of any course as a substitute for any requirement in a major or minor program.
3. Students who register for courses at other LVAIC member institutions must assume responsibility for the costs and means of transportation and accept the inconvenience of different calendars.
4. A student who registers for an off-campus course will be subject to the academic policies of the home institution and the requirements of the off-campus course. The Academic Dean of the home institution will handle difficulties arising out of conflicts of policy.
5. Students ineligible for cross registration, or seeking to register for more than two courses per term, or who seek to have a prerequisite waived, must petition to do so at both the home and host institution. No ineligible student may attend class until both home and host institutions have approved the petition. The process for petitioning varies for each institution; details may be obtained at the Registrar's Office of the appropriate institution.
6. **Pass/Fail Optional Grading System** – Any student registering to take a course for which he/she has cross registered on a pass/fail basis should consult with the Registrar at the home institution for the correct procedures.

2 THE UNDERGRADUATE PROGRAM

ACADEMIC DIVISIONS

An academic division is the basic administrative unit consisting of a community of teachers and scholars in related fields of specialized knowledge and organized to further its academic programs, to foster the growth and development of its faculty and students, and to cooperate with other academic divisions in accomplishing the University's mission, philosophy, goals, and outcomes. The University is divided into the following five divisions:

1. Division of Business

The Division of Business contains undergraduate majors in accounting, business administration, economics, finance, healthcare administration, human resource management (only in ACCESS), international business, management, management of information technology (only in ACCESS), marketing, pharmaceutical marketing, supply chain management, and sport management, and a master degree program in business (MBA).

2. Division of Healthcare Professions

The Division of Healthcare Professions has the master's degree program in Physician Assistant Studies (MSPAS), the doctoral program in Physical Therapy (DPT), and the undergraduate majors (BS) of sport and exercise physiology, health science, and medical studies

3. Division of Liberal Arts and Social Sciences

The Division of Liberal Arts and Social Sciences houses the departments of Education, Humanities, Social Sciences, and Philosophy and Theology. The Department of Education contains undergraduate majors in early childhood and elementary education and a master's degree program in education (MEd). The Department of Humanities contains undergraduate majors in communication, English, healthcare communication, history, liberal studies, and Spanish. The Department of Social Sciences contains undergraduate majors in criminal justice, homeland security, law & society, political science, and psychology, and a master degree program in criminal justice (MACJ). The Department of Philosophy and Theology contains undergraduate majors in philosophy, theology, and marriage & family studies.

4. Division of Nursing

The Division of Nursing contains an undergraduate major in nursing (BSN), a master's degree in nursing (MSN), and a Doctor of Nursing Practice (DNP).

5. Division of Performing Arts

The Division of Performing Arts houses the departments of Dance, Theatre, and TV/Film. These departments contain undergraduate majors in dance, theatre, and TV/film respectively.

6. Division of Sciences and Mathematics

The Division of Sciences and Mathematics houses the departments of Biology, Chemistry and Physics, and Mathematics/Computer Science. The Department of Biology contains an undergraduate major in biology, the Department of Chemistry and Physics offers a major in chemistry, and a biochemistry-molecular biology major is offered jointly by the Department of Biology and the Department of Chemistry and Physics. The Department of Mathematics/Computer Science offers undergraduate majors in mathematics, computer science, media studies, and master's degree programs in information systems, cyber security, and data analytics.

MISSIONS STATEMENTS OF ACADEMIC DIVISIONS AND DEPARTMENTS

Academic Affairs Mission Statement

The Academic Affairs mission is to provide high-quality academic programs that support the mission and philosophy of DeSales University. Our academic foundation is a faculty with excellent academic credentials, technologically-enhanced pedagogical skills, and professional experience. Faculty members engage students in respectful dialogue with the Roman Catholic faith, reason, and human culture in an academic environment that is inquisitive, entrepreneurial, and agile. DeSales University's academic programs help students discover and develop the gifts of intelligence, moral values, spiritual maturity, and practical skills to prepare them to contribute insightful solutions to real-world problems.

Undergraduate Education Mission Statement

The Undergraduate Education mission is to provide students with a liberal arts education according to the philosophy of Christian humanism. Through high-quality academic programs, individual attention, and community experience, students make a systematic study of academic disciplines in preparation for careers and/or graduate study and for life-long learning. Their undergraduate experience enables students to understand the relationships among academic disciplines, the values of Judeo-Christian tradition, and their own personal self-understanding.

Division of Business Mission Statement

The mission of the Division of Business is to provide a high-value business educational experience within the Salesian tradition. The division's undergraduate majors in accounting, business administration, economics, finance, healthcare administration, human resource management, international business, management of information technology, management, marketing, pharmaceutical marketing, sport management, and supply chain management and its graduate MBA program are characterized by self-discovery, action, collegiality, service, and inspirational leadership. The division strives to provide its students with an education that helps them to better understand others in the world around them and to achieve success in today's global business environment.

Division of Healthcare Professions Mission Statement

The mission of the Division of Healthcare Professions is to provide a quality educational experience enabling students to obtain knowledge and understanding of medicine, sport and exercise physiology, and physical therapy in accordance with the philosophy of Christian humanism as developed by Saint Francis de Sales. Graduates are prepared for careers in the healthcare and exercise physiology industry.

Sport and Exercise Physiology Department Mission Statement

The mission of the sport and exercise physiology major is to develop board-certified exercise physiologists with the critical thinking, oral, and written communicative skills and practical knowledge necessary to serve confidently in a wide variety of fitness, exercise, and sport-related occupations. The sport and exercise physiology program supports the University mission by providing men and women with quality higher education according to the philosophy of Christian humanism as developed by St. Francis de Sales. The sport and exercise physiology program prepares students for employment in commercial, athletic, and clinical settings or for advanced study in professional and graduate schools.

Division of Nursing Mission Statement

The mission of the Division of Nursing at DeSales University is to prepare professional, caring, competent undergraduate and graduate nursing students who have the ability to improve domestic and global health outcomes in the Salesian tradition of Christian humanism. Graduates are prepared to assume clinical, leadership, and diverse healthcare positions to contribute to the advancement of nursing and other healthcare professions. Graduates are prepared to further their individual advancement through future academic endeavors and lifelong learning.

Division of Liberal Arts and Social Sciences Mission Statement

The mission of the Division of Liberal Arts and Social Sciences is to support the Salesian, Christian humanist mission of DeSales University through excellence in teaching and in research for the undergraduate general education core curriculum, for the undergraduate programs (BA and BS) in communication, criminal justice, early childhood and elementary education, English, healthcare communication, history, law and society, liberal studies, marriage and family studies, philosophy, political science, psychology, Spanish, and theology—and for the graduate programs in Education (MEd) and in Criminal Justice (MACJ).

Education Department Mission Statement

The mission of the DeSales University Department of Education is to prepare teacher candidates to demonstrate content mastery applied in effective, creative, reflective, technology-enhanced and data-driven pedagogy. Our candidates explore and confirm a personal and professional commitment to the teaching profession, possessing skills of collaboration and effective and respectful interaction with colleagues, students, and families. Our candidates commit to supporting the uniqueness and high potential of self and of those students whose lives they will touch. They strive to ensure educational equity in local, regional, and global contexts, thus adhering to the key tenets of Christian Humanism.

Humanities Department Mission Statement

The mission of the Humanities Department is to provide students with a knowledge of human culture as manifested in the liberal arts through our undergraduate general education core curriculum courses and courses for the academic majors of communication, English, history, liberal studies, and Spanish. With this foundation in the liberal arts and in the Salesian Christian humanist tradition, our students are prepared for professional careers, engaged citizenship, and graduate studies.

Philosophy and Theology Department Mission Statement

The mission of the Philosophy and Theology Department, operating fully within and dedicatedly to the Salesian, Christian humanist mission of DeSales University, is to advance the student learning outcomes of the undergraduate general education core for which it is directly responsible, to offer the academic undergraduate majors of philosophy, theology, and marriage and family studies, and to prepare its majors for gainful employment and/or graduate studies upon graduation.

Social Sciences Department Mission Statement

The mission of the Department of Social Sciences is to advance the intellectual, analytical, and communication skills of students in undergraduate general education core curriculum courses, courses for the academic majors offered by the department, and for the Master of Arts in Criminal Justice program. In support of the university's Christian humanism mission, the department aims to nurture character that will prepare students for the challenges of a diverse global society, and will enable them to function with proficiency and compassion within higher education, the workforce, and the human family.

Division of Performing Arts Mission Statement

In the belief that creativity endeavors to illuminate truth and elevate the human spirit, the mission of the Division of Performing Arts is to provide students with opportunities to grow as artists, scholars, and human beings within the context of a strong liberal arts education in the Salesian tradition. Through their academic studies and practical experiences, students develop their creativity, intellect, talents, and skills, enabling them to make informed decision about appropriate academic and/or professional career paths in theatre, dance, and TV/film.

Dance Department Mission Statement

The Dance Department at DeSales University integrates the study of dance within a liberal arts curriculum that is founded on the philosophy of Christian Humanism. Our theoretical and practical approach to the art of dance cultivates the growth of the individual and prepares students for professional careers.

Theatre Department Mission Statement

The mission of the Theatre Department, in concert with the mission and philosophy of DeSales University, is to provide students with varied opportunities to grow as artists, as scholars, and as maturing human beings. Within the context of a strong Catholic liberal arts education, this is accomplished through foundational training, rigorous investigation of academic content, and a multitude of practical experiences enabling students to test their talents, skills, and vocation against professional norms.

TV/Film Department Mission Statement

The mission of the TV/Film department is to help students develop into responsible creators and thinkers following the mission and philosophy of DeSales University. We strive to integrate practice and theory, provide students with technological knowledge, critical thinking skills, and diverse technical vocabulary in preparation for the professional industry or further scholarship.

Division of Sciences and Mathematics Mission Statement

The mission of the Division of Sciences and Mathematics is to provide a quality educational experience enabling students to obtain knowledge and understanding in computer science, mathematics, biology, and chemistry in accordance with the philosophy of Christian humanism as developed by St. Francis de Sales. Graduates are prepared for careers in current technology, mathematics, and science.

Biology Department Mission Statement

The mission of the Biology Department is to provide a quality educational experience enabling students to obtain knowledge and understanding of biology and neuroscience. Graduates are prepared for professional careers, graduate studies, or business and industry in accordance with the mission and philosophy of DeSales University.

Chemistry and Physics Department Mission Statement

The mission of the Chemistry and Physics Department is to provide a quality educational experience enabling students to obtain knowledge and understanding of chemistry and physics. Graduates are prepared for professional careers, graduate studies, or business and industry in accordance with the mission and philosophy of DeSales University.

Mathematics/Computer Science Department Mission Statement

The mission of the Mathematics/Computer Science Department is to prepare students for professional careers in education, business, industry and/or graduate studies in the disciplines of mathematics and computer science, in support of the mission and philosophy of DeSales University.

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 life-long learning.

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
 Biochemistry – Molecular Biology
 Biology
 Business Administration
 Chemistry
 Communication
 Computer Science
 Criminal Justice
 Dance
 Economics
 Education: Early Childhood and Elementary Education
 English
 Finance
 Health Communication
 Health Science
 Healthcare Administration
 History
 Homeland Security
 Human Resource Management
 International Business
 Law and Society
 Liberal Studies
 Management
 Marketing
 Marriage and Family Studies
 Mathematics
 Media Studies
 Medical Studies (Physician Assistant Program)
 Neuroscience
 Nursing
 Pharmaceutical Marketing
 Philosophy
 Political Science
 Psychology
 Spanish
 Special Education
 Sport and Exercise Physiology

Sport Management
 Supply Chain Management
 Theatre
 Theology
 TV/Film

Information regarding professional and pre-professional programs can be found in this *Undergraduate Catalog*. Majors in biology are offered the option of taking the BA or BS degree. Majors in accounting, biochemistry—molecular biology, chemistry, computer science, economics, finance, health science, healthcare administration, management of information technology, marketing, mathematics, medical studies, pharmaceutical marketing, psychology, sport and exercise physiology, sport management, and supply chain management are awarded the BS degree. All other majors except nursing are awarded the BA degree. Nursing majors are awarded the BSN degree. Also, the DeSales Institute of Philosophy and Religion in India offers a BA degree in philosophy as well as a BA in theology.

DeSales University also offers six master degree programs: Master of Business Administration (MBA), Master of Arts in Criminal Justice (MCJ), 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) and Doctor of Physical Therapy (DPT).

UNDERGRADUATE PROGRAMS

CREDIT HOUR POLICY

Background

The U.S. Department of Education (34 CFR Section 600.2) defines “credit hour” as:

“...an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or,

(2) at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

The Pennsylvania Department of Education (22 Pa. Code Section 31.21) states that a “semester hour represents a unit of curricular material that normally can be taught in a minimum of 14 hours of classroom instruction, plus appropriate outside preparation or the equivalent as determined by the faculty.”

DeSales University Credit Hour Policy

The number of credits is included with each course description in the *Undergraduate Catalog* and *Graduate Catalog*. DeSales University complies with the above standards for the assignment of credit hours as established by the U.S. Department of Education and by the Pennsylvania Department of Education. In addition, DeSales University is in compliance with policies set forth by the Middle States Commission on Higher Education, using acceptable and consistent methods for assigning credit hours to all courses and programs of study and conforming to commonly accepted practice in higher education.

The number of credits is included with each course description in the Undergraduate Catalog and Graduate Catalog. Information about the number of credits, meeting dates and times, classroom location, and mode of delivery is published online and made available to students prior to registration.

Unit of measurement

All DeSales University undergraduate and graduate courses are assigned credits as a unit of measurement for curricular material regardless of time frame or mode of delivery. A credit is the equivalent of one hour (50 minutes) of face-to-face classroom instruction per week for a semester of approximately 15 weeks. There is an expectation of two hours of outside study by the student for each hour of classroom instruction.

Outside Study Activities

Outside study activities may include readings, review of notes, written assignments or journals, group projects, preparation for quizzes or exams, vocal or instrumental practice, rehearsal for dramatic productions, quantitative problem solving, literature research, theatrical rehearsal, creation of lesson plans, review of films and/or dramatic productions, preparation for presentations, lab reports, preparation for clinical experiences, or other assigned work as appropriate to the student learning outcomes of the course.

Academic Period and Instructional Time

The traditional undergraduate academic year consists of a fall and spring semester that are approximately 15 weeks in length with an additional week for final examinations. One credit is awarded for one hour (50 minutes) of classroom instruction per week for the semester of approximately 15 weeks with a minimum of 14 hours of instruction. If a course

meets for three 50-minute class periods or two 75-minute class periods per week, it is said to be a three-credit course and has a minimum of 42 hours of classroom instruction.

The ACCESS academic schedule consists of 10 sessions throughout the calendar year. The majority of the courses run for eight weeks, but ACCESS also offers a winter minimester that runs for 3 weeks, summer sessions that run for 3 weeks and 6 weeks, and 4-5 credit courses (e.g., Natural Science courses) that run for 12-14 weeks. Courses are offered either as hybrid or completely online and meet the same number of hours as equivalent full-semester courses by requiring more frequent meetings, longer meeting times, asynchronous/synchronous online meetings, and/or utilizing instructional equivalencies (described below under online and hybrid courses).

The academic year for the DPT, MEd, and MSPAS programs consists of fall, spring, and summer sessions that are typically 14 to 16 weeks in length. The academic year for the MBA, MCJ, MSIS, MSN, and DNP programs consists of fall, winter, spring, and summer sessions. The fall, winter, and spring sessions are typically 12 weeks in length, and the summer session is 6 weeks in length. Regardless of whether the graduate programs consist of three or four sessions per year, courses meet the same number of hours as equivalent full-semester courses by requiring more frequent meetings, longer meeting times, asynchronous/synchronous online meetings, and/or utilizing instructional equivalencies.

Periodic Review

Assignment of credit hours for each course is determined by the program/major based on the amount of work required to achieve the course's student learning outcomes. Undergraduate and graduate students are provided with a course syllabus that conforms with the DeSales' "Credit Hour Policy." Faculty are required to submit to Division Heads all course syllabi prior to the start of the semester/session allowing time for review and approval. Final review and approval is made by the dean of undergraduate education for undergraduate courses and the dean of graduate education for graduate courses. In addition, existing courses are evaluated for compliance with federal and state regulations during each program's five-year self-study and assessment.

New Course and Approvals

For the approval of a new course, the "Petition to Present a New Undergraduate (Graduate) Course" is completed by a faculty member and approved by the chair of the major (if applicable), department chair (if applicable), and division head, and is reviewed for compliance by the dean of

Minimal Amount Of Student Activity Per Credit For Face-To-Face Classroom Instruction

Credits Awarded	Minimum Contact Time per Week	Minimum Instructional Time for 14 Weeks	Minimum Out-of-Class Student Work per Week	Minimum Out-Of-Class Student Work for 14 Weeks	Total of Contact and Out-Of-Class Student Work For 14 Weeks
1	1 hour	14 hours	2 hours	28 hours	42 hours
2	2 hours	28 hours	4 hours	56 hours	84 hours
3	3 hours	42 hours	6 hours	84 hours	126 hours
4	4 hours	56 hours	8 hours	112 hours	168 hours
5	5 hours	70 hours	10 hours	140 hours	210 hours

undergraduate education for undergraduate courses and by the dean of graduate education for graduate courses. This petition must be accompanied by a syllabus which conforms to the "Instructions for Drafting a Course Syllabus" and to the "Credit Hour Policy." New courses that request inclusion within the core curriculum must receive additional approval from the General Education Core Curriculum Committee.

Below are the general guidelines for assigning credit hours to a particular method of instruction.

Face-to-Face Classroom Instruction

Face-to-face courses in the undergraduate and graduate programs utilize lectures, discussions, demonstrations, or other methods of instruction. DeSales University's traditional academic year consists of a fall and spring semester that are approximately 15 weeks in length with an additional week for final examinations. One credit is awarded for one hour (50 minutes) of classroom instruction per week for the semester with a minimum of 14 hours of instruction.

The table above displays the minimal amount of student activity per credit for face-to-face classroom instruction.

Online and Hybrid Courses

Through a combination of in-class contact hours and online activities, online or hybrid courses must provide the "instructional equivalent" of the number of in-class contact hours delivered in a traditional classroom setting. In the case of a fully online class, all of the instructional hours are calculated through "instructional equivalencies." DeSales' formal policy

(Documentation of Instructional Equivalency Hours for Online and Hybrid Courses) as well as guidance for instructors (Credit Hour Instructional Equivalency Calculation for Online and Hybrid Courses) are posted for the university community on the MyDSU portal under "Policies & Procedures" in the "Distance Education and Instructional Technology" folder. Online and hybrid courses have the same quality, assessment, learning outcomes, requirements, etc. as courses offered face-to-face. Templates are used for consistency of syllabi across multiple versions of the same course and in the organization of content in Blackboard. A thorough review process is in place whereby the appropriate division head or department chair examines the course syllabus for each online or hybrid course to ensure that the content and rigor is equivalent to that of any classes with the same course number that are offered in the traditional face-to-face classroom setting. Additionally, the Center for Educational Resources and Technology reviews each course for proper set-up and use of technology in Blackboard. Instructors are contacted to update or enhance course material as needed.

Laboratory Components of Courses

Laboratories are components of particular face-to-face courses. The laboratory portion of a course is the "hands on" component that supports the didactic (classroom) component of the course. Generally, one credit is awarded for two or three hours of laboratory per week. Online laboratories provide the instructional equivalent of the number of in-class contact hours.

Internships

Internships are supervised learning experiences that take place outside the classroom for which academic credit may be

granted. Internship applications are reviewed and approved by the coordinator of experiential learning and the student's faculty supervisor. Students with a GPA of 2.5 or above are eligible to complete an internship(s) for academic credit. Internship applications for more than three credits must also be approved by the student's division head and the dean of undergraduate education. Internships are graded pass-fail. Credits awarded are based on the following total hours worked during the internship:

Number of Credits	Number of Total Hours Worked During Internship
3	135 to 150 hours
6	270 to 300 hours
9	405 to 450 hours
12	540 to 600 hours

Student Teaching

The Pennsylvania Department of Education (PDE) requires 170 hours of supervised clinical field hours prior to student teaching. Education students seeking certification complete a series of supervised, 1-credit clinical field courses that, when combined, meet the 170 hour requirement. PDE requires a 14-week in-school experience for completion of program requirements for student teaching. During the 14-week in-school experience, 12 credits are awarded for a minimum of 64 days of student teaching.

Independent Study

Independent study courses permit a student to study independently and periodically with a faculty member. Independent study proposals are reviewed and approved by the faculty supervisor, the department chair (or division head), and the dean of undergraduate education for undergraduate students and by the faculty supervisor, program director, and dean of graduate education for graduate students. Credit hours are assigned based on the amount of academic activity associated with the course, the faculty supervision, and the amount of outside study (defined above under outside study activities). Most independent study courses are approved for 3 credit hours.

Tutorials

At times a student may wish to take a course which is listed in the undergraduate or graduate catalog but which is not scheduled to be offered in a given semester. The student may ask a full-time faculty member (usually one who has previously taught the course) if he/she is willing to offer the course tutorially. Tutorials must match the minimum instructional time and minimum out-

of-class student work per week assigned for face-to-face classroom instruction. Tutorial proposals are reviewed and approved by the advisor, the department chair (or division head), and the dean of undergraduate education for undergraduate students and by the advisor, program director, and dean of graduate education for graduate students.

Supervised Clinical Experience

For undergraduate nursing (NU) courses, including the required senior-level clinical internship, the credit hour assignment for a supervised clinical experience is based on the following required minimum total clinical hours:

Number of Credits	Minimum Number of Total Clinical Hours Required During Nursing Course
1	45 hours total
2	90 hours total
4	180 hours total

For the Physician Assistant, Nursing, and Physical Therapy graduate programs, credit for clinical experience is generally determined by their specific accrediting agencies (see the Graduate Catalog).

Practicum/Studio Courses, Applied Music, and Ensembles

Practicum/studio courses, applied music lessons, and ensembles in the Division of Performing Arts (theatre, dance, tv/film) are assigned credits based on the learning outcomes and student workload expectations within a specified period of academically-engaged time as determined by the program/major.

Research in Biology Department and Chemistry Department

During research courses, students conduct research in collaboration with a faculty member who has expertise in the subject matter. In the Departments of Biology and Chemistry (biology, chemistry, and biochemistry-molecular biology, physics), one credit is awarded for a minimum time commitment of 3 hours per week for at least 14 weeks.

COURSE DELIVERY MODES – ACADEMIC YEAR 2020-2021

At DeSales University, it is our priority to keep our students healthy, especially during the COVID-19 pandemic. As such, we will abide by governmental guidelines when possible as we strive to balance public health concerns with the needs of the University. In order to provide a flexible and safe learning

environment, courses include a blend of in-class instruction, student participation via Zoom, and online engagement via the Blackboard learning management system. Based on the needs of specific courses, the instructional modality includes one of five formats:

1. In-Person: Classes with enrollment that does not exceed the physical distance seating capacity meet in-person, with accommodations for attendance via Zoom.
2. In-Person/Connected: Classes with enrollment that exceed the physical distance seating capacity blend in-person classroom attendance with a live Zoom (connected) classroom presence (In-Person/Connected). Students rotate from attending in-person to attending via live Zoom. In this mode, all students (classroom and connected) are present in real time and attendance is taken using a system that maximizes in-person attendance and minimizes connected attendance. Students are informed of the class rotation schedule on each instructor's syllabus which is posted on Blackboard prior to the start of the course.
3. Hybrid/In-Person: In general, classes meet with all students in-person half of the time in the classroom and half of the time online (asynchronously). For example, a hybrid course meets in class on Tuesday with online coursework and assignments that complete equivalency requirements for total in-class hours.
4. Hybrid/In-Person/Connected: The same as the previous, but due to room capacity, on days when class meets in-person, students are rotated from attending class in-person to attending via live Zoom.
5. Fully Online: Classes are conducted online, with a blend of synchronous and asynchronous online activities, as outlined by the instructor.

The assignment of instructional modalities is available in WebAdvisor and can be found in the "Comments" on the My Class Schedule option. Due to the uncertainty of the COVID-19 pandemic, the course instructional modality is subject to change. To ensure they are appropriately equipped for fall courses, students should review the technology requirements for all University courses, available online.

Students are required to check their symptoms on a daily basis using the HealthChampion app. If a student is symptomatic, they should not come to class in-person, but attend class via live Zoom (connected) using the link in their Blackboard course. When feasible, every class will be conducted to accommodate students who need to attend class via live Zoom in the event that they demonstrate COVID-19-related symptoms or need to self-quarantine. To provide both flexibility and access to in-class lectures during the pandemic, faculty have been asked to record their Zoom sessions.

Students who are unable to return to an on-campus learning environment may be able to attend via live Zoom; however,

not all courses can accommodate such connected participation if being physically present in the classroom is required for experiential learning. Students who are seeking to attend class via live Zoom should contact the DSO Director, Carolyn Tiger, who will work with the students and inform their instructors of this accommodation.

Students who have questions about any of the above academics information or other matters related to course instruction should contact Academic.Affairs@desales.edu.

CLASSROOMS AND EXTENDED CLASSROOMS – ACADEMIC YEAR 2020-2021

With the assistance of the Office of Campus Environment, physical distancing room capacities have been determined and adjustments to classrooms have been made as needed. This included the removal of furniture, or the designation of allowable seating spaces to allow for six feet of distance between student seats. With these adjustments to learning spaces, the modality of instructional delivery is dependent, in part, on course enrollment numbers and the newly determined seating capacities. Additional spaces on campus (i.e., conference rooms in the University Center, Wills Hall, tents, etc.) are also being utilized for instruction of courses with large enrollment numbers.

The following protocols are in place for use of classroom spaces:

- Students are required to wear a face mask/covering at all times while in the classroom.
- Students who do not have a face mask/covering must leave and are not permitted to return unless they are wearing a face mask/covering.
- Students are asked to wipe down their desks before each class period begins.

Students in nursing and healthcare programs should anticipate that in courses with laboratory components, it will be necessary to make physical contact with a lab partner and/or standardized patient in order to learn and practice selected skills. Along with each partner wearing masks and observing hand-washing practices previously described, efforts to mitigate excessive exposure will occur by limiting student-to-student contact to one lab partner for all courses in which this type of learning experience is required.

Some classrooms on campus are not in use on certain days/times, and have been designated as “Extended Classrooms,” where students can reserve a seat to attend class when it is their turn to attend class via live Zoom (connected), or to conduct other online course activities. Reservations for a seat in Extended Classrooms and spaces in the library can be made one week in advance via a web-based reservation system, accessible through MyDSU. In addition to study carrels placed around campus (first-come, first-served basis; no reservations required), Extended Classrooms provide spaces for commuter students and

connected students throughout the day.

Students who have questions about any of the above academics information or other matters related to course instruction should contact Academic.Affairs@desales.edu.

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 from the performing and fine arts that a student may take for credit and be applied toward the 40-course graduation requirement is 12.

To graduate, each student 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 also be attained in all concentration courses. Some majors, such as Education, Health Science, Medical Studies, and Nursing, require a higher GPA as a component of their progression policies and/or as a prerequisite to their professional phases. For more information about these requirements, please see the individual program’s section below.
3. Ordinarily, complete a minimum of 15 courses at DeSales University.

It is the student’s responsibility to see that all of 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 (Composition & Rhetoric

1 and 2), offered by the English faculty, that develop foundational skills: thinking, reading, writing, speaking, 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. Note: PE 100 is a graded course.

- 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 (Graded), plus 2 courses from those designated as “Activities Courses.” (Any dance technique or movement-based course, as defined in the course description, 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, numbered consecutively within the same language (e.g., SP 101, and SP 102; FR 102 and 201; etc.). This requirement may also be fulfilled in one of the following ways: 1) study abroad, 2) two world cultures courses or one world cultures course and one approved course with an international travel component when the student completes the travel that is part of the course. The dean of undergraduate education will decide whether a particular course or experience satisfies the study abroad option. Please note: taking one foreign language course and one course with an international travel component, together, does not satisfy this requirement. Similarly, taking two separate language courses (e.g., SP 101 and FR 101) 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, SP 341 (Study Abroad Only). (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; 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.
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, CH 212, PH 208. Not open to majors in biology, chemistry, or medical studies.
4. Philosophy 109.
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:

Freshman	English 103 and English 104
Year	MOT Philosophy MOT Social Science Two Foreign Language/World Cultures courses PE 100 Physical Education Activities course
Sophomore	Humanities I and Humanities II
Year	Introductory Theology MOT Literature MOT Mathematics Physical Education Activities course
Junior Year:	Humanities III & Humanities IV Intermediate Theology MOT Natural Science
Senior Year:	Values Seminar

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 cultures course also fulfills a Humanities III requirement, the course may only be used to fulfill one General Education Core requirement—either the world cultures requirement or the Humanities III requirement, but not both.

II. MAJOR

The major is designed to offer the student a 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. The graduation requirements for the major are determined by the catalog year in effect at the time of the

student’s official acceptance to the major.

A student must complete five 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.] 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. 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.

Minors

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. After degree conferral, a minor may be added within one year. Students who seek to add a minor after graduation, however, may not be eligible for additional financial aid. 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 in MyDSU under the Forms and Documents heading as well as 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 humanities department)

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
History 324
History 325
History 327

And any one of the following courses:

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

Behavioral Neuroscience (Sponsored by the social sciences department and the biology department)

Psychology 109
Biology 267 or Psychology 265
Psychology 230

Three courses of the following:

Biology 374
Biology/Psychology 375
Biology 461*
Neuroscience 451
Psychology 381
Psychology 320
Psychology 499*

* Research must be in the area of behavioral neuroscience.

If any of these requirements change, the *Undergraduate Catalog* in effect at the time of the division head's approval will apply.

Biomechanics (Sponsored by the sport and exercise physiology department)

Sport and Exercise Physiology 370
Sport and Exercise Physiology 480
Physics 203 or Physics 201

Any three of the following:

Sport and Exercise Physiology 320, 375, 461
Mathematics 121, 122
Computer Science 111, 121, 211

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. With the exception of economics majors, the business minor is not available to students with a major in the Division of Business.)

Management 100
Accounting 217
Economics 209 or 112
Management 201
Marketing 201

Plus one other AB, FN, HCA, HR, MG (except 233, 475), MK, or SU course.

Chemistry (Sponsored by the chemistry department; not available to Biochemistry-Molecular Biology majors. If any of the requirements change, the *Undergraduate Catalog* in effect at the time of the division head's approval will apply.)

Chemistry 101-102
Chemistry 231-232

One of the following courses: CH 304, 351, 352, 361, 362

And one additional CH course at the 300 or 400 level with a laboratory

Communication (Sponsored by the humanities department)

Communication 130
Communication 199
Communication 206

Any three of the following:

Communication 205
Communication 220
Communication 275
Communication 290
Communication 305
Communication 310
Communication 313
Communication 314
Communication 315
Communication 318
Communication 319
Communication 365
Communication 391
Communication 405

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

Computer Science 115
Computer Science 211
Computer Science 230
Computer Science 260

Two CS electives – computer science courses at the 200-level or above, except CS 475

Creative Writing (Sponsored by the humanities department)

English / Communication 212
English / Communication 312
English / Communication 340
Communication 316

English 285

One choice from among the following:

Communication 320
TV/Film 252
Theatre 275

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.

Digital Art (Sponsored by the mathematics/computer science department. This minor is not available to students in the digital art track of the Computer Science major.)

Computer Science 119
Computer Science 265

One of the following four-course groupings:

Design/2D

Computer Science 270
Computer Science 340
Computer Science 342

CS Elective – any computer science course at the 200-level or above, except for CS 475

3D Animation

Computer Science 390
Computer Science 392
Computer Science 425

CS Elective – any computer science course at the 200-level or above, except for CS 475

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

Economics (Sponsored by the Division of Business)

Economics 209
Economics 210

Any four courses from the following:

Any Economics course (up to four)

Finance 220
Finance 336
Mathematics 121

Division of Business majors must take at least four courses for this minor which are distinct from the courses used to meet the requirements of their major(s).

Education Studies (Sponsored by the education department)

Education 109
Education 209 or Elementary Education 111
Education 218
Education 211

One of the following electives: Elementary Education 335, 210, or other elective approved by the department chair
Education 495

Education for Secondary Schools (Sponsored by the education department)

Education 109
Education 209
Education 218
Education 330
Education 405

One subject area methods course from the following:
Education 410, 411, 412, 413, 414, or 415

English (Sponsored by the humanities department)

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

Environmental Science (Sponsored by the biology department)

Biology 151
Biology 241
Biology 242

Two of the following courses:

Biology 280
Biology 390 (Must be Environmental Internship)
Biology 461 (Must be Environmental Research)
Geology or Conservation Biology courses at an LVAIC school with permission of the chair of the biology department.

One of the following:

Political Science 280
History 316

Environmental policy or history course at an LVAIC school with permission of the chair of the biology department.

Ethical Leadership (Sponsored by the philosophy and theology department)

Core Courses (two courses from the following – please note pre-requisites in brackets)

Philosophy 209 (PL 109)
Psychology 120 (no pre-requisite)
Theology 356 (TH 109; Hum. 1 and 2)

Leadership (two courses from the following – please note pre-requisites in brackets)

Communication 205 (EN 103)
Communication 206 (no pre-requisite)
Communication 275 (CM 130)
Communication 310 (CM 130)
Education 429 (no pre-requisite)
English 475 (MOT Literature; Hum. 1 & 2)
Management 203 (no pre-requisite)
Management 233 (EN 104; limited to business)
Management 303 (MG 201)
Management 400 (MG 201)
Nursing 451 (limited to nursing majors)
Psychology 250 (PS 109)
Psychology 340 (PS 109)
Sport Management 200 (SS 100 or SS 150)
Theology 281 (TH 109)
Theology 400 (TH 109)

Ethics (two courses from the following – please note pre-requisites in brackets)

Communication 390 / TV/Film 390 (for CM, CM-130 and CM 190 required; for TV, no pre-requisite)
Computer Science 475 (no pre-requisite)
Criminal Justice 425 / Law & Society 425 (no pre-requisite)
Fine Arts 295 (no pre-requisite)
Management 475 (TH 109)
Nursing 310 (limited to RN students)
Physician Assistant 575 (limited to PA students)
Philosophy 355 (PL 109; Hum. 1 & 2)
Philosophy 370 (PL 109; Hum. 1 & 2)
Philosophy 438 (PL 109; Hum. 1 & 2)
Philosophy 475 (PL 109)
Philosophy 478 (PL 109)
Political Science 256 (no pre-requisite)
Psychology 220 (PS 109)
Sport Management 475 (TH 109)
Theology 260 (TH 109)
Theology 261 (TH 109)
Theology 382 (TH 109)

Note: If a student desires to take all three core courses, then to fulfill the minor, the student would have to complete three more courses from the two remaining content areas with the only condition that all three not be chosen from one area alone.

Finance (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. With the exceptions of economics and sport management majors, the finance minor is not available to students with a major in the Division of Business.)

Any six finance courses. Financial Accounting AB217 and/or Principles of Macroeconomics EC209 may be taken in place of one or two of these courses. Economics or sport management majors must take at least four courses for this minor which are distinct from the courses used to meet the requirements of their major(s).

French Studies* (Sponsored by humanities department)

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.

Health Communication (Sponsored by the humanities department)

Communication 305
Health Communication 130
Health Communication 280
Health Communication 314

Two additional elective courses from among the following (one of which must have the HCM designation):

Communication 310
Communication 391
Health Communication 290
Health Communication 318

History (Sponsored by the humanities department)

Humanities I
Humanities II

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

Homeland Security (Sponsored by the social sciences department)

Criminal Justice / Homeland Security 150
Criminal Justice / Homeland Security 155
Criminal Justice / Homeland Security 374
Homeland Security 385

Choose any two of the following courses:
Homeland Security 275

Criminal Justice / Homeland Security 380
Homeland Security / Psychology 378
Homeland Security 410
Criminal Justice 100
Criminal Justice 160
Criminal Justice 260
Political Science 103

Italian Studies (Sponsored by the humanities department)

Six of the following courses:

Italian 101
Italian 102
Italian 201
Italian 202
Italian 301
Italian 302
Fine Arts 331
Fine Arts 332
Fine Arts 336 (taught in Rome only)
Fine Arts 364
History 209
History 211
History 303
Philosophy 360
Theology 250
Theology 346
Theatre 221

In addition, all courses completed during a semester in Rome on the DeSales program qualify toward the minor.

Journalism (Sponsored by the humanities department)

Communication 130
Communication 220
Communication 320
Communication 325
Communication 380
Communication 391 or a controlled elective from the communication department or TV 244

Law and Society (Sponsored by the social sciences department)

Law & Society 109
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. With the exception of economics and sport management majors, the management minor is not available to students with a major in the Division of Business.)

Management 100

Management 201
Management 211
Management 305
Management 400
Management 475

Marketing (Sponsored by the Division of Business. If any of the requirements change, the *Undergraduate Catalog* in effect at the time of the division head's approval will apply. With the exceptions of economics and sport management majors, the marketing minor is not available to students with a major in the Division of Business.)

Management 100
Management 211
Marketing 201
Marketing 220
Marketing 410
Any marketing elective

Marriage and Family Studies (Sponsored by the philosophy and theology department)

Theology 260
Theology 261
Theology 478 or 480
Philosophy 209
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-level or above, except MA 260

Music (Sponsored by the humanities department)

One of the following:

Fine Arts 115
Fine Arts 118
Fine Arts 120

Two of the following:

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

Two of the following:

Fine Arts 111.1, .2, .3
Fine Arts 112.1, .2, .3
Fine Arts 113.1, .2, .3

One additional course from the above lists, or one additional approved elective in music.

Philosophy (Sponsored by the philosophy and theology department)

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 255
Political Science 313, 315, or 317
Political Science 330
Political Science 362

Psychology (Sponsored by the social sciences department)

Psychology 109
Psychology 230 or 265
Psychology 240

Any other three psychology courses

Spanish (Sponsored by humanities department)

Any six courses 200 level or above

Sport and Exercise Physiology (Sponsored by the sport and exercise physiology department)

Biology 355 or Biology 263
Biology 356 or Biology 264
Sport and Exercise Physiology 249 or 250

Any three other sport and exercise physiology courses. Students may substitute Dance 461 or Sport Management 335 for one of the sport and exercise physiology courses other than SX 249/SX 250

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 philosophy and theology department)

Theology 109

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

TV / Film (Sponsored by the Performing Arts Department)

TV/Film 160
TV/Film 225
TV/Film 252
TV/Film 370

Any Two TV/Film Electives

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 traditional curriculum. 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: Liberal Studies seminars, cultural experiences, and an Honors Thesis.

Liberal Studies 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. 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. Honors students complete six seminars, which fulfill two free elective requirements toward graduation. (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 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 Colloquium. The best thesis each year, as judged by the Review Committee of the Salesian Center for Faith & Culture, receives the annual “Faith & Reason Award.”

Participation in the honors program is by invitation and application only. Each fall semester, invitations to apply to the program are extended to members of the Freshman class who have received presidential or trustee scholarships. Applications require a letter of intent from the student and a recommendation from a faculty member or the student’s academic advisor. Only 15 students are admitted to the program each year.

Honors students who complete all components of the program have their participation noted on their university transcripts and receive special 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 three-credit courses toward the second degree at DeSales University; at least five of these courses must be in the major field of study. Graduates of DeSales University must complete a minimum of ten three-credit courses beyond the conferral date of their most recent DeSales degree. 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 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.)

ACADEMIC POLICY REGARDING INTERNSHIPS

Internships are planned and supervised learning experiences that take place outside the classroom, preferably at off-campus sites, for which academic credit is granted as an added dimension of the student’s academic major. The program is open to sophomores, juniors and seniors who have completed course work that, in the judgment of the faculty supervisor, is required by the nature of the internship proposal. Students with a GPA of 2.5 or above are eligible to complete an internship for academic credit. If a student intends to receive more than 3 credits for an internship, if it results in an overload for the semester, or if a student’s GPA is between 2.0 and 2.49, approval must be sought from the student’s division head and the dean of undergraduate education. During the course of a student’s academic career, they may complete more than one credit-bearing internship, as long as it is approved by the faculty supervisor and coordinator of experiential learning, and follows the policies of the internship program. Students must be in good academic standing and not on academic probation to be approved for a credit-bearing internship.

The Career Development Center staff and/or the student’s faculty supervisor can assist the student in identifying possible internship sites. Assignments and duties of the student intern should constitute a new, meaningful, and challenging experience.

Menial tasks must not comprise the major part of the internship. Questions should be referred to the coordinator of experiential learning or the student's faculty supervisor.

The coordinator of experiential learning administers the program's policies and procedures. The Career Development Center staff can provide assistance to the student in preparing a resume and in interviewing with the sponsoring employer. The faculty supervisor ensures that the internship is a worthwhile experience. This is done, in part, by carefully reviewing the student's learning contract containing the internship's objectives and methods for evaluating student performance. The employer supervisor at the work site develops a description of the student intern's job responsibilities and project assignments, provides orientation and job training for the student, supervises the student's work, and completes a final evaluation of the student's performance. An offer letter should be provided by the employer.

All students must attend a mandatory orientation where they will sign an agreement with the Career Development Center that states their understanding of program requirements and will receive a packet with the required paper work and due dates. All students must complete an internship application and submit a resume and offer letter/e-mail before they can be registered by the registrars office for an internship. In addition, students must be enrolled in the college's student accident insurance plan or have similar coverage under a family or personal accident insurance plan. All students must register for internships according to the registration deadlines posted in the Undergraduate Catalog (typically the last day for dropping and adding courses).

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

Internships are ordinarily limited to three credits (one course) per semester, and a student may not register for the same internship in successive semesters. Internship proposals for more than three credits during the regular academic year must include additional complex job responsibilities and must be approved by the student's department chair and the dean of undergraduate education. Credits awarded are based on the following number of total hours worked during the internship and all internships are graded pass-fail:

- 3 credits (1 course) - 135 to 150 hours total
- 6 credits (2 courses) - 270 to 300 hours total
- 9 credits (3 courses) - 405 to 450 hours total
- 12 credits (4 courses) - 540 to 600 hours total

ACCESS students may complete an internship with their current employer with the approval of the faculty supervisor, department chair/division head, and coordinator of experiential learning. In order for the internship to be approved, the following

criteria must be met:

- 1) The proposed work experience must be different from his/her current day-to-day job
- 2) The student must be supervised by someone other than his/her current immediate supervisor

Traditional students taking internships during the fall or spring semester 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 time frame) will still be charged the appropriate traditional day rate. Traditional students taking internships in the summer will be charged the ACCESS rate. ACCESS students taking internships during the fall, spring, or summer will be charged the ACCESS rate.

Students must provide their own transportation to internship sites.

Exceptions to any of the program's prerequisites and requirements are referred to the department chair/division head and the dean of undergraduate education for final determination and decision. Requests for exceptions must be made before the time of registration for an internship.

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 (BA or BS). 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. After degree conferral, a dual major may be added within one year. Students who seek to add a dual major after graduation, however, may not be eligible for additional financial aid.

If either major is within the Division of Business, at least five courses used to meet the requirements of the second major must be distinct from the courses used to meet the requirements of the official major. A triple major consisting of three Division of Business majors is not permitted.

INTERNATIONAL STUDY (STUDY ABROAD)

DeSales University encourages qualified students to study abroad. Currently, the University offers the opportunity to study in the United Kingdom, Ireland, Greece, Spain, Switzerland, and

Monaco. Detailed information about these and other programs are available from the Office of International Learning. Study abroad must be planned well in advance and receive the approval of the appropriate division head and the student's academic advisor, the director of financial aid, and the director of international learning.

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 usually open to students who have at least sophomore or junior year status, and ordinarily a 2.75 cumulative GPA overall. Students interested in study abroad must plan early, review their plans with their academic advisor and the director of international learning, and observe the deadlines published by the Office of International Learning.

Information about financial aid procedures is available from the director of financial aid and through the Office of International Learning. Please note that DeSales University merit-based scholarships/grants that are non-need related are not applicable to the cost of study abroad for programs not offered by DeSales University, 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

Full-time DeSales University students are encouraged to study abroad during the fall semester of their sophomore, junior, or senior years 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.

- Business Administration
- Data Analytics/Applied AI
- Financial Management
- Financial Planning (CFP®)
- Healthcare Administration
- Human Resource Management

Information Technology
Management/Leadership
Marketing
Supply Chain Management
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 advisor who works specifically with students in the exploratory studies program. Exploratory studies students remain with the same advisor until they declare a major. Efforts are made to provide continuity, vis., to keep the same group of advisees 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 the academic resource center.

Academic Resource Center

The Academic Resource Center (ARC) offers a wide variety of services to assist undergraduate students (traditional, ACCESS, accelerated BSN, and graduate students) in achieving their academic goals. These services include peer or professional tutoring in specific undergraduate subjects, and coaching in general academic skills such as study techniques, reading comprehension, and time management for all undergraduate students. Assistance with written essays and research papers is available for students, including distance and graduate students, via the Writing Center. The ARC also sponsors workshops for all students on methods of studying more effectively.

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. Staff members also help students to emerge as campus leaders and to graduate with marketable skills. Candidates for this program are identified during the admissions process.

DISABILITY SERVICES

In accordance with federal law, a "person with a disability" is defined as a person who has a physical or mental impairment that substantially limits one or more major life activities. The Disability Services Office (DSO) works closely with students who self-identify as having learning disabilities, physical disabilities, psychological disabilities, temporary injuries, food allergies, and/or other medical conditions. Specifically, the DSO collaborates with students, faculty, and pertinent campus offices in order to ensure equal access to University programs, services, and activities.

Policies and procedures have been developed to provide students with as much independence as possible and to promote self-advocacy. We offer strategies and sessions in effectively transitioning into the higher education environment, executive functioning skills, time management and organizational skills, study skills, note taking skills, and appropriate coping strategies.

DeSales expects that students who plan to attend the University will have already acquired compensatory strategies. Students with disabilities, similar to their peers without disabilities, must be qualified based on all academic and non-academic criteria for admission to the University, continued enrollment, and graduation from the University.

The process begins with an interactive dialogue between the DSO and the student to determine appropriate and reasonable accommodations. Accommodations are not retroactive. The university does not provide, nor is financially responsible for personal care attendants.

All questions, documentation, and requests concerning academic, residential, or dining accommodations should be addressed with the Disability Services Office. For more information, please contact the DSO 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.

HIGH SCHOOL SCHOLARS

The DeSales University High School Scholars Program enables high school students to take college courses for credit, tuition free, on the University campus. Highly talented and motivated students who are nominated by their high schools may take one day course during the regular fall and/or spring semester, on a space-available basis. This high school/university articulation program promotes communication and cooperation between basic and higher education while enriching and expanding the curriculum for students capable of completing college courses while still in high school.

Complete application information, including conditions and procedures, is sent to local high school guidance counselors each semester. Students are nominated by their high school guidance counselor, principal, or a screening committee designated at their school. Each participating school may nominate at most two students and two alternates per semester.

The chairs of the departments offering the requested courses review the applications and recommend acceptance or denial to the associate dean of academic life. A department chair may request a personal interview or telephone conversation with the student applicant. The department chair determines the student's placement on the basis of the student's course request, course enrollments, and the student's background. After reviewing the student's application and the chair's recommendation, the associate dean of academic life will notify the student and the nominator as to his decision. DeSales University will endeavor to accommodate qualified applicants, but it cannot guarantee admission to the requested courses. Ordinarily, the student will be limited to one course per semester.

The student will not be charged tuition but will be responsible for the cost of textbooks, laboratory fees, and other course materials, if applicable, and transportation. Participants will be expected to adhere to the attendance policy of the course and to the University calendar. The course must be taken for a letter grade, not for pass/fail or audit.

HIGH SCHOOL DUAL ENROLLMENT PROGRAM

The DeSales University Dual Enrollment Program enables high school students, juniors or seniors, to take college courses for credit at a reduced rate. Available courses include both online and on-campus options. An online application, eligibility criteria, course offerings, and updated costs are all available at www.desales.edu/dualenrollment.

A. ACADEMIC REGULATIONS

CLASSIFICATION OF STUDENTS

A **freshman** is a regular student who 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 the fall or spring semester has satisfactorily completed at least eight courses (3 or more credit hours each) but fewer than 18 courses and 54 credits.

A **junior** is a regular student who at the beginning of the fall or spring semester has satisfactorily completed at least 18 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 the fall or spring 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 12 or more credit hours in any given semester.

A **part-time student** is one who carries fewer than 12 credit hours 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. If the student fails to achieve the minimum requirements outlined in the Admissions Special Student letter, the student will not be permitted to continue at the University. Once the student has been admitted as a regular student, the credits earned as a special student may be applied retroactively 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/or 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 executive director of ACCESS. 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 office of enrollment management. This request must usually be documented with a letter from the student's employer specifying that the student is employed full-time and receives a full benefit package, or tax returns showing that the student's parent(s) or guardian(s) do not claim the student as a dependent. 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; or a student serving on an official committee or assisting 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.

Class Recording Policy

By registering for or attending DeSales University courses, individuals consent to the recording of classes within the scope of the DeSales University Class Recording Policy, available at www.desales.edu/policies.

RIGHTS, RESPONSIBILITIES, AND FREEDOMS OF STUDENTS

Copies of the Student Handbook are on file 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 competently expressed.

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

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.)

I 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 an Incomplete is four months from the last day of the semester in which the Incomplete was given; otherwise, unless an extension of this limit is granted in

writing by the Dean of Undergraduate Education, the grade becomes an “F.” The last day of the semester is specified in the academic semester calendar.

ACCESS Program: The maximum time for the make-up of an Incomplete is eight weeks from the end of the previous session/semester in which the Incomplete was given; otherwise, unless an extension of this limit is granted in writing by the assistant dean of lifelong learning, the grade becomes an “F.” The last day of the semester is specified in the ACCESS calendar.

Incompletes as Pre-Requisites. An unresolved incomplete course that carries over into the subsequent academic term may prevent a student from beginning another course(s) for which the incomplete is a pre-requisite.

AU Audit (no credit)

PO Pass on Pass-Fail option. (See The Pass-Fail Option below)

FO Failure on Pass-Fail option

P Satisfactory

W Official withdrawal

WP Official withdrawal, passing at time of withdrawal

WF Official withdrawal, failing at time of withdrawal

GRADE CHANGE

The maximum time limit to request a grade change (other than an Incomplete) 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 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.
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. 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.
4. 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) by submitting an Approval Form to the Registrar's Office by the deadline indicated on the academic calendar.

AUDITING

An auditing student is permitted to attend lectures and, with the permission of the instructor, to take part in class discussions. The auditing student does not take examinations, receive grades, or earn credits. 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. 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 course fee will be charged at approximately half the normal fee). A course audited may not be repeated for credit unless approved in writing by the associate dean of academic life. The instructor may request of the associate dean of academic life that an auditing student be officially withdrawn from the course whenever it is clear that the student is not profiting from the course or that the auditing student's presence in the class is interfering with the learning process of the other students. A student may switch from audit to credit (or from credit to audit) with the permission of the instructor and the academic advisor until the deadline date indicated in the academic calendar.

ATTENDANCE POLICY FOR TRADITIONAL DAY STUDENTS

Students are expected to attend classes regularly. If absences do occur, regardless of the reason, it is the student's responsibility to continue fulfilling the requirements of each course, including making up any work that has been missed. Instructors are under no obligation to make special arrangements for students who are absent.

Students who miss an announced quiz or examination may be given an “F” for that quiz or examination at the discretion of the instructor. Permission to make up laboratory assignments, studios, quizzes, announced tests, or examinations may be granted at the discretion of the instructor.

All freshmen, and any upperclass students who are on probation, are limited to the number of absences equivalent to two weeks of class in a sixteen-week course (i.e. no more than six absences for a course that meets three or more times per week, no more than four absences for a course that meets two times per week, and no more than two absences for a course that meets one time per week). In courses that run for eight weeks or less, freshmen and students on probation are limited to the number of absences equivalent to one week of class. An absence on class days preceding and following a holiday is counted as a double absence. Students who exceed the maximum number of absences in a given course may be barred from examinations and may be issued a failing grade at the discretion of the instructor.

Regular class attendance for sophomores, juniors, and seniors is encouraged, but typically not compulsory. DeSales University

presumes that upperclass students will be mature and responsible enough to understand that voluntary regular attendance at classes is necessary if course requirements are to be fulfilled adequately. An instructor may ask a student to justify excessive absences. Instructors may also stipulate, with the approval of their division head, their own attendance policy for upperclass students, provided that this policy is published in writing at the beginning of the course and that it is no more restrictive than the policy described above for all freshmen and any upperclass students who are on probation.

ACCESS Students should refer to the ACCESS Attendance Policy in Section 6.

NO-SHOW POLICY

Students are required to attend class to confirm their enrollment at DeSales University. This includes logging in to Blackboard and attempting assignments for online classes prior to the drop/add deadline following the first week of class. Students reported as no-shows by their instructor will be dropped from class and are ineligible for financial aid funding for such courses.

GRADE REPORTING

Midterm grades are issued only to traditional students and are not part of the student's permanent record. Final grades are issued to all traditional day students and ACCESS students on the dates indicated on the official Academic Calendar. Final grades become part of a student's permanent record. Grades 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 go to the Academic Profile tab located in WebAdvisor for Students, click on Mail Grade Report Request, and check the box next to Grade Report Request.

GRADE POINT AVERAGE (GPA)

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 credit 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 credit hours attempted.

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

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

Only courses for which a letter grade is given are computed

into the grade point average. Only the higher grade is counted for a repeated course. Courses accepted in transfer are awarded credits not grades or quality points.

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 credit hours (excluding pass/fail and audited courses) and attained a grade point average of 3.5 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 students are recognized on an ACCESS Dean's List when they have earned 9 credit hours (excluding pass/fail and audited courses) and attained a grade point average of 3.5 in fall, spring, and summer semesters.

GRADUATION

Students must apply for graduation (degree conferral) via WebAdvisor by the deadline date indicated on the official Academic Semester Calendar. All transfer work must appear on an official transcript and be received in the Registrar's Office by the deadline for final grades as indicated on the official Academic 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. The Commencement ceremony is held in May.

REQUEST TO PARTICIPATE IN COMMENCEMENT AS A NON-GRADUATE

Students may request to attend baccalaureate, march in the May Commencement ceremony, and receive a diploma cover from the President as long as they are on track to complete degree requirements by January 31 following Commencement. Non-graduates only march in one Commencement ceremony, and are not eligible for Commencement Honors.

Conditions:

1. The student must apply no later than the week prior to May Commencement.
2. If approved by the Registrar and division head, the student will be able to march in the Commencement ceremony and be seated with his/her primary major.
3. Students in the following programs are not eligible to participate in Commencement as a non-graduate: MSN, MSPAS, DNP, and DPT.

COMMENCEMENT HONORS

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

Effective with the Class of 2023

In order to qualify for honors, the student must have completed at least half of their degree in graded courses at DeSales University.

Cum laude: for a cumulative GPA of 3.5 to 3.649

Magna cum laude: for a cumulative GPA of 3.65 to 3.79

Summa cum laude: for a cumulative GPA of 3.8 to 4.0

In order to qualify for honors, the student must have completed at least half of their degree in graded courses at DeSales University.

Current policy effective for graduates prior to the Class of 2023

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 Alpha Alpha (first-generation students) Alpha Sigma Lambda (continuing education), Chi Tau Epsilon (dance), Delta Mu Delta (business), Kappa Delta Pi (education), Kappa Mu Epsilon (mathematics), 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, based on the number of credits attempted:

Credits Attempted	Minimum Cumulative GPA
12-23	1.25
24-47	1.60
48-62	1.80
63+	2.00

Students with fewer than 24 credit hours attempted whose cumulative GPA is under 1.25 will be placed on academic pro-

bation. Furthermore, those under a 1.00 term GPA will also be liable for dismissal, (see the sections on Academic Probation for Traditional Day Students and Academic Probation for ACCESS students below). Students with fewer than 24 credit hours attempted whose cumulative GPA is greater than or equal to 1.25 but under 1.50 will receive an academic warning.

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 students are expected to achieve acceptable academic standing. Students who fail to achieve acceptable academic standing will be placed on Academic Probation and this will be noted on their transcripts at the end of the fall and/or spring semesters. 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 (fall or spring). 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 dean of undergraduate education 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. Probationary status for a completed fall or spring semester cannot be revoked or changed by subsequently using summer or winter coursework to alter a student's GPA. Students on academic probation are subject to the following regulations:

1. Students on academic probation are not eligible to participate on a DeSales University intercollegiate sports team.
2. Students will be strongly encouraged to reduce their course load to four courses during any probationary period.
3. 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.

4. 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.
5. 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.
6. Students who have received a warning of academic probation for two consecutive semesters will be liable to dismissal.
7. Upperclassmen who are on academic probation are subject to the same class attendance policy as freshmen.

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 will be placed on Academic Probation and this will be noted on their transcripts at the end of the fall and/or spring semesters. Students who have received a warning of academic probation for two consecutive semesters will be liable to dismissal.

OVERLOAD

An overload of one course (of three or more credits) per semester may be permitted, subject to the approval of a student's academic advisor, provided that the student has achieved a cumulative GPA of 3.0 or better. An overload of two courses per semester may be permitted, subject to the approval of the advisor, provided that the student has achieved a cumulative GPA of 3.25 or better. For the purposes of this policy, three one-credit courses taken during a semester will be considered an overload unless one of these is a P.E. course.

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 requires the approval of the advisor and the director of the Academic Resource

Center for traditional day students. Administrative approval by the ACCESS Office is required for ACCESS students. The last day for course withdrawal is the date published in the Academic Calendar. The last date for dropping or adding courses is also published in the Academic Calendar.

If a student withdraws from a course, he/she will be given a grade of either W (Withdrawal), WP (Withdrawal Pass), or WF (Withdrawal Fail), 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. Students who withdraw from the university after the course withdrawal deadline will receive failing grades (F) in all courses.

By withdrawing from a course, a student may be 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 (excluding pass/fail grades), 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 must petition the advisor and the dean of undergraduate education to be allowed to take the course a third time.
2. Any course in which a C-, D+ or D was earned 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 C- was earned 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+ can repeat a maximum of only one nursing course one time throughout the BSN curriculum. All nursing courses must be repeated at DeSales University. All nursing students are required to achieve a grade of C or higher in all required pre-requisite courses (science, math-

ematics, psychology). Any nursing student who is eligible to repeat a required pre-requisite science, mathematics, psychology, or nursing course has the opportunity to do so in accordance with this “Repeat Course Policy” and the nursing progression policy, provided they have met the 2.75 cumulative GPA requirement at the end of the spring semester.

5. Grades earned in repeat courses completed at Cedar Crest, Lafayette, Moravian, Muhlenberg, and Lehigh through the LVAIC cross registration policy may replace the previous grade in the calculation of GPA, though both grades will appear on the transcript.

MAKE-UP OF FAILURES

Failures of required courses must be made up by repeating the course with a passing grade at DeSales University or with a minimum grade of C- at another institution. Prior approval to take any course for transfer credit at another institution must be obtained from the associate dean of academic life, in accordance with the transfer course approval policy directly below. Grades earned in repeat courses completed at Cedar Crest, Lafayette, Moravian, Muhlenberg, and Lehigh through the LVAIC cross registration policy may replace the previous grade in the calculation of GPA, though both grades will appear on the transcript. For courses repeated outside of LVAIC institutions, the transfer grade will not be computed in the student’s GPA. DeSales University will not transfer course work completed at any institution unless the grade earned is at least a C-.

Make-up of Failures Received in Senior Year: An instructor may permit a student who has received a failure for a course taken in either 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.

ACADEMIC BANKRUPTCY

If a student who left DeSales University while on academic probation is readmitted by the admissions office, they will be given the option of declaring one semester of academic bankruptcy at the time of their readmission. 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. Students must consult with the financial aid office before declaring academic bankruptcy, as bankrupted grades may still be considered for financial aid eligibility.

TRANSFER COURSE APPROVAL

Prior approval for all transfer courses completed elsewhere must be secured from the associate dean of academic life if the student wishes to transfer the work to his/her program at DeSales, using the form available in the academic affairs office or via MyDSU. The approval column must be signed by a department chair or division head only in cases where a course is required for the major. The student completes this form, secures departmental or division signatures where applicable, and presents it for approval to the associate dean of academic life with a catalog description of the course to be taken. Individual courses will be evaluated in accordance with the undergraduate transfer policy, which can be found in Section 4 below.

At the conclusion of the course, the student must request that an official transcript be sent from the other college or university to the DeSales Registrar’s Office. Transfer credit is granted only for courses in which the student earned a grade of C- or better. The DeSales Registrar’s Office validates the approval transfer of credit. Transfer of grades is allowed only if a student cross registers at one of the LVAIC institutions (Cedar Crest, Lafayette, Moravian, Muhlenberg, and Lehigh). For classes at those institutions, a student must complete a cross registration form, available at the Registrar’s Office.

CHANGE OF MAJOR

In order to request a change of major, the student must complete an approval form and obtain the signature of his/her current academic advisor. The student should take this form to the Registrar’s Office, who will circulate it to the department chair or division head of the new major for his/her consideration. The department chair or division head may require an interview with the student prior to making a decision. If approved, the form will be returned to the Registrar’s Office. The student will receive a confirmation of the change of major via e-mail. The graduation requirements for the major are determined by the catalog year in effect at the time of the student’s official acceptance to the major.

CREDIT BY EXAMINATION

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: Academic Literacy and Strategies; 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

verify 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, including ACCESS students, are required to pay 30% of the course 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. 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 take 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 any time 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. CLEP Examinations may be repeated three 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 (AP)

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 are to 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 will be accepted.

Students who achieve scores of 3, 4, or 5 on the Advanced Placement Economics: Macroeconomics Examination will receive 3 credits in place of EC 209; and those students who achieve scores of 3, 4, or 5 on the Economics: Microeconomics 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 201 (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 201 and 202 (Intermediate, both semesters); they are exempt from the language requirement.

With regard to the AP European 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 are exempt from these required courses.

With regard to the AP World History Exam: for a score of 5, a student is granted 6 credits in place of HI 201 and HI 262; for a score of 4, a student is granted 3 credits in place of HI 262. A score of 1, 2, or 3 earns neither credit nor exemption. Students receiving credit are exempt from these required courses.

The Department of Mathematics/Computer Science will grant three credits in place of MA 121 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 six credits in place of MA 121 and 122 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 5 on the AP Computer

Science A examination, 3 credits will be awarded in place of CS 211. Finally, for a score of 4 or higher on the AP Computer Science Principles examination, a student may earn 3 credits as a free elective.

The department of biology grants credit for the 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 or 5 on the Advanced Placement Environmental Science Examination students receive 4 credits in place of BI 242: Environmental Science.

The department of chemistry and physics grants credit for the Advanced Placement Examinations as follows: 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 4 or 5 on the Advanced Placement Physics Examination 1: Algebra-Based, students will receive 5 credits for PH 201; for a score of 4 or 5 on the Advanced Placement Physics Examination 2: Algebra-Based, students will receive 5 credits for PH 202. Students who achieve a score of 4 or 5 on the Advanced Placement Physics Examination Form C: Mechanics will receive 5 credits for PH 201. Students who achieve a score of 4 or 5 on the Advanced Placement Physics Examination Form C: Electricity and Magnetism will receive 5 credits for PH 202.

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 3 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 3 credits in place of PS 109 to students who achieve a score of 4 or 5 on the Advanced Placement Psychology Examination. Course credit for PO 103 will be granted to any students who score 4 or 5 on the Advanced Placement Examination in American Politics. The Social Sciences Department will grant 3 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 108: International Politics.

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. **Withdrawal in Good Standing**

Students are eligible to withdraw in good standing if they are not on probation for either academic or disciplinary reasons. The process of withdrawal is initiated by contacting the Registrar's Office to request a Withdrawal Form. The registrar will determine the official withdrawal date and mark it on the form.

The official withdrawal deadline for each semester is listed in the Academic Calendar. Withdrawal after the deadline will result in a failure (F) for all courses registered in that semester. Given that the last date of attendance before a withdrawal may impact a student's financial responsibilities, it is recommended that a student interested in a withdrawal speak directly with the Bursar's Office and/or Financial Aid Office for additional information about the implications for their tuition and financial aid.

Students granted a withdrawal in good standing 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, students must submit a written request for readmission to the registrar, or the ACCESS Office for ACCESS students.

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

2. **Withdrawal on Academic Probation**

Students who are on probation for academic reasons are eligible to withdraw. The process of withdrawal while on academic probation is initiated by contacting the Registrar's Office to request a Withdrawal Form. When completing the form, the student must designate "Withdrawal on Academic Probation" as the reason for doing so. The registrar will determine the official withdrawal date and mark it on the form. Students who wish to return to DeSales University after withdrawal on academic probation must reapply through the admissions office. If readmitted, the student may be eligible for one semester of academic bankruptcy. See Academic Bankruptcy above.

3. **Leave of Absence**

To request a leave of absence, traditional day students must contact the associate dean of academic life. The request should contain the reasons for requesting the leave of absence and an estimate of its duration, usually not to exceed one year. Students requesting a leave of absence for medical reasons may be required to submit documentation from their health care provider. Ordinarily, leaves are not approved after the withdrawal deadline. Students may not be on disciplinary probation and must resolve all financial indebtedness to DeSales University. Students majoring in nursing must also comply with the "Leave of Absence from the Nursing Program" policy, which can be found under the Nursing major heading.

Students granted a leave may return to DeSales University by submitting a written request to the associate dean of academic life no later than one month before the beginning of the term for which reentry is sought. 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.

Given that the last date of attendance before a leave may impact a student's financial responsibilities, it is recommended that a student interested in a leave speak directly with the Bursar's Office and/or Financial Aid Office for additional information about the implications for their tuition and financial aid. Questions about housing should be addressed to the residence life office.

4. **Academic Dismissal**

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

- been placed on academic probation for two consecutive semesters;
- earned a grade point average of less than 1.00 in any semester, regardless of whether or not his or her cumulative grade point average is below the minimum non-probationary standard.

A list of students liable for dismissal is presented by the dean of undergraduate education 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. The words "Academic Dismissal" appear on the official transcript of a student who is dismissed for academic reasons.

5. **Reinstatement**

Students who are required to withdraw for academic reasons are ordinarily not eligible for reinstatement until they have successfully completed 8 courses (24 credits) at an accredited institution of higher education. Reinstatement is not automatic; rather students must reapply to the college and submit all required application documents. Students will be evaluated by the admissions office to determine if they have met the qualifications to be reinstated at the institution. If readmitted, students may request one semester of academic bankruptcy. See Academic Bankruptcy above.

Before the student is reinstated to the University, the student's bursar account will be checked. If an outstanding balance exists, the student must clear the account before being permitted to return.

Before the student is reinstated to the University, the student's disciplinary record will also be checked. Any violations of the student code of conduct will be taken into consideration as part of the admission's decision.

Financial aid eligibility will be determined based on demonstration of need, filing by the deadlines, and availability of funds. Additionally, students must meet financial aid satisfactory

academic progress standards to be eligible for financial aid. For more information regarding academic progress, refer to section 4-A "Financial Aid" of this catalog.

6. **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 explanation of these types of separation from the University.

TRADITIONAL DAY STUDENTS IN FALL/SPRING ACCESS COURSES

If courses are not offered in the day session, limited seats may be available for traditional day students in ACCESS courses under unusual circumstances. The student must request an exception by submitting a completed Approval Form (available in MyDSU under the Forms and Documents heading as well as in the Academic Affairs Office) to the associate dean of academic life after obtaining approval from the academic advisor and the department chair or division head who oversees the course:

- Courses during Session 1 through 4 are considered part of a student's five-course load. Students may also overload with ACCESS courses on a space-available basis, if they qualify to do so.
- Registration for ACCESS 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.
- Permission to withdraw from evening credit courses must be obtained from the student's academic advisor and from the director of the academic resource center. Withdrawal from evening credit courses will follow the applicable deadlines for these courses, which are published on the ACCESS calendar, available online.
- After the date for changing or adding courses, traditional day students are not permitted to withdraw from a day course and add an ACCESS evening or weekend course during Sessions 2 or 4.
- Students enrolled in ACCESS courses must follow the ACCESS calendar for those courses in all respects. This is especially important for breaks.

TRADITIONAL DAY STUDENTS IN SUMMER/WINTER ACCESS COURSES

Traditional day students who want to take ACCESS summer and winter session courses must register for them in WebAdvisor 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. The tuition for winter courses is due before the winter course begins and cannot be deferred until the spring semester. These courses may not be considered part of a fall or spring course load.

TRADITIONAL DAY STUDENTS IN GRADUATE COURSES

Ordinarily, 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. Ordinarily, they may register for no more than two graduate courses at a time and may accumulate no more than nine graduate credits unless specifically required by the program. 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.

Ordinarily, 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.

ONLINE AND HYBRID COURSES FOR TRADITIONAL DAY STUDENTS

To prepare all students to engage in future online educational opportunities as a form of lifelong learning, DeSales University offers full-semester online courses specifically for traditional day students. Traditional day students, with the exception of first-semester freshmen, may register for as many as two of these online courses in any fall or spring semester, provided that they do not exceed a total of two such courses during the entirety of their undergraduate program. Final exams for these online courses may be administered in a classroom on campus or online, at the discretion of the instructor. As noted above, traditional day students may not take online ACCESS courses during the fall or spring semesters.

ACCESS STUDENTS IN TRADITIONAL DAY COURSES

ACCESS registrations in traditional day courses will be accommodated after pre-registration on a space available basis. ACCESS students who need to get into a traditional day course that is closed due to space limitations (e.g., 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.

ACCESS STUDENTS IN GRADUATE COURSES

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 enroll in graduate courses while fulfilling the requirements for an undergraduate degree. Ordinarily they may register for no more than two graduate courses at a time and may accumulate no more than nine graduate credits unless specifically required by the program. The students must have the permission of the appropriate division head (or his/her delegate), the dean of undergraduate education, the appropriate graduate program director, and the dean of graduate education. Departments which sponsor accelerated programs may establish criteria which are more stringent than those delineated above.

Ordinarily, 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. These students must pay applicable graduate tuition.

FLEX CLASSES

A Flex class is a class in which all live (synchronous) class sessions may be, at the student's discretion, experienced either in the traditional physical classroom or remotely through web-based video conferencing technology. A Flex student may choose to experience all, some, or none of the live sessions remotely. Students may vary their attendance mode without prior notice from class meeting to class meeting. Additional information about Flex class variations, administrative standards, and behavior standards for remote students is included in the Flex Class Policy available in MyDSU or from the Center for Educational Resources and Technology.

TECHNICAL REQUIREMENTS FOR ONLINE AND HYBRID COURSES

It is the responsibility of each student taking online or hybrid courses to ensure that they meet the minimum technical require-

ments for such courses. These requirements are detailed at www.desales.edu/academics/online-learning-at-desales.

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

Acts of academic dishonesty violate the deepest convictions of the University community and will not be tolerated. Such acts, including plagiarism, cheating, and other unacceptable behaviors are strictly prohibited. This policy applies to all academic courses, regardless of the method of delivery (e.g., traditional lecture, laboratory, online, and hybrid courses).

Plagiarism

Plagiarism is 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 your own original work to satisfy any academic requirement or complete any academic project. Plagiarism takes place even in the event that you make use of or paraphrase another person's unique and distinctive terminology, whether it be a single word or phrase or extended passage, without acknowledgement. Such use is considered plagiarism regardless of your intent to deceive. The following acts will be deemed acts of plagiarism, though the list is not exhaustive.

Presenting as your own

1. Published or unpublished work prepared by others, or dictated by others, including papers purchased or borrowed from any person or organization;
2. Lab reports or exercises copied from or dictated by others;
3. Homework assignments of any kind copied from or dictated by others;
4. Oral reports copied from or dictated by others;
5. Formal lecture notes incorporated into your work;
6. A computer solution developed by someone else

Cheating

Dishonest acts that give any student an unfair advantage are considered cheating. The following acts will be deemed acts of cheating, though the list is not exhaustive:

1. Using materials not specifically allowed by the instructor during the taking of an examination, test, or quiz; for example,
 - a. Use of material written by another student either with or without his or her knowledge; or
 - 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 electronic aids, including but not limited to calculators, phones, tablets, and other mobile devices;
2. Unauthorized collaboration or communication, either in the giving or receiving of information, during an examination, test, quiz, laboratory report, or assignment (regardless of the format, e.g., take-home, online, in-class, or on-campus);
3. Stealing, using, possessing, or transmitting verbally or otherwise actual examinations, tests, quizzes or portions thereof, or other confidential information before or during the time of the exam.
4. Submitting any material for a grade in one class that has been previously or simultaneously submitted for a grade in another class, in whole or in part, without documented authorization from both instructors;
5. Arranging or attempting to arrange to have your own academic work done in whole or in part by someone else, with or without compensation;
6. Falsifying of laboratory or research data or results; or, falsifying or inventing bibliographical entries for research papers;
7. Willfully aiding or abetting any act of cheating and/or plagiarism.

Other Unacceptable Behaviors

A number of unacceptable behaviors cannot properly be termed either plagiarism or cheating, yet they are also prohibited. The following acts are considered acts of unacceptable behavior, though the list is not exhaustive.

1. Misuse or abuse of Trexler Library resources, including but not limited to:
 - a. Unauthorized removal of library resources;
 - b. Hiding library resource materials of any kind within the library;
 - c. Defacement or mutilation of library resources (e.g., underlining, highlighting, or removing paragraphs or pages);
2. Copying right-protected print or non-print materials beyond accepted norms;
3. Falsifying the reason for an absence from class;
4. Misrepresenting yourself, or allowing yourself to be misrepresented, by means technological or otherwise; for example,
 - a. Responding for someone else using classroom par-

ticipation devices (e.g., clickers, cell phones, or other electronic devices) in a physical classroom, or allowing someone else to respond for you;

- b. Logging in to an online learning environment (e.g., an online course or learning management system) using someone else's credentials, or allowing someone else to log in using your credentials;
5. Misrepresenting the number of hours completed and/or the tasks completed in a credit-bearing experience (e.g., internship, research, practicum, clinical rotation, etc.);
6. Withholding knowledge of an incident of cheating or plagiarism from the individual instructor to whom the work is submitted.

Procedures

1. The faculty member or, when appropriate, university professional staff member, who discovers or is made aware of a case of plagiarism, cheating, or unacceptable behavior will, on his/her own initiative and in a manner he or she deems appropriate, normally resolve 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 undergraduate students; the dean of graduate education, in the case of graduate students).
2. When a faculty/staff member and student meet to resolve a case of plagiarism, cheating, or unacceptable 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 violations, temporary suspension or permanent loss of library privileges may be levied.
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 kept on 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. In the case of a second offense, 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 the 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 that an egregious breach of academic ethics has been committed, the student may be liable for dismissal from a major, a program, or 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 appropriate Academic Affairs Committee (undergraduate or graduate) 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. Students may be asked to present their grievance in writing. If the matter is not resolved at this level, the student has recourse to the dean of undergraduate education.

As a final appeal, the student may request the Academic Affairs Committee to evaluate the situation and make a recommendation to the provost. This request must 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.

When the Academic Affairs Committee does not meet (e.g., during the summer) the order of appeal shall be: faculty/staff member, chair of the department and/or the division head involved, dean of undergraduate education, and provost.

3 STUDENT SERVICES

COUNSELING CENTER

The Counseling Center provides counseling services free of charge to full-time students in the undergraduate traditional day, ACCESS, and Accelerated BSN programs.. The center is staffed by three licensed professional counselors and master's level interns. The 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 relating to adjustment issues, relationship difficulties, concerns about mood, self-esteem and self-concept issues, and drug and alcohol issues. The 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, and emotional 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, and other special programming events. Additional services offered by the center include consultation and referral. For more information, call the center at 610.282.1100, ext. 1462 or 1551.

PACE (PEERS ADVISING COUNSELING EDUCATING)

PACE is a team of trained students who serve as advisors, counselors, and educators to the student body. They are affiliated with the BACCHUS initiative of NASPA (National Association of Student Personnel Administrators).

DeSales University recognizes that students often relate better to, or are more comfortable with, their peers when it comes to confiding personal struggles. For this reason, the PACE team is trained to provide confidential, one-on-one peer counseling. Students in need of guidance and/or support can schedule appointments directly with a PACE team member of their choice. Students can schedule an appointment by emailing pace@desales.edu, or calling 610-282-1100, ext. 7223 (PACE).

As educators, PACE hosts programs throughout the year to raise awareness about suicide, substance abuse, body image, bullying, responsible use of social media, identifying abusive relationships, alcohol safety, mental health awareness, nutrition, time management, coping with stress, and more.

CAMPUS MINISTRY

Through its worship and other spiritual activities, Campus Ministry seeks to form Christian Humanists by helping the traditional student community to be faithful, maturing, and prayerful disciples of Jesus who minister to and lead the Church and society. The life, teachings, and spirituality of St. Francis de Sales are the guiding force in the ministry. Campus Ministry seeks to form students who will value and pursue life-long faith development; be full, conscious, and active participants in Sunday Eucharist and parish life; can discern, develop, and live an attractive personal life of devotion, prayer, and service appropriate to their vocation and state in life; and be able to articulate a working understanding of Salesian spirituality. While DeSales is a proudly Roman Catholic institution in the Salesian tradition, Campus Ministry seeks to serve the needs of the entire student body, including those of other faith traditions and of no particular faith.

CENTER FOR SERVICE AND SOCIAL JUSTICE

The Center for Service and Social Justice provides volunteer service opportunities for all members of the University community and works to create and foster a vibrant commitment to community service through meaningful outreach activities. A variety of opportunities are available for individuals and groups to put their faith into action. The programs promote genuine human interaction between the members of the University community and our neighbors in the Lehigh Valley and beyond.

The Center for Service and Social Justice provides various activities to accommodate a broad range of community needs, the diverse skills and interests of the DeSales community, and the different schedules of all involved. Its programs include:

- Ongoing service projects: On a regularly scheduled basis students work at after school programs in both elementary schools and high schools, homeless shelters, and retirement communities. Transportation is provided.
- One time service projects: A number of events and activities take place only once per semester or once per year, such as the DeSales Blood Drive, Hunger and Homelessness Awareness Week, and the Catholic Charities' Halloween and Christmas parties.
- Spring and fall break service trips: Students participate in week-long service projects at locations outside the Lehigh Valley. Recent destinations include Pittsboro, N.C.; Washington, D.C., New Orleans, and Joplin, Mo.

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. Treatment provided by the nursing staff, a nurse practitioner and registered nurses, 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, for a higher level of care.

All students must submit a completed Health Form packet 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, four 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 field hockey, 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 Conferences (MAC), the Freedom Conference, and the Lehigh Valley Association of Intercollegiate Athletics for Women (LVAIAW). The University sponsors a 16-sport intercollegiate athletic program, offering competition in baseball, basketball, cross country, lacrosse, soccer, track and field, and golf for men; and in basketball, cross country, field hockey, soccer, softball, tennis, track and field, and volleyball for women.

THE DE SALES EXPERIENCE IN CHARACTER AND LEADERSHIP

The mission of the DeSales Experience in Character and Leadership is to foster students' character and intellect in an environment that nurtures self-exploration. The Experience is co-curricular, linking character formation, service, and leadership with the student learning outcomes of the DeSales undergraduate academic program. The DeSales Experience provides students with the knowledge and skills to become leaders and ethical citizens in the Salesian tradition.

The DeSales Experience in Character and Leadership is a four-year program that begins with students' completion of Character U, extending throughout the first year. During their sophomore and junior years, students are expected to complete

40 hours of community service, hold a leadership position on campus, and complete a career development experience. They must also complete one academic course from the categories of Salesian spirituality and Christian humanism; ethics and character; globalization, social justice, or human rights; or career, leadership, or vocation; which will provide knowledge and skills that contribute to leadership and ethical citizenship. Finally, students must participate in the Senior Success Series throughout their senior year and maintain a good student conduct record.

Upon graduation, those students who complete the DeSales Experience in Character and Leadership will be presented with an honorary pin at the Baccalaureate ceremony, and will wear an honorary cord at graduation to represent their accomplishments.

CHARACTER U – THE FIRST YEAR EXPERIENCE

The Character U program is DeSales University's first-year experience. This unique, outside-of-the classroom program helps freshmen transition into college life and immerse themselves in the campus community. This is achieved by having the students attend various events throughout their first year at the university including, but not limited to, social, academic, service, spiritual/Salesian, cultural, and wellness events. Each month is dedicated to a specific trait from The Golden Counsels of St. France de Sales (September: Patience, October: Trust/Cooperation, November: Perseverance, February: Love, March: Forgiveness, April: Hope).

To help students better understand these traits, Character U hosts nationally recognized keynote speakers who share their personal stories and relate them to the character trait for the month. Each freshman is also assigned a mentor who initiates contact over the summer and offers the student help in preparing for opening day and orientation. A group of ten freshman mentees and one mentor continue to work together throughout the students' first year, including weekly meetings to discuss health and wellness, academic progress, and other important components of a successful first year. In an effort to stimulate thinking about character development, citizenship, and life after graduation, mentors also guide freshmen through a curriculum based on moral dilemmas that they may encounter during their time at DeSales University.

Completion of Character U is the first requirement of the four-year program, the DeSales Experience in Character and Leadership.

SENIOR SUCCESS SERIES

The Senior Success Series is the culminating requirement of the DeSales Experience in Character and Leadership. As Character U prepared the students for their tenure at DeSales, the Senior Success Series will prepare students for life after graduation. This series of programs and events affords students

the opportunity to network with and learn from industry professionals and successful DeSales graduates. Twice per month, students will attend sessions that address various components of the transition from University life to the world of work. As much as possible, alumni and members of the community will share their knowledge about the transition to work and the value of a liberal arts education. The sessions that the students attend include:

- Networking and creating a brand
- Job search
- Personal and professional character
- Interviewing
- Finances
- Community engagement
- What's next?

RESIDENCE LIFE

The Office of Residence Life and the Office of Campus Life (Housing) are 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 welcoming living environment 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 9 residential communities: Annecy Hall, Aviat Hall, Chappuis Hall, Conmy Hall, DeChantal Hall, Donahue Hall, and Tocik Hall, University Heights, and Finnegan, Guerin, and Harvey Houses (University Village).

The Office of Residence Life oversees the supervision of the residence hall staff and enforcement of residence hall regulations. The Office of Campus Life coordinates all aspects of housing, including housing assignments. 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 who documents any violations of University/residence hall policy.

University policies and residence hall regulations are designed to ensure 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 or the Office of Campus Life at 610.282.1100, ext 1425

STUDENT ENGAGEMENT AND LEADERSHIP

The Office of Student Engagement and Leadership's mission is to provide students with intellectual development through campus engagement and leadership.

The Office of Student Engagement and Leadership consists of the following entities:

- Student Activities events sponsored by the Campus Activities Board (CAB)
- Student organizations registered and recognized by the University
- Student Government Association (SGA)
- ENGAGE, the online management system for student involvement
- The international spring break trip to Europe
- Supervision of the Dorothy Day Student Union
- The Lehigh Valley business student discount program
- Leadership programs such as the National Society for Leadership and Success and Freshman Leadership Summit
- The Orientation program for incoming freshmen and transfer students
- Professional development opportunities via national conferences, internships, and work study positions

Office Student Engagement and Leadership Philosophy

- We believe that all office initiatives are mission-driven and support the student life philosophy and commitment.
- We believe in an open door policy for all students and their ideas.
- We believe that all programs executed will be fair and will demonstrate the highest quality standards.
- We believe that the office environment should be friendly, helpful, and positive toward all students.
- We believe in the importance of a healthy work/life balance for students in and out of the classroom.
- We believe that the office exists to help students understand the meaning of Salesian leadership and to help them incorporate it into their everyday lives.
- We believe that it is important to be organized and to have a strong strategic plan so that students can utilize resources to their fullest potential and find satisfaction in all of their experiences.

Office Student Engagement and Leadership Commitment

- We are committed to engaging all students on campus and helping them to become competent leaders in order to build a stronger community.
- We are committed to communicating to students the many opportunities for involvement on campus.
- We are committed to creating a vibrant student life experience through various activities, which will be student-driven and implemented by the staff.

- We are committed to offering opportunities for students' personal growth as leaders through various student programs.
- We are committed to providing an experience and culture of student engagement not just in the office, but throughout campus by breaking down silos and cultivating teamwork.
- We are committed to sending consistent messages to students regarding information distributed by our office.
- We are committed to challenging students to expand their minds by partaking in new events and programs.

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

Student affairs 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.

CAREER DEVELOPMENT CENTER

Career development 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 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 development 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 development 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 development. Each partner has a responsibility to be honest and ethical. Each student represents not only himself 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.

STUDENT CONDUCT

The University expects its students to conduct their lives in

4 ADMISSIONS, FINANCIAL AID, SCHOLARSHIPS

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 and health science applicants who must apply by December 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 (web application at www.desales.edu/apply);
2. Official high school transcript (Please note that students will also need to submit a final high school transcript with the graduation date before matriculating.);
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 disability.

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

Health Science/Physical Therapy: Mathematics 2-3 years; Biology, Chemistry, Physics, Anatomy/Physiology (optional)

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 visit www.collegeboard.org. Additional information on these tests may also be obtained from the student's high school principal or guidance counselor.

SAT OPTIONAL ADMISSIONS POLICY

The following majors have approved an SAT/ACT Optional admissions policy beginning for fall 2016: dance, early childhood education, exploratory studies (undeclared), marriage & family studies, philosophy, psychology, Spanish, sport management, sport and exercise physiology, and theology. The submission of standardized test scores is strongly encouraged but not required of these majors. An applicant who chooses not to submit test scores will be required to arrange for a personal interview with the admissions office in addition to submitting a completed application, high school transcript, and recommendations from a high school guidance counselor and teacher.

For applicants intending to matriculate during the 2021-2022 academic year, in light of the impact of COVID-19, all DeSales undergraduate programs will operate with an SAT Optional Policy. For intended majors in Health Sciences (Physical Therapy), Medical Studies (Physician Assistant), and Nursing, SATs are still, however, highly recommended.

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 of the financial obligations of attending DeSales University. Financial aid is not available to international students. The I-20 immigration form will be issued following acceptance and payment of registration fees.

Language Requirements

International applicants (regardless of citizenship) whose native language is not English are required to submit English proficiency test scores as part of their application. English proficiency test scores are also required if an applicant attended secondary school in a non-English-speaking country.

Language Requirement Exceptions

- A score of 550 or above on the SAT Evidence-based Reading or 24 or better on the ACT English section
- If an applicant attended a U.S. high school or secondary school for at least three years and was enrolled in a traditional academic curriculum without ESOL coursework
- If an applicant attended another U.S. community college, college, or university full-time for at least two years without ESOL coursework
- Other exceptions may be made on a case-by-case basis by the Director of International Learning

Undergraduate admissions requires the following minimum scores on the TOEFL, IELTS, or the Cambridge English Language Assessment (CAE).

	TOEFL	IELTS	Cambridge (CAE)
Undergraduate Admissions	80 ibt	6.5	B2.II or higher

All applicants to the Nursing (Traditional BSN [Freshman or Transfer], Accelerated BSN, ACCESS Evening-Weekend BSN), Medical Studies (Physician Assistant), or Health Sciences (Physical Therapy) programs, who were not born in the United States are required to take the TOEFL iBT (Internet-based Test of English as a Foreign Language) and must obtain a total score of 100 with a minimum score of 26 for speaking. Requests for exceptions to this requirement will be made on a case-by-case basis. The program chair will make the final decision and there are no further appeals.

An official copy of test results must be sent by the testing agency directly to the appropriate program at DeSales University, 2755 Station Avenue, Center valley, PA 18034.

The TOEFL iBT must have been taken within two years of application to a DeSales program.

Visit the TSE Web site at www.ets.org/toefl for up-to-date information.

NONTRADITIONAL APPLICATION

Nontraditional students may apply directly to the ACCESS Office.

COLLEGE GRADUATES SEEKING TEACHER CERTIFICATION

Graduates with a BA or BS who wish to attain Pennsylvania State Teacher Certification should apply directly to the education department.

SENIOR CITIZENS

Non-matriculating senior citizens (60 years of age or older) may enroll on a space-available basis in up to four non-studio credit courses per term (e.g. spring, fall, summer) at the rate of the current one-credit tuition fee. This may be a combination of courses (up to four) offered during the day or through ACCESS; for example, one course in Session 1, one course in Session 2, and two fall day courses. In addition to the registration fee, special course fees as applicable will be charged. Senior citizens may enroll in courses for enrichment, audit, or credit; and must meet the necessary prerequisites.

All applicable academic regulations will be in effect for such students. 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 to 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. For majors in the Division of Business, at least three of these five courses must be in the specific major and be at the 300-level or higher. In addition, sport management majors may only count one course (3 credits) of SS 450 toward this requirement.

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. Certain programs, such as education and nursing, require a higher GPA for admissions. The theatre and dance programs require an audition. Transfer students interested in the physician assistant program or doctor of physical therapy (DPT) program must first complete a bachelor's degree at a regionally accredited institution. During or after their senior year, students can apply to DeSales' Master of Science in Physician Assistant Studies (MSPAS) program or the DPT program. Students must satisfy the prerequisite course work for the physician assistant program or DPT program during their undergraduate program.

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.

To apply for admission, it is necessary to:

1. Complete and submit the application form found at desales.edu/apply.
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 RN do not need to submit this form.) The form must be completed by the student affairs office from the student's current or most recent college.

UNDERGRADUATE TRANSFER POLICY

The following regulations govern the transfer of credits into DeSales University. In all cases, transfer courses must be documented by an official transcript. In some cases, additional information, including syllabi, course descriptions, or other supporting materials may be required.

- 1) With the exception of internships, all 3-credit courses taken at institutions accredited by the following regional accrediting bodies recognized by the Council for Higher Education Accreditation or by the U.S. Department of Education (namely, Middle States Commission on Higher Education, Accrediting Commission for Community and Junior Colleges, New England Association of Schools and Colleges, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges) are eligible for transfer consideration at DeSales if the courses are meant to be transferable, are completed with a grade of C- or higher, and are consistent with DeSales' mission, philosophy, and liberal arts tradition.
- 2) The acceptance or denial of transfer credit is not determined exclusively on the basis of the accreditation of the sending institution or the mode of delivery, but, rather, considers course equivalencies, including expected student learning outcomes and comparison with DeSales' curricula and standards. Courses that are accepted for transfer must be substantially equal in quantity and quality to the DeSales work for which they are offered as a substitute.

- 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 an associate degree program and meant to be transferable will be transferred to DeSales, provided that the student achieved (a) a minimum cumulative GPA (Grade Point Average) of 2.0 for all courses presented for the DeSales degree and (b) a minimum cumulative GPA of 2.0 for courses required in and offered by the major at DSU. 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 transfer into DeSales.
- 4) A student must complete at least 15 courses of three or more credits at DeSales to earn a degree from DeSales. A student can transfer a maximum of 25 courses of three or more credits into DeSales. A minimum of 40 courses of three or more credits are required to earn a DeSales degree.
- 5) A student must complete 5 courses in the major at DeSales. (There are several professional programs, e.g., nursing and education, that have additional requirements imposed by their individual accreditation agencies. Please check with the chair or director of those DeSales programs.)
- 6) All nursing (NU) courses with a required laboratory or clinical component must be completed at DeSales. For additional information, refer to the Nursing heading in Section 8 of the Undergraduate Catalog.
- 7) Only credit is transferred. The grades for transfer courses are not calculated in the student's DeSales GPA. An exception is that grades earned at LVAIC institutions (Lehigh Valley Association of Independent Colleges: Lehigh University and Cedar Crest, Lafayette, Moravian, and Muhlenberg Colleges) via the cross registration process are included in the calculation of the student's DeSales GPA. Once courses have been transferred, they become part of the student's permanent record and cannot be removed.
- 8) Courses not using traditional letter grades (A-F) will be considered for transfer only if additional documentation detailing successful completion of the courses is provided.
- 9) Courses taught online or in a hybrid format will be accepted assuming they meet the criteria above.
- 10) DeSales courses are assigned as credit hours. Courses evaluated for transfer from colleges and universities with different systems (e.g., quarter hours, units) are converted into credits.
- 11) The dean of undergraduate education is responsible for the final determination of the acceptance or denial of transfer credit.
- 12) 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) Composition and Rhetoric I (EN103)
- d) Composition and Rhetoric 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 Composition and Rhetoric 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) Composition and Rhetoric I (EN 103)
 - d) Composition and Rhetoric 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 Composition and Rhetoric 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
 - m) PE 100 + two activities courses (traditional day students only)
- 13) Traditional day and ACCESS students are required to fulfill (either at DeSales 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
- 14) Core-to-Core Agreement - The DeSales University general

education core will essentially be fulfilled by the core of affiliated community colleges with a core-to-core transfer agreement. With appropriate A.A. and A.S. degrees, students will be required to take only two core courses at DeSales: Intermediate Theology and Values Seminar.

- 15) DeSales University has established articulation agreements with the following eleven community colleges. Each agreement lists courses that have been pre-approved for transfer and courses that will not be accepted for transfer.
- Pennsylvania

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

* A core-to-core agreement with DeSales University exists

- 16) The transfer policy for graduate programs is available in the Graduate Catalog.

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.

CORE-TO-CORE AGREEMENT WITH CECIL COLLEGE

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

CORE-TO-CORE AGREEMENT WITH LEHIGH CARBON COMMUNITY COLLEGE (LCCC)

The DeSales University core will essentially be fulfilled by the general education core of LCCC. With an A.A. or A.S. degree,

students that have taken the appropriate distribution of general education courses at LCCC will be required to take only two core courses at DeSales: Intermediate Theology and Values Seminar.

CORE-TO-CORE AGREEMENT WITH MONTGOMERY COUNTY COMMUNITY COLLEGE (MCCC)

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

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 an A.A., A.S., or A.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 at DeSales: Intermediate Theology and Values Seminar.

CORE-TO-CORE AGREEMENT WITH READING AREA COMMUNITY COLLEGE (RACC)

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

CORE-TO-CORE AGREEMENT WITH WARREN COUNTY COMMUNITY COLLEGE (WCCC)

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

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 and 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 be notified and advised to access their financial aid information through the student portal.

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, W2's, required schedules, etc.)
- Complete the FAFSA online at www.fafsa.ed.gov as soon as possible after October 1. DeSales University's Federal School Code is **003986**.
- 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 December 1.

NOTE: Students do not have to be accepted by the

University to complete the FAFSA.

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 and Federal Loan Programs. ACCESS students who reside in Pennsylvania may also qualify for a Pennsylvania State Grant. To award federal and state financial aid to ACCESS students, the ACCESS sessions have been grouped as follows:

Fall semester: Fall Day, Session 1 and Session 2

Spring semester: Wintermester, Spring Day, Session 3 and Session 4

Summer semester: May term, Session 5, Summer Minimesters, and Session 6

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 that 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 processes are done online from the U.S. Department of Education website at www.studentaid.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 sent a notice of financial aid eligibility. Financial aid can then be viewed via the MyDSU student portal.

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 toward 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 U.S. Department of Education 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 Department of Education 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 aid 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 may be asked to submit one or more of the following:

- A verification worksheet
- For dependent students: the student's and the parent(s)' financial documents (IRS tax returns or transcripts, W-2 forms, etc.)
- For independent students: the student's and the spouse's (if applicable) financial documents (IRS tax returns or transcripts, 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 five times over a ten-week period. 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 by which 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 occur, 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. While ACCESS students do not have these enrollment requirements, they are required to meet the same Satisfactory Academic Progress standards as outlined below.

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

Attempted Credits	1-23	24-47	48-62	63+
Min. Cumulative GPA	1.5	1.6	1.8	2.0

Quantitative Assessment

Attempted Credits	1-23	24-47	48-62	63-180*
Completion Rate	50%	54%	58%	67%

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, F, 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.

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: $120 \times 150\% = 180$).

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.

Financial Aid Warning

Students not making satisfactory academic progress for the first time may receive one semester of financial aid on probation. The one time financial aid probation 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 probation.

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. In order 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 or 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.

While appeals are generally granted for only one semester, detailed multi-semester academic plans may be developed, on a case-by-case basis, at the discretion of the the associate dean of academic life in consultation with the director of financial aid. If granted, academic plans are monitored each semester to ensure that the student meets all requirements. Students must meet all of the conditions of the academic plan in order to continue to receive financial aid.

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 warning and a semester of aid on appeal or if s/he fails to meet the conditions of an academic plan.

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 credit 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

Full-time	12 or more credits per semester
Three-quarter time	9 -11 credits per semester
Half-time	6 - 8 credits per semester
Less than half time	5 credits or less

Graduate Students

Full-time	6 or more credits per quarter
Half-time	3 credits per quarter
Less than half time	less than 3 credits per quarter

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 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.

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, and 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.

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.

Thanks to help from our generous donors, DeSales University is proud to offer several scholarship opportunities for our students.

Merit Scholarships

DeSales University recognizes students' academic achievement in high school by awarding two categories of academic merit scholarships.

The selection process for these scholarships is competitive with awards going to top-ranking applicants based on grade point average, class rank (if available), and SAT or ACT scores (if provided).

Presidential Scholarships - \$21,000 to full tuition annually

Trustee Scholarships - \$5,000 to \$18,000 annually

A separate application is not required. Academic scholarships are available for up to eight semesters (fall and spring terms only - intersessions and summer terms not included). Scholarship notification will be sent by January to students who have applied by December 1 of their senior year.

Leadership Scholarship

DeSales University recognizes students' leadership achievements in high school by awarding six full tuition scholarships to participants in the Leadership Scholarship essay program. Students are asked to complete a written essay about character and leadership from which finalists are chosen to interview for one of six full tuition scholarships.

Because we are a NCAA Division III institution, leadership in athletics cannot be considered in awarding any scholarships or grants.

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 University 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 prospective 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.)

- 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.
- Students must apply for admission as a full-time day student no later than December 15 of their senior year to be considered for other University grants or scholarships.
- The University reserves the right to consider the benefits of CSG applicable to other scholarship, grant, or tuition discounts for which students may qualify under academic or need-based criteria.
- Awards will be limited to \$7,500 for students qualifying for both TIP/CSG and OPS/OSS.
- This grant is applicable to traditional students as long as they are considered a dependent of their parent(s) and remain a full-time day student.
- These grants do not apply for ACCESS, nontraditional nursing students, or graduate students.

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 (Aviat Scholarships)

Aviat Scholarships of between \$10,000 and \$14,000 per academic year to eligible transfer students. Qualifications are:

- Students must apply by December 1 for the Spring Semester or May 1 for the Fall Semester.
- Students must have at least a 3.0 cumulative grade point average (GPA) upon transferring to DeSales University.
- Students must have at least 8 courses that will transfer to DeSales University.
- Students must remain in good academic standing to maintain scholarships.
- The benefit is applicable to traditional full-time students who remain dependent on their parents.
- 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.

DeSales University Need-Based Grants

For renewal of DeSales University Need-Based Grants, students must demonstrate continued financial need and maintain satisfactory academic progress.

Please note:

- 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.
- Students who have a negative impact on the campus community through their social or academic behavior may jeopardize their institutional aid awards.
- 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.)
- 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.)
- 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.

The Robert C. Byrd Honors Scholarship

Students who demonstrate outstanding academic achievement and show promise of continued excellence may receive approximately \$3,000 per year for four years of postsecondary education. Students are required to be in the top 5% of their high school class, have a minimum score of 1100 on their SATs, and have a high school cumulative GPA of 3.5. The deadline for application is May 1 before enrolling in a postsecondary educational institution. Recipients are selected by the Department of Education in their state.

Endowed Scholarships

Through the generosity of individual donors, endowed funds have been established to provide annual scholarships. Endowed scholarship funds are traditionally awarded to returning undergraduate students. The following two scholarships may be awarded to freshmen.

Dr. Julius G. Bede Scholarship for Computer Science & Mathematics

Incoming freshmen who major in mathematics and/or computer science and demonstrate strong academic achievement may receive up to \$2,500 per year for four years. Eligibility requirements include minimum score of 1100 on SAT (Math/Verbal combined) or 24 on ACT, strong academic performance in high school (minimum cumulative GPA of 3.0), and interview with faculty member(s) from the Department of Mathematics and Computer Science. To retain the scholarship from year to year, students must remain a mathematics and/or computer science major and achieve a minimum cumulative GPA of 3.0 at DeSales University.

Moriello Scholarship

This endowment was established for the benefit of DeSales University undergraduate students studying in the Division of Business. Selected students receive a merit-based scholarship of \$5,000 per year for four years. Incoming freshmen must submit a resume and a two-page essay discussing their interest in a business career by February 1. Final selections are made by the scholarship committee after interviewing candidates. Continued eligibility is contingent upon maintaining a 3.0 GPA throughout all four years.

Dan & Ellen Cunningham Dance Scholarship

This scholarship was established by Danny Cunningham '86 in recognition of the love and generosity of his parents, who provided him with a rich education in Dance, Theatre, and the Liberal Arts. It was established for the benefit of a DeSales University freshman undergraduate student in the Division of Performing Arts who is a Dance major. The amount of the scholarship will be \$2,500 each year, with renewal contingent upon meeting the criteria identified below. These scholarship gifts will not impact any need-based or academic-based aid that the students would already receive.

A recipient will be selected annually by the Head of the Division of Performing Arts and Dance faculty after Dance major auditions. Each recipient must have a demonstrated financial need, maintain a GPA equal to or above 3.0, and remain in good academic standing in accordance with University guidelines.

Students receiving endowed funds will be required as a condition of the financial grant to write a letter annually to the donor of the grant. They may also be required to participate for one night in our annual fund-raising phonathon and to attend a reception held for donors and student grantees.

ACCESS Scholarships

At present, two scholarships are awarded annually to ACCESS students. The Father Alexander T. Pocetto, OSFS Scholarship is awarded to students based on academic achievement and who exhibit an appreciation for the pursuit of higher

education. The Pocetto Scholarship is named in honor of Fr. Alexander T. Pocetto, retired senior vice president of DeSales University and one of the founders of the ACCESS program.

The David M. Petzold Scholarship is awarded to a criminal justice major based on academic achievement and a record of service to the community. The David M. Petzold Scholarship was established in memory of Officer David M. Petzold, who was killed in the line of duty on November 9, 2006. David was an alumnus of the DeSales University ACCESS criminal justice program.

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.

SPECIAL PROGRAMS

Teacher Certification

Post baccalaureate students attending DeSales University and pursuing a teaching certification from the Commonwealth of Pennsylvania are eligible to apply for Federal Direct loans pending enrollment in 6 or more credits. Teacher certification is considered to be a fifth year undergraduate program and students who answer no to all the dependency status questions on the FAFSA will be considered dependent students. This means these students will be required to provide their parents' financial information on the FAFSA.

WITHDRAWAL AND REFUNDS

Students withdrawing from the institution must inform the

Registrar's Office in writing. The official date of withdrawal for the purpose of a refund will be the last date of attendance as determined by the registrar.

Students withdrawing from the institution who are residence hall students and/or are on the University meal plan should consult the Treasurer's Office.

RETURN OF FEDERAL STUDENT AID (TITLE IV) FUNDS POLICY

The Department of Education has established a policy determining the amount of Title IV program assistance that you can earn if you withdraw from school. The Title IV programs covered by this law include Federal Pell Grants, Iraq and Afghanistan Service Grants, SEOG Grants, Direct Loans, and Federal PLUS Loans.

When you withdraw during your payment period, the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% percent of the payment period, you earn all of the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission (DSU asks for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some federal financial aid funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any Direct loan funds that you would have received had you remained enrolled past the 30th day.

If you receive (or your school or parent receives on your behalf) excess Title IV program funds that must be returned, your

school must return a portion of the excess equal to the lesser of:

- your institutional charges multiplied by the unearned percentage of your funds, or
- the entire amount of excess funds.

The school must return this amount even if it didn't keep this amount of your Title IV program funds.

If your school is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is \$50 or less. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return.

Withdrawal date for Title IV purposes is defined as the date the student began the institution's withdrawal process, the student's last date of recorded attendance, or the midpoint of the semester for a student who leaves without notifying the institution if the last date of attendance cannot be established.

Attention ACCESS students:

If an ACCESS student has a Pell Grant, the sessions not yet begun will be discounted, and the Pell Grant will be reduced to the lower enrollment status before calculating the aid to be returned. Student loans are contingent upon a student being enrolled at least half time (6 credits) per semester. If you enroll and later drop classes that you have never begun so that your enrollment status falls below 6 credits, you are not eligible for a student loan that semester. If a loan disbursement was made before you dropped below half-time, that disbursement can remain. However, subsequent disbursements must be cancelled.

For financial aid purposes, a student who stops attending (or officially withdraws) at any point in the ACCESS semester is considered to have withdrawn, even if one or more classes have been completed with a passing grade. In other words, a student is considered to have withdrawn if he/she does not complete all days scheduled to complete within the semester. If a student is enrolled simultaneously in two courses within a Session and stops attending only one of those, it is not considered a withdrawal.

If a student officially drops classes that he/she has never begun attending before his/her withdrawal from the institution, those classes are not counted in the "days scheduled to complete."

The school must document completion of all courses with a passing grade. If there is no passing grade in the last scheduled course, the school must demonstrate the student completed the period.

The following questions and examples may help clarify this:

1. Did the student cease to attend before completing or fail to begin attendance in a course scheduled to attend? If yes, go to question 2. If no, it is not a withdrawal.
2. When ceased to attend or failed to begin attendance in an enrolled course, was the student attending other courses? If yes, not a withdrawal. If no, go to question 3.
3. Did student confirm in writing attendance in a later Session in the term? If no, student is a withdrawal. If yes, not a withdrawal if attendance is resumed in the later Session and the resumption of attendance is within 45 days of the withdrawal.

Example 1:

Student has two 8 week sessions within a semester with two classes each session.

The student begins attendance in both courses in the first session but stops attending both after a few weeks. No written confirmation of intent to attend session 2 is received.

This student is a withdrawal and a Return of Title IV funds calculation must be performed.

Example 2:

Same scenario as above, but student stops attending only one of the two courses in the first session. The student is not a withdrawal.

Example 3:

Same scenario as above. During the first session, the student withdraws from both courses in the second session, and he/she completes both courses in the first session with a passing grade. The student has not ceased to attend a course he was scheduled to attend because the course was dropped within the first module and before they began. So the student is not a withdrawal. However, recalculation of a PELL grant is required because he/she was paid for two courses that he/she never attended.

Example 4:

Same scenario as above. The student begins attendance in both courses in the first session but stops attending both after six weeks. However, he/she provides a written confirmation of intent to attend session 2. The student is not a withdrawal unless he/she fails to begin session 2. If he/she fails to begin session 2, the withdrawal date and days of attendance are determined as if the confirmation of future attendance was never provided.

When a Return of Title IV funds calculation is required, the total calendar days used in the calculation include all days in which the student is scheduled to attend but does not count days of courses officially dropped before complete cessation of attendance.

Financial Aid Programs Available

PROGRAM	FUNDED BY	COMMENTS
Federal Pell Grant	Federal Government	Pell amount is determined by need. Students who already have a bachelor's degree are ineligible. Students must file the FAFSA annually to be considered. More detailed information about the Federal Pell Grant Program, as well as all of the other federal student aid programs referenced below, can be found at www.studentaid.gov .
Federal Supplemental Educational Opportunity Grant	Federal Government	SEOG amounts are based on financial need. Students who already have a bachelor's degree are not eligible. Early filing of a FAFSA essential. Preference is given to students who are Pell grant eligible.
HHS Nursing Loan	Federal Government	This loan is for students who are pursuing a degree in nursing. The Nursing Loan amount is determined by need and allocation of federal funds. The 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.
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 bachelor's degree are ineligible. Detailed information about all of the state grant programs can be found at http://www.pheaa.org/ .
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 through the Bulldogs4Hire website. The hourly rate is at least the federally mandated minimum wage.
Institutional Employment	DeSales University	Not based on need. Job referrals are available through the Bulldogs4Hire website. The hourly rate is at least the federally mandated minimum wage.
Federal Subsidized Direct Loan	Federal Government	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 interest rate for subsidized and unsubsidized Direct loans is set by federal law and subject to changes every July 1. A chart showing current and historic interest rates can be found on the US Department of Education web site (www.studentloans.gov).
Federal Unsubsidized Direct Loan	Federal Government	Awarded in addition to the Federal Subsidized Direct Loan or to those who don't qualify for the Subsidized Loan based on level of demonstrated need. 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. A chart showing current and historic interest rates can be found on the US Department of Education web site (www.studentloans.gov). Dependent students whose parents are denied a Federal PLUS loan can borrow an additional \$4,000 per year for the freshman and sophomore years and \$5,000 per year for junior and senior years in the unsubsidized Direct loan. The annual limit is \$20,500 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. Interest rates are set by federal law and are subject to change every July 1. A chart showing current and historic interest rates can be found on the US Department of Education web site (www.studentloans.gov). 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 cover partial or full tuition, fees, book expenses, room and board, plus 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 our Veteran's Affairs certifying official in the Registrar's Office.
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 that 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. Interest rates are set by federal law and are subject to change every July 1. A chart showing current and historic interest rates can be found on the US Department of Education web site (www.studentloans.gov). Annual limits vary.

5 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 \$1,605 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.

A refundable security deposit of \$400 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 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.

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 LOANS

DeSales University itself does not lend money to students or advance credit toward their expenses. Information on the current federal loan programs may be obtained in Section 4 under the Financial Aid Programs Available heading.

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 2020-21 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 enroll in a 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

Program	Semester	Year
Tuition-Full-time	\$19,250	\$38,500
Freshmen Room & Board (double occupancy)	6,650	13,300
Student Life Fee	250	500
Resident Student Life Fee	250	500
Technology Fee	250	500
Education Department Student Teaching Fees	700	
Orientation Fee (new students)		200

Graduation Fee (seniors)		120
Late Payment Fee	75	
I.D. Card Replacement, Key Replacement, and Change of Roster	variable	
Returned Check Fee (each occurrence)		30
Returned Web Payment Fee (for wrong account number entered only)	15	
Post-baccalaureate Certificate	35	
Challenge exams	75	
Application Fee-undergraduate		30
Application Fee-graduate		50
Readmission Fee		35

Students may also be assessed course fees as appropriately determined by the heads of the academic divisions. For the most up-to-date list of undergraduate course fees, please visit www.desales.edu/ugtuition.

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

NINTH SEMESTER STATUS

Students who have paid the full-time undergraduate tuition for 8 fall and spring semesters and 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 8 fall and spring semesters. Physician assistant courses are excluded from this special tuition rate.

TRANSCRIPTS OF CREDITS

A fee of \$8 will be charged for each transcript of credits. Current students can order transcripts via MyDSU under Applications (eTranscripts). **Transcripts will not be issued unless all financial obligations have been discharged.**

OUTSTANDING FINANCIAL OBLIGATIONS

Students who separate from the University, whether 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. These collection fees can range from 25% to 50% of the past due balance. **Transcripts and/or diplomas will not be issued until the total financial obligation and any associated collection fees have been paid in full AND the University has received the payment from the collection agency, which may take up to 6 weeks.**

6 ACCESS: ACCELERATED DEGREE PROGRAMS

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, online, 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:

- Ten sessions starting throughout the year, face-to-face and online;
- Evening classes meeting once per week;

- Fall and spring traditional day courses;
- Two 6-week online summer minimesters;
- One 3-week May term;
- One 3-week online winter minimester;
- One-credit workshops

ADMISSION TO ACCESS

An open admission policy is in effect at DeSales University for ACCESS students with the exception of education and nursing programs, which have specific admissions criteria. Admission into the ACCESS program is limited to students for whom education is no longer the major focus in their lives. Information about admission, registration procedures, and deadlines for the diverse programs and courses can be obtained directly from the ACCESS Office.

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. Each student must provide proof of high school completion or GED before matriculating.

CRITERIA FOR ACCESS

You are welcome to apply to the ACCESS program if you meet one of the following criteria. (Additional documentation may be required to determine eligibility.)

- Has a full-time career and/or other significant non-academic responsibilities (e.g., being self-supporting, having financial dependents);
- Has been out of high school for 5+ years;
- Is a veteran or active duty service member;
- Is pursuing post-baccalaureate studies (e.g., certificate, second degree).

Additional requirements for DeSales University traditional day students seeking reclassification into the ACCESS program.

- A written request must be submitted to the office of enrollment management. This request must usually be documented with a letter from the student's employer specifying that the student is employed full-time and receives a full benefit package, or tax returns showing

that the student's parent(s) or guardian(s) do not claim the student as a dependent.

- Written requests must be received at least two weeks before the beginning of the fall or spring semester. Acceptance into the ACCESS program occurs only at the start of the fall or spring semester. Reclassification can't be made for a semester that has already been billed for by the Treasurer's Office.
- Nursing majors must obtain prior approval from the head of the division of nursing.
- Students on academic probation will ordinarily not be admitted into the ACCESS program.
- Students dismissed or having withdrawn from DeSales University may not immediately enter the ACCESS program. In addition to meeting the above criteria for admission to the ACCESS program, these students must take courses at a community college (earn at least grades of "C") to demonstrate their ability to handle college level courses.

PROFESSIONAL DEVELOPMENT AND PERSONAL ENRICHMENT

DeSales University encourages members of the community who seek professional development or personal enrichment but do not want to pursue a class for credit through two options:

- Auditing – Participation in the course will be reflected on a transcript; however, no credit will be awarded. This is appropriate for individuals who want the ability to provide documentation of participation in a course.
- Value Initiative Program (VIP) – No permanent record will be maintained.

Students, in either option, will be permitted to attend classes on a space available basis and will not be required to take exams or other academic assessments. The cost for taking courses through either of these options is included with tuition/fees information. Anyone who is interested should contact an ACCESS advisor.

VETERANS AND MILITARY SERVICES

The Office of Veterans and Military Services helps active military students and student veterans achieve personal, academic, and professional success by encouraging participation in the human community and by emphasizing the dignity of the individual in the Salesian tradition.

We understand that the commitment to military service may find a student deployed with little notice. This may make pursuing educational goals, at that time, difficult or impossible. DeSales seeks to support military students and their spouses in achievement of those goals and has adopted a deployment policy, which is

designed to be responsive to and flexible for the student. To obtain a copy, please contact the Office of Veterans and Military Services.

For any student using Ch. 33 Post 9/11 GI Bill® or Ch. 31 Voc-Rehab benefits, even if the VA has not yet paid tuition and fees, it is the policy of DeSales University to permit enrollment without assessing late penalty fees, requiring alternative or additional funding, or denying access to university resources. Students using either benefit are required to provide DeSales with: 1) Certificate of Eligibility; 2) DD214; 3) Additional documents as necessary. *GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government Web site at www.benefits.va.gov/gibill.*

ACCESS EVENING-WEEKEND 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 BSN degree while continuing to work, care for a family, and handle other responsibilities.

Evening-Weekend nursing students are able to complete classes offered in the evenings and on weekends. Many are available in 8-week sessions with multiple scheduling options, including online.

SENIOR CITIZEN PROGRAM

Non-matriculating senior citizens (60 years of age or older) may enroll on a space-available basis in up to four non-studio credit courses per term (e.g., spring, fall, summer) at the rate of the current one-credit tuition fee. This may be a combination of courses (up to four) offered during the day or through ACCESS; for example, one course in Session 1, one course in Session 2, and two fall day courses. In addition to the registration fee, special course fees as applicable will be charged. Senior citizens may enroll in courses for enrichment, audit, or credit; and must meet the necessary prerequisites.

All applicable academic regulations will be in effect for such students. Proof of age is required at the time of registration.

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

Business Administration

Data Analytics/Applied AI

Financial Management

Financial Planning (CFP®)

Healthcare Administration

Human Resource Management

Information Technology

Management/Leadership

Marketing

Supply Chain Management

Theology

ACCESS INDIVIDUALIZED MAJOR (AIM)

The ACCESS Individualized Major (AIM) offers students an opportunity to earn an interdisciplinary, self-designed degree. As a BA 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. Students may earn credits through the CLEP program, which may apply to a DeSales University degree. Interested students should contact the ACCESS Office at 610.282.4361.

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 Assessment

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. Students are required to pay 30% of tuition for assessment of a portfolio related to a given course. 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. The graduation requirements for the major are determined by the catalog year in effect at the time of the student's official acceptance to the major.

ACCESS ATTENDANCE POLICY

In ACCESS, course attendance/participation is required. Students who do not attend or participate risk being dropped, withdrawn, or receiving a failing grade in the course. Students who have been withdrawn from the course will be refunded in accordance with the course withdrawal policy.

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.

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.

TUITION/FEE-ACCESS STUDENTS

Tuition: Credit Courses	\$523 per credit hour
Tuition: Audit	\$255 per credit hour
Value Initiative Program (VIP)	\$200 per course
Course Fees	variable
Application Fee	30
Graduation Fee	120
Certificate	35
Returned Check Service Fee	30
Practicum Fees	275
Student Teaching (Secondary)	700
Student Teaching (Elementary)	700
Student Teaching (Special Education)	700
Processing of Teaching Certificate	100
Challenge exam-ACCESS students	30% of tuition
Portfolio assessment	30% of tuition

ACCESS: 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 that 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 bills for all previous non-deferred sessions are fully paid.

TRANSCRIPTS OF CREDITS

A fee of \$8 will be charged for each transcript of credits. Current students can order transcripts via MyDSU under Applications (eTranscripts). **Transcripts will not be issued unless all financial obligations have been discharged.**

OUTSTANDING FINANCIAL OBLIGATIONS

Students who separate from the University, whether 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. These collection fees can range from 25% to 50% of the past due balance. **Transcripts and/or diplomas will not be issued until the total financial obligation and any associated collection fees have been paid in full AND the University has received the payment from the collection agency, which may take up to 6 weeks.**

7 GRADUATE PROGRAMS

Graduate Education Mission Statement

Graduate education's mission is to develop competence in students so that, in their specialized fields of study, they demonstrate leadership and make significant contributions, develop the skills necessary for advanced research and/or applications, and apply a Christian humanist conscience to ethical problems.

Program Offerings

In addition to undergraduate education, DeSales University offers 10 graduate programs at the Master's and Doctoral levels. At present DeSales offers the Master of Business Administration (MBA), the Master of Arts in Criminal Justice (MCJ), the Master of Education (MEd) in several subfields, including an MEd in higher education, the Master of Fine Arts (MFA) in Creative Writing and Publishing, the Master of Science in Information Systems (MSIS), the Master of Science in Nursing (MSN) including nurse practitioner specialties, and the Master of Science in Physician Assistant Studies (MSPAS). DeSales also offers two professional doctoral programs leading to a Doctor of Nursing Practice (DNP) and Doctor of Physical Therapy (DPT).

DeSales University also offers graduate certificates in Cyber Security, Data Analytics, Digital Forensics, Financial Planning, Investigative Forensics, Lean Six Sigma, Project Management, and Supply Chain Management.

The existence of these distinct, high quality graduate programs 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 laboratories, library, and computer facilities on campus.

For information regarding graduate programs education, visit desales.edu/gradcatalogue

8 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 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

ACCOUNTING

A major is offered in accounting by the Division of Business.

Accounting Major Mission Statement

The mission of the Accounting Major is to provide a high-value business educational experience within the Salesian tradition. The major is characterized by a strong faculty-student community; a compassionate and collegial working environment; the advancement of knowledge through high-quality teaching and academic programs, effective communication, and relevant experiential learning; and student engagement with the business world.

Division of Business General Learning Outcomes

Students who graduate from DeSales University with any major in the Division of Business will be able to:

1. apply management theories to make decisions that enhance

- organizational effectiveness;
2. apply marketing principles to make decisions about the direction of an organization;
3. analyze economic data using macro and micro models to explain a business environment;
4. analyze accounting data to understand the financial position of an organization and to make managerial decisions;
5. analyze quantitative data to make business decisions, in particular the budgeting of capital among potential investments;
6. evaluate business decisions in light of regulatory and ethical frameworks, particularly with regard to Catholic Social Teaching.

Accounting Major Student Learning Outcomes

Students who graduate from DeSales University with a major in accounting will be able to:

1. understand the impact of business events on an organization's financial position; apply the tenets of the Conceptual Framework for Financial Reporting to the financial statements of U.S. and international businesses;
2. identify and analyze relevant internal financial information for the purpose of making sound managerial business decisions;
3. apply U.S. federal income tax law to business transactions and develop an understanding of tax-planning techniques;
4. understand the philosophy and environment of auditing; acquire practical knowledge of auditing procedures and techniques as applied to accounting transaction cycles.

The business program is 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, 452, 453, and MG 4000, 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 accounting major also has a track in Data Analytics with the addition of five courses: MG 226, CS 260, MI 353, MI

462, and AB 345. Students in this track should take MG 212 instead of MG 211.

A 4½ year BS/MBA Degree Program in Accounting is available to qualifying students. This program is designed to provide a competitive advantage for entry into the accounting profession while meeting education requirements for CPA licensure. In most states, accounting students are required to complete 150 hours of education, obtain relevant accounting experience, and successfully complete the CPA exam to receive a CPA license. At the end of their junior year, accounting majors with at least a 3.0 GPA are eligible for the program. Qualifying students may begin MBA courses during the fall semester of their senior year

AB-217 Financial Accounting

Credits: 3.00

Introduction to the concepts and practices of measuring and communicating financial information by business entities, including financial position, income, and cash flows.

Prerequisite(s): None

AB-219 Managerial Accounting

Credits: 3.00

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.

Prerequisite(s): AB-217

AB-272 The Legal Environment of Business

Credits: 3.00

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.

Prerequisite(s): None

AB-301 Corporate Financial Reporting I

Credits: 4.00

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.

Prerequisite(s): AB-217 with a grade of C or better

AB-302 Corporate Financial Reporting II

Credits: 3.00

This is the second semester course in corporate financial reporting. This semester will cover long-lived assets and liabilities and the effect of these valuations on income, owner's equity, and will conclude with in-depth coverage of the Statement of Cash Flows.

Prerequisite(s): AB-301

AB-303 Advanced Accounting *Credits: 3.00*
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(s): AB-301

AB-322 Federal Income Taxation *Credits: 3.00*
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 knowledge for preparation of tax compliance forms.
Prerequisite(s): AB-217

AB-323 Regulation *Credits: 3.00*
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(s): AB-322

AB-324 Regulation *Credits: 4.00*
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 program. Not offered in ACCESS.
Prerequisite(s): AB-217 and AB-322

AB-3250 Student Field Work Experience *Credits: 1.00*
Students perform experiential field work. Not offered in ACCESS.
Prerequisite(s): Permission of Head of Business Division

AB-340 Contemporary Accounting Issues *Credits: 3.00*
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(s): AB-302

AB-345 Data Analytics for Accounting & Finance *Credits: 3.00*
The use of data analytics in the valuation and reporting practices of corporate entities.
Prerequisite(s): AB-301

AB-373 Business Law *Credits: 3.00*
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(s): AB-272

AB-375 Legal Environment of International Trade *Credits: 3.00*
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, and multinational business issues are covered. Does not satisfy Accounting elective.
Prerequisite(s): AB-272

AB-452 Strategic Cost Management *Credits: 3.00*
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.
Prerequisite(s): AB-219, FN-331, MG-201, MK-201, and senior status

AB-453 Auditing *Credits: 3.00*
Auditing procedures, audit program design, financial statement examination, audit evidence analysis, and application of auditing standards. This course will also include the social, ethical, and legal responsibilities of the accountant.
Prerequisite(s): AB-301

AB-454 Accounting Internship *Credits: 3.00*
Experiential learning opportunity in the field of accounting at an approved setting under professional supervision. Each student should choose a setting related to their personal, professional or vocational interests that will allow them to apply what they are learning in their accounting courses. Recommended settings include businesses, nonprofits and government institutions. Permission of the instructor and Career Development Center is required.
Prerequisite(s): Minimum junior class status with a minimum 2.5 cum GPA

AB-463 Forensic Accounting *Credits: 3.00*
Explores the process for conducting forensic examinations. Forensic examiners typically serve as either consultants to attorneys or as expert witnesses. Course participants will be prepared through activities, lectures, and readings to conduct a forensic examination in either role.
Prerequisite(s): AB-301

AB-499 Independent Study *Credits: 3.00*
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.
Prerequisite(s): None

BIOCHEMISTRY-MOLECULAR BIOLOGY

A major is offered in biochemistry-molecular biology by the Department of Biology and the Department of Chemistry and Physics. It is not available as a dual major for students who have declared a major in biology.

Biochemistry-Molecular Biology Major Mission Statement

The mission of the biochemistry-molecular biology program is to provide a quality educational experience and to give students a broad knowledge and understanding specifically in biochemistry and molecular biology along with organic chemistry and physical chemistry. Laboratory experiments and exercises, undergraduate research projects, and internships provide students with opportunities to develop their critical and analytical thinking skills, their problem-solving skills, and their written and oral communication skills. The biochemistry-molecular biology program supports the University mission by providing men and women with quality higher education according to the philosophy of Christian humanism as developed by Saint Francis de Sales. The biochemistry-molecular biology program prepares students for academic and industrial employment, professional schools, and graduate schools.

Biochemistry-Molecular Biology Major Student Learning Outcomes

Students who graduate from DeSales University with a major in Biochemistry-Molecular Biology will be able to demonstrate:

1. basic knowledge of fundamental principles and concepts in biochemistry, molecular biology, organic chemistry, and physical chemistry;
2. the laboratory skills and techniques that they have developed using current technologies in different areas of chemistry and the experiences that they have acquired with hands-on use of numerous instruments;
3. their ability to search and use appropriate scientific literature and their ability to communicate clearly technical information in all areas of chemistry;
4. their ability to conduct scientific experiments, which will require well-developed analytical and critical thinking skills;

- an understanding and appreciation for the ethical responsibilities of scientists in the obtaining and reporting of scientific results.

The biochemistry-molecular biology 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-molecular biology 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, pharmacy, veterinary science, biology, chemistry, and biochemistry.

The following courses are required for the Bachelor of Science (BS) in biochemistry:

Biology: 151, 255, 256, 360
 Chemistry: 101, 102, 231, 232, 351, 435, 436, 455
 Physics: 201, 202
 Mathematics: 121, 122
 Recommended: CH 1053, BI 330, BI 353, BI 475

BIOLOGY

A major is offered in biology by the Department of Biology. It is not available as a dual major for students who have declared a major in biochemistry-molecular biology.

Biology Department and Major Mission Statement

The mission of the biology program is to provide a quality educational experience and to give students a broad knowledge and understanding of the biological sciences. Laboratory exercises, undergraduate research projects, and internships reinforce practical experiences, critical and analytical thinking, problem solving, and communication skills. The biology program supports the University mission by providing men and women with quality higher education according to the philosophy of Christian humanism as developed by Saint Francis de Sales. The biology program prepares students for academic and industrial employment opportunities, professional schools, and graduate schools.

Biology Major Student Learning Outcomes

Students who graduate from DeSales University with a major in biology will be able to demonstrate:

- basic knowledge of fundamental concepts in molecular, organismal, and population biology, and will have appropriate training to begin a successful career in the biological sciences;
- the ability to use published literature and current scientific databases to research biological topics;
- oral and written skills to clearly communicate concepts and technical information related to the biological sciences;
- proficiency in biological laboratory and field techniques through an understanding of the scientific method, experimental design, data collection and analyses, and the application of these tools for use in the real world.
- an understanding and appreciation for the ethical responsibilities of scientists in the execution and reporting of scientific studies.

The following courses are required for the Bachelor of Science (BS) in Biology:

Biology: BI 151, 152, 255, 330, 455
 Chemistry: CH 101, 102, 231, 232
 Mathematics: MA 121, 122
 Physics: PH 201, 202
 Three biology electives (two must have laboratory components; at least one in Organismal Biology and one in Ecology and Evolutionary Biology)
 Molecular and Cell Biology: BI 256, 257, 258, 305, 353, 360, 435, 436, 461*
 Organismal Biology: BI 252, 263, 264, 267, 352, 355, 356, 361, 375, 461*
 Ecology and Evolutionary Biology: BI 241, 280, 374, 380, 461*
 *BI 461 may only be used to satisfy one category

The following courses are required for the Bachelor of Arts (BA) in Biology:

Biology: BI 151, 152, 255, 330, 455, 252 or 352, 263 or 355, 264 or 356
 Chemistry: CH 101, 102, 231, 232
 Mathematics: MA 111
 Three biology electives (at least one in Ecology and Evolutionary Biology)
 Molecular and Cell Biology: BI 256, 257, 258, 305, 353, 360, 435, 436, 461*
 Organismal Biology: BI 267, 361, 375, 461*
 Ecology and Evolutionary Biology: BI 241, 280, 374, 380, 461*
 *BI 461 may only be used to satisfy one category

*Students who plan to attend medical, dental, or podiatric school should complete the B.S. Biology (Pre-Med/Pre-Dental Track)

The following courses are required for the B.S. Biology (Pre-Med/Pre-Dental Track):

Biology: BI 151, 152, 255, 330, 455
 Chemistry: CH 101, 102, 231, 232
 Mathematics: MA 121, 122
 Physics: PH 201, 202
 Three biology electives from among the following options
 Molecular and Cell Biology: BI 435 (controlled elective)
 Organismal Biology: BI 355 (controlled elective)
 Ecology and Evolutionary Biology: BI 241, 280, 374, or 380
 Track Required Courses
 Biology: BI 256, 356, 436
 Psychology: PS 109
 Sociology: SO 109

*Students who plan to attend veterinary school should complete the B.S. Biology (Pre-Vet Track)

The following courses are required for the B.S. Biology (Pre-Vet Track):

Biology: BI 151, 152, 255, 330, 455
 Chemistry: CH 101, 102, 231, 232
 Mathematics: MA 121, 122
 Physics: PH 201, 202
 Three biology electives from among the following options
 Molecular and Cell Biology: BI 435 (controlled elective)
 Organismal Biology: BI 252 or 352
 Ecology and Evolutionary Biology: BI 241 (controlled elective)
 Track Required Courses
 Biology: BI 256, 263 or 355, 264 or 356, 361, 374, 380

*Students who plan to attend Physician Assistant graduate school should complete the BA degree in Biology (Pre-PA Track)

Biology: BI 151, 152, 255, 330, 455, 252 or 352, 355, 356
 Chemistry: CH 101, 102, 231, 232
 Mathematics: MA 111
 Three biology electives from among the following options (at least one in Ecology and Evolutionary Biology)
 BI 256 (Controlled Elective)
 BI 353 (Controlled Elective)
 Ecology and Evolutionary Biology: BI 241, 280, 374, or 380
 Track Required Courses
 Psychology: PS 109
 Sport and Exercise Science: SX1013
 Chemistry: CH 306

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

The forensic track 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 (BS) in Biology with a track in Forensic Science:

Biology: BI 151, 152, 255, 330, BI/CH 305, 355, 356, 455

Chemistry: CH 101, 102, 231, 232

Physics: PH 201, 202

Mathematics: MA 111, 121, 122

Criminal Justice: CJ 109, 208, 260, 360 or 361

Psychology: PS 295 or 365

Recommended: CH 1053

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

Department electives are ordinarily offered on an alternate year basis.

BI-151 Introductory Biology I *Credits: 4.00*

An introduction to the science of biology. This course exposes the student to the unifying characteristics of organisms that reveal their evolutionary inter-relationships. Topics broadly introduced include biochemistry, cellular biology and physiology, metabolism, Mendelian and molecular genetics and evolution. Lecture 3 hours, lab 3 hours. Course fee.

Prerequisite(s): Must register for BI-151L

BI-152 Introductory Biology II *Credits: 4.00*

A continuation of BI 151 with emphasis on the diversity of life. Topics broadly introduced include a survey of the major groups of prokaryotic and eukaryotic organisms, phylogeny, taxonomy, and ecology. Special emphasis is placed on plant and animal form and function. Lecture 3 hours, lab 3 hours. Course fee.

Prerequisite(s): BI-151. Must register for BI-152L.

BI-155 Microbiology (online) *Credits: 4.00*

The biology of microorganisms. Emphasis is on morphology, physiology, biochemistry, role in disease and classification of microorganisms (especially bacteria). Online laboratories and/or at-home laboratory kits emphasizes aseptic technique in the observation and bio-chemical characterization of microorganisms. Offered only in ACCESS.

Prerequisite(s): CH-101, CH-104, CH-107 or CH-108. Not open to students that have taken BI-154, BI-254, BI-252, BI-352.

BI-209 Biology: Thinking and Creativity: MOT/Natural Science *Credits: 3.00*

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. Course fee.

Prerequisite(s): Not open to students who have taken another MOT/Natural, Science course. Must register for BI-209L.

BI-221 Biostatistics *Credits: 3.00*

Cross-listed with NEU-221. A broad introduction to applied statistics in biology, using example data from departmental research. Students will learn to properly organize, classify, describe, analyze, and report biological study data using the appropriate statistical methodology. Class will be divided into part lecture and part guided software instruction using IBM SPSS Statistics.

Prerequisite(s): None

BI-241 Ecology *Credits: 4.00*

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. Course fee.

Prerequisite(s): BI-151. Must register for BI-241L.

BI-242 Environmental Science: MOT/Natural Science

Credits: 4.00

The study of human impacts on the natural support systems of the earth will be studied, including pollution, habitat destruction, and climate change. Field trips demonstrate local environmental concepts and issues. Each student will research and report on a local environmental issue. Lecture 3 hours, lab 3 hours. Course fee.

Prerequisite(s): Must register for BI-242L

BI-252 Microbiology *Credits: 4.00*

Formally BI-154. The biology of microorganisms. Emphasis is on morphology, physiology, biochemistry, role in disease and classification of microorganisms (especially bacteria). The laboratory emphasizes aseptic technique in the observation and biochemical characterization of microorganisms. Lecture 3 hours, lab 3 hours. Lab fee.

Prerequisite(s): CH-101, CH-104 or CH-107., Not open to students that have taken BI-352. Must register for BI-252L.

BI-255 Molecular Biology *Credits: 4.00*

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, lab 3 hours. Course fee.

Prerequisite(s): BI-151. Must register for BI-255L.

BI-256 Cell Biology *Credits: 4.00*

This course is a survey of topics in cell biology, including membrane structure and function, protein sorting, cytoskeleton, signal

transduction, cell cycle, apoptosis, cell junctions, and cancer. The laboratory emphasizes the application of basic cell culture technique to analyze cellular structures and processes. Lecture 3 hours, lab 3 hours. Course fee.

Prerequisite(s): BI-255. Must register for BI-256L.

BI-257 Introduction to Bioinformatics *Credits: 3.00*

An introduction to the bioinformatic study of biological problems. The theory and practical analysis of disease alleles, sequence alignments, major biologic databases, DNA sequencing, phylogenetics, gene prediction, transcriptome and genome assembly, and structure prediction will be explored.

Prerequisite(s): BI-255

BI-258 Introduction to Cell Culture *Credits: 3.00*

An introduction to the practice of aseptic technique applied to the in vitro culture of mammalian cells. Students learn aseptic technique and participate in a series of guided laboratory experiences designed to progressively develop proficiency in the handling and manipulation of cultured cells. Lecture 1 hour, lab 4 hours. Course fee.

Prerequisite(s): BI-151 or permission of the instructor. Must register for BI-258L.

BI-263 Anatomy and Physiology I *Credits: 4.00*

First of a two course sequence studying the structure and function of the human body. This course studies cells and tissues followed by a study of the integumentary, skeletal, muscular, and nervous systems. A laboratory reinforces concepts introduced in lecture. Lecture 3 hours, lab 2 hours. Not open to students who have completed BI-355/356. Course fee.

Prerequisite(s): Must register for BI-263L

BI-263S BI-263 Supplemental *Credits: 0.00*
This is the Supplemental Instruction portion of BI-263

Prerequisite(s): None

BI-264 Anatomy & Physiology II *Credits: 4.00*

A continuation of BI-263. This course studies the special senses, followed by the study of the endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. A laboratory reinforces concepts introduced in lecture. Lecture 3 hours, lab 2 hours. Course fee.

Prerequisite(s): BI-263. Must register for BI-264L.

BI-264S BI-264 Supplemental *Credits: 0.00*
This is the Supplemental Instruction portion of BI-264

Prerequisite(s): None

BI-265 Anatomy and Physiology I (online) *Credits: 4.00*

First of a two course sequence studying the structure and function of the human body. This course studies cells and tissues followed by a study of the integumentary, skeletal, muscular, and nervous systems. A series of online laboratories support the learning

of course concepts. Not open to students who have completed BI-355/356. Offered only in ACCESS.

Prerequisite(s): Not open to students who have previously enrolled in BI-263 or BI-264, unless permission is granted by the Dean of Undergraduate Education.

BI-266 Anatomy and Physiology II (online) *Credits: 4.00*

A continuation of BI-265. This course studies the special senses, followed by the study of the endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. A series of online laboratories support the learning of course concepts. Offered only in ACCESS.

Prerequisite(s): BI-265. Not open to students who have previously enrolled in BI-263 or BI-264, unless permission is granted by the Dean of Undergraduate Education.

BI-267 Behavioral Neuroscience *Credits: 3.00*

Cross-listed with NEU-267. An introduction to the field of neuroscience. Students will learn the structure and function of fundamental components of the nervous system, as well as understand the physiology associated with action potentials and synaptic transmission. The course will also describe how the nervous system facilitates the production of complex behaviors and the reception and integration of external stimuli via sensory organs.

Prerequisite(s): BI-151 and BI-152

BI-280 Field Biology *Credits: 3.00*

A field course open to both science and non-science majors. The class meets for one hour per week to prepare for a two week trip to selected areas of the United States or a foreign country. Students study the ecology of terrestrial, and aquatic ecosystems and impacts and conservation of these ecosystems by people. Permission of the instructor. Travel fee.

Prerequisite(s): None

BI-305 Forensic Toxicology *Credits: 3.00*

Cross-listed with CH-305. The course serves as an introduction to chemical toxicology as it applies to the science of forensics. Introductory forensic toxicology concepts will be presented. The course examines the clinical and environmental aspects of chemical toxicity. Special emphasis is placed on the interaction of drugs and other toxic substances as they pertain to forensic examinations and legal cases.

Prerequisite(s): CH-232 and BI-255

BI-330 Genetics *Credits: 4.00*

Formerly BI-230. This course introduces the basics of classical (Mendelian), population, and medical genetics. Topics of study include: the chromosomal basis of inheritance, population genetics, gene regulation and mutation, and evolutionary genetics. The lab component of this course utilizes common genetic model organisms, including the fruit fly *D. melanogaster*, and the bacte-

ria *E. coli*. Lecture 3 hours. Lab 3 hours. Course fee.

Prerequisite(s): BI-151 and BI-255

BI-352 Medical Microbiology *Credits: 4.00*

Formerly BI-254. An advanced 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, lab 3 hours. Course fee.

Prerequisite(s): BI-151, BI-255 and CH-231., Not open to students who have taken BI-252. Must register for BI-352L.

BI-353 Immunology *Credits: 3.00*

A survey of the basic principles of immunology. The course covers innate and adaptive immunity including the structure and function of immune system components, T and B cell development and activation, complement system, and consequences of immune system failure.

Prerequisite(s): BI-256 or permission of the instructor

BI-355 Human Structure and Function I *Credits: 4.00*

Fundamental concepts of physiology are correlated to the structure 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, lab 3 hours. Course fee.

Prerequisite(s): BI-151. Not open to students who have taken BI-263 and, BI-264. Must register for BI-355L.

BI-356 Human Structure and Function II *Credits: 4.00*

A continuation of BI 355. This course will highlight immunity, fluid balance, and the cardiovascular, respiratory, digestive, and urinary systems. Lecture 3 hours, lab 3 hours. Course fee.

Prerequisite(s): BI-355., Not open to students who have taken BI-263 and BI-264. Must register for BI-356L.

BI-360 Advanced Molecular Biology *Credits: 4.00*

A laboratory intensive exploration of advanced topics in molecular biology. The course will emphasize DNA engineering, protein expression, and sequence analysis. Skills include, plasmid design, creation, expression, DNA and protein sequence analysis, and use of multiple computer tools and databases. Lecture 2 hours, lab 4 hours. Course fee.

Prerequisite(s): CH-231 and BI-255. Must registrar for BI-360L.

BI-361 Developmental Biology *Credits: 3.00*

Explores the genetic and cellular mechanisms that drive the

formation of cell types, tissues, and organs. Laboratory exercises will explore how development biologists perform experiments using a range of animal models including sea urchins, frogs, and zebrafish. Current and classical developmental studies from the primary literature will be discussed. Course fee.

Prerequisite(s): BI-151 and BI-152

BI-374 Animal Behavior *Credits: 3.00*

Explores the major categories of adaptive behavior demonstrated by animal life including communication, aggression and defense, courtship and reproduction, parental care and social behaviors. Special focus is placed on understanding the proximate and ultimate causation of behaviors across a variety of taxa, including humans. Connections are made across the fields of comparative psychology, ethology, behavioral ecology and sociobiology.

Prerequisite(s): BI-151 and BI-152

BI-375 Hormones and Behavior *Credits: 3.00*

Cross-listed with PS-375. 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.

Prerequisite(s): PS-265 or BI-151

BI-380 Evolution *Credits: 3.00*

An investigation of the evidence, mechanisms, tools and pattern of evolution. Builds on the introduction to evolution in BI-151/152.

Prerequisite(s): BI-151 or permission of the instructor

BI-390 Biology Internship *Credits: 3.00*

Experiential learning opportunity in the field of biology at an approved setting under professional supervision. Each student should choose a setting related to their personal, professional or vocational interests that will allow them to apply what they are learning in their biology courses. Recommended settings include laboratories, pharmacies, hospitals, businesses, schools, and government. Permission of the instructor and Career Development Center is required.

Prerequisite(s): Limited to junior and senior biology majors

BI-400 Current Topics in Biology *Credits: 3.00*

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.

Prerequisite(s): None

BI-410 Virology *Credits: 3.00*
Introduces students to the study of viruses, from a scientific 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.

Prerequisite(s): BI-255, BI-256, BI-353, CH-231 and CH-232

BI-435 Biochemistry I *Credits: 4.00*
Cross-listed with CH-435. The chemistry of biomolecules. This course introduces the student to the structure and function of lipids, proteins, nucleic acids, and carbohydrates, with a focus on chemical properties. Specific examples from the current literature will be discussed. Lecture 3 hours, lab 3 hours. Course fee.

Prerequisite(s): CH-231 and CH-232. Must register for BI-435L.

BI-436 Biochemistry II *Credits: 4.00*
Cross-listed with CH-436. A continuation of BI-435. This course examines membrane structure and function, the chemical basis of signaling, and a detailed analysis of bioenergetics and regulation of metabolism from a structural perspective. Review and discussion of current scientific literature through written assignments and oral presentations promote critical thinking. Lecture 3 hours, lab 3 hours. Course fee.

Prerequisite(s): BI/CH-435. Must register for BI-436L.

BI-455 Research Seminar *Credits: 3.00*
A capstone experience for the biology major. It includes considerations about scientific communication, literature searching, scientific research, ethics and critical examination and evaluation of primary research literature. Students give and attend seminars. The course culminates in the mentored writing of a research proposal. Students review general biology in preparation for a standardized Major Field Examination.

Prerequisite(s): Junior biology major status

BI-456 Senior Research Seminar II *Credits: 4.00*
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, lab 3 hours. Course fee.

Prerequisite(s): BI-455

BI-461 Research *Credits: 3.00*
Student research in a specific area of biology. The research will be in the research mentor's field of competence and interest. The student is responsible for developing and completing an experimental research project of professional quality. Regular discussions with the research mentor and other project personnel are required. A minimum time commitment of 9 hours per week

is expected. Admission by permission of instructor. Course fee.

Prerequisite(s): None

BI-4611 Research *Credits: 1.00*
An introductory research experience in biology. Research will be in the research mentor's field of competence and interest. The expectations and responsibilities of the student will be determined by the individual research mentor. Regular discussions with the research mentor and other project personnel are required. A minimum time commitment of 3 hours per week is expected. Admission by permission of the instructor. Course fee.

Prerequisite(s): None

BI-475 Designer Genes: The Promises and Problems of Biotechnology: Values Seminar *Credits: 3.00*
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 biotechnology. This course will explore the scientific basis of these tools as well as their social and moral implications. Limited to juniors and seniors.

Prerequisite(s): TH-109. Limited to juniors and seniors.

BI-499 Independent Study *Credits: 3.00*
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.

Prerequisite(s): None

BUSINESS ADMINISTRATION

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

Business Administration Major Mission Statement

The mission of the Business Administration Major is to provide a high-value business educational experience within the Salesian tradition. The major is characterized by a strong faculty-student community; a compassionate and collegial working environment; the advancement of knowledge through high-quality teaching and academic programs, effective communication, and relevant experiential learning; and student engagement with the business world.

Division of Business General Learning Outcomes

Students who graduate from DeSales University with any major in the Division of Business will be able to:

1. apply management theories to make decisions that enhance organizational effectiveness;

2. apply marketing principles to make decisions about the direction of an organization;
3. analyze economic data using macro and micro models to explain a business environment;
4. analyze accounting data to understand the financial position of an organization and to make managerial decisions;
5. analyze quantitative data to make business decisions, in particular the budgeting of capital among potential investments;
6. evaluate business decisions in light of regulatory and ethical frameworks, particularly with regard to Catholic Social Teaching.

Business Administration Major Student Learning Outcomes

Students who graduate from DeSales University with a major in business administration will be able to:

1. acquire skills necessary to build effective organizations, both at the micro (team) and macro (corporate) levels, to include defining a shared vision, communication, planning, benchmarking, and conflict management;
2. understand decision-making steps and processes (problem identification; research and analysis; mitigation of the effects of bias; solution definition, implementation, and evaluation);
3. define ethical behavior in the workplace, identify methods for addressing unethical behavior; and recognize the influence of factors including cultural diversity, laws, and acceptable past practice on ethical behavior;
4. appreciate the challenges of entrepreneurship and develop skills critical to launching and growing a small business;
5. become familiar with management data analysis tools including MS Excel and decision trees.

The business program is 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, 452, 4000, MK 215 plus any upper level business course.

A 4½ year BS/MBA Degree Program in Business Administration is available to qualifying students. This program is designed to provide a competitive advantage for entry into the professional workplace. At the end of their junior year, business administration majors with at least a 3.0 GPA are eligible for the program. Qualifying students may begin MBA courses during the fall semester of their senior year.

CHEMISTRY

A major is offered in chemistry by the Department of Chemistry and Physics.

Mission of the Chemistry Major

The mission of the chemistry program is to provide a quality educational experience and to give students a broad knowledge and understanding in analytical chemistry, organic chemistry, physical chemistry, inorganic chemistry, and biochemistry. Laboratory experiments and exercises, undergraduate research projects, and internships provide students with opportunities to develop their critical and analytical thinking skills, their problem-solving skills, and their written and oral communication skills. The chemistry program supports the University mission by providing men and women with quality higher education according to the philosophy of Christian humanism as developed by Saint Francis de Sales. The chemistry program prepares students for academic and industrial employment, professional schools, and graduate schools.

Chemistry Major Student Learning Outcomes

Students who graduate from DeSales University with a major in chemistry will be able to demonstrate:

1. basic knowledge of fundamental principles and concepts in analytical chemistry, organic chemistry, physical chemistry, inorganic chemistry, and biochemistry;
2. the laboratory skills and techniques that they have developed using current technologies in different areas of chemistry and the experiences that they have acquired with hands-on use of numerous instruments;
3. their ability to search and use appropriate scientific literature and their ability to communicate clearly technical information in all areas of chemistry;
4. their ability to conduct scientific experiments, which will require well-developed analytical and critical thinking skills;
5. an understanding and appreciation for the ethical responsibilities of scientists in the obtaining and reporting of scientific results.

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 expres-

sion.” Majoring in chemistry can, we believe, contribute powerfully 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 (BS) in Chemistry: CH 101, 102, 231, 232, 304, 351, 352, 361, 362, 435, 455, and either 461 (or 462) or an internship (CH 396-399); Physics: PH 201, 202; Mathematics: MA 121, 122; Recommended: CH 1053, CH 475.

Student participation in a faculty guided research project and/or in 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 track.

The forensic track 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 (BS) in Chemistry with a track in Forensic Science:

Biology: BI 151, 255

Chemistry: CH 101, 102, 231, 232, 304, 305, 351, 361, 362, 435, and either 461 (or 462) or an internship (CH 396-399)

Physics: PH 201, 202

Mathematics: MA 111, 121, 122

Criminal Justice: CJ 109, 208, 260, 360 or 361

Psychology: PS 295 or 365

Recommended: CH 1053, 352, 436

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

CH-100 College Preparatory Chemistry *Credits: 3.00*

This course is intended for students who have weaknesses and/or deficiencies in chemistry and mathematics and is designed to provide a solid foundation for the problem solving and critical thinking required for CH-101. With a strong emphasis on fundamental chemical ideas, this course will include an overview of the periodic table, chemical bonding, and stoichiometry. Not open to students who have taken CH-101.

Prerequisite(s): None

CH-101 General Chemistry I *Credits: 5.00*

This course introduces science majors to quantitative measurements, a simplified theory of atoms and molecules, quantitative study of the conservation of matter and energy, stoichiometry, the classes of chemical reactions, chemical bonding, molecular

geometry, and the periodic table of elements. It prepares the student for CH-102 or CH-104. Lecture 4 hours, lab 3 hours. Course fee.

Prerequisite(s): Must register for CH-101L and CH-101P

CH-102 General Chemistry II *Credits: 5.00*

Continuation of CH-101, emphasizing quantitative chemical problem-solving skills. Topics include behavior and theory of gases, properties of solutions, chemical equilibria, acid-base and oxidation-reduction reactions and chemical kinetics. Lecture 4 hours, lab 3 hours. Course fee.

Prerequisite(s): CH-101. Must register for CH-102L and CH-102P.

CH-103 Fundamentals of General Chemistry *Credits: 4.00*

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, stoichiometry, states of matter and the kinetic-molecular theory, water and solutions, acids and bases, salts, hydrolysis and buffer equilibria, and radio-nuclide chemistry. Appropriate for interested non-science majors as well as sport and exercise physiology majors. Lecture 3 hours, lab 3 hours. Course fee.

Prerequisite(s): Must register for CH-103L

CH-104 Introduction to Organic and Biological Chemistry

Credits: 4.00

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 and metabolic pathways are reviewed. Lecture 3 hours, lab 3 hours. Course fee. Not open to students who have taken CH 231, CH 232, and CH 435.

Prerequisite(s): CH-103. Must register for CH-104L.

CH-1053 Laboratory Safety *Credits: 1.00*

Standard laboratory practices and procedures. Students will be taught these with respect to personal safety, MSDS's, chemical hygiene plans, governmental regulations, laboratory facilities, laboratory equipment, working with hazardous chemicals, chemical labeling, chemical storage, chemical inventory, and chemical waste disposal. Lecture 1 hour.

Prerequisite(s): None

CH-107 Physiological Chemistry *Credits: 5.00*

Preparation for the study of the molecular basis of life. General, organic and biochemical topics will be presented. Topics include the structures and properties of atoms and molecules, organic structure and functional groups, carbohydrates, lipids, proteins and nucleic acid biochemistry. Appropriate for interested non-

science majors as well as nursing and pharmaceutical marketing majors. Lecture 4 hours, lab 3 hours. Course fee.

Prerequisite(s): Must register for CH-107L

CH-108 Physiological Chemistry (online) *Credits: 5.00*

Preparation for the study of the molecular basis of life. General, organic and biochemical topics will be presented. Topics include the structures and properties of atoms and molecules, organic structure and functional groups, carbohydrates, lipids, proteins and nucleic acid biochemistry. Online laboratories and/or at-home laboratory kits reinforce course material.

Prerequisite(s): None

CH-209 Energy and the Environment: MOT/Natural Science *Credits: 3.00*

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. Course fee. Not open to students who have taken BI-209 and BI-210.

Prerequisite(s): MOT: Mathematics. Must register for CH-209L.

CH-212 Food Science: MOT Natural Science *Credits: 3.00*

Fundamentals of food science and technology. This course examines the chemical and physical principles of cooking. Topics include a survey of the food groups, principles of baking, fermenting, brewing, distilling, and farming. The laboratory will include chemical analysis of foods, cooking, and field trips. Lecture 2 hours, lab 2 hours. Course fee.

Prerequisite(s): MOT: Mathematics. Must register for CH-212L.

CH-231 Organic Chemistry I *Credits: 4.00*

Introduction of structures 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. Course fee.

Prerequisite(s): CH-101 and CH-102. Must register for CH-231L.

CH-232 Organic Chemistry II *Credits: 4.00*

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. Course fee.

Prerequisite(s): CH-231. Must register for CH-232L.

CH-303 Inorganic Chemistry *Credits: 4.00*

Same as course CH-304 but without the laboratory. Lecture 4 hours. Not open to students who have taken CH-304. Does not take the place of CH304 for major or minor requirements.

Prerequisite(s): CH-231 and CH-232

CH-304 Inorganic Chemistry *Credits: 5.00*

Covers the structure, reactivity, and characterization of non-organic materials. There will be a focus on transition metal complex naming, formation, symmetry, and laboratory characterization as inorganic reactions. Explanation of properties is sought in theories of atom structure and bonding. Lecture 4 hours, lab 3 hours. Course fee.

Prerequisite(s): CH-231 and CH-232. Must register for CH-304L.

CH-305 Forensic Toxicology *Credits: 3.00*

Cross-listed with BI-305. The course serves as an introduction to chemical toxicology as it applies to the science of forensics. Introductory forensic toxicology concepts will be presented. The course examines the clinical and environmental aspects of chemical toxicity. Special emphasis is placed on the interaction of drugs and other toxic substances as they pertain to forensic examinations and legal cases.

Prerequisite(s): CH-232 and BI-255

CH-351 Physical Chemistry I *Credits: 5.00*

Thermodynamics and kinetics. Extensive coverage of the laws of thermodynamics and their application to chemical systems. Thermodynamics is applied to chemical systems for the study of rate laws and chemical equilibria. Properties of gases are explored. Appropriate for biochemistry majors. Lecture 4 hours, lab 3 hours. Course fee.

Prerequisite(s): CH-101, CH-102, MA-121, MA-122, PH-201, and PH-202. Must register for CH-351L.

CH-352 Physical Chemistry II *Credits: 5.00*

Quantum mechanics. Modern quantum theory is explored and applied to spectroscopic techniques, a brief study of group theory is included. Molecular structure is discussed from a quantum theory viewpoint. Phase equilibria and electrochemical cells are discussed. Completion of CH-351 is suggested. Lecture 4 hours, lab 3 hours. Course fee.

Prerequisite(s): CH-101, CH-102, MA-121, MA-122, and PH-201. Must register for CH-352L.

CH-353 Physical Chemistry I (no lab) *Credits: 4.00*

Same as course CH-351 but without the laboratory. Lecture 4 hours. Not open to students who have taken CH-351. Does not take the place of CH-351 for major or minor requirements.

Prerequisite(s): CH-101, CH-102, MA-121, MA-122, PH-201, and PH-202

CH-354 Physical Chemistry II (no Lab) *Credits: 4.00*

Same course as CH-352 but without the laboratory. Lecture 4 hours. Not open to students who have taken CH-352. Does not take the place of CH-352 for major or minor requirements.

Prerequisite(s): CH-101, CH-102, MA-121, MA-122, PH-201, and PH-202

CH-355 Advanced Topics in Chemistry *Credits: 3.00*

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.

Prerequisite(s): None

CH-361 Analytical Chemistry *Credits: 5.00*

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 in lecture and laboratory as well as basic principles and theories for these techniques. Lecture 4, lab 3 hours. Course fee.

Prerequisite(s): CH-101 and CH-102. Must register for CH-361L.

CH-362 Instrumental Analytical Chemistry *Credits: 5.00*

Instrumental methods of chemical analysis. Studies include absorption and emission methods, certain electrochemical methods and GLC, HPLC, and other chromatographic methods. Theoretical principles, instrument design, and applications in laboratory analysis are discussed. Laboratory instruments include ISE's, polarograph, CV's, FTIR, ultraviolet-visible spectrophotometers, spectrofluorometer, AAS, ICP-AES, NMR, GLC, HPLC, and GC-MS. Lecture 3 hours, lab 4 hours. Course fee.

Prerequisite(s): CH-101 CH-102 and CH-231. Must register for CH-362L.

CH-396 Chemistry Internship *Credits: 3.00*

Experiential learning opportunity in the field of chemistry at an approved setting under professional supervision. Each student should choose a setting related to their personal, professional or vocational interests that will allow them to apply what they are learning in their chemistry courses. Recommended settings include laboratories, pharmacies, hospitals, businesses, schools, and government. Permission of the instructor and Career Development Center is required.

Prerequisite(s): CH-362

CH-421 Advanced Topics in Organic Chemistry *Credits: 3.00*

The chemistry of carbon, utilizing mechanisms and reaction types as unifying principles. Topics include delocalized chemical bonding, nonbenzenoid rings, carbonium ions, carbanions, 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. Course fee.

Prerequisite(s): CH-231 and CH-232. Must register for CH-421L.

CH-434 Biochemistry II (no Lab) *Credits: 3.00*

Continuation of CH-435. This course examines membrane structure and function, the chemical basis of signaling, and a detailed analysis of bioenergetics and regulation of metabolism from a structural perspective. Review and discussion of current scientific literature through written assignments and oral presentations promote critical thinking. Lecture 3 hours.

Prerequisite(s): CH/BI-435. Must register for CH-436L.

CH-435 Biochemistry I *Credits: 4.00*

Cross-listed with BI-435. The chemistry of biomolecules. This course introduces the student to the structure and function of lipids, proteins, nucleic acids, and carbohydrates, with a focus on chemical properties. Specific examples from the current literature will be discussed. Lecture 3 hours, lab 3 hours. Course fee.

Prerequisite(s): CH-231 and CH-232. Must register for CH-435L.

CH-436 Biochemistry II *Credits: 4.00*

Cross-listed with BI-436. Continuation of CH-435. This course examines membrane structure and function, the chemical basis of signaling, and a detailed analysis of bioenergetics and regulation of metabolism from a structural perspective. Review and discussion of current scientific literature through written assignments and oral presentations promote critical thinking. Lecture 3 hours, lab 3 hours. Course fee.

Prerequisite(s): CH/BI-435. Must register for CH-436L.

CH-455 Research Seminar *Credits: 3.00*

An extensive study in chemical research. This course is designed to prepare students for careers in the various scientific fields. Specific topics include: understanding the publication process and the various types of publications, presenting scientific data at professional meetings, preparing a scientific curriculum vita, practicing interview skills, investigating grant writing opportunities, and designing a research proposal. Lecture 3 hours.

Prerequisite(s): None

CH-461 Research *Credits: 3.00*

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. Course fee.

Prerequisite(s): None

CH-4611 Research *Credits: 1.00*

An introductory research experience in chemistry. Research will be in the research mentor's field of competence and interest. The expectations and responsibilities of the student will be determined by the individual research mentor. Regular discussions with the research mentor and other project personnel are required. A minimum time commitment of 3 hours per week is expected. Admission by permission of the instructor. Course fee.

Prerequisite(s): None

CH-462 Research *Credits: 3.00*

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. Course fee.

Prerequisite(s): None

CH-475 The Ecological Crisis, a Common Responsibility: Values Seminar *Credits: 3.00*

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 responsibilities as individuals and as members of Christ's body.

Prerequisite(s): TH-109. Limited to juniors and seniors.

CH-499 Independent Study *Credits: 3.00*

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.

Prerequisite(s): None

COMMUNICATION

A major is offered in communication by the Department of Humanities, and minors are offered in communication, creative writing, health communication, and journalism.

Communication Major Mission Statement

The communication major at DeSales University is a pre-professional major with heavy practitioner components. Courses in the major are designed to introduce students to both the con-

cepts and the skills necessary for careers in mass media, publicity, advertising, event planning, journalism, and editing, among others. Our mission is to graduate students who will be productive communicators, in concert with the DeSales University mission and with the principles of Christian Humanism as put forth by St. Francis DeSales.

Communication Major Student Learning Outcomes

Students who graduate from DeSales University with a major in communication will be able to demonstrate:

1. the ability to read analytically, think critically, and write and speak effectively in the areas of communication theory, research methodology, and technical, journalistic, and/or creative writing;
2. written and verbal skills in information and technological literacy;
3. written and verbal skills in business, organizational, and interpersonal communication;
4. knowledge of the theories and competence in the practices of their respective track (professional/creative writing and editing; advertising, marketing, and public relations; sports communication; or business communication).

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 communication. 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 Public 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 Photojournalism
CM 275 Interpersonal Communication
CM 290 Pop Culture
CM 305 Persuasive Communication
CM 309 Special Topics in Communication
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 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
HCM 230 Introduction to Health Communication
HCM 280 Patient-Provider Communication
HCM 290 Media and Health
HCM 314 Health Campaigns and Risk Communication
HCM 318 Culture, Health, & Communication

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
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

CM-130 Introduction to Mass Communication *Credits: 3.00*

An introduction to the various media of mass communication: 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.

Prerequisite(s): None

CM-199 Communication Theory *Credits: 3.00*

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 communication mediated will be discussed. Required of all communication majors.

Prerequisite(s): None

CM-205 Introduction to Professional Communication

Credits: 3.00

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(s): EN-103

CM-206 Public Speaking *Credits: 3.00*

A review of oral communication dynamics. 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, and open to others with permission of the instructor.

Prerequisite(s): None

CM-212 Creative Writing: Poetry I *Credits: 3.00*

Cross-listed with EN-212. 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. Required for Creative Writing minor.

Prerequisite(s): EN-103 and EN-104

CM-220 Journalism *Credits: 3.00*

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. Required of all Communication majors.

Prerequisite(s): EN-104 and CM-130

CM-275 Interpersonal Communication *Credits: 3.00*

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.

Prerequisite(s): CM-130

CM-290 Pop Culture *Credits: 3.00*

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 objective, interpretive, and critical methods of analysis of pop culture theories and artifacts.

Prerequisite(s): CM-130

CM-305 Persuasive Communication *Credits: 3.00*

The fundamentals of proposal design as well as writing for sales, public relations, public health campaigns, 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. Strongly recommended for students in the Advertising and Public Relations track.

Prerequisite(s): EN-103 EN-104

CM-309 Topics in Communication *Credits: 3.00*

Various topics relevant to professional communication in a vari-

ety 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(s): None

CM-310 Fundamentals of Public Relations *Credits: 3.00*

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. Required for all Communication majors.

Prerequisite(s): CM-130

CM-312 Creative Writing: Fiction *Credits: 3.00*

Cross-listed with EN-312. 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. Required course for the Creative Writing minor.

Prerequisite(s): EN-103 and EN-104

CM-313 Writing for Promotion and Public Relations

Credits: 3.00

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(s): CM-310

CM-314 PR Case Studies *Credits: 3.00*

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(s): CM-130 and CM-310

CM-315 PR and Event Planning *Credits: 3.00*

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(s): CM-130 and CM-310

CM-316 Publishing *Credits: 3.00*

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. Required course for the Creative Writing minor.

Prerequisite(s): CM-130 and CM-220

CM-318 Intercultural Communication *Credits: 3.00*

Will introduce students to major theories and concepts of intercultural communication from a variety of perspectives. This course will look at many of the different processes that make up cultural differences, and examine how these theories and concepts can foster competent intercultural communication. A variety of topics related to intercultural communication, including verbal and nonverbal language, cultural background and identity, stereotypes, perception, and social organization, will be covered.

Prerequisite(s): None

CM-319 Professional Writing *Credits: 3.00*

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(s): CM-130 and CM-220

CM-320 Journalism II *Credits: 3.00*

Freelance and Magazine journalism. Students will expand their evolving journalistic skills through comprehensive opportunities in interviewing, personality profiles, travel journalism, lifestyle journalism and photography. Strongly recommended for students in the Professional/Creative Writing and Editing track.

Prerequisite(s): CM-130

CM-325 Journalism Practicum *Credits: 3.00*

For students interested in advanced work in journalistic writing, editing, and lay-out.

Prerequisite(s): CM-220 and CM-320

CM-340 Creative Non-Fiction *Credits: 3.00*

Cross-listed with EN-340. 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. Required course for the Creative Writing minor.

Prerequisite(s): EN-103 and EN-104

CM-360 Organizational Communication *Credits: 3.00*

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(s): CM-130 and CM-199

CM-365 Gender Communication *Credits: 3.00*

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 and how communication shapes our gender-related thoughts and behavior.

Prerequisite(s): CM-130

CM-380 Media Law and Politics *Credits: 3.00*

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 and the Publishing, Writing and Editing track.

Prerequisite(s): CM-130 and CM-199

CM-390 Media Ethics *Credits: 3.00*

Cross-listed with TV-390. 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(s): CM-130 and CM-199

CM-391 Communication Internship *Credits: 3.00*

Experiential learning opportunity in the field of communication at an approved setting under professional supervision. Each student should choose a setting related to their personal, professional or vocational interests that will allow them to apply what they are learning in their communication courses. Recommended settings include non-profit agencies, mass media (publishing, advertising, public relations, journalism, television), and business. Permission of the instructor and Career Development Center is required.

Prerequisite(s): None

CM-405 Communication Research Seminar *Credits: 3.00*

A synthesis of the students' work in the communication major.

Research, design, and report writing skills at various levels of formality will be studied, resulting in a major formal report and related formal oral presentation. Required of all Communication majors. To be taken in the Spring semester of the senior year. Open to others by permission of the instructor.

Prerequisite(s): Completion of core or permission of the instructor

CM-460 Research in Communication *Credits: 3.00*

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(s): CM/EN-130, CM/EN-205, and CM/EN-220

CM-499 Independent Study *Credits: 3.00*

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(s): Permission of the instructor

COMPUTER SCIENCE

A major is offered in computer science, and minors are offered in computer science and digital art, by the Department of Mathematics/Computer Science.

Computer Science Major Mission Statement

The mission of the computer science major is to prepare students who can demonstrate advanced knowledge of current computer science concepts and technologies appropriate to the track, as well as critical thinking and analysis. Upon successful program completion, graduates are prepared for professional careers and/or graduate studies, employing the ethical responsibilities implied by the mission and philosophy of DeSales University.

Computer Science Major Student Learning Outcomes

Students who graduate from DeSales University with a major in computer science will be able to demonstrate:

1. critical thinking, oral and written communication skills, and the ability to use computer science methodologies to solve problems;
2. advanced knowledge of current technology based on industry standards;
3. advanced knowledge of theoretical concepts based on industry standards;

4. knowledge of ethical and social principles in the computer science field;
5. integration of skills relevant to a profession or advanced studies.

The development and application of computer technology continues to create opportunities for professionals educated in computer and information sciences. The computer science program consists of five tracks: General, Game Programming, Cyber Security, Data Science, and Digital Art. All tracks lead to the Bachelor of Science degree in Computer Science, but each track includes specialized courses in the specified area of interest.

Core Computer Science Courses

All Computer Science majors, with the exception of those in the digital art track, are required to take the following eight core courses: CS 115, CS 211, CS 222, CS 230, CS 260, CS 453, MA 121, and MA 122.

Track Specific Courses

General Track

This track provides a solid foundation in both computer science theory and practice. It focuses on the design, development, testing, and maintenance of a versatile set of software applications and hands-on-experience with hardware. In addition to the eight core courses listed above, students in this track will complete degree requirements by taking the following eight courses: CS 314, CS 321, CS 356, CS 360, CS 416, MA 231, MA 331, and one Computer Science/Mathematics elective (any CS or MA course at the 200 level or above, excluding MA 260 and CS 475).

Game Programming Track

This track concentrates on the visual aspect of computing combined with the logic of movement and design. In addition to the eight core courses listed above, students in this track will complete degree requirements by taking the following eight courses: CS 119, CS 333, CS 340, CS 360, CS 392, CS 394, CS 494, and MA331.

Cyber Security Track

This track focuses on the practical and theoretical aspects of the fast growing cyber security sector. In addition to the eight core courses listed above, students in this track will complete degree requirements by taking the following eight courses: CS 216, CS 314, CS 321, CS 360, CS 416, CJ 270, MA 387, and one elective course. The elective course can be any CS course at the 200 level or above (except CS 475), CJ 230, CJ 330, IT 515 or IT 545. The IT elective courses are graduate level and need special permission.

Data Science Track

This track develops the skills needed to analyze, manage,

and visualize large and complex sets of data. In addition to the eight core courses listed above, students in this track will complete degree requirements by taking the following eight courses: CS 250, CS 360, CS 362, CS 370, CS 420, MA 222, MA 331, and one Computer Science/Mathematics elective (any CS or MA course at the 200 level or above, excluding MA 260 and CS 475).

Digital Art Track

This track 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. Students in this track will complete degree requirements by taking the following sixteen courses: CS 115, CS 119, CS 265, CS 270, CS 340, CS 342, CS 390, CS 392, CS 425, CS 453, TV 225, CS 211 or TV 370, CS 399 or CS elective, FA 106 or FA 251 or FA 101, TV 450 or CS elective, and TV 373 or FA elective. The CS elective course can be any CS course, except CS 105 and CS 475. The FA elective must be an Art history course.

Five-Year BS/MSIS Program

Students who major in computer science can earn both a Bachelor of Science in Computer Science and a Master of Science in Information Systems (MSIS) in five years. In their junior year, students majoring in computer science who have earned a cumulative GPA of 3.25 or higher in the major, a cumulative GPA of 3.0 overall, and have internship and/or work experience, are eligible to apply for admittance to the Five-Year Program. MSIS graduate-level coursework commences during the fall semester of senior year. Four graduate courses in information systems will count toward the completion of both the BS degree in computer science and the MSIS degree. The graduate course descriptions and the concentrations offered in the MSIS program may be found in the *DeSales University Graduate Catalog*.

CS-105 Introduction to Computer Applications *Credits: 3.00*

An overview of concepts in computing with the focus on hands-on experience with Microsoft Word, Excel, Access, and PowerPoint in a computer laboratory setting. This course may not be taken as a CS elective for the computer science major. Course fee.

Prerequisite(s): None

CS-111 Introduction to Logic and Programming *Credits: 3.00*

A breadth-first introduction to computer science, computational models of functional, object-oriented, and logic programming, data structures and algorithm analysis, computer logic and architecture, grammars and parsing, regular expressions, and computability. Course fee.

Prerequisite(s): None

CS-115 Introduction to Python *Credits: 4.00*
Introduces the fundamentals of programming in Python. The language has a robust set of libraries and is suitable for projects ranging from small scripts to large systems. Topics covered are variables, data types, control structures, functions, object-oriented programming and GUI. The examples used in this course are composed of diverse areas of applications. Course fee.
Prerequisite(s): None

CS-119 Digital Art Story Development *Credits: 3.00*
Students will develop stories through digital art pre-production processes including composition, visual representation and pacing. Course fee.
Prerequisite(s): None

CS-211 Object-Oriented Programming *Credits: 3.00*
An introduction to problem solving skills using the Java programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects and classes. Topics include algorithms, syntax and semantics, input and output, control structures, subroutines, data types, decision structures, file processing concepts, exceptions and user-interface design. Use of Java Integrated Development Environment tool. Course fee.
Prerequisite(s): CS-115

CS-216 Cyber Security *Credits: 3.00*
An examination of the field of cyber security. Students will be introduced to issues currently affecting cyber security including always evolving malicious software, the Internet of Things (IoT), and cyber terrorism. Course content will also include the investigation of crimes involving technology, incident response, and an introduction to handling electronic evidence. Course fee.
Prerequisite(s): None

CS-222 Data Structures *Credits: 3.00*
An advanced course in C/C++ programming language with in-depth focus on object-oriented programming. This course emphasizes data structures, advanced files operations, classes, inheritance, polymorphism, exceptions, linked lists, stacks, queues, and recursion. Course fee.
Prerequisite(s): CS-211

CS-230 Computer Architecture and Hardware Support *Credits: 3.00*
Introduction to computer hardware support and computer architecture. 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. Also includes hands-on opportunities to assemble, install, troubleshoot, upgrade

and maintain hardware components. Course fee.
Prerequisite(s): None

CS-250 Introduction to Data Science *Credits: 3.00*
Introduces the rapidly growing field of data science. Topics include data collection and integration, exploratory data analysis, predictive modeling, descriptive modeling, and effective communication. Course fee.
Prerequisite(s): CS-115

CS-260 Databases and Data Visualization *Credits: 3.00*
Introduces the fundamentals of relational databases, database queries using SQL, and data visualization. Course fee.
Prerequisite(s): None

CS-265 Web Page Design *Credits: 3.00*
A study of web page design, creation, and implementation. Topics include CSS 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. Course fee.
Prerequisite(s): None

CS-270 Multimedia *Credits: 3.00*
Cross-listed with TV-340. A study in visual design for time-based media. Focus is placed on computer-based graphics, 2D animation and motion graphics incorporating multimedia elements such as text, graphics, video, stop-motion, and sound. Course fee.
Prerequisite(s): None

CS-275 Visual Interface *Credits: 3.00*
An introduction to Graphical User Interfaces (GUIs) using Visual Basic programming language or other higher level languages. The course emphasizes design techniques essential for efficient use and performance of GUIs. Topics include visual programming logic, event-driven programming, application software, graphics and sound, and the development of interfaces that produce high sensory response. Use of integrated development environment. Course fee.
Prerequisite(s): CS-115

CS-314 Operating Systems *Credits: 3.00*
Introduction to the design and function of operating systems. Topics include simplified I/O interface, file systems, management of shared resources, memory management, deadlocks, concurrent processes and protection. The concepts underlying operating systems such as Windows and Linux are emphasized. Course fee
Prerequisite(s): CS-115

CS-321 Communication and Networking *Credits: 3.00*
Introduction to the current methods, practices and terminology in

the use of data communications and computer networks. Topics include network architecture and communication protocols, network elements and protocols, data link control, switching and routing, end-to-end protocols, local area network, data security, medium access control, Internet and TCP/IP. Course fee.
Prerequisite(s): CS-115

CS-333 Web and Mobile Application Development *Credits: 3.00*
Examination of web-based and mobile applications, with an introduction to web technologies, the creation of web applications, mobile application design and development to meet end-user needs. Topics include scripting languages, graphics, event-driven programming to create an interactive web application. Students will complete a hands-on project building a complete mobile and web application. Course fee.
Prerequisite(s): CS-211

CS-340 Digital Art I *Credits: 3.00*
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. Course fee.
Prerequisite(s): None

CS-342 Digital Art II *Credits: 3.00*
An emphasis is placed on advanced concepts in 2D digital art with an overall emphasis on multi-project cohesiveness. Individual projects pace the student to achieve goals in graphic design, photograph manipulation and layout design with an overall goal of creating multiple portfolio pieces. Course fee.
Prerequisite(s): CS-340

CS-356 Software Engineering *Credits: 3.00*
An introduction to software engineering processes such as design, implementation, testing, and maintenance and software engineering tools such as version control, IDEs, and test automation. Topics include software development lifecycle, requirements analysis, object-oriented design, unit and integration testing, and software quality assurance. Use of systems design methodologies to develop single and/or multi-user systems using project management techniques. This course is for programmers who have a complete understanding of at least one high-level programming language. Course fee.
Prerequisite(s): CS-211 and CS-260

CS-360 Database Analysis & Design *Credits: 3.00*
An introduction to in-depth analysis of database management systems. Topics include conceptual logical, and physical design, Entity-Relationship model, normalization, relational algebra, SQL queries and optimization, security using views, concurrent

control, recovery techniques, and transaction processing, with applications using a major commercial database software package. Course fee.

Prerequisite(s): CS-211

CS-362 Introduction to Machine Learning *Credits: 3.00*

This course introduces the topics of machine learning and statistical pattern recognition. Topics include supervised learning, unsupervised learning, and reinforcement learning. Course fee.

Prerequisite(s): CS-115

CS-370 Introduction to Artificial Intelligence *Credits: 3.00*

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. Course fee.

Prerequisite(s): CS-115

CS-390 3D Modeling for Production *Credits: 3.00*

An introduction to developing 3D models for use in game art and film productions. Modeling include props, environments, and characters. No prior knowledge in 3D animation software is necessary. Course fee.

Prerequisite(s): None

CS-392 3D Animation Production I *Credits: 3.00*

Cross-listed with TV-392. An introduction to animating, texturing, and rigging using pre-made 3D models. Students will focus on the animation principles and how to technically manipulate them using 3D animation software. No prior knowledge in 3D animation software is necessary. Course fee.

Prerequisite(s): None

CS-394 Game Development/Interface *Credits: 3.00*

An introduction to the history of computer gaming, computer game categories and platforms, computer game technologies, game design and development process. Students will use skills of storytelling, modeling, animation, scripting, sounds, and interface design through a complete game development lifecycle to design and develop a computer game at any level. Course fee.

Prerequisite(s): CS-115, CS-119, and CS-340

CS-399 Computer Science Internship *Credits: 3.00*

Experiential learning opportunity in the field of computer science at an approved setting under professional supervision. Each student should choose a setting related to their personal, professional or vocational interests that will allow them to apply what they are learning in their computer science courses. Recommended settings include businesses, government agencies, non-profit organizations and educational institutions. Permission of the instructor and Career Development Center is required.

Prerequisite(s): None

CS-400 Special Topics in Computer Science *Credits: 3.00*

An examination of a topic that is not covered extensively elsewhere in the Computer Science curriculum. Course fee.

Prerequisite(s): Permission of instructor

CS-416 Security *Credits: 3.00*

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. Course fee.

Prerequisite(s): CS-115

CS-420 Special Topics in Data Science *Credits: 3.00*

This course may include advanced topics in data wrangling, data visualization, statistical modeling and prediction, deep learning, and article intelligence. Course fee.

Prerequisite(s): CS-250

CS-425 3D Animation Production II *Credits: 3.00*

Study of advanced animation techniques, lighting, rendering, and post-production using pre-made models from CS-392. Students will focus on finalizing animation with production and post-production techniques while emphasizing animation principles. Course fee.

Prerequisite(s): CS-392

CS-453 Senior Coordinating Seminar *Credits: 3.00*

A capstone experience for the computer science major. This course focuses on the design and implementation of a project in software, hardware, or design. In addition, emphasis is placed on technical writing, oral communication skills, current technological developments, social issues, and business issues. Students must research selected topics, perform experiments or complete an implementation, and present the completed project at the end of the semester. Course fee.

Prerequisite(s): Senior status or permission of instructor

CS-475 Ethics and Technology: Values Seminar & DeSales Experience *Credits: 3.00*

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 and incorporate a set of ethical standards to be applied in a career using technology.

Prerequisite(s): None

CS-494 Advanced Game Development *Credits: 3.00*

A comprehensive study of the development of games and graph-

ics using a game development system. Students will work in teams to design a storyboard to create a playable game using an existing rendering game engine. Students will apply 3D game design principles and focus on techniques and concepts for building interactive computer games. Course fee.

Prerequisite(s): CS-392 and CS-394

CS-499 Independent Study *Credits: 3.00*

Reading, research papers, or projects under the guidance of a member of the staff.

Prerequisite(s): None

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.

Criminal Justice Major Mission Statement

The mission of the criminal justice major is to educate students about the criminal justice system and its impact on society; prepare students to contribute to society; encourage and nurture intellectual curiosity, communication skills, and scholarship; and prepare students for employment opportunities, graduate school, or law school. Grounded in the social sciences, the criminal justice program follows the philosophy of Christian humanism as developed by Saint Francis de Sales and respects liberal values, encourages open-mindedness, and pursues both demographic and curricular diversity.

Criminal Justice Major Student Learning Outcomes

Students who graduate from DeSales University with a major in criminal justice will be able to:

1. describe and apply key concepts from the criminal justice system;
2. recognize and define the elements of a criminal offense;
3. research, write, and/or present findings concerning significant issues in the criminal justice field;
4. analyze and discuss criminological theory and its applicability to society.

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 100, 109, 160, 250, 260, 280, 295, 350, 365, and 453 and

any other three criminal justice courses. In addition, a major is required to successfully complete SO 203, PS 109, and four courses from among the following: any other criminal justice course; any other Sociology course; CS 105, LG 109, PO 103, 255, 256, 330, 475; PS240, 250, 290, 300, 365, 370.

A student choosing criminal justice as a minor is required to successfully complete the following criminal justice courses: CJ 109, CJ 160, 250, 260, 280, and any other criminal justice courses.

A forensic science and criminalistics minor is available for students with a science background and an interest in the area of forensics and criminalistics. Students interested in this minor will be required to complete the following courses: CH 103 (or CH 101), CH 104 (or CH 102), CJ 360, CJ 208, CH 205 or 305, and one of the following: CJ 109, or PS 295 or PS 365.

A track in criminal justice-intelligence is available for those students with an interest in the collection, analysis, and dissemination of intelligence information. This track is of particular interest to those students with career goals in the criminal justice and national security fields who plan on jobs as intelligence investigators or analysts. A student choosing this track is required to successfully complete the following: CJ 109, CJ 160, CJ 250, CJ 260, CJ 280, CJ 295, CJ 350, CJ 365, CJ 374, CJ 380, CJ 453; PS 109; SO 203; and any three of the following courses: CJ 150, CJ 285, CJ 352, CJ 356; PO 107, PO 108, PO 215, PO 313; WC 150, WC 154, or WC 250.

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 295, CJ 350, CJ 365, CJ 453, PO 103, PO 330, PS 109, and any four of the following courses: AB 272, AB 373, AB 375; CJ 382; CM 380; LG 109, LG 355, LG 375, LG 425, LG 480, or any LG course; PO 255, SO 203; SS 400. All students interested in law should contact the pre-law advisor in the Department of Social Sciences.

A track in criminal justice—rehabilitation 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 290, CJ 295, CJ 350, CJ 365, CJ 453, PS 109, SO 203, and any four of the following courses: CJ 252, CJ285, PO 256, PS 250, PS 260, PS 265, PS 290, PS 300, PS 360, and PS 370.

A track in criminal justice/social studies 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 280, CJ 350, CJ 453; PS 109; one history course other than HI 201-202 or HI 203-207; either one additional course in history or one course

in government. These students must also complete the STEP Social Studies requirements and the Professional Education Sequence. Students electing this track must ordinarily meet their Humanities 1 and 2 requirement with HI 201-202.

A track in criminal justice-digital forensics is available for students who wish to prepare for a future in law enforcement and cybercrime investigative techniques. A student choosing this track is required to successfully complete the following courses: CJ 100, CJ 109, CJ 160, CJ 250, CJ 260, CJ 270, CJ 295, CJ 320, CJ 330, CJ 350, CJ 365, CJ 400, CJ 453, CS 230, and two of the following courses: CJ 375, CS 314, CS 321, CS 416, or PS 295. All students interested in digital forensics should contact the director of digital forensics in the Department of Social Sciences.

Students who major in criminal justice can earn both an undergraduate degree in criminal justice and a Master of Arts in Criminal Justice (MCJ) in the five-year Bachelor's to Master's in Criminal Justice degree program. Students in their junior year majoring in criminal justice and who have earned a cumulative GPA of 3.00 or higher, are eligible to apply for admittance in the Five-Year BA/MACJ degree program. Students begin taking graduate level courses during their senior year of undergraduate study. These three graduate courses will count both towards the completion of an undergraduate degree and a Masters of Arts in Criminal Justice degree. The graduate course descriptions offered in the MCJ program can be found in the *DeSales University Graduate Catalog*.

CJ-100 Cybercrime *Credits: 3.00*

Designed to introduce students to the technical, social, and legal aspects of cybercrime. Course content will include the criminological phenomenon of cybercrime, contemporary cybercrime and the vehicle created by technology to commit traditional crimes.

Prerequisite(s): None

CJ-109 Crime and Society: MOT/Social Science *Credits: 3.00*

An introduction to the disciplines represented in criminal justice. Focus will be on ways that practitioners in criminal justice think how the criminal justice system interacts with society and how the field is organized and attempts to address the problems presented to society by crime.

Prerequisite(s): None

CJ-150 Introduction to Homeland Security *Credits: 3.00*

Cross-listed with HS-150. Introduces students to the key vocabulary and concepts of homeland security. The course will cover the essential structures, functions, and working relationships of the principal governmental agencies charged with homeland security. The course will cover the evolution of homeland security and the federal, state, and local law enforcement agencies impacting the

homeland security mission from an “all hazards” approach.

Prerequisite(s): None

CJ-155 Introduction to Emergency Management *Credits: 3.00*

Cross-listed with HS-155. Examines theories, principles, and approaches to emergency management. This course reviews mitigation, preparedness, recovery, and response as the four primary phases of disaster management. An analysis of past disasters is presented along with their impact on policy formation leading to the current FEMA all-hazards approach to emergency management. Discusses the roles, duties, and importance of the emergency manager.

Prerequisite(s): None

CJ-160 Criminal Law *Credits: 3.00*

Cross-listed with LG-160. 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.

Prerequisite(s): None

CJ-203 Social Problems *Credits: 3.00*

Cross-listed with SO-203. 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.

Prerequisite(s): None

CJ-208 Crime Lab *Credits: 3.00*

A study of the techniques, skills and limitations of the modern crime laboratory with respect to collection and processing of physical evidence. Course fee.

Prerequisite(s): None

CJ-250 Criminology *Credits: 3.00*

A comprehensive overview of the traditional and modern theories explaining criminal behavior. The course will cover the history and development of criminological perspectives with emphasis on their empirical relevance and practical applications to criminal justice policy and programming. Patterns of general and specific crimes across time and place, as well as the various perspectives of the nature of crime, human nature, and the origin of criminal behavior will be examined.

Prerequisite(s): CJ-109

CJ-252 Drugs and Crime *Credits: 3.00*

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.

Prerequisite(s): None

CJ-260 Law Enforcement*Credits: 3.00*

A survey of the law enforcement component of the criminal justice process. Such topics as history, powers, limitations, liability, management, and organization are considered.

Prerequisite(s): Sophomore status

CJ-270 Digital Forensics I*Credits: 3.00*

Designed to provide a comprehensive examination of computer-related crime and investigations. This course will cover the legal and social issues related to computer forensics and the unique techniques and tools needed to properly investigate these types of incidents. Students will be introduced to the best practices in the field of computer forensics for search, seizure, and analysis of evidence. Course fee.

Prerequisite(s): None

CJ-280 Corrections*Credits: 3.00*

An overview of institutional practices, policies, ethical and legal issues in the correctional system. The course will cover correctional history, philosophy, sentencing and statutes in corrections, organization and management of jails and prisons, and aspects of prison life. Alternative sanctions such as probation, parole, and intermediate sanctions, offender programming within and outside of institutions, and characteristics of the offender population will be examined as well.

Prerequisite(s): None

CJ-285 Race and Ethnic Relations*Credits: 3.00*

Cross-listed with SO-285. 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.

Prerequisite(s): None

CJ-290 Community Corrections*Credits: 3.00*

Designed to familiarize students with the basic principles and practices in community corrections. The course will cover the development of community corrections, the variety of intermediate sanctions available in the community and their philosophy and purpose, as well as the relative effectiveness with various offender populations. Emphasis will be on risk and needs assessment of offenders, placement in intermediate sanctions, programming and evidence-based practices, and practical application of theory and research in the field of community corrections.

Prerequisite(s): None

CJ-295 Ethics in Criminal Justice*Credits: 3.00*

A study of ethics in the criminal justice field. This course will identify and critically examine a variety of ethical issues encoun-

tered by criminal justice professionals. Topics will include the importance of ethics in criminal justice generally as well as specific analysis of law enforcement and corrections ethics, judicial ethics, racial discrimination in the criminal justice system, and restorative justice.

Prerequisite(s): None

CJ-300 Dangerous Minds: the Psychology of Antisocial Behavior*Credits: 3.00*

Cross-listed with PS-300. 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.

Prerequisite(s): None

CJ-305 Child Abuse and Neglect*Credits: 3.00*

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, impact on victims, social reaction to abuse and neglect of children, treatment programs, and research into the causes of abuse and neglect.

Prerequisite(s): None

CJ-320 Mobile Device Forensics*Credits: 3.00*

Designed to familiarize students with mobile device technology, and the type of data that can be retrieved from mobile devices such as cell phones, tablets and GPS units. Students will learn and apply forensic best practices while interacting with contemporary mobile forensic tools currently being utilized in the field. Course fee.

Prerequisite(s): CJ-100 and CJ-270

CJ-330 Digital Forensics II*Credits: 3.00*

Designed to familiarize students with computer forensic best practices and the implementation of those practices in a professional setting. Students will be provided hands-on experience with collecting and analyzing data. Additionally students will utilize several contemporary forensic tools, including EnCase. Course fee.

Prerequisite(s): CJ-100 and CJ-270

CJ-350 Research Methods*Credits: 3.00*

An introduction to basic social science research methods. The course will cover the foundations of social science research, ethical issues and challenges in criminal justice research, measurement, sampling, various experimental designs, survey research, quantitative and qualitative analyses, evaluation, and application of research findings. Emphasis will be placed on reading, under-

standing, and critiquing empirical studies as well as practical application of criminological theory and research to criminal justice program and policy.

Prerequisite(s): Sophomore status

CJ-352 Organized Crime*Credits: 3.00*

A survey of organized crime in the United States. The course will explore numerous aspects of organized crime, including history, types, 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.

Prerequisite(s): None

CJ-355 Law in America*Credits: 3.00*

Cross-listed with LG-355. 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.

Prerequisite(s): None

CJ-356 World Crime and Justice*Credits: 3.00*

A comparative survey of the criminal justice systems of selected nations. Similarities and differences between these systems and the American system will be emphasized.

Prerequisite(s): None

CJ-360 Forensics and Criminal Investigation*Credits: 3.00*

An introduction to the principles and procedures in criminal investigation, including scientific approaches to solving crime.

Prerequisite(s): CJ-260

CJ-361 Forensic Investigation*Credits: 3.00*

An introduction to the practical procedures in criminal investigation, including scientific approaches to solving crimes and presentation of a criminal case in a court of law. Included will be demonstrations of various techniques and hands on experiences for the students. Course fee.

Prerequisite(s): None

CJ-365 Criminal Procedure*Credits: 3.00*

Cross-listed with LG-365. 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(s): CJ-260

CJ-374 Terrorism and Counterterrorism*Credits: 3.00*

Cross-listed with HS-374. An introductory course investigating the historical background of terrorism, modern 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.

Prerequisite(s): None

CJ-375 White Collar Crime

Credits: 3.00

Cross-listed with LG-375. 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.

Prerequisite(s): None

CJ-380 Intelligence and Security

Credits: 3.00

Cross-listed with HS-380. A survey of 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 its use in law enforcement, corrections, and homeland security.

Prerequisite(s): None

CJ-382 Contemporary Topics in Juvenile Justice

Credits: 3.00

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.

Prerequisite(s): None

CJ-400 Digital Forensics Practicum

Credits: 3.00

Designed to prepare the student to test for Guidance Software's EnCE computer forensics certification. Students will prepare for the certification by gaining hands-on experience with Guidance Software's EnCase in a laboratory setting. Course fee.

Prerequisite(s): CJ-100, CJ-270, CJ-320, and CJ-330

CJ-425 Mock Trial

Credits: 3.00

Cross-listed with LG-425. 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.

Prerequisite(s): None

CJ-453 Senior Seminar

Credits: 3.00

A course that examines critical issues and problems facing criminal justice theory and practice. A significant research and policy paper on a matter of importance to the criminal justice field is required. Students will also review for and take a stan-

dardized major field test covering seven key areas in criminal justice. Preparation for the transition from undergraduate studies to employment and/or graduate school including job searching, resume building, interviewing techniques, cover letters, and applications will be an important secondary goal for the course.

Prerequisite(s): CJ-250 and CJ-350

CJ-460 Criminal Justice Internship

Credits: 3.00

Experiential learning opportunity in the field of criminal justice at an approved setting under professional supervision. Each student should choose a setting related to their personal, professional or vocational interests that will allow them to apply what they are learning in their criminal justice courses. Recommended settings include law enforcement agencies, probation and parole, courts, and other government organizations, as well as private organizations offering criminal justice services. Permission of the instructor and Career Development Center is required.

Prerequisite(s): None

CJ-480 Family Values and the Law: Values Seminar

Credits: 3.00

Cross-listed with LG-480. 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(s): TH-109

CJ-499 Independent Study

Credits: 3.00

An opportunity for scholarship examination and analysis of a topic of particular interest.

Prerequisite(s): None

DANCE

A major is offered in dance by the Division of Performing Arts.

Dance Major Mission Statement

The dance major at DeSales University integrates the study of dance within a liberal arts curriculum that is founded on the philosophy of Christian Humanism. Our theoretical and practical approach to the art of dance cultivates the growth of the individual and prepares students for professional careers.

Dance Major Student Learning Outcomes

Students who graduate from DeSales University with a major in dance will be able to:

1. demonstrate fundamental knowledge of and skills in dance pedagogy and choreography.
2. demonstrate fundamental knowledge of and skills in dance

(technical, anatomical, somatic, historical, and cultural traditions).

3. dance in a refined, articulated, centered, and expressive way at the intermediate level or beyond in ballet and modern dance.
4. model professional values and behaviors of the field (deadline adherence, effective communication, and collaboration).

The dance department strives to stimulate the physical, emotional, intellectual, and spiritual growth of its students by providing experience in examining dance from multiple perspectives (cultural, aesthetic, historical, anatomical, and educational). Overall, it 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, with electives offered in jazz, tap, partnering, as well as other non-eurocentric techniques. Master classes are offered regularly to augment the curriculum and to give students exposure to contemporary artists.

The curriculum of the Dance Department provides options for students interested in minoring or dual majoring in other disciplines.

Admission into the dance major is twofold. The applicant must be accepted by the University, audition separately for the major, and be artistically accepted.

Program requirements for dance majors:

1. Six 1.5 credit courses of ballet and six 1.5 credit courses of modern dance technique classes. 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.
2. The following 3 credit courses: DA 147, 154, 231, 232, 348, 371, 454, 461; one of the following: DA 143, DA 310, TV 210, TV 370; one of the following: DA 350, 360.
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. 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 department, 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 301, DA 4241, 4242, 4243, DA 428, DA 478, DA 479, and DA 495 are offered on a pass/fail basis. DA 280 will be a class in which the instructor can designate the pass/fail option or not because it is a special topics class and will change from

semester to semester.

Most dance courses are open to non-majors. Some courses have prerequisites. Non-dance majors are welcome to audition for dance department performances. All students cast in the Emerging Choreographers Concert and the Dance Ensemble Concert (dance majors and non-dance majors) must be registered for a ballet and/or modern technique class for credit in the semester of the concert. Courses satisfying the physical education activity requirements are identified in their descriptions.

DA-105 Modern Dance I

Credits: 1.50

A beginning technique course in the fundamentals of modern dance including dynamic alignment, musicality and 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, choreographic viewings, and participation in required weekly master classes. Satisfies Physical Education Activity requirement. This course is repeatable for credit up to four times. 3 hours, 2.5 lab. Course fee.

Prerequisite(s): Dance major status or DA-114 and permission of instructor.

DA-106 Ballet Dance I

Credits: 1.50

A beginning level 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, choreographic viewings, and participation in required weekly master classes. Satisfies Physical Education requirement. This course is repeatable for credit up to four times. 3 hours, 2.5 lab. Course fee.

Prerequisite(s): Dance major status or DA-114 and permission of instructor

DA-112 Tap I

Credits: 3.00

An introductory study of the fundamental tap dance technique with emphasis placed on coordination, alignment, and tap vocabulary. Methodology includes: dancing, in-class engagement, discussions, required readings, written assignments, and choreographic viewings. Satisfies physical education activity requirement. No previous dance training required. 3 hours. This course is repeatable for credit up to two times.

Prerequisite(s): None

DA-113 Jazz I

Credits: 3.00

An introductory study of the fundamentals of jazz dance tech-

nique. This course will focus on building strength, stamina, flexibility, coordination, and alignment as well as introductory vocabulary in accordance with the jazz dance idiom. Methodology includes: dancing, in-class engagement, discussions, required readings, written assignments, and choreographic viewings. Satisfies physical education activity requirement. No previous dance training required. This course is repeatable for credit up to two times. 3 hours.

Prerequisite(s): None

DA-114 Introduction to Ballet and Modern Dance

Credits: 3.00

An introductory study for the fundamental ballet and modern dance techniques. Technical movement skills, range of movement vocabulary, and expressive capabilities are emphasized through the processes of movement technique sessions, improvisation, and movement phrases. Course also includes readings, discussion, and research projects. Satisfies physical education activity requirement. No previous dance training required. This course is repeatable for credit up to two times. 3 hours.

Prerequisite(s): None

DA-115 Introduction to Ballroom Dance

Credits: 3.00

An introductory study of fundamental ballroom dance techniques. Students will experience dancing the Fox-Trot, Waltz, American Tango, Rumba, Samba 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.

Prerequisite(s): None

DA-143 Theatre Crafts Laboratory

Credits: 3.00

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. Course fee.

Prerequisite(s): None

DA-147 Dance in World Cultures: DeSales Experience

Credits: 3.00

Cross-listed with WC-147. A course that examines the relationship between dance and its surrounding cultural landscape and provides an investigation into the study of dance within various non-western cultures from around the world. Emphasis is placed on dance and human movement as a form of cultural knowledge that is imbued with meaning and is a reflection of values. Students will engage in a cross-cultural analysis of how dance is used for various social, economic, political, religious, cultural

and aesthetic purposes in order to increase their awareness and understanding of human cultural activity. Course fee.

Prerequisite(s): None

DA-154 Freshman Dance Seminar

Credits: 3.00

A seminar for first-year dance majors designed to enhance the students' awareness and understanding of careers in dance, dance improvisation, and performance techniques. 3 hours. Course fee.

Prerequisite(s): Dance major status or permission of the department chair

DA-200 Dance Appreciation

Credits: 3.00

An online dance appreciation course examining dance as a mode of human expression and communication in cultures around the world. This course focuses on fostering an appreciation for and literacy of dance. Students will place dance in a variety of contexts and compare and contrast dance traditions and developments. Not open to dance majors.

Prerequisite(s): None

DA-205 Modern Dance II

Credits: 1.50

An intermediate technique course in modern dance including dynamic alignment, musicality, and 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, choreographic viewings, and participation in required weekly master classes. Satisfies Physical Education Activity requirement. This course is repeatable for credit up to six times. 3 hours, 2.5 lab. Course fee.

Prerequisite(s): Dance major status or permission of the instructor

DA-206 Ballet Dance II

Credits: 1.50

An intermediate course in the fundamentals of ballet technique, building strength, stamina, and flexibility while developing appropriate alignment, turnout, coordination, extension, and flow in adagio and allegro combinations in both barre and center work. The course focuses on phrasing, clarity, line, ports de bras, as well as increasing technical prowess in turns, batterie, and elevation. Methodology includes: dancing, in-class engagement, discussions, required readings, written assignments, choreographic viewings, and participation in required weekly master classes. Satisfies Physical Education Activity requirement. The course is repeatable for credit up to six times. 3 hours, 2.5 lab. Course fee.

Prerequisite(s): Dance major status or permission of the instructor

DA-2091 Pointe and Partnering Techniques

Credits: 1.00

A ballet class designed to work specifically on the technique and refinement of pointe and/or partnering work within the classical idiom. It is required that students have some previous

experience dancing on pointe. Individual attention is given to each student's level of technical proficiency, from intermediate through advanced levels. Alignment and strength are stressed at the beginning of the semester, with progression to pointe variations at the intermediate level and/or partnering work at the advanced level. Students must be simultaneously registered for DA-106, DA-206, or DA-306. Each course satisfies one physical education activity requirement. Repeatable up to eight semesters. While this course is repeatable, only three repetitions of this course may be used to equal one 3-credit course applicable toward the university's 40 course requirement. 2 hours.

Prerequisite(s): None

DA-219 Jazz II *Credits: 3.00*

An intermediate/advanced movement course in jazz dance technique. This course will focus on building strength, stamina, flexibility, coordination, and alignment in accordance with the jazz dance idiom. Methodology includes: dancing, in-class engagement, discussions, required readings, written assignments, and choreographic viewings. Satisfies physical education activity requirement. This course is repeatable for credit up to two times. 3 hours.

Prerequisite(s): DA-113 or permission of instructor

DA-220 Tap II *Credits: 3.00*

An intermediate/advanced movement course in tap dance technique with emphasis on intricate, rhythmical footwork. Methodology includes: dancing, in-class engagement, discussions, required readings, written assignments, and choreographic viewings. Satisfies physical education activity requirement. This course is repeatable for credit up to two times. 3 hours.

Prerequisite(s): DA-112 or permission of instructor

DA-231 Dance Composition I *Credits: 3.00*

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.

Prerequisite(s): DA-105

DA-232 Dance Composition II *Credits: 3.00*

This course is a continuation of DA-231 with more emphasis on group choreography.

Prerequisite(s): DA-231

DA-280 Special Topics *Credits: 3.00*

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. The instructor may designate the pass/fall option or not because DA 280 is a special topics class and will change from

semester to semester. Course fee.

Prerequisite(s): None

DA-301 DeSales University Summer Dance Intensive:

Technique and Repertory *Credits: 3.00*

An intermediate/advanced summer intensive focusing on technical training in ballet, modern, and jazz with additional classes offered in African dance, hip hop, improvisation, tap, pointe/ variations, somatic forms, and more. Student also learn repertory work culminating in a public performance of work executed in repertory class. Offered on a pass/fail basis.

Prerequisite(s): None

DA-305 Modern Dance III *Credits: 1.50*

An advanced technique course in modern dance including dynamic alignment, musicality, and 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, choreographic viewings, and participation in required weekly master classes. Satisfies Physical Education Activity requirement. This course is repeatable for credit up to four times. 3 hours, 2.5 lab. Course fee.

Prerequisite(s): Dance major status or permission of the instructor

DA-306 Ballet Dance III *Credits: 1.50*

An advanced course in ballet technique, building strength, stamina, and flexibility while developing appropriate alignment, turnout, coordination, extension, and flow in adagio and allegro combinations in both barre and center work. This course focuses on complex vocabulary and enchainments with an emphasis on discipline, motivation, and the finesse required to become a highly skilled technician and performer. Methodology includes: dancing, in-class engagement, discussions, required readings, written assignments, choreographic viewings, and participation in required weekly master classes. Satisfies Physical Education Activity requirement. This course is repeatable for credit up to four times. 3 hours, 2.5 lab. Course fee.

Prerequisite(s): Dance major status or permission of the instructor

DA-310 Modern Dance Partnering *Credits: 3.00*

Provides fundamental skills for beginning and intermediate modern dance partnering work with an emphasis on the interaction of people responsively moving through space in contact with each other, personal safety, and creativity. Students develop skills to facilitate partnering interactions, weight sharing, and exploring both improvisational and structured partnering vocabulary sequences.

Prerequisite(s): Dance major status or instructor permission

DA-348 Evolution of Ballet and Modern *Credits: 3.00*

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. Course fee.

Prerequisite(s): None

DA-350 Creative Process in Dance *Credits: 3.00*

An exploration of the creative process of historic and current modern dance choreographers. Students study their own creative processes and create choreographic studies using various prompts. This course will focus on examining the impetus to create art by choreographers in terms of social, political and historical factors, as well as creating choreographic work and completing research projects. Lecture 3 hours.

Prerequisite(s): DA-231

DA-360 Screen Dance *Credits: 3.00*

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. Course fee.

Prerequisite(s): None

DA-371 Methods for Teaching Educational Dance *Credits: 3.00*

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 hours may be required. Course fee.

Prerequisite(s): None

DA-4141 Emerging Choreographers *Credits: 1.00*

A dance production course for the creative, performance, and crew work for the Emerging Choreographers Concert. The student will be granted credit for creating or rehearsing and performing in works choreographed by selected student choreographers and for participation on crews. ECC choreographers and cast members must be registered for a ballet or modern technique class for credit in the fall semester. Not open to students on academic probation. Lab hours to be announced. Offered on pass/fail basis. Co-Requisite(s): At least one of the following: DA 105, DA 106, DA 205, DA 206, DA 305, DA 306

Prerequisite(s): None

DA-4241 DeSales University Dance Ensemble *Credits: 1.00*
A dance performance course for students involved in performance/production roles for the DeSales University Dance Ensemble Concert. Required each spring for dance majors. While this course is repeatable, only three repetitions of this course may be used to equal one 3-credit course applicable toward the university's 40 course requirement. Lab hours to be announced. Offered on pass/fail basis.

Prerequisite(s): None

DA-428 DeSales Dance Company *Credits: 3.00*

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 on pass/fail basis.

Prerequisite(s): Permission of the instructor

DA-454 Senior Dance Seminar *Credits: 3.00*

A seminar exploring the philosophical, sociological, economical, 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 researching, analyzing, and presenting an individual dance project as a culminating education experience. Course fee.

Prerequisite(s): None

DA-461 Kinesiology for Dancers *Credits: 3.00*

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. Course fee.

Prerequisite(s): None

DA-4781 DeSales University Conservatory of Dance: Teaching Practicum *Credits: 1.00*

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. While this course is repeatable, only three repetitions of this course may be used to equal one 3-credit course applicable toward the university's 40 course requirement. Offered on pass/fail basis. Repeatable up to 8 semesters.

Prerequisite(s): Permission of the instructor

DA-4791 COD Student Assistant Director *Credits: 1.00*

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 on a pass/fail basis. Repeatable up to 6 semesters.

Prerequisite(s): Permission of the instructor

DA-495 Dance Internship *Credits: 3.00*

An internship project designed to provide students with firsthand work experience in dance and dance related fields. Regular field-work in dance is coupled with tutorial sessions and readings. All arrangements must be made the semester prior to the internship.

Prerequisite(s): None

DA-499 Independent Study in Dance *Credits: 3.00*

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 semester prior to registration for the course. The project will be supervised periodically during the semester by a departmental faculty member.

Prerequisite(s): None

ECONOMICS

A major is offered in economics by the Division of Business.

Economics Major Mission Statement

The mission of the Economics Major is to provide a high-value business educational experience within the Salesian tradition. The major is characterized by a strong faculty-student community; a compassionate and collegial working environment; the advancement of knowledge through high-quality teaching and academic programs, effective communication, and relevant experiential learning; and student engagement with the business world. The economics major educates students to think critically about economic issues, helps them to understand the policy issues of local, national and global communities, and enables them to achieve success in the field of economics in today's business environment.

Division of Business General Learning Outcomes

Students who graduate from DeSales University with any major in the Division of Business will be able to:

1. apply management theories to make decisions that enhance organizational effectiveness;
2. apply marketing principles to make decisions about the direction of an organization;
3. analyze economic data using macro and micro models to explain a business environment;
4. analyze accounting data to understand the financial position

- of an organization and to make managerial decisions;
5. analyze quantitative data to make business decisions, in particular the budgeting of capital among potential investments;
6. evaluate business decisions in light of regulatory and ethical frameworks, particularly with regard to Catholic Social Teaching.

Economics Major Student Learning Outcomes

Students who graduate from DeSales University with a major in economics will be able to:

1. apply the principles of economic theory and practices to analyze real world problems;
2. understand and explain the macroeconomic and microeconomic concepts using theoretical models and tools;
3. demonstrate knowledge of how financial markets and institutions function;
4. demonstrate proficiency with the tools of economic research by correctly analyzing and interpreting data from a variety of private and public sources;
5. analyze opposing viewpoints on global economic issues and reach considerable independent judgments to enhance critical thinking skills.

The following courses are required for the economics major: EC 209, EC 210, EC 309, EC 310, EC 320, EC 452, MA 121, MA 122, either MA 111 or MA 302, and MG 4000. In addition, three economics electives at the 200 level or above must be taken; FN 220 and FN 336 may each count as one of these electives.

A 4 ½ year BS/MBA Degree Program in Economics is available to qualifying students. This program is designed to provide a competitive advantage for entry into the professional workplace. At the end of their junior year, economics majors with at least a 3.0 GPA are eligible for the program. Qualifying students may begin MBA courses during the fall semester of their senior year.

EC-112 Economics of Public Issues: MOT/Social Science

Credits: 3.00

An introduction to economic issues designed to stimulate critical thinking skills. Students will acquire understanding of economic principles and policy implications. Fundamental economic facts, concepts, and principles will be taught. Current economic issues will be emphasized.

Prerequisite(s): None

EC-209 Principles of Macroeconomics: MOT/ Social Science

Credits: 3.00

A comprehensive overview of macroeconomics. Topics include supply and demand, inflation, unemployment, economic growth, government debt and deficits, international trade, money and banking, fiscal and monetary policy and international trade.

Emphasis placed on contemporary macroeconomic issues.

Prerequisite(s): None

EC-210 Principles of Microeconomics *Credits: 3.00*

Covers a detailed understanding of supply and demand analysis, elasticity, consumer and firm behaviors, price and output determination under various market structures and a review of current economic issues.

Prerequisite(s): MOT: Mathematics

EC-225 Money, Booms, and Busts *Credits: 3.00*

Cross-listed with FN/HI-225. Examines the origins of money, accounting, banking, stocks, bonds, insurance, and investment banks. Studies the historical pattern of economic booms, bubbles, and bursts, so that students may be able to see them coming and act accordingly, for the rest of their careers and lives.

Prerequisite(s): None

EC-309 Intermediate Macroeconomics *Credits: 3.00*

The course builds on the introduction to macroeconomics and develops the main macroeconomics topics and theories further using standard macroeconomic models. The topics covered are: unemployment, inflation, business cycles, monetary and fiscal policy, economic growth, and the balance of payments.

Prerequisite(s): MA-121 and EC-209

EC-310 Intermediate Microeconomics *Credits: 3.00*

The course builds on the introduction to microeconomics course and develops the main microeconomic topics and theories further using standard microeconomic models. The topics covered are: utility, consumer theory, theory of the firms, theories of the markets, models of monopoly and duopoly markets, perfect competition, introduction to public economics, and externalities.

Prerequisite(s): MA-121 and EC-210

EC-320 Econometrics *Credits: 3.00*

Introduction to the theory and practice of econometrics. Topics include a review of basic statistics, simple regression, multiple regression, dummy variables, autocorrelation, heteroscedasticity, and model specification. Applications in economics are stressed.

Prerequisite(s): EC-210 and either MA-111 or MA-302

EC-400 Global Economic Issues: The DeSales Experience

Credits: 3.00

An introduction to major global economic issues. Topics typically included are uneven global economic growth, poverty, income distribution, discrimination, immigration, globalization, outsourcing and off-shoring, global warming, economics of alternative energy, international trade, foreign exchange system, global debt issues, European Monetary Union, Euro and its challenges.

Prerequisite(s): Junior or senior status or by permission of instructor

EC-452 Senior Seminar in Economics *Credits: 3.00*

Emphasizes the use of economics and/or finance theory to analyze current events in economics and/or finance. Each student/team completes a research paper demonstrating the ability to address a research question by applying theory and presenting empirical evidence.

Prerequisite(s): EC-309, EC-310, and junior or senior status or permission of the instructor

EC-454 Economics Internship *Credits: 3.00*

Experiential learning opportunity in the field of economics at an approved setting under professional supervision. Each student should choose a setting related to their personal, professional or vocational interests that will allow them to apply what they are learning in their economics courses. Recommended settings include businesses, nonprofits and government institutions. Permission of the instructor and Career Development Center is required.

Prerequisite(s): None

EC-455 Special Topics in Economics *Credits: 3.00*

A study of selected topics relevant to economics; topics vary according to interests of instructor. Emphasizes new areas of the discipline not available in existing course offerings.

Prerequisite(s): None

EC-499 Independent Study *Credits: 3.00*

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

Prerequisite(s): None

EDUCATION

A major is offered in early childhood and elementary education. A minor is offered in education for secondary schools: biology, chemistry, communication, English, mathematics, social studies, theology, and world/foreign languages. An education studies minor is offered for students pursuing careers in education-related fields.

DeSales University offers an Early Childhood and Elementary Education (ECEE) major for students interested in working with children, birth through age ten. In addition, DeSales offers a minor program in secondary teacher education (STEP) for students who wish to work with early to late adolescent students and young adults.

Within the programs, DeSales University offers two tracks in education: (1) the professional educator program (PEP) track, leading to teacher certification in Pennsylvania, and (2) the

careers in education (CEP) track, preparing students for careers related to education, but not requiring teacher certification. Further, students studying within the Department of Education will progress through two phases during their degree program: the pre-professional phase and the professional phase. The entrance into the professional phase occurs, in general, between the earning of 48 credits but before the 60th earned credit.

For the professional phase of the program, students will enter either the PEP track or the CEP track.

Early Childhood and Elementary Education (ECEE)

A major is offered in early childhood and elementary education (ECEE) (pre-kindergarten through fourth grade), preparing future teachers to work in pre-school and elementary school settings. In ECEE, students may elect the professional educator program (PEP) track leading to Pennsylvania Department of Education teacher certification or the non-certification careers in education program (CEP) track for students who wish to pursue education-related professions such as work in social service agencies, non-profits, Head Start, or counseling. The decision to pursue one of the tracks typically occurs before junior year or after the completion of 48 credits. If pursuing the Pennsylvania teacher certification track, a recommendation for certification will be offered upon successful completion of the program and certification requirements.

Secondary Teacher Education Program (STEP) and Education for Secondary Schools Minor

Secondary teacher education program students major in a subject area with a minor in secondary education courses and experiences. Secondary education students generally pursue an academic major in one of the following majors: biology, chemistry; communications, criminal justice, dance, English, history, mathematics, political science, psychology, Spanish, theatre, or theology. Students in all subjects except theology are eligible to pursue Pennsylvania Teacher certification.

Education Minor in Educational Studies

Students from any major may add a minor in education. The minor consists of six courses and will include Education 109, Education 209, Education 218, Education 211, one of the following electives: EE335, EE 201 or other elective approved by the department chair, and Education 495. The minor is designed to provide the candidate with the essential skills of education including research, knowledge of diverse learners and families, instructional planning, teaching skill development, and experiences related to education in associated career fields such as social work, careers with non-profits, human services, counseling, and faith-based ministry in education.

Pennsylvania Teacher Certification Programs

The education department offers Pennsylvania Department of Education (PDE) teacher certification programs in:

- Early childhood and elementary education, pre-kindergarten–4 grade
- Secondary education 7-12 (biology, chemistry, communications, English, mathematics, social studies, Spanish)
- Special education, pre-K–12
- Instructional technology specialist
- English as a Second Language Program Specialist certification
- STEM Endorsement (Science, Technology, Engineering, and Mathematics)

Dual Teacher Certification Tracks

Students in either early childhood and elementary education or secondary education may pursue an additional Pennsylvania certification including English as a Second Language (ESL) program specialist K-12, STEM (Science, Technology, Engineering, Mathematics), or instructional technology. The ESL program specialist and STEM endorsement may be completed during the undergraduate four-year program. The other Pennsylvania Department of Education certifications may be earned in a fifth year (one year post-baccalaureate.)

All undergraduate students who maintain a 3.0 GPA will be permitted to begin graduate studies in second semester junior year upon acceptance to the dual-certification track (see below). These graduate courses may lead to initial or additional certification.

Graduate Education Programs: Special Education, TESOL, Instructional Technology, and Academic Leadership and Reform

The education department offers advanced teacher education programs for those seeking program specialist certificates, endorsements, or a graduate degree. In general, graduate degrees will consist of 30 or more credits at the graduate level.

Internships

The education department offers internships in area educational agencies, museums, social agencies, or companies for education majors and minors for positions related to the field of educational innovation or leadership. Students enroll in ED 495 (Internship in Education, 3 credits) and undertake 135 hours or more of internship under the guidance of a faculty member.

Mission Statement of the Department of Education

The mission of the DeSales University Department of Education is to prepare teacher candidates to demonstrate content mastery applied in effective, creative, reflective, technology-

enhanced, and data-driven pedagogy. Our candidates explore and confirm a personal and professional commitment to the teaching profession, possessing skills of collaboration and effective and respectful interaction with colleagues, students, and families. Our candidates commit to supporting the uniqueness and high potential of self and of students whose lives they will touch. They strive to ensure educational equity in local and global contexts, thus adhering to the key tenets of Christian Humanism.

Education Program and Department Learning Outcomes

Our teacher candidates demonstrate:

1. Content mastery across disciplines
2. Effective, creative, reflective, technology-enhanced, and data-driven pedagogy
3. Professionalism in personal, collegial, and institutional settings
4. Respect for the uniqueness and diverse perspectives of all learners, families, and communities
5. Leadership in advocating for students and supporting their highest achievement in local and global contexts.

PHASES OF THE EDUCATION PROGRAM

Pre-professional phase in education: 0 – 47 credits: students take pre-professional phase courses in education.

Application and acceptance into professional phase: students may take pre-professional phase courses but must declare a track during this phase. A student cannot take professional phase courses unless that student has been accepted into a track.

Professional phase: professional educator program (PEP) or careers in education program (CEP): 60 credits to graduation; students may take pre-professional phase courses and professional phase courses. Students will experience either a senior internship or student teaching in the final semester of study.

Pre-Professional Phase

All students who intend to pursue an early childhood and elementary 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)
- ED 109 The Educative Process (3 credits)
- ED 205 Technology for Educators (3 credits)
- ED 209 Cognition and Learning (3 credits)
- ED 2801 Clinical Field Experience 1: STEP (Middle Level; 30 hours; 1 credit) or EE 2901 Clinical Field Experience 1: ECE (Kindergarten; 30 hours; 1 credit)
- ED 218 Introduction to Exceptionalities (3 credits)
- MA 107 Math for Teachers 1 (3 credits) serves as MOT mathematics for ECE and STEP (exception: Mathematics majors); STEP students may substitute MA 111

MA 108 Math for Teachers 2 (except for majors in Mathematics) (3 credits)

Early Childhood and Elementary Education major students must also take:

- EE 111 Infant and Youth Development (3 credits)
- EE 201 Foundations in Early Education (3 credits)
- ED 211 Family, School, and Community (3 credits)
- EE 2902 Clinical Experience 2: ECE (Pre-Kindergarten through kindergarten; 30 hours; 1 credit)
- EE 326 STEM in the Elementary Classroom (3 credits)
- EE 335 Designing Instruction (3 credits)

Admission into the Professional Educator Phase for Pennsylvania-Teacher-Certification-Seeking Students

To proceed into professional and advanced methods courses, students intending to major or enter a program 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 upon completion of professional phase requirements, including completion of the pre-professional course sequence (or with permission of department chair).

Professional Educator Program (Certification Track) Requirements for Acceptance:

The professional educator program (PEP) is designed to prepare the education student to achieve teacher certification in Pennsylvania. Students applying to PEP must have satisfied all requirements of the track before entry. Acceptance into PEP will consist of

1. Completed, formal application for PEP (See department office for application form.)
2. Completion of a minimum of 48 credits
3. Completion of the Basic Skills exam requirement (a pass on ETS Core Exam modules OR PAPA modules OR SAT/ACT exemption documentation OR a combination of the above)
4. Transcript(s) from all colleges attended
5. Cumulative GPA of 3.0, or 2.8 for conditional admission with the approval of the department chair (note: Students must meet certification GPA requirements of the Pennsylvania Department of Education to be recommended for certification at program completion.)
6. Pre-professional education course GPA of 2.5 or higher
7. Essay that responds to the prompt: “Why do I Want to be an Educator?”
8. Recommendation of two faculty members
9. Documentation of successful completion of at least 40 hours of course-related eligible field hours with satisfactory evaluations

10. Completion of the pre-professional course sequence (or with permission of the department chair)

Other criteria for admission include:

- 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;
- Completion of the following courses with a minimum grade of C in each course: ED 109, ED 209, and ED 218.

Alternative Admissions Policy

Students whose overall GPA is between 2.80 and 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 each course: ED 109, ED 209, ED 218, and (2) a successful interview with the chair of the education department, receiving his/her recommendation.

*Please note: Students with a GPA below a 2.79 will not be admitted into the professional educator program or be permitted to take certification-required professional education courses. Those students can continue as intended majors until the GPA meets minimum standards or may elect to continue in the non-certification track.

Transfer Students

Transfer students who enter DeSales with at least 48 credits completed will be accepted into the professional educator program (PEP) only if they have met the requirements of the track before admission. The cumulative GPA of all institutions attended before matriculation at DeSales will be used to meet the GPA minimum requirement. If the student has not yet met the requirements of PEP, the student will enter the careers in education (CEP) track. Students will be enrolled in courses satisfying general education requirements and/or education courses designated pre-professional phase courses and/or CEP courses. After the completion of 12 credits at DeSales, the student may apply to PEP based on performance at DeSales and meeting all other PEP requirements.

Program Progression

Students who have successfully been admitted into the professional educator program (PEP) must maintain a minimum GPA of 2.8 throughout the program. A re-evaluation of GPA status will be conducted in the advising session during the semester before the completion of 90 credits or senior status. All education courses required for certification must be completed with a

minimum grade of C. When that grade is not achieved, the course must be repeated in order to be recommended for PA Teacher certification.

Change of Track

Students may be accepted into the PEP track before earning 90 credits toward a DeSales University degree. The student must meet all requirements of PEP at the time of application. After earning 90 credits, the student will be advised to apply to the post-baccalaureate program for certification.

Admission into the Careers in Education Program (Non-Certification Track)

The careers in education program (CEP) track prepares students for a variety of careers related to education. The track does not prepare students for Pennsylvania certification, but rather builds capacity for the pursuit of careers in counseling, social work, human resources, private school teaching, and other positions that do not require teacher certification.

Acceptance into the CEP track will consist of

1. Typed, well-written personal statement of future career goals, approximately 500 words in length.
2. Transcript(s) from all colleges attended
3. A cumulative GPA of 2.0 at time of application
4. Successful completion of 60 hours of clinical field work documented in observation log copies

Students in the CEP track do not need to meet the Pennsylvania Basic Skills or Advanced Skills exam requirements. However, before earning 90 credits, the student may move from the CEP track to the PEP track by meeting all requirements of PEP.

EARLY CHILDHOOD AND ELEMENTARY EDUCATION (ECE)

Professional Educator Program (Certification Track):

The ECEE program prepares teacher candidates to teach in pre-kindergarten classrooms through fourth grade. Successful completion of the following program and all additional requirements will culminate in a recommendation for Pre-K-4 certification for PA Certification candidates. Students may pursue a degree in education in the careers in education (non-teacher-certification) track with the approval of the major chair.

Professional Phase Course Work:

- EE 310 Emergent Language & Literacy ECE (3 credits)
- ED 313 Literature for Children/ Youth (3 credits; Humanities 4)
- EE 314 Literacy for Early Elementary: ECE (3 credits)
- EE 315 Social Studies Methods: ECE (3 credits)
- EE 336 Science Content & Methods: ECE (3 credits)

- EE 343 Integrating Arts & Physical Education: ECE (3 credits)
- EE 346 Mathematics Methods: ECE (3 credits)
- ED 354 Assessment: Diverse Learners (3 credits)
- ED 364 The Inclusive Classroom (3 credits)
- ED 319 Literacy for Content Learning (3 credits) or ED 366 Literacy Interventions (3 credits)
- ED 373 Teaching English Learners (3 credits)
- EE 409 Advanced Designing Instruction (3 credits)
- ED 475 Education for the Human Good (3 credits; Values Seminar; Section recommended, but optional choice)
- EE 3901 Clinical Field Experience 3: ECE (Elementary grades 3-4; 30 hours; 1 credit)
- EE 3902 Clinical Field Experience 4: Late Elem (Elementary grades 1-2 with inclusive focus; 40 hours; 1 credit)
- EE 4901 Clinical Field Experience 5: 1-4 (w/diversity focus: 40 hours; 1 credit)

Student Teaching (full-time 14 weeks - 12 credits) PA Certificate Track

- EE430 Planning and Preparation (3 credits)
- EE432 Classroom Management (3 credits)
- EE434 Instructional Delivery (3 credits)
- EE436 Professionalism (3 credits)

Careers in Education Program (Non-Certification Track)

The careers in education program (CEP) prepares students to work in education-related fields but does not lead to Pennsylvania teacher certification. Within this track, students engage in an internship in lieu of student teaching and in preparation for a future career or continuing education.

- ED 109 The Educative Process (3 credits)
- ED 205 Technology for Educators (3 credits)
- EE 111 Infant and Youth Development (3 credits)
- ED 209 Cognition and Learning (3 credits)
- EE 201 Foundations in Early Education (3 credits)
- EE 2901 Clinical Field Experience 1 (1 credit)
- ED 211 Family, School, Community (3 credits)
- ED 218 Introduction to Exceptionality (3 credits)
- EE 326 STEM in the Elementary Classroom (3 credits)

Advanced Course Sequence

- EE 335 Designing Instruction (3 credits)
- EE 2902 Clinical Field Experience 2 (1 credit)
- EE 310 Emergent Language and Literacy (3 credits)
- EE 346 Mathematics Methods (3 credits)
- ED 373 Teaching English Learners (3 credits)
- EE 3901 Clinical Field Experience 3 (1 credit)
- EE 314 Literacy for Early Elementary (3 credits)

EE 315 Social Studies Methods: ECE (3 credits)
EE 336 Science Methods: ECE (3 credits)
ED 364 The Inclusive Classroom (3 credits)
ED 319 Literacy for Content Learning (3 credits) or
ED 366 Literacy Interventions (3 credits)
ED 113 Literature for Children/Youth (3 credits;
Humanities 4)
EE 343 Integrating Arts & Physical Education: ECE (3
credits)
EE 409 Advanced Designing Instruction (3 credits)
ED 354 Assessment: Diverse Learners (3 credits)

Career Phase Course Sequence

ED 475 Education for the Human Good (3 credits; Values
Seminar)
SO 140 Career Development and Planning
ED 495 Internship in Education (3 credits)

SECONDARY TEACHER EDUCATION PROGRAM (STEP)

Professional Educator Program (PEP) Track in Secondary Education

Students can earn secondary teacher certification for teaching grades 7-12 from the Commonwealth of Pennsylvania concurrent with a minor in Education for Secondary Schools in conjunction with academic majors. Students begin the program in the pre-professional phase of the program, confirming their commitment to teaching. See courses listed above. Afterward, students pursue the professional educator program 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:

Biology (Major: biology)
Chemistry (Major: chemistry)
Communication (Major: theatre, film, or communication)
English (Major: English or theater)
Mathematics (Major: mathematics)
Social Sciences (Major: psychology)
Social Studies (Major: history or political science)
Spanish (Major or minor: Spanish)
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:

ED 205 Technology for Educators (3 credits)
ED 366 Literacy Interventions 4-12 (3 credits)

ED 3801 STEP Clinical Experience 2 (40 hours; Co-
requisite: ED 366; 1 credit)
ED 364 The Inclusive Classroom (3 credits)
ED 373 Teaching English Learners (3 credits)

Professional Phase Course Work

Upon formal admission to the professional phase, the following courses are required:

ED 330 STEP Curriculum and Instruction (3 credits)
ED 3802 STEP Clinical Experience 3 (40 hours; Co-
requisite: ED 330; 1 credit)
ED 405 Advanced Teaching and Assessment for Middle
and Secondary Schools (3 credits)
ED 410-415 Teaching in the Discipline (60 hours; 3
credits)
ED 450-456 Student Teaching in Secondary Schools,
(full-time 14 weeks; 12 credits)

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 a minimum of 170 hours of supervised classroom and educational experiences before student teaching. Field-experience competencies as determined by PDE must be met during the field experience.

Once candidates have completed all courses within the professional sequence, they are ready to student teach. STEP candidates may be placed in secondary public and nonpublic schools in grades 7-12 within their certification content area.

ADDITIONAL INFORMATION

Experiences in Schools

Candidates in the professional educator program participate in numerous observation and practice-based field experiences beginning in freshman year through the student teaching experience. Candidates should be prepared to complete a minimum of 170 clinical field hours before student teaching. Field experiences are conducted in public and nonpublic schools within a 20-mile driving distance of the University's 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. See the Field Experiences Guide for Students for additional detail.

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 fieldwork or entering schools. New clearances must be obtained each year before the fall semester. 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 (FBI Fingerprinting)
2. Act 34 (PA Criminal History Clearance)
3. Act 151 (Child Abuse Clearance)
4. PDE-6004 (Arrest/Conviction Report and Certification Form)
5. TB test (negative results required)
6. ECEE students must provide proof of rubella immunization, both initial inoculation and booster.

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 and Diocesan signature forms. Other requirements may be mandated by the school or school district at their discretion. Please see the education department office for changes in clearance policies.

Evening Classes

Select Professional Phase courses may be offered in the evening in a hybrid format depending on enrollment demands.

Comprehensive Assessment Program Portfolio Requirement

All students in education must complete and submit a final semester portfolio. The CAP portfolio will be reviewed and evaluated by a committee of the faculty. Students who receive an unsatisfactory rating will be required to remediate the portfolio. See current CAP portfolio requirements on the Education Program Information Center on Blackboard.

Student Teaching

All certification programs include a 14-week full-time student teaching experience for initial certification. To be eligible for student teaching, students must have been accepted into the professional educator program (PEP) and will formally apply for student teaching by October 1 (for spring placement) or March 1 (for fall placement). Students must take and pass all Basic Skills exams or have met the SAT/ACT exception requirement and must have taken the Praxis II Subject Area test or the PECT Tests for certification in Pre-K-4 with a satisfactory score. (See the student teaching application for details.) 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 and have been approved to student teach by the major chair, 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 nonpublic 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 final grade below a C in any domain of the student teaching/practicum course sequence cannot be recommended for certification. Student teachers not performing at a satisfactory level will face termination from student teaching. See the Student Teaching Handbook for conditions and details.

Professionalism and Educator Ethics

All student teaching candidates must present record-free clearances and be determined to be of “good moral character” as defined by the Pennsylvania Department of Education. In addition, if a student teaching candidate has shown behaviors in contradiction to the PA Educators Code of Conduct, a full-time faculty committee will meet to determine student teaching eligibility. Due process as defined by the university will be followed.

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 DeSales University education program will be eligible to receive an Instructional I certification from the Commonwealth of Pennsylvania. Candidates for certification must also meet and demonstrate mastery for 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 complete a 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 Student Teaching Handbook). Candidates must also be of good moral character to be recommended for certification in Pennsylvania. All certification candidates must schedule an exit interview with the director of early childhood and elementary education, special education, or secondary education at the end of student teaching. Other requirements for certification may be mandated by the Commonwealth of Pennsylvania at any time.

Dual Certification / Five-Year Undergraduate-Graduate Program Policies

Undergraduate education students with a major in early childhood and elementary education or a minor in secondary education may enroll in graduate courses leading to dual/additional certification in special education PreK-12, English as a second language program specialist K-12 certification, STEM, or instructional technology specialist certification.

Education students seeking admission into the dual-certification track will apply by October 1 of junior year (or after the successful completion of 18 courses). This application will be in conjunction with application for the professional phase. To gain acceptance, students must have a 3.0 GPA at time of application and must have taken the PAPA exams or the ETS Core exams (or must have met the SAT/ACT exception requirement per PDE) for the professional phase. A committee of the department will review applications and accept students into the dual-certification track.

Second-semester juniors (or with accumulated successful course completion of 23 or more courses) who are accepted and enrolled in a dual-certification track will be permitted to enroll in graduate coursework specific to their dual-certification track only, before attaining senior status. In addition, graduate course registration before attaining senior status will be limited to one graduate course per semester. Students must also demonstrate maintenance of the GPA requirement before enrollment in graduate courses.

Dual-certification track students will meet the undergraduate policy for overload of courses and will be restricted to enrollment in dual-certification courses only under this policy.

Undergraduate students accepted and enrolled in a dual-certification track may take up to 12 credits of graduate work before undergraduate graduation; however, a maximum of nine credits only may be applied toward a master’s degree pursued at DeSales.

TIMS (Teacher Information Management System)

All candidates for certification who have completed all program requirements, field requirements, student teaching, and teacher assessment exams will apply for certification online at the Pennsylvania Department of Education website. All information must be entered and required documentation must be submitted either online or in paper. At such time as all information has been correctly entered, candidates will appear on the DeSales University dashboard for approval. You will be notified once the certifying officer at DeSales has recommended and affirmed your application for certification.

Out-of-State Certification

Candidates seeking certification in other states should write to the teacher certification office of the state for the details of their agreement with the Commonwealth of Pennsylvania,

application forms, and instructions. Names and addresses of the appropriate officials should be available on the Pennsylvania Department of Education website.

ED-109 The Educative Process

Credits: 3.00

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.

Prerequisite(s): None

ED-205 Technology for Educators

Credits: 3.00

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. Course fee.

Prerequisite(s): None

ED-209 Cognition and Learning: MOT/Social Science

Credits: 3.00

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. Co-requisite: ED-2801 Clinical Field Experience 1: STEP or EE-2901 Clinical Field Experience 1: ECE required; exception with permission of the department chair. Course fee.

Prerequisite(s): None

ED-211 Family, School and Community

Credits: 3.00

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 contexts. Co-requisite for ECE Majors: EE-2902 Clinical Field Experience 2: ECE. Course fee.

Prerequisite(s): None

ED-218 Introduction to Exceptionality

Credits: 3.00

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 inclusionary classroom environments. Examination of the changing field of special education and its impact on children, family, educators, and community highlighted. Course fee.

Prerequisite(s): None

ED-2801 Clinical Experience 1 - STEP

Credits: 1.00

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. Course fee.

Prerequisite(s): Take ED-209

ED-313 Literature for Children and Youth Humanities IV

Credits: 3.00

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. Course fee.

Prerequisite(s): MOT: Literature, Humanities 1, and Humanities 2

ED-330 STEP Curriculum and Instruction I

Credits: 3.00

Characteristics of the middle and secondary learner, organization of schooling and the curriculum at middle and secondary levels, standards-based planning and instruction, culturally-responsive instruction and family communication. Students will design and practice teach content lessons and understand the effect of classroom climate on learning. Co-requisite: ED 3802 Clinical Field Experience 2: STEP. Course fee.

Prerequisite(s): ED-109 and ED-209

ED-354 Assessment: Diverse Learners

Credits: 3.00

Discusses screening, authentic, summative, and formative assessments used in diverse classroom settings to determine strengths and need and make instructional and eligibility decisions. Focus on literacy assessment. Course fee.

Prerequisite(s): None

ED-364 The Inclusive Classroom

Credits: 3.00

Teaching strategies, methods and lesson planning for inclusive

classrooms. Students will learn to differentiate, accommodate and modify curricula, instructional techniques and evaluation procedures for special learners. Processes of collaboration, consultation, co-teaching, co-planning and behavioral interventions will be covered. Course fee.

Prerequisite(s): ED-218 or permission of chair

ED-366 Literacy Interventions 4-12

Credits: 3.00

Literacy screening, diagnosis, intervention planning, and strategies for subject-area educators serving early and late adolescent struggling readers and writers. Focus on assessment, instruction, and intervention to support academic literacy achievement for all learners. Co-requisite: ED-3801 Clinical Field Experience 2. STEP exception with permission of chair. Course fee.

Prerequisite(s): None

ED-373 Teaching English Learners

Credits: 3.00

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. Course fee.

Prerequisite(s): None

ED-3801 Clinical Experience 2 STEP

Credits: 1.00

Focus on field experience in diverse mid-secondary settings. Teacher candidates will observe and interact with students in small-group and whole-group formats and will consult with teachers and school personnel and reflect on learning. Clinical supervision by field professor. Forty hours required. Co-requisite: ED-366 Literacy Interventions 4-12 or with permission of Department Chair. Course fee.

Prerequisite(s): Take ED-366

ED-3802 Clinical Experience 3 Step

Credits: 1.00

Focus on field experience in secondary settings. Teacher candidates will assist the field mentor teacher in small-group instruction, in delivering instruction in short formats, and will practice-teach in whole-group formats. Clinical format under supervision of field professor. Forty hours required. Co-requisite: ED-330 STEP Curriculum & Instruction I. Acceptance into Professional Phase required for enrollment. Course fee.

Prerequisite(s): Take ED-330 and acceptance into the Professional Educator Phase

ED-405 Advanced Teaching and Assessment Middle/STEP

Credits: 3.00

Advanced instructional approaches and strategies for teaching middle level and secondary students. Focus on advanced planning, classroom management, differentiated instruction, and assessment. Co-requisite: ED410-415 series.

Prerequisite(s): ED-330 and acceptance into the Professional Educator Phase

ED-410 The Teaching of Communication Arts in Secondary Schools

Credits: 3.00

Methods of instruction specific to the teaching of English or communications. Selecting, organizing and presenting subject matter in the respective content area. The use of technology and review research for improving instruction are pursued. Sixty hours of field experience required. Course fee.

Prerequisite(s): ED-330 and acceptance into the Professional Educator Phase

ED-411 The Teaching of Modern Foreign Languages in Grades K-12

Credits: 3.00

Methods of instruction specific to the teaching of world languages. Selecting, organizing and presenting subject matter in the respective content area. The use of technology and review of research for improving instruction are pursued. Fifty hours of field experience required. Course fee.

Prerequisite(s): ED-330

ED-412 The Teaching of Mathematics in Secondary Schools

Credits: 3.00

Methods of instruction specific to mathematics teaching. Selecting, organizing and presenting subject matter in the respective content area. The use of technology and review of research for improving instruction are pursued. Sixty hours of field experience. Course fee.

Prerequisite(s): ED-330 and acceptance into the Professional Educator Phase

ED-413 The Teaching of Science in Secondary Schools

Credits: 3.00

Methods of instruction specific to teaching science subjects. Selecting, organizing and presenting subject matter in the respective content area. The use of technology and review of research for improving instruction are pursued. Sixty hours of field experience. Course fee.

Prerequisite(s): ED-330 and acceptance into the Professional Educator Phase

ED-414 The Teaching of Social Studies in Secondary Schools

Credits: 3.00

Methods of instruction specific to teaching social studies. Selecting, organizing and presenting subject matter in the respective content area. The use of technology and review of research for improving instruction are pursued. Sixty hours of field experience. Course fee.

Prerequisite(s): ED-330 and acceptance into the Professional Educator Phase

ED-415 The Teaching of Theology in Secondary Schools and C.C.D. Class

Credits: 3.00

Methods of instruction specific to religious education settings. Selecting, organizing and presenting subject matter in the respective content area. The use of technology and review of research for improving instruction are pursued. Sixty hours of field experience. Course fee.

Prerequisite(s): ED-330 and acceptance into the Professional Educator Phase

ED-450 STEP Student Teaching: Planning and Preparation

Credits: 3.00

Fourteen full-time student teaching experiences. Qualified seniors work with a cooperating teacher under the supervision of University personnel in a local secondary school. Seminars are held weekly. Admission is by application and acceptance into STEP. Enrollment in the four courses of student teaching counts as full-time student status. Course fee.

Prerequisite(s): Formal admission into the Professional Educator Phase, formal acceptance for Student Teaching, and completion of all STEP and academic coursework and PRAXIS exams.

ED-452 STEP Student Teaching: Classroom Management

Credits: 3.00

Fourteen full-time student teaching experiences. Qualified seniors work with a cooperating teacher under the supervision of University personnel in a local secondary school. Seminars are held weekly. Admission is by application and acceptance into STEP. Enrollment in the four courses of student teaching counts as full-time student status. Course fee.

Prerequisite(s): Formal admission into the Professional Educator Phase, formal acceptance for Student Teaching, and completion of all STEP and academic coursework and PRAXIS exams.

ED-454 STEP Student Teaching: Instructional Delivery

Credits: 3.00

Fourteen full-time student teaching experiences. Qualified seniors work with a cooperating teacher under the supervision of University personnel in a local secondary school. Seminars are held weekly. Admission is by application and acceptance into STEP. Enrollment in the four courses of student teaching counts

as full-time student status. Course fee.

Prerequisite(s): Formal admission into the Professional Educator Phase, formal acceptance for Student Teaching, and completion of all STEP and academic coursework and PRAXIS exams.

ED-456 STEP Student Teaching: Professionalism *Credits: 3.00*

Fourteen full-time student teaching experiences. Qualified seniors work with a cooperating teacher under the supervision of University personnel in a local secondary school. Seminars are held weekly. Admission is by application and acceptance into STEP. Enrollment in the four courses of student teaching counts as full-time student status. Course fee.

Prerequisite(s): Formal admission into the Professional Educator Phase, formal acceptance for Student Teaching, and completion of all STEP and academic coursework and PRAXIS exams.

ED-475 Education for the Human Good: Values Seminar & DeSales Experience *Credits: 3.00*

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-culture contexts addressed and researched. Course fee.

Prerequisite(s): TH-109

ED-495 Internship in Education *Credits: 3.00*

Experiential learning opportunity in the field of Education at an approved setting under professional supervision. Each student should choose a setting related to their personal, professional or vocational interests that will allow them to apply what they are learning in their Education courses. Recommended settings include non-profit agencies, human services, schools, and government. Permission of the instructor and Career Development Center is required.

Prerequisite(s): None

ED-499 Independent Study in Education *Credits: 1.00*

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. Course fee.

Prerequisite(s): None

EE-111 Infant and Youth Development *Credits: 3.00*

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. Course fee.

Prerequisite(s): None

EE-201 Foundations in Early Education *Credits: 3.00*

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. Course fee.

Prerequisite(s): None

EE-2901 Clinical Experience 1 - E.C.E. *Credits: 1.00*

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 Cognition and Learning. Course fee.

Prerequisite(s): Take ED-209

EE-2902 Clinical Experience 2 - E.C.E. *Credits: 1.00*

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 Family, School and Community. Course fee.

Prerequisite(s): Take ED-211

EE-310 Emergent Language and Literacy - E.C.E. *Credits: 3.00*

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. Course fee.

Prerequisite(s): None

EE-314 Literacy for Early Elementary E.C.E. *Credits: 3.00*

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. Co-requisite: EE-3902 Clinical Field Experience: ECE. Course fee.

Prerequisite(s): EE-310

EE-315 Social Studies Methods E.C.E. *Credits: 3.00*

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. Course fee.

Prerequisite(s): EE-335

EE-319 Literacy for Content Learning *Credits: 3.00*

Theories, assessment, and strategies for literacy instruction to support content reading and writing. Course fee.

Prerequisite(s): None

EE-326 STEM in the Elementary Class *Credits: 3.00*

Integrative STEM education content and practice from the problem-solving nature of discipline-based, conceptual, and theoretical perspectives. Real-world applications will be included to foster the interconnectedness of the STEM disciplines. Course fee.

Prerequisite(s): None

EE-335 Designing Instruction E.C.E. *Credits: 3.00*

Using knowledge of cultural influences and developmental characteristics of young children, students will learn how to plan developmentally appropriate instruction and assessments 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. Course fee.

Prerequisite(s): None

EE-336 Science Content and Methods E.C.E. *Credits: 3.00*

Students 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 concepts. Students will learn effective techniques that will involve children in exploration, investigation, and inquiry. Course fee.

Prerequisite(s): EE-335

EE-343 Integrating Arts and Physical Education - E.C.E.

Credits: 3.00

Students will explore and develop their own creative thinking as part of their pedagogical repertoire. Students will learn how to promote creative thinking and expression as well as how to integrate each arts discipline: visual arts, music, dance, literature, and theatre. Topics include: research, theories, and assessment. Course fee.

Prerequisite(s): Take EE-335

EE-346 Mathematics Methods E.C.E. *Credits: 3.00*

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. Course fee.

Prerequisite(s): Take EE-335

EE-3901 Clinical Experience 3 - E.C.E. *Credits: 1.00*

Focus on designing instruction and managing the classroom. Teacher candidates will assist teachers in providing differentiated instruction to meet the needs of all learners. Thirty hours in elementary setting required. Co-requisite: EE-319 or ED-366. Course fee.

Prerequisite(s): Take EE-319 or ED-366

EE-3902 Clinical Experience 4 - E.C.E. *Credits: 1.00*

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. Co-requisite: EE-314 Literacy for Early Elementary. Course fee.

Prerequisite(s): Take EE-314 and Acceptance into the Professional Educator Phase

EE-409 Advanced Designing Instruction *Credits: 3.00*

Designed to provide opportunities to further develop and demonstrate competence as an early childhood and elementary teacher. Unit planning, global instructional routines, and teacher evaluation and self-reflection emphasized. Co-requisite: EE-4901 Field Experience 5: PreK/K. Course fee.

Prerequisite(s): EE-335 and formal acceptance into the Professional Educator,Phase. Take EE-4901.

EE-430 Early Childhood Education Student Teaching: Planning and Preparation *Credits: 3.00*

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 the four courses of student teaching counts as full-time student status. Course fee.

Prerequisite(s): Approval of Department Chair

EE-432 Early Childhood Education Student Teaching: Classroom Environment *Credits: 3.00*

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 the four courses of student teaching counts as full-time student status.

Prerequisite(s): Approval of the Department Chair

EE-434 Early Childhood Education Student Teaching: Instructional Delivery *Credits: 3.00*

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 the four courses of student teaching counts as full-time student status.

Prerequisite(s): Approval of the Department Chair

EE-436 Early Childhood Education Student Teaching: Professionalism *Credits: 3.00*

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 the four courses of student teaching counts as full-time student status.

Prerequisite(s): Approval of the Department Chair

EE-4901 Clinical Experience 5 - E.C.E. *Credits: 1.00*

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. Forty hours in pre-K or elementary settings required. Course fee.

Prerequisite(s): Take EE-409 and Acceptance into the Professional Educator Phase

ENGLISH

A major is offered in English by the Department of Humanities.

English Major Mission Statement

The English major provides students with a rigorous examination and study of English language literary history and world literature in translation. Students acquire the skills needed to succeed as independent-thinking and ethical citizens of the world in the spirit of Christian humanism, developing an appreciation of the power of literary encounter to transform both human beings and the world in which we live. With this foundation, our students are ready to pursue diverse career options and graduate studies.

English Major Student Learning Outcomes

Students who graduate from DeSales University with a major in English will be able to demonstrate:

1. broad familiarity with the major works and writers of classical and modern American and British literature and with selected works of world literature, in both oral and written form;
2. proficiency in critical approaches to language and literature, including close-reading, textual analysis, and literary theory;
3. written proficiency in primary and secondary research meth-

- odology, information literacy, and MLA citation style;
4. proficiency in academic writing conventions (content, structure, grammar, syntax, and appropriate rhetorical modes).

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. Literature of the Middle Ages (EN 345) or Milton and Paradise Lost (EN 365)
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 Romanticism (EN 250)
6. American Realism and Naturalism (EN 265)
7. Contemporary Literature (EN 285) or Literary Modernism (EN 376)
8. World Literature in Translation (EN 372), Global Literature and Politics (EN 386), Contemporary Celtic Writers (EN 388), or Literature of Medicine (EN 373)
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

EN-100 An Introduction to Academic Writing *Credits: 3.00*
An introduction to writing on the college level, emphasizing mastery of the sentence and paragraph. Credit by examination is not available for EN 100.

Prerequisite(s): None

EN-103 Composition and Rhetoric I *Credits: 3.00*
An introduction to academic writing, reading, critical thinking, and problem-solving skills. The course focuses on the analysis

of texts and various rhetorical situations, information literacy, technology, and written and oral communication. Together with EN-104, this course is a prerequisite for all English courses above the 100 level.

Prerequisite(s): None

EN-104 Composition and Rhetoric II *Credits: 3.00*

An introduction to argumentative writing and research. The course develops competence in research, information literacy, technology, and written and oral communication. Together with EN-103, this course is a prerequisite for all English courses above the 100 level.

Prerequisite(s): EN-103

EN-110 An Introduction to Poetry: MOT/Literature *Credits: 3.00*

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.

Prerequisite(s): EN-103 and EN-104

EN-112 An Introduction to Drama: MOT/Literature *Credits: 3.00*

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.

Prerequisite(s): EN-103 and EN-104

EN-115 An Introduction to Fiction: MOT/Literature *Credits: 3.00*

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.

Prerequisite(s): EN-103 and EN-104

EN-212 Creative Writing I *Credits: 3.00*

Cross-listed with CM-212. 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 Billy Collins, Rita Dove, David Kirby, Ted Kooser, Tracy K. Smith, Gerald Stern, Charles Wright, etc. Strongly recommended for students in the Professional/Creative Writing and Editing track. Required for Creative Writing minor.

Prerequisite(s): EN-103 and EN-104

EN-234 Introduction to Linguistics *Credits: 3.00*

An introduction to the study of the English language, taught from linguistic, historical, and sociological perspectives. Required by

the Pennsylvania Department of Education for secondary certification in English or Communications, and designed specifically to meet those requirements.

Prerequisite(s): EN-103 AND EN-104

EN-250 American Romanticism: Humanities IV *Credits: 3.00*

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(s): MOT: Literature and Humanities 1 & 2

EN-255 British Romanticism: Humanities IV *Credits: 3.00*

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(s): MOT: Literature and Humanities 1 & 2

EN-260 The Victorian Age: Humanities IV *Credits: 3.00*

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(s): MOT: Literature and Humanities 1 & 2

EN-265 American Realism and Naturalism: Humanities IV *Credits: 3.00*

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(s): MOT: Literature and Humanities 1 & 2

EN-285 Contemporary Literature: Humanities IV *Credits: 3.00*

A study of important works, American and non-American, written since 1970, with emphasis on changing literary forms and issues. May be repeated with a change of subject matter and permission of the Department Chair.

Prerequisite(s): MOT: Literature and Humanities 1 & 2

EN-312 Creative Writing II *Credits: 3.00*

Cross-listed with CM-312. 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. Required course for the Creative Writing minor.

Prerequisite(s): EN-103 and EN-104

EN-316 Publishing

Credits: 3.00

Prerequisite(s): None

EN-340 Creative Non-Fiction

Credits: 3.00

Cross-listed with CM-340. Sophisticated exploration of the narrative 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. Required for the Creative Writing minor.

Prerequisite(s): EN-103 and EN-104

EN-345 Literature of the Middle Ages: Humanities IV

Credits: 3.00

A study of diverse literary traditions of Medieval England. Readings include a variety of medieval genres, and socio-historical contexts including Beowulf, Sir Gawain and the Green Knight, Chaucer's Canterbury Tales, Malory's Morte d'Arthur, as well as plays and lyrics.

Prerequisite(s): MOT: Literature and Humanities 1 & 2

EN-350 Topics in English Renaissance Literature : Humanities IV

Credits: 3.00

An exploration of some topics of English Renaissance literary history. The course may focus on a theme, a genre, a writer or a group of writers, a cultural movement, or some aspect of English history, as it is reflected in the literary works of the 16th and 17th centuries. May be repeated with a change of subject matter and permission of Departmental Chair.

Prerequisite(s): MOT: Literature and Humanities 1 & 2

EN-358 Shakespeare I: Humanities IV

Credits: 3.00

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(s): MOT: Literature and Humanities 1 & 2

EN-359 Shakespeare II: Humanities IV

Credits: 3.00

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(s): MOT: Literature and Humanities 1 & 2

EN-365 Milton and Paradise Lost: Humanities IV *Credits: 3.00*

A study of the works of John Milton, with special emphasis on his epic Paradise Lost, its political and religious contexts, and its pop-culture afterlife in science fiction and fantasy works of subsequent centuries.

Prerequisite(s): MOT: Literature and Humanities 1 & 2

EN-370 Literature of the Enlightenment: Humanities IV

Credits: 3.00

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(s): MOT: Literature and Humanities 1 & 2

EN-372 Topics in World Literature: Humanities IV *Credits: 3.00*

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(s): MOT: Literature and Humanities 1 & 2

EN-373 Literature of Medicine: Humanities IV *Credits: 3.00*

An investigation of the literature of medicine in the West from the classical era to the present. Topics include: the impact of stories, metaphors and models on medical beliefs; the evolving structure of our knowledge about the body; caregivers' and patients' framing of their experiences; and how these affect medical practice. Prior coursework in healthcare fields is not required.

Prerequisite(s): MOT: Literature, Humanities 1 and 2

EN-375 Topics in American Literature: Humanities IV

Credits: 3.00

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(s): MOT: Literature and Humanities 1 & 2

EN-376 Literary Modernism: Humanities IV *Credits: 3.00*

A study of authors from 1900 to 1940 whose stylistic experimentation and distinctive interest in mythology, psychology, and history set them apart from their predecessors. 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., Rilke, Toomer, Williams, Woolf, and Yeats.

Prerequisite(s): MOT: Literature and Humanities 1 & 2

EN-377 Celtic Mythology: Humanities IV *Credits: 3.00*

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 and will root those in historical and cultural context.

Prerequisite(s): MOT: Literature and Humanities 1 & 2

EN-380 Topics in Literature, 1940-2000: Humanities IV

Credits: 3.00

An opportunity to explore in more depth, or from a different perspective, some aspect of twentieth century literary history in the aftermath of Modernism. 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 1940. May be repeated with a change of subject matter and permission of the Department Chair.

Prerequisite(s): MOT: Literature and Humanities 1 & 2

EN-382 Women Writers: Humanities IV *Credits: 3.00*

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 Wollstonecraft, Austen, Stowe, Fuller, Chopin, Woolf, Wharton, and Walker.

Prerequisite(s): MOT: Literature, Humanities 1 & 2

EN-384 African American Literature: Humanities IV

Credits: 3.00

A study of African American literature of the 19th-21st centuries with particular attention given to the social and political contexts of these works. The course includes the African-American vernacular, slave narratives, literature of the Harlem Renaissance, and modern and contemporary poetry, essays, plays, and fiction. Covers such writers as Douglass, Dunbar, Hurston, Hughes, Baldwin, Morrison, Wilson, Woodson, and Coates.

Prerequisite(s): MOT: Literature, Humanities 1 & 2

EN-386 Global Literature and Politics: Humanities IV

Credits: 3.00

Examines the work of several Nobel Prize for Literature winners from around the world, with particular emphasis on the historical and political contexts in which they wrote or are writing. Includes writers like Milosz, Paz, Heaney, Gordimer, Morrison, Neruda, and Dylan.

Prerequisite(s): MOT: Literature, Humanities 1 and 2

EN-388 Contemporary Celtic Writers: Humanities IV*Credits: 3.00*

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(s): MOT: Literature and Humanities 1 & 2

EN-390 Irish Writers in Ireland: Humanities 4 *Credits: 3.00*

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 eligibility; underclassmen apply by essay.

Prerequisite(s): MOT: Literature and Humanities 1 & 2

EN-391 Humanities Internship*Credits: 3.00*

Experiential learning opportunity in humanities areas at an approved setting under professional supervision. Each student should choose a setting related to their personal, professional or vocational interests that will allow them to apply what they are learning in their major field courses. Recommended settings include a publisher, advertising firm, public relations firm, journalism organizations, and television. May be repeated for credit. Permission of the instructor and Career Development Center is required.

Prerequisite(s): Take two 200-level or higher courses in the academic discipline relevant to the internship, to be determined in consultation with the student's advisor

EN-475 Heroism, Conscience and Faith: Values Seminar*Credits: 3.00*

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. The course includes writers such as Virgil, Dante, Shakespeare, Goethe and various modern and contemporary writers.

Prerequisite(s): MOT: Literature and Humanities 1 & 2

EN-485 Research Seminar*Credits: 3.00*

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.

Prerequisite(s): None

EN-499 Independent Study*Credits: 3.00*

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.

Prerequisite(s): None

EXPLORATORY STUDIES

No major is offered in exploratory studies.

Exploratory studies is a transitional academic program for students who are exploring potential majors and career pathways. It also offers interdisciplinary courses for all students, regardless of major, who are interested in academic and career development.

Freshmen who matriculate in exploratory studies participate in a structured program that includes EXP-130: Academic Development & Planning, a required course designed to assist students with clarifying and achieving their academic goals. Through coursework, advising, and other program resources, these students explore and pursue major and career options that fit their individual passions and strengths.

Exploratory Studies Mission Statement

The mission of exploratory studies is to assist students with the selection of and/or transition into an academic major, in alignment with the University's mission to provide a quality education consistent with Christian humanism and the Academic Affairs Office's mission to help students discover and develop their gifts. This program seeks to establish a clear pathway for integration into the university community, to enhance personal self-understanding, to contribute to efficient transitions into academic majors and careers, and to promote lifelong learning for students.

The Pre-Nursing Program

The Pre-Nursing Program, housed in Exploratory Studies, is open to all incoming freshmen who do not initially meet the requirements for admission to the Nursing major. Students with specific nursing program questions are encouraged to meet with the Division of Nursing Undergraduate Nursing Program Chair. This program offers the opportunity for students to achieve their goal of completing a Bachelor of Science in Nursing degree in four years.

Pre-Nursing students are eligible to complete the same science pre-requisite courses as freshman Nursing majors. They will be guaranteed acceptance into the Nursing major at the end of the Spring semester freshman year, provided they have met the following requirements:

- A cumulative GPA equal to or higher than 2.750 at the end of the spring semester of the freshman year (cumulative GPAs are calculated to three decimal places and are not rounded)
- A grade of C or higher in each of the following courses, which must be taken at DeSales University:

- o Biology 263: Anatomy & Physiology I (Fall)
- o Biology 264: Anatomy & Physiology II (Spring)
- o Chemistry 107: Physiological Chemistry (Spring)

Pre-Nursing students who are accepted into the Nursing major must abide by the progression requirements outlined in the Undergraduate Catalog that is in effect at the time of their acceptance into the Nursing major. As part of these requirements, students are expected to maintain continuous enrollment (fall and spring).

Pre-Nursing students who do not meet the aforementioned requirements after completing their freshman year (Fall and Spring semester) will not be admitted to the Nursing major and must pursue their DeSales University undergraduate degree in another major, in consultation with their academic advisor.

EXP-101 Academic Literacy and Strategies *Credits: 3.00*

Designed to enhance critical reading, study skills, and time management strategies necessary for successful transition from high school to university coursework. Develops vocabulary, reasoning, rhetorical analysis; fosters the ability to understand, annotate, and interpret college level texts. Credit by examination not available for EXP-101. Limited to freshmen.

Prerequisite(s): None

EXP-130 Academic Development and Planning: The DeSales Experience *Credits: 3.00*

Designed to help students clarify their identity and goals, particularly in the context of their education and career, as well as to develop a plan to achieve those goals through their educational experience at DeSales University. Limited to Exploratory Studies freshmen. Course fee.

Prerequisite(s): None

EXP-140 Career Development and Planning: The DeSales Experience *Credits: 3.00*

Integrates the role of careers in society, career development theories, decision-making models and styles and self-assessment interpretation. Students will conduct/analyze career and major research, be introduced to job search strategies and define professional behavior required in the workplace. The course is intended to assist students seeking guidance in their decision of academic majors and career options. Open to all students.

Prerequisite(s): None

FINANCE

A major is offered in finance by the Division of Business.

Finance Major Mission Statement

The mission of the Finance Major is to provide a high-value business educational experience within the Salesian tradition. The three tracks within the major develop undergraduate students' skills in knowledge areas such as corporate finance, investments, financial plan development, and financial markets and institutions in order to succeed in financial professions. The major is characterized by a strong faculty-student community; a compassionate and collegial working environment; the advancement of knowledge through high-quality teaching and academic programs, effective communication, and relevant experiential learning; and student engagement with the business world.

Division of Business General Learning Outcomes

Students who graduate from DeSales University with any major in the Division of Business will be able to:

1. apply management theories to make decisions that enhance organizational effectiveness;
2. apply marketing principles to make decisions about the direction of an organization;
3. analyze economic data using macro and micro models to explain a business environment;
4. analyze accounting data to understand the financial position of an organization and to make managerial decisions;
5. analyze quantitative data to make business decisions, in particular the budgeting of capital among potential investments;
6. evaluate business decisions in light of regulatory and ethical frameworks, particularly with regard to Catholic Social Teaching.

Core Finance Track Student Learning Outcomes

Students who graduate from DeSales University with a major in finance, core finance track, will be able to:

1. describe the activities of financial markets and financing institutions, and explain their implications on the global economy;
2. explain the role of money in the economy, including knowledge of foreign exchange, capital and money markets, interest rates, and the roles of banks;
3. explain the features and functionality of debt and equity markets, calculate the valuation of financial instruments such as stocks, bonds, and derivatives, and hedge portfolio risk through a hands-on approach to analyzing and managing asset portfolios;
4. evaluate business or personal decisions utilizing a financial

perspective, including concepts such as net present value, weighted average cost of capital, and free cash flows.

This business program is 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 in the core finance track are required to take FN 220, 336, 361 452, and MG 4000, 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.

Financial Planning Track Student Learning Outcomes

Students who graduate from DeSales University with a major in finance, financial planning track, will be able to:

1. explain the role of money in the economy, including knowledge of foreign exchange, capital and money markets, interest rates, and the roles of banks;
2. explain the features and functionality of debt and equity markets, calculate the valuation of financial instruments such as stocks, bonds, and derivatives, and hedge portfolio risk through a hands-on approach to analyzing and managing asset portfolios;
3. analyze economic data using macro and micro models to explain a business environment;
4. analyze accounting data to understand the financial position of an organization;
5. apply U.S. income tax law to business transactions and develop an understanding of tax-planning techniques;
6. analyze personal financial situations, evaluating clients' objectives, needs, and values to develop an appropriate strategy within a financial plan.

This is a Certified Financial Planner (CFP) Board Registered Program.

The following courses are required for the finance major in the Financial Planning track: AB 217, 272; EC 209, 210; MG 100, 211; MK 215; FN 220, 290, 311, 315, 342, 361, 417. AB 322 and AB 324 (or 323 in ACCESS) may be taken together in place of FN 311. In addition, two finance electives at the 200 level or above must be taken (FN 454 is strongly recommended); AB 301 and EC 400 may each count as one of these electives. FN 311, 315, 342, and 417 are currently only offered in ACCESS, but traditional day students may enroll.

Data Analytics Track

The following courses are required for the finance major in the Data Analytics track: AB 217, 219, 272, 301, 345; CS 260; EC 209, 210; MA 111; MG 100, 201, 212, 226, 4000; MI 353, 462, MK 201; FN 220, 331, 361, 452.

BS/MBA in Finance

A 4½ year BS/MBA Degree Program in Finance is available to qualifying students. This program is designed to provide a competitive advantage for entry into the professional workplace. At the end of their junior year, finance majors with at least a 3.0 GPA are eligible for the program. Qualifying students may begin MBA courses during the fall semester of their senior year.

FN-100 Financial Literacy

Credits: 1.00

A selection of personal finance topics for young adults. Primarily intended for non-majors. Topics include: the proper use of credit, budgeting and planning for major purchases, and the time value of money. Offered online only in a self-paced format.

Prerequisite(s): None

FN-220 Money and Banking

Credits: 3.00

Focuses on the economics of money, banking, and financial markets. The course aims to provide the student with an introduction to the role of money, financial markets, financial institutions and monetary policy in the economy. The economic rationale behind banking regulations and current development in the financial system will be emphasized.

Prerequisite(s): EC-209

FN-225 Money, Booms, and Busts

Credits: 3.00

Cross-listed with EC/HI-225. Examines the origins of money, accounting, banking, stocks, bonds, insurance, and investment banks. Studies the historical pattern of economic booms, bubbles, and bursts, so that students may be able to see them coming and act accordingly, for the rest of their careers and lives.

Prerequisite(s): None

FN-290 Personal Finance

Credits: 3.00

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.

Prerequisite(s): None

FN-3000 Investment Practicum

Credits: 1.00

A hands-on approach to company analysis and investment. Students will oversee actual endowment funds, tracking the performance of existing positions and presenting new companies for consideration. Repeatable, but a maximum of six credits may be applied toward elective credits for graduation.

Prerequisite(s): FN-220, FN-290, FN-330, FN-331, or FN-361, or permission of instructor

FN-311 Income Tax Planning

Credits: 3.00

Current tax code concepts, issues, and regulations and the result-

ing consequences and liabilities to a financial planner's clients. The course explores the structure of the code as it pertains to the taxation of individuals, their businesses, partnerships, trusts, and other legal entities. Offered only in ACCESS.

Prerequisite(s): None

FN-315 Retirement and Estate Planning *Credits: 3.00*

Financial planning for the future. The retirement planning portion outlines the various retirement plans available including government and private plans, pension plans, individual retirement accounts, and other qualified and non-qualified retirement plans. The estate planning portion examines the taxation of gifts, estates, and generation skipping transfers. Offered only in ACCESS.

Prerequisite(s): None

FN-330 Corporate Finance *Credits: 3.00*

A study of corporate finance for the business practitioner. Students will learn the essentials of finance and how other business disciplines affect and are affected by financial decisions. Sample topics include financial statement analysis, valuation, review of bond and equity markets, capital budgeting techniques, and financing alternatives from the company perspective.

Prerequisite(s): AB-217, MG-211 or MG-212, and EC-112 or EC-209. Not open to finance or accounting majors. Not open to students who have taken or are taking FN-331.

FN-331 Financial Management *Credits: 3.00*

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(s): AB-217, EC-209, and either MG-211 or MG-212. Not open to students who have taken or are taking FN-330.

FN-336 Financial Markets and Institutions *Credits: 3.00*

Examines the economics of financial markets and the management of financial institutions both domestic and international. Topics include the determination of asset prices, the risk and term-structure of interest rates, foreign exchange market, capital and money markets, role of the Federal Reserve and how monetary policy affects interest rates and the overall economy. Current developments in the financial system are emphasized.

Prerequisite(s): EC-209 and FN-220

FN-342 Introduction to Risk Management *Credits: 3.00*

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. Offered in ACCESS only.

Prerequisite(s): None

FN-352 Multinational Financial Management *Credits: 3.00*

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.

Prerequisite(s): FN-330 or FN-331

FN-361 Investments and Portfolio Management *Credits: 3.00*

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(s): Any of FN-290, FN-330, FN-331, or FN-336

FN-362 Security Analysis *Credits: 3.00*

Focuses on 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(s): FN-361

FN-417 Financial Plan Development *Credits: 3.00*

A culmination of the Financial Planning sequence. The purpose of the Financial Plan Development course is to require the student to demonstrate the ability to integrate and apply his or her knowledge of financial planning topics, as received through the curricula taught by CFP Board-Registered Programs. Offered in ACCESS only.

Prerequisite(s): Any of FN-290, FN-315, FN-361, or permission of instructor

FN-452 Senior Seminar *Credits: 3.00*

Focuses on the active integration of finance with a deeper exploration of corporate finance topics. Not recommended for non-majors.

Prerequisite(s): FN-331 and senior standing

FN-454 Finance Internship *Credits: 3.00*

Experiential learning opportunity in the field of finance at an approved setting under professional supervision. Each student should choose a setting related to their personal, professional or vocational interests that will allow them to apply what they are learning in their finance courses. Recommended settings include businesses, nonprofits and government institutions. Permission of the instructor and Career Development Center is required.

Prerequisite(s): None

FN-455 Special Topics in Finance *Credits: 3.00*

A study of selected special topics, including behavioral finance, mergers, and initial public offerings.

Prerequisite(s): None

FN-499 Independent Study *Credits: 3.00*

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.

Prerequisite(s): None

FINE ARTS

No major is offered in fine arts. A student can minor in music.

The maximum number of one-credit courses from the performing and fine arts that a student may take for credit and be applied toward the 40-course graduation requirement is 12.

FA-1001 DeSales University Chorale *Credits: 1.00*

The primary choral music experience for the student body. Through the performance of diverse repertoire, Chorale develops individual vocal technique, skills in ensemble singing, and music literacy. Not open to Theatre majors. NOTE: A maximum of six hours of choral ensemble credits may be applied toward elective credits for graduation.

Prerequisite(s): None

FA-101 Introduction to Drawing *Credits: 3.00*

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. Course fee.

Prerequisite(s): None

FA-102 Introduction to Sculpture *Credits: 3.00*

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. Course fee.

Offered only in ACCESS.

Prerequisite(s): None

FA-104 Introduction to Painting *Credits: 3.00*

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. Course fee.

Prerequisite(s): None

FA-106 Introduction to Drawing and Painting *Credits: 3.00*

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. Course fee.

Prerequisite(s): None

FA-107 Watercolor Painting *Credits: 3.00*

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. Course fee.

Prerequisite(s): None

FA-1101 Schola Cantorum *Credits: 1.00*

An advanced ensemble auditioned from the membership of the University Chorale. Through an emphasis on unaccompanied choral repertoire, Schola Cantorum develops advanced ensemble singing techniques in a chamber choir context. Not open to Theatre majors. NOTE: A maximum of six hours of choral ensemble credits may be applied toward elective credits for graduation.

Prerequisite(s): None

FA-1111 Applied Piano *Credits: 1.00*

An applied study of piano technique and standard piano repertoire. Designed to enhance the keyboard abilities of students at all levels of skill and experience. Thirteen 45-minute lessons. Course fee. May not be taken as an audit option.

Prerequisite(s): None

FA-1121 Applied Voice *Credits: 1.00*

An applied study of vocal technique and standard vocal repertoire. Designed to enhance the singing abilities of students at all levels of skill and experience. Thirteen 45-minute lessons. Course fee. May not be taken as an audit option.

Prerequisite(s): None

FA-1131 Applied Guitar *Credits: 1.00*

An applied study of guitar technique and standard guitar repertoire. Basic to advanced private instruction of plectrum and classical guitar emphasizing performance skills in solo playing, liturgical music, and ensemble playing. Thirteen 45-minute les-

sons. Course fee. May not be taken as an audit option.

Prerequisite(s): None

FA-115 Introduction to Music *Credits: 3.00*

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.

Prerequisite(s): None

FA-116 Music Appreciation *Credits: 3.00*

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.

Prerequisite(s): None

FA-118 Music Theory I *Credits: 3.00*

An introductory course in the materials and structure of music involving diatonic harmony. Topics include major and minor scales, triads, seventh chords, chord progression and harmonic analysis.

Prerequisite(s): FA-115

FA-120 Music Theory II *Credits: 3.00*

Continuation of Music Theory I, introducing the materials and structure of music involving chromatic harmony. Topics include secondary functions, other types of altered and borrowed chords, modulations and structural analysis.

Prerequisite(s): FA-118

FA-1201 CLMS Voice *Credits: 1.00*

An applied study of vocal technique for the ensemble singer. Designed to enhance the abilities of choral singers, training focuses on a cappella singing, sight singing, ear training, diction, and study of standard sacred repertoire. Thirteen 45-minute lessons. Open only to students receiving the CLMS Scholarship.

Prerequisite(s): None

FA-251 Introduction to Photography *Credits: 3.00*

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 Digital 35mm camera with adjustable apertures and shutter speeds. Point and shoot cameras are acceptable as long as the camera has manual controls for changing shutter speeds and apertures.

Prerequisite(s): None

FA-255 Landscape Photography *Credits: 3.00*

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.

Prerequisite(s): None

FA-270 American Antiques and the Antique Market *Credits: 3.00*

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.

Prerequisite(s): None

FA-295 Popular Music and Culture: The DeSales Experience *Credits: 3.00*

An examination of American popular music in the 20th and 21st centuries and its impact on morality and identity. Topics include a historical overview of popular music styles and analysis of selected popular musicians and genres within the context of ethics and culture. Prior musical training and the ability to read music are not required of students in this course.

Prerequisite(s): None

FA-330 Art of the Ancient and Primitive Worlds: Humanities III *Credits: 3.00*

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(s): Humanities 1 and 2

FA-331 Art of the Middle Ages: Humanities III *Credits: 3.00*

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(s): Humanities 1 and 2

FA-332 Art of the Renaissance and Baroque: Humanities III *Credits: 3.00*

A study of European painting, sculpture, and architecture from 1400 through the French and American Revolutions. Topics of

interest include the Protestant Reform 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(s): Humanities 1 and 2

FA-333 Art of the Nineteenth Century: Humanities III

Credits: 3.00

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 Romantics, Realists, Impressionists, and Post-Impressionists.

Prerequisite(s): Humanities 1 and 2

FA-334 Classical, Gothic and Renaissance Art: Humanities III

Credits: 3.00

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(s): Humanities 1 and 2

FA-335 Art of the United States: Humanities III

Credits: 3.00

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(s): Humanities 1 and 2

FA-336 Roman Art and Architecture: Humanities III

Credits: 3.00

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(s): None

FA-350 Painting Styles of the Twentieth Century :

Humanities III

Credits: 3.00

A study of the development of this century's major styles. Course content includes cubism, expressionism, and surrealism. Course fee.

Prerequisite(s): Humanities 1 and 2

FA-362 Music of Ireland: Humanities III

Credits: 3.00

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(s): Humanities 1 and 2

FA-364 Music of the Baroque Era: Humanities III

Credits: 3.00

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(s): Humanities 1 and 2

FA-366 Music of the Classical Era: Humanities III

Credits: 3.00

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(s): Humanities 1 and 2

FA-368 Music of the Romantic Era: Humanities III

Credits: 3.00

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(s): Humanities 1 and 2

FA-370 Music of the Modern Era: Humanities III

Credits: 3.00

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(s): Humanities 1 and 2

FA-499 Independent Study

Credits: 3.00

Prerequisite(s): None

FRENCH

No major is offered in French. A student can minor in French Studies by taking advantage of the LVAIC course exchange and/or study abroad programs.

The following courses help fulfill the Foreign Language/World Cultures 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.

FR-101 Elementary French I

Credits: 3.00

For students who have little or no previous French study, this course emphasizes a conversational method to naturally develop pronunciation, vocabulary, grammar and comprehension of the language. Limited work in reading and writing. Course fee.

Prerequisite(s): None

FR-102 Elementary French II

Credits: 3.00

Building upon FR-101, the student will acquire a broader vocabulary and the grammar skills necessary to converse about a variety of daily life situations. This course has a continued emphasis on conversation with some development of reading and writing skills. Course fee.

Prerequisite(s): FR-101 or equivalent or with permission of the instructor

FR-201 Intermediate French I

Credits: 3.00

Application of the skills learned in FR-101 and FR-102, with emphasis on developing skills in writing and speaking situations, review of grammar and sentence construction. Practice of listening, speaking and reading skills. Course fee.

Prerequisite(s): FR-102 or equivalent or permission of the instructor

FR-202 Intermediate French II

Credits: 3.00

Continuation of FR-201, the student will have extensive practice of speaking and reading. Students will develop their ability to present basic information and converse in class. Students may suggest specific vocabulary needs based on their field of study.

Course fee.

Prerequisite(s): FR-201

HEALTH COMMUNICATION

A major is offered in Health Communication by the Department of Humanities and minors are offered in Communication and Health Communication.

Health Communication Major Mission Statement

Health communication is an emerging field in which professional communicators inform, influence, and motivate individual, institutional, and public audiences about important health issues. The health communication major at DeSales University will provide research skills and training for those who want to work in a health or healthcare-related field without being a healthcare provider. It will provide students with both research-based and practitioner components. Courses in the major are designed to introduce students to both the concepts and the skills necessary for careers in health message creation and dissemination, technology and health, health communication analysis (within both interpersonal and mediated contexts), community health, and advertising and public relations for healthcare institutions, among others. Students who earn a degree in health communication will be well versed in research and skills that allow them to enrich themselves and their community. Our mission is to graduate students who will be productive communicators, in concert with the DeSales University mission and with the principles of Christian Humanism as put forth by St. Francis de Sales.

Student Learning Outcomes

Students who graduate from DeSales University with a major in Health Communication will be able to:

1. demonstrate the ability to read analytically, think critically, and write and speak effectively in the areas of communication theory and research methodology, particularly as they relate to health contexts,
2. demonstrate information and technological literacy,
3. demonstrate knowledge of and competence in the theories, research, and practices related to interpersonal and mediated communication about health and within healthcare settings, health messaging, and risk and crisis communication

Health communication majors will study the basics of health communication including patient-provider communication, healthcare organization communication, risk and crisis communication, health communication campaigns, and research methods in health contexts. Additionally, they will take a variety of fundamental communication courses in persuasion, media, culture, professional speaking, public relations, and advertising.

Health communication majors will complete one or more internships in their junior and senior years, develop extensive portfolios of research and experience, and establish professional networking contacts. They obtain jobs in such areas as healthcare administration and human resources, patient advocacy, community health research and education, crisis communication management, communication campaign development, medical writing, and public relations and marketing for healthcare organizations.

Course requirements are listed below. Complete course descriptions for each of the core courses in mathematics and communication can be found in the MA and CM sections of the Undergraduate Catalog.

This major requires students to complete eleven core courses, three internal elective courses, and two electives drawn from other departments.

Health Communication Core

MA 111: Probability & Statistics

CM 199: Communication Theory

CM 206: Public Speaking

CM 275: Interpersonal Communication

CM 305: Persuasive Communication

CM 310: Fundamentals of PR

CM 365: Gender Communication

HCM 230: Intro to Health Communication

HCM 280: Patient-Provider Communication

HCM 290: Media & Health

HCM 314: Public Health Communication

HCM 318: Culture, Health, & Communication

HCM 391: Health Communication Internship

CM 405: Communication Research Seminar

External Electives – Students must choose two

HCA 200: Foundations of Healthcare Systems

HCA 401: Ethics in Healthcare

LG 270: Health Policy and Law (Cross-listed with PO-270)

MK 330: Health Care Marketing

MK 350: Pharmaceutical Marketing

SP 331: Spanish for Careers

SX-1013 Terminology in Healthcare

SX 485: Health, Fitness and Society

TH 262: Medicine and Morality

HCM-230 Introduction to Health Communication *Credits: 3.00*

Will familiarize students with the prominent theories, issues, and topics in health communication. It will include a review of research on health literacy, social support, patient-provider interaction, communication campaigns (health promotion, disease prevention, and risk and crisis communication), technology in

health contexts, media and wellness, and cultural influences on health. Required of all health communication majors.

Prerequisite(s): None

HCM-280 Patient-Provider Communication *Credits: 3.00*

Will help students explore, understand, and appreciate the patient-provider relationship through an examination of quantitative and qualitative research. Emphasis will be placed on improving communication skills between patients, caregivers, and various health professionals (e.g., physicians, nurses, and staff). This course will also familiarize students with evaluating and conducting research on patient-provider communication.

Prerequisite(s): HCM-130 or permission of the instructor

HCM-290 Media and Health *Credits: 3.00*

Will examine health messages in news, entertainment, and advertising. Students will learn about the frequency and nature of health messages in different media and the effects these messages have on viewers. Topics include health news reporting; portrayals of disease, disability, and death; entertainment education; representations of health professionals; promotion of drugs and other health products; tobacco and alcohol advertising.

Prerequisite(s): HCM-130 or permission of the instructor

HCM-314 Public Health Communication *Credits: 3.00*

Will explore the role of theory and research in health campaigns and risk/crisis communication. Students will learn to lead the planning, implementation, and evaluation of messages that affect individual-level behavior change and community-wide action related to public health issues (e.g., promoting healthy lifestyles, health screening, disease prevention, etc.). Will also include the psychology of risk, risk assessment, crisis communication, risk reduction and mitigation, and community mobilization.

Prerequisite(s): HCM-130

HCM-318 Culture, Health, & Communication *Credits: 3.00*

Helps students increase cultural competency by examining the effects of communication and culture on health and health care. Students taking this course will explore health communication and culture, health messages, how culture affects one's health identity, health literacy, patient and provider perspectives in regard to the provision of care and expectations thereof, social support, and how to improve one's intercultural communication competence.

Prerequisite(s): HCM-230

HCM-391 Health Communication Internship *Credits: 3.00*

Experiential learning opportunity in the field of health communication at an approved setting under professional supervision. Each student should choose a setting related to their personal, professional or vocational interests that will allow them to apply what they are learning in their health communication courses.

Recommended settings include non-profit agencies, public/community health agencies, medical clinics, hospitals, and government. Permission of the instructor and Career Development Center is required.

Prerequisite(s): Permission of the instructor and Career Development Center

HEALTH SCIENCE

A major is offered in Health Science by the Division of Healthcare.

Students who enter DeSales University directly from high school as freshmen to obtain the terminal degree of Doctor of Physical Therapy (DPT) begin their course of study in the accelerated Health Science major (3+3 pathway). After completion of three years of preparatory work in the core curriculum and prerequisite mathematics and science courses required for entry into the professional phase of the DPT program, successfully progressing students will then complete the four-year Bachelor of Science in Health Science degree with two semesters of graduate-level coursework in physical therapy. After completion of seven additional consecutive semesters at the graduate level, students receive the DPT degree. To be eligible to sit for the National Physical Therapy Examination and to qualify for licensure as a physical therapist, students must graduate from an accredited Doctor of Physical Therapy Program.

The Doctor of Physical Therapy Program at DeSales University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

Mission Statement

The mission of the Health Science to DPT program is to provide a quality physical therapy education consistent with Christian humanism and the Salesian values of faith and reason. Students and graduates use their knowledge and skills to integrate scientific inquiry and evidence-based clinical reasoning into everyday practice, addressing the prevention, diagnosis, and treatment of movement dysfunctions. With a focus on social responsibility and ethical conduct, students and graduates are committed to the advancement of the physical therapy profession and to an ongoing personal desire for learning and growth. Through inter-professional communication and collaboration, graduates are prepared to be adaptable in the complex healthcare environment of today and tomorrow.

Student Learning Outcomes

The Health Science to DPT program intends to graduate students who will successfully:

1. practice physical therapy with compassion and understanding that exemplifies Salesian and Christian humanistic values of gentleness, humility, and simplicity for every person in their care,
2. function competently in a variety of physical therapy settings upon entry into the field,
3. integrate theoretical knowledge of foundational and clinical sciences in physical therapy with evidence-based practice in the creation and implementation of effective and contemporary treatment plans,
4. communicate effectively with a spirit of camaraderie and collaboration as productive members of an inter-professional healthcare team,
5. respect the uniqueness of cultural beliefs and values that influence interpersonal communication and behavior in a complex healthcare environment,
6. engage in critical inquiry and scholarly activities within clinical practice that lead to innovation in the profession and a personal plan for lifelong learning, and
7. adopt a servant-leadership attitude to initiate and advocate for changes in health policy toward health promotion, disease prevention, wellness, and equitable access to care.

Technical Standards

Participation in and successful completion of the health science to DPT program requires that any enrolled students possess the ability to acquire academic knowledge, perform essential physical functions, and demonstrate professional attitudes and behaviors involved in physical therapy practice. The clinical doctorate degree awarded at the completion of the student's educational process certifies to the public that each individual has acquired this broad foundation of knowledge and skills requisite for safe, effective, and efficient care to the community being served.

Every student in the health science to DPT program must be able to demonstrate the ability to perform these essential functions, with or without reasonable accommodations. Reasonable accommodations may be offered to a student upon request in accordance with the provisions outlined in Section 504 of the Rehabilitation Act of 1973, the 1990 Americans with Disabilities Act, and DeSales University policy for students with disabilities. Reasonable accommodations may not: (1) fundamentally alter the nature of the didactic or clinical education curriculum, (2) compromise the essential elements of the program, (3) cause an undue financial or administrative burden for the University, or (4) endanger the safety of patients, self, or others. It should also be noted that completion of all clinical education courses is a graduation requirement, and some facilities with which the program affiliates may not be able to meet the same accommodations as those offered to the student by the University during the didactic portion of the curriculum.

Applicants to the health science to DPT program do not need to disclose information about reasonable accommodation needs before an admission decision. An offer for admission can be withdrawn, or a student already in the health science to DPT program may be withdrawn if it becomes apparent that the applicant/student is unable to perform any of the essential functions or meet any of the technical standards outlined below.

The following technical standards and essential functions represent minimum skill sets ensuring the successful completion of the degree requirements and future success in the provision of physical therapy services. These standards and functions are described and defined by both (1) category and (2) examples. The examples are for clarification and do not represent an exhaustive list of all possible abilities.

Communication Abilities are needed to communicate effectively and sensitively in English using verbal, non-verbal, and written modes with faculty, other students, patients, family members, caregivers, and members of the healthcare team. Examples include the ability to:

- demonstrate appropriate interpersonal skills as needed for productive and respectful discussions with classmates, faculty, clinical instructors, and in varied therapist-patient situations,
- demonstrate empathetic, active listening skills,
- recognize, accurately interpret, clearly report, and appropriately respond to non-verbal communication of self and others,
- elicit and transmit information on the patient's status such as mood/affect, alertness, activity tolerance, and changes in posture or vital signs,
- describe, explain, and teach physical therapy procedures in both oral and written formats,
- document and interpret physical therapist actions and patient responses clearly and legibly in the medical record,
- receive and send verbal communications in emergency situations in a timely manner within the acceptable norms of various clinical settings, and
- answer questions to the satisfaction of faculty, clinical instructors, patients, co-workers, and other members of the healthcare team.

Observation/Sensory Abilities involve the use of one's common sense as well as the functional use of the visual, auditory, olfactory, and tactile senses to perceive all information necessary for safe and effective patient/client management. Examples include the ability to:

- perceive the presentation of information in lecture, lab, and clinical education settings through demonstration, audiovisual presentation, and other experiential learning activities,
- participate in cadaver dissection,

- visualize and interpret images presented in text and on slides, films, videos, and radiographs,
- accurately observe and monitor a patient's movement patterns, gait, and transfers from a distance and close at hand,
- discern changes or abnormalities in skin integrity, muscle, bone, joint, lymph nodes, and intra-abdominal organs (heart tones, lung sounds) through visualization, auscultation, or palpation,
- perceive environmental safety cues such as phones, alarms, overhead paging systems, and verbal communication,
- visual ability to read, auditory ability to hear, and tactile ability to manipulate dials, sensors, and switches on all examination and therapeutic equipment,
- read medical records, lab/radiology reports, and notes from other members of the healthcare team.

Conceptual/Intellectual/Analytical Abilities are needed to clinically reason and make decisions in a timely manner using the skills of measurement, calculation, analysis, and integration. Examples include the ability to:

- assimilate, learn, and apply large volumes of complex, technically detailed information,
- comprehend three-dimensional and spatial relationships between structures,
- recognize cause and effect relationships in the significant findings from history, examination, and laboratory data,
- effectively and efficiently formulate evaluative and therapeutic judgments based on the ability to collect, process, prioritize and correctly interpret information from multiple sources,
- respond calmly to emergency situations,
- self-evaluate and acknowledge limitations in knowledge and/or skills, including the need to refer the patient to another healthcare professional to assure safe, effective care,
- participate in the process of scientific inquiry, and
- recognize the psychosocial impact of dysfunction and disability and integrate the needs of the patient/family into the plan of care.

Motor Abilities include having adequate strength and endurance along with fine and gross motor function to execute the movements and skills required for safe and effective physical therapy treatment. Examples include the ability to:

- access transportation to the academic setting and to clinical education sites,
- participate in classroom, laboratory, and clinical education activities for the entire defined work period (40+ hours per week),
- assume and maintain a variety of positions includ-

ing sitting for up to 2-4 hours continuously, frequent standing, walking, bending, squatting, kneeling, stair climbing, reaching forward or overhead, twisting, and quick directional changes,

- lift, carry, and push patients in bed or wheelchairs (manage weights of 50+ lbs. independently and/or 200+ lbs. with assistance), manage/carry heavy equipment,
- produce sufficient endurance to sustain performance of a variety of exertional activities for up to 8-12 hours with occasional rest breaks,
- accurately and efficiently perform diagnostic procedures without violation of the testing protocol,
- safely move oneself and a patient in three-dimensional space in the performance of motor function tests, transfers, and physical therapy interventions,
- demonstrate fine motor ability and eye-hand coordination to accurately manipulate commonly used instruments and equipment (exercise and testing equipment, physical agents, durable medical equipment, and assistive and adaptive devices),
- demonstrate adequate coordination, balance, speed, and agility to ensure patient safety at all times including the ability to assist with and provide physical support during ambulatory activities on level (diverse floor surfaces – tile, carpet, concrete) and unlevel surfaces (stairs, ramps, grass, curbs),
- provide emergency care in a timely manner including performance of cardiopulmonary resuscitation, use of an automated external defibrillator, and applying pressure to stop bleeding.

Affective Abilities are needed to be able to respond in a professional manner and to work harmoniously with individuals from a variety of social, emotional, cultural, and intellectual backgrounds, often under complex and potentially stressful circumstances. Examples include the ability to:

- display maturity, good judgment, sensitivity, and emotional stability in all academic and professional settings,
- effectively cope with and prioritize heavy academic schedules and deadlines,
- demonstrate time management skills and a work ethic that promotes punctual attendance and full participation in all classroom, laboratory, community, and clinical education experiences,
- take initiative, be creative, prepared, flexible, enthusiastic, cooperative, tolerant, respectful of authority, and industrious in all academic, clinical, and professional settings,
- develop respectful, empathetic, compassionate, yet effective relationships with fellow students, faculty

members, clinical instructors, patients, family members/caregivers, and other members of the healthcare team,

- exercise good judgment and prompt, safe completion of all responsibilities attendant to the diagnosis and care of patients and families,
- demonstrate the emotional stability to function effectively under stress and to adapt to an environment that is likely to change rapidly, without warning and/or in unpredictable ways,
- accept suggestions and feedback, and adapt one's behavior as appropriate,
- demonstrate the willingness to learn and abide by ethical, legal, and professional principles and standards of physical therapy practice,
- be self-reflective with respect to one's commitment to learning and professional development,
- recognize personal limitations and request assistance as appropriate,
- present a professional appearance and maintain good general health/personal hygiene, and
- be able to maintain confidentiality.

While certain technological compensations can be made for some disabilities on a case-by-case basis, a student should be able to perform in all of the standard areas noted above in a reasonably independent and timely manner. The use of a trained intermediary means that a student's judgment must be mediated by someone else's power of selection and observation, and as such is unacceptable.

When requested, the University will provide reasonable accommodations to qualified students with documented disabilities. It is the student's responsibility to reveal the need for reasonable accommodations and provide the diagnostic data to substantiate this request. Requests for accommodations are made by contacting the director of disability services at 610.282.1100, ext. 1453 or by visiting www.desales.edu/disability for additional information.

Admissions to the Health Science Major

To achieve excellence in the Health Science to DPT program, and to accomplish program goals and student learning outcomes, highly selective criteria for admission at the undergraduate level have been identified. Each undergraduate application for freshman entry will be reviewed by PT faculty for consideration of acceptance into and progression toward the graduate curriculum on the basis of the following requirements:

- Enter the university from high school in the top 10% of the graduating class with a strong mathematics and science academic background
 - o 3.75 GPA in all mathematics & science courses (on a 4.0 GPA scale)

- o 3 or 4 math courses including algebra, geometry, trigonometry/precalculus
- o 3 or 4 science courses including biology, chemistry, and physics. with human anatomy & physiology strongly encouraged if available
- SAT score of 1270 (combined critical reading and math); ACT 26 with no subsection score below 24
- Completion of a personal interview with the program director or other DPT faculty member
- No internal or external admissions or transfers into the health science major are accepted

Language Requirements

International applicants should refer to the language requirements detailed in Section 4 of the Undergraduate Catalog, under the heading of International Students.”

Progression to the Doctor of Physical Therapy Graduate Program

Students accepted as a freshman into the Health Science major are guaranteed a seat in the graduate DPT program without further application as long as all of the following requirements are met during the 3-year undergraduate phase of the program:

- Maintain a cumulative GPA of 3.0 each semester.
- Maintain a mathematics/science GPA of 3.2 each semester. The mathematics/science GPA is calculated on the basis of the following courses taken at DeSales University: CH 103, CH 104, BI 151, BI 355, BI 356, MA 112 or MA 121, MA 111 or SX 285, PH 203, PH 204, SX 362, PS 109 plus any 2 other psychology courses. The required mathematics/science courses must be taken at DeSales University or at an LVAIC school (Lehigh University, Lafayette College, Moravian College, Muhlenberg College, Cedar Crest College), except for advanced placement credit earned before starting at DeSales University. In order to have a working knowledge of mathematics and science, the DPT program faculty strongly recommends that health science students take all of the above mathematics/science courses regardless of AP credit status. AP test credits will be accepted for BI 151 (AP score of 4 or 5), PS 109 (AP score of 4 or 5), and MA 121 (AP score of 4 or 5 on Calculus test AB or 3 or higher on Calculus test BC) in accordance with guidelines as stated in section 2 of the *Undergraduate Catalog*.
- Earn no less than a “C” (C- is not acceptable) in any of the courses that make up the calculation of the cumulative mathematics/science GPA noted above. Only one retake of any of these courses will be allowed in the calculation of the mathematics/science GPA in the semester in which the retake occurs. Retake of any course must adhere to the repeat course policy as stated in this catalog under Academic Regulations. Retake of any course will not remove a health science major from a previous DPT program academic probation.
- The academic performance of health science majors is evaluated by the DPT program director and faculty at the end of every semester. Failure to achieve the required cumulative GPA of 3.0 at the end of each semester or the required semester mathematics/science GPA of 3.2 will result in the student being placed on health science program academic probation. Failure to meet these requirements in any subsequent semesters will result in academic dismissal from the health science major and loss of a guaranteed seat in the DPT program. Undergraduate students are allowed only one academic probation period in the entirety of the undergraduate phase of the DPT curriculum. The DPT program academic probation cannot be appealed.
- Students who are academically dismissed from the health science major are given an opportunity to appeal under the DPT program’s dismissal policy (as specified in the *Graduate Catalog*). Any student dismissed from the health science major may continue to attend the University, provided he/she meets the DeSales University acceptable academic standing policy. Upon completion of any related bachelor’s degree, the student may reapply to the DPT program after meeting all graduate admission requirements; however, reacceptance is not guaranteed.
- Complete all major, undergraduate core curriculum, and minor requirements in three years (six consecutive semesters).
- Complete a minor by the end of the junior year. Although any subject of interest may be pursued, minors in the disciplines of psychology, biology, sport and exercise physiology, or neuroscience are advised.
- Following the start of the program, any mathematics/science courses taken between semesters (e.g., summer, winter, etc.), will be considered under the progression policy.
- Present two favorable letters of recommendation from DeSales faculty members describing excellence in undergraduate academic and extracurricular activities before admission to the graduate program.
- Demonstrate understanding of the field of physical therapy through completion of a minimum of 100 hours of volunteer observation within two (2) physical therapy practice settings. Submission of Verification of Observation forms for each experience, along with a 500-word essay, must be received by the program director before the start of the junior year.

Health Science Program of Study

Students in the health science major will follow a suggested plan of study as noted here, which includes all core and major curriculum courses, graduate program pre-requisite requirements, and minor electives:

First Year

Composition and Rhetoric I (EN 103)
 Composition and Rhetoric II (EN 104)
 Fundamentals of General Chemistry (CH 103)
 Introduction to Organic and Biological Chemistry (CH 104)
 Foreign Language/World Cultures
 Foreign Language/World Cultures
 Introduction to Biology I (BI 151)
 Philosophical Principles (PL 109)
 Introduction to Psychology (PS 109)
 Psychology Course
 Physical Education (Activity or Varsity Sport)

Second Year

Humanities I
 Humanities II
 Human Structure and Function I (BI 355)
 Human Structure and Function II (BI 356)
 Literature MOT (EN 110, 112, 115)
 Precalculus (MA 112) or Calculus (MA 121)
 Psychology Course
 Catholic Theology (TH 109)
 Physical Education (Activity or Varsity Sport)
 Free Elective/Minor
 Free Elective/Minor

Third Year

Humanities III
 Humanities IV
 Introductory Physics I (PH 203)
 Introductory Physics II (PH 204)
 Probability & Statistics (MA 111 or SX 285)
 Assessment and Prescription (SX 362)
 Intermediate Theology (200-400)
 Values Seminar
 Free Elective/Minor
 Free Elective/Minor

Fourth Year

Human Anatomy I – Trunk (PT 501)
 Human Anatomy II – Upper Extremity (PT 502)
 Professional Development I (PT 510)
 Principles of Therapeutic Exercise (PT 519)
 Evidence-Based Practice (PT 550)
 Foundations of Patient Care I (PT 520)

PT Modalities (PT 521)
Musculoskeletal I- Spine Function & Patho (PT 530)
Musculoskeletal II – UE Function & Patho (PT 531)
Differential DX & Intervention MS I (PT540)
Differential DX & Intervention MS II (PT 541)

Doctor of Physical Therapy Program of Study

Upon completion of the above Health Science program of study, students meeting all of the aforementioned progression standards will matriculate into the graduate DPT program. The year-round program of seven remaining consecutive semesters is designed to prepare entry-level graduates to enter the field of physical therapy practice as knowledgeable and skilled experts in treating movement dysfunction. Students and graduates from the DPT program are value-guided, adaptable, reflective, collaborative, and capable of making independent clinical decisions based on integrative thinking and best-practices evidence. Successful matriculation through all semesters of the graduate curriculum satisfies eligibility requirements to sit for the National Physical Therapy Examination. There is no advance placement into the DPT graduate program, and no credit is awarded for experiential learning. For more information about the DPT program and all operational policies and procedures for the graduate phase of the program, please refer to the *Graduate Catalog* of the University.

Professional Requirements for Clinical Education

Students matriculating into the DPT program are required to complete four clinical education experiences in a variety of physical therapy settings. Successful completion of all clinical experiences is a requirement for graduation from the DPT program. Criminal Background and Child Abuse Clearance checks are performed as a requirement of participation in this aspect of the curriculum. If a student has a positive history in these regards, it is possible that he or she will not be able to be placed at clinical sites, nor will he or she be eligible for licensure depending on the laws of the state to which application is made. Clinical sites also require that health and immunization clearances be performed before students have contact with patients. Students must complete a battery of immunizations before any clinical placement. Information regarding all professional requirements for clinical education will be made available by the director of clinical education upon matriculation into the graduate program.

HEALTHCARE ADMINISTRATION

A major is offered in Healthcare Administration by the Division of Business.

Healthcare Administration Major Mission Statement

The mission of the Health Care Administration Major is to provide a high-value business educational experience within the Salesian tradition. The major is characterized by a strong faculty-student community; a compassionate and collegial working environment; the advancement of knowledge through high-quality teaching and academic programs, effective communication, and relevant experiential learning; and student engagement with the business world.

Division of Business General Learning Outcomes

Students who graduate from DeSales University with any major in the Division of Business will be able to:

1. apply management theories to make decisions that enhance organizational effectiveness;
2. apply marketing principles to make decisions about the direction of an organization;
3. analyze economic data using macro and micro models to explain a business environment;
4. analyze accounting data to understand the financial position of an organization and to make managerial decisions;
5. analyze quantitative data to make business decisions, in particular the budgeting of capital among potential investments;
6. evaluate business decisions in light of regulatory and ethical frameworks, particularly with regard to Catholic Social Teaching.

Healthcare Administration Major Student Learning Outcomes

Students who graduate from DeSales University with a major in healthcare administration will be able to:

1. apply the principles of management theory and practices to analyze real world problems related to the organization and delivery of healthcare services;
2. demonstrate knowledge of how the U.S. healthcare system is organized and how its component institutions function and interact;
3. critically analyze the economic, ethical, financial, legal, and regulatory factors that affect the delivery and quality of healthcare services; and
4. evaluate current practices and trends in outcomes assessment and quality management, and their role in healthcare policy and strategy formulation.

The following courses comprise a common core of business courses and are required of all students in the program: AB 217, 219, 272; FN 330 or FN 331; MG 100, 201, 211; MK 201. In addition all students are required to take EC 112, HCA 200, 202, 301, 302, 303, 401, 452, and MG 4000.

A 4½ year BA/MBA Degree Program in Healthcare Administration is available to qualifying students. This program is designed to provide a competitive advantage for entry into the

professional workplace. At the end of their junior year, healthcare administration majors with at least a 3.0 GPA are eligible for the program. Qualifying students may begin MBA courses during the fall semester of their senior year.

HCA-200 Foundations of Healthcare Systems *Credits: 3.00*

The introductory course for the healthcare administration degree. Provides a comprehensive overview of the U.S. health care system, and an analysis of primary and supporting agencies and organizations that constitute the ecosystem of care delivery, government policy and regulation, healthcare financing, and population health management services.

Prerequisite(s): MG-100

HCA-202 Economic and Fiscal Issues in Healthcare Systems

Credits: 3.00

Examines theoretical and practical aspects of healthcare delivery and finance from micro- and macroeconomic perspectives, and the use of financial information in healthcare decision-making. Topics include rate-setting and expected reimbursement, determinants of medical care supply and demand, cost drivers, competition, public and private insurance industry models, and the political economy of healthcare services.

Prerequisite(s): EC-112

HCA-301 Strategic Management and Marketing In Healthcare

Credits: 3.00

Explores and analyzes the strategic decisions and issues faced by leaders of healthcare provider organizations (including hospitals, physician groups, and nursing facilities) amidst intensifying competition and regulation, technological and societal change, and evolving challenges to traditional business models. Emerging trends in care delivery and reimbursement models, healthcare marketing and communications, case management, and related issues are examined.

Prerequisite(s): HCA-200

HCA-302 Legal Aspects of Healthcare

Credits: 3.00

An examination of legal issues and legal problems that influence the structure, operations, and management of healthcare organizations. Topics include labor relations and employment law, caregiver liability, patients' rights, end-of-life care, HIPAA compliance, and the use and security of protected health information.

Prerequisite(s): AB-272

HCA-303 Healthcare Quality and Outcomes Management

Credits: 3.00

Focuses on the data-driven aspects of quality assessment and quality management issues in healthcare delivery, including the terms, principles, theories, and practical challenges. The course covers a diverse set of information technologies, analysis tools and methods for measuring and improving quality, and examines

programs implemented by organizations to efficiently deliver safe, timely, effective, and patient-centered care. International healthcare systems are compared.

Prerequisite(s): MG-211

HCA-401 Ethics in Healthcare

Credits: 3.00

A survey of contemporary ethical issues, problems, and dilemmas that arise in the context of healthcare delivery. Core discussions will focus on medical-ethical-legal-religious conflicts in the workplace, individual values, societal norms, moral philosophies, and corporate social responsibility.

Prerequisite(s): TH-109

HCA-452 Healthcare Policy Formulation

Credits: 3.00

Develops analytical abilities and attitudes for the examination of healthcare organizations in changing environments, 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. Offered only in ACCESS.

Prerequisite(s): MG-201, MK-201, HCA-200, HCA-202, and senior standing

HISTORY

A major is offered in history.

History Major Mission Statement

The history major at DeSales University offers a pre-professional, liberal arts course of study that teaches students about the political, cultural, and social dynamics of humans and human relationships in a variety of time periods and geographic contexts including the United States, Europe, and the larger world. The major upholds a Catholic, Christian humanist philosophy, and, in accordance with academic freedom, conducts a serious dialogue with other forms of interpretation. The major prepares students for careers in teaching, museums, and archives, as well as graduate study in law, public history, government, and education.

History Major Student Learning Outcomes

Students who graduate from DeSales University with a major in history will be able to:

1. read analytically, think critically, write argumentatively, speak persuasively, and conduct historical research;
2. demonstrate knowledge about the history of the United States;
3. demonstrate knowledge about European history;
4. demonstrate knowledge about the history of the world outside the United States and Europe;
6. apply Christian humanist philosophy to historical dialogue.

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 for Business Track

History majors intending to make a career in business and/or pursue a graduate degree in business should follow this track, which has two groups of requirements:

1. HI 213 and 214, two courses in United States history, two courses in European history, two courses in world history, the Senior Seminar in Historical Research (HI 401), and two internships or courses offered by the business department.
2. The completion of five more courses: AB 217 Financial Accounting; EC 209 Principles of Macroeconomics; FN/ HI 225 Money, Booms, and Busts; MG 201 Principles of Management; and MK 201 Principles of Marketing.

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 313, 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 in the Department of Social Sciences.

HI-201 Western Civilization to 1600 A.D.: Humanities I

Credits: 3.00

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.

Prerequisite(s): None

HI-202 Western Civilization Since 1600 A.D.: Humanities II

Credits: 3.00

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.

Prerequisite(s): None

HI-204 History of Latin America

Credits: 3.00

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

Prerequisite(s): None

HI-209 Ancient Greek and Roman Heroes: The DeSales Experience

Credits: 3.00

A thematic course about the classical world of ancient Greece and Rome. The story of the rise and fall of both civilizations will be conveyed through analysis of key people, their thoughts, words, and actions. Ethics, character, and leadership will be examined in light of historical context. Field: Europe

Prerequisite(s): None

HI-213 American Civilization I: Humanities I

Credits: 3.00

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.

Prerequisite(s): None

HI-214 American Civilization II: Humanities II

Credits: 3.00

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.

Prerequisite(s): None

HI-225 Money, Booms, and Busts *Credits: 3.00*

Cross-listed with EC/FN-225. Examines the origins of money, accounting, banking, stocks, bonds, insurance, and investment banks. Studies the historical pattern of economic booms, bubbles, and bursts, so that students may be able to see them coming and act accordingly, for the rest of their careers and lives. Field: United States or Europe.

Prerequisite(s): None

HI-262 World History Since 1500: Humanities II *Credits: 3.00*

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. Not open to students who have taken PO-202 or HI-202. Field: World

Prerequisite(s): None

HI-265 History of Piracy *Credits: 3.00*

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-state; the social and economic consequences of piracy; and the place of pirates in the popular and cultural imagination. Field: World

Prerequisite(s): None

HI-270 World at War, The 20th Century *Credits: 3.00*

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

Prerequisite(s): None

HI-302 Family and Gender History *Credits: 3.00*

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

Prerequisite(s): None

HI-303 Renaissance Europe: Humanities III *Credits: 3.00*

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 Durer and others will be analyzed. Field: Europe

Prerequisite(s): None

HI-307 Great Revolutions *Credits: 3.00*

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

Prerequisite(s): None

HI-313 Revolutionary America *Credits: 3.00*

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

Prerequisite(s): None

HI-314 Civil War America *Credits: 3.00*

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

Prerequisite(s): None

HI-324 The American West *Credits: 3.00*

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

Prerequisite(s): None

HI-325 New World Slavery *Credits: 3.00*

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

Prerequisite(s): None

HI-327 American Religious History *Credits: 3.00*

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

Prerequisite(s): None

HI-329 Photographing American History *Credits: 3.00*

Examines the relationship between photography and American history by analyzing how the camera lens captured historical events and movements; engaging in visual theory to understand photographs as art and document; and exploring the history of photographic technology. From the daguerreotype to digital photography, this medium has captured institutions of oppression, war, and formative social and cultural movements.

Prerequisite(s): Humanities 1 & 2

HI-330 Holy Wars *Credits: 3.00*

War is an eternal plague on mankind, and killing for a divine cause is ancient, recent and current. This course compares ages and places where people have ostensibly fought for the sake of religion. Special attention will be paid to the medieval Crusades and the last century of bloodshed in the Middle East. Field: Europe or World.

Prerequisite(s): None

HI-333 The Rise of Modernity: Humanities 4 *Credits: 3.00*

Examines the literary and intellectual history of the age that created modernity in the West. From 1600 to 1900 Europe had spread her people, power and culture across most of the world's surface. Covers the writers of the Scientific Revolution, the Enlightenment, and the Romantic eras in the context of industrialization, technological advances, expanding imperialism. Field: European

Prerequisite(s): Humanities 1, 2 and MOT: Literature

HI-335 History of China *Credits: 3.00*

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, and the philosophical, literary, and artistic development of China. Field: World

Prerequisite(s): None

HI-391 History Internship

Credits: 3.00

Experiential learning opportunity in the field of history at an approved setting under professional supervision. Each student should choose a setting related to their personal, professional or vocational interests that will allow them to apply what they are learning in their history courses. Recommended settings include local and/or regional museums, archives, and historical societies. Permission of the instructor and Career Development Center is required.

Prerequisite(s): None

HI-396 Topics in History

Credits: 3.00

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

Prerequisite(s): None

HI-401 Seminar in Historical Research

Credits: 3.00

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.

Prerequisite(s): None

HI-499 Independent Study

Credits: 3.00

A tutorial arrangement for special student proposals for research in history.

Prerequisite(s): None

HOMELAND SECURITY

Homeland Security is offered as an academic major and as a minor by the Department of Social Sciences.

Homeland Security Major Mission Statement

The mission of the homeland security major is to educate students about homeland security organizations at the federal, state, and local government levels; interagency coordination and cooperative emergency management efforts between government agencies and the private sector; government and business continuity planning; the relationship between security and civil liberties; prepare students to contribute to society; encourage and nurture intellectual curiosity, communication skills, and scholarship; and prepare students for employment opportunities or graduate school. Based in the social sciences, the homeland security program follows the philosophy of Christian humanism as developed by Saint Francis de Sales and respects liberal values, encourages open-mindedness, and pursues both demographic and curricular diversity.

Homeland Security Major Student Learning Outcomes

Students who graduate from DeSales University with a major in homeland security will be able to:

1. explain how the Department of Homeland Security operates and how its policies and strategies relate to its mission.
2. demonstrate an ability to coordinate homeland security measures between local, state, and federal stakeholders.
3. recognize and understand domestic and international terrorism threats, including the private and public entities responsible for responding to such threats.
4. develop policies and strategies to reduce threats within the United States and mitigate America's vulnerabilities.
5. research, write, and/or present findings concerning significant issues in the homeland security field.

The homeland security program offers courses designed to inform the student about the homeland security 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 or graduate school.

A student selecting the Homeland Security major is required to complete the following homeland security courses: PO 103, CJ 100, CJ/HS 150, HS 155, CJ 109, CJ 160, CJ 260, HS 275, CJ/HS 374; CJ/HS 380, HS 385, HS 410, and HS 453. In addition, choose any three of the following courses: PS 109, PS 300, PO 255, PO 313, PO 330, CJ 270, CJ 352, HS/PS 378, HS 400, or any HS course.

A Student selecting the Homeland Security – Data Analytics, Applied AI Track is required to complete the following courses (in addition to Homeland Security major requirement courses): MA 111 (Satisfies MOT/Mathematics), CJ 350, CS 260, MG 212, MG 226, MI 353, and MI 462.

Students who major in homeland security can earn both an undergraduate degree in homeland security and a Master of Arts in Criminal Justice (MCJ) in the five-year Bachelor's to Master's in Criminal Justice degree program. Students in their junior year majoring in homeland security and who have earned a cumulative GPA of 3.00 or higher, are eligible to apply for admittance in the Five-Year BA/MACJ degree program. Students begin taking graduate level courses during their senior year of undergraduate study. These three graduate courses will count both towards the completion of an undergraduate degree and a Masters of Arts in Criminal Justice degree. The graduate course descriptions offered in the MCJ program can be found in the DeSales University *Graduate Catalog*.

HS-150 Introduction to Homeland Security

Credits: 3.00

Cross-listed with CJ-150. Introduces students to the key vocabulary and concepts of homeland security. The course will cover the essential structures, functions, and working relationships of the principal governmental agencies charged with homeland security.

The course will cover the evolution of homeland security and the federal, state, and local law enforcement agencies impacting the homeland security mission from an "all hazards" approach.

Prerequisite(s): None

HS-155 Introduction to Emergency Management

Credits: 3.00

Cross-listed with CJ-155. Examines theories, principles, and approaches to emergency management. This course reviews mitigation, preparedness, recovery, and response as the four primary phases of disaster management. An analysis of past disasters is presented along with their impact on policy formation leading to the current FEMA all-hazards approach to emergency management. Discusses the roles, duties, and importance of the emergency manager.

Prerequisite(s): None

HS-275 Topics in Homeland Security

Credits: 3.00

Designed to study the emerging, contemporary and critical issues within the field of Homeland Security. This course is designed to broaden the educational and learning experience of students related to Homeland Security. Overall, the course will focus on securing the U.S. against different threats posed by international and domestic terrorist organizations.

Prerequisite(s): None

HS-374 Terrorism and Counterterrorism

Credits: 3.00

Cross-listed with CJ-374. An introductory course investigating the historical background of terrorism, modern 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.

Prerequisite(s): None

HS-378 Psychology of Terror and Fear

Credits: 3.00

Cross-listed with PS-378. Introduces students to terrorism as a psychological phenomenon. This course examines the psychological effects of terrorism as well as current government strategies used to disseminate information to terrorist groups. The course will also study misconceptions and inaccuracies about socio-political and religious motivations of terrorist groups.

Prerequisite(s): None

HS-380 Intelligence and Security

Credits: 3.00

Cross-listed with CJ-380. A survey of 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 its use in law enforcement, corrections, and homeland security.

Prerequisite(s): None

HS-385 Infrastructure Protection*Credits: 3.00*

Examines critical infrastructure protection as a cornerstone of homeland security. This course reviews vulnerabilities and protection strategies for critical infrastructure and key assets including water, power and energy, communication, transportation, banking and finance, and health and emergency services.

Prerequisite(s): None**HS-400 Bioterrorism and Diseases***Credits: 3.00*

Introduces students to bioterrorism, agroterrorism, emerging infectious diseases and the factors affecting the homeland and national security of the United States. Subject material from the Center for Disease Control's Bioterrorism and Emergency Response as well as the Emerging Infections Program will be foundational to the course.

Prerequisite(s): None**HS-410 Disaster Preparedness***Credits: 3.00*

Examines the concepts, theories, programs, and requirements of emergency preparedness arising from planning, practice, risk assessment, exercises and drills. The course will also provide an overview of the relationship of preparedness to response, as well as a review of emergency operations and incident command systems.

Prerequisite(s): None**HS-453 Senior Seminar***Credits: 3.00*

A course that examines critical issues and problems relating to homeland security by facilitating the knowledge and experience gained by completing the required courses in the program. A significant research paper on a matter of importance to the homeland security systems 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.

Prerequisite(s): None**HS-460 Homeland Security Internship***Credits: 3.00*

Experiential learning opportunity in the field of homeland security at an approved setting under professional supervision. Each student should choose a setting related to their personal, professional or vocational interests that will allow them to apply what they are learning in their homeland security courses. Recommended settings include homeland security-related agencies and businesses, first responder organizations, and other government institutions. Permission of the instructor and Career Development Center is required.

Prerequisite(s): None

HUMAN RESOURCE MANAGEMENT

A major is offered in human resource management by the Division of Business.

Human Resource Management Major Mission Statement

The mission of the Human Resource Management Major is to provide a high-value business educational experience within the Salesian tradition. The major is characterized by a strong faculty-student community; a compassionate and collegial working environment; the advancement of knowledge through high-quality teaching and academic programs, effective communication, and relevant experiential learning; and student engagement with the business world.

Division of Business General Learning Outcomes

Students who graduate from DeSales University with any major in the Division of Business will be able to:

1. apply management theories to make decisions that enhance organizational effectiveness;
2. apply marketing principles to make decisions about the direction of an organization;
3. analyze economic data using macro and micro models to explain a business environment;
4. analyze accounting data to understand the financial position of an organization and to make managerial decisions;
5. analyze quantitative data to make business decisions, in particular the budgeting of capital among potential investments;
6. evaluate business decisions in light of regulatory and ethical frameworks, particularly with regard to Catholic Social Teaching.

Human Resources Major Student Learning Outcomes

Students who graduate from DeSales University with a major in human resources will be able to:

1. understand the role of Human Resources as a strategic business partner and change management resource within organizations;
2. acquire skills across the full range of talent management activities (hiring, staff development, career management, performance evaluation, reward systems) for a diverse and global workforce;
3. develop skills in areas of potential conflict management, including discipline, labor relations, negotiations;
4. understand employment law, especially as it applies to ethics and social responsibility;
5. know the issues involved with creating safe and engaging workplaces.

This business program is 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 4000. MG 475 is highly recommended. The required HRM courses include HR 315: Strategic Compensation and Benefits, HR 320: Employment Law, and HR 452: Capstone Real World Scenarios. Students may take MG 203, 301, 320, or 333 as HR electives. Alternatively, taking three 1-credit hour workshops will fulfill the requirements of one elective. These seminars include but are not limited to: staffing and selection; effective interviewing; training and development; performance evaluation; career counseling; motivation; supervision; negotiations; conflict resolution; diversity; sexual harassment; workplace security and safety; and change management.

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.

A 4½ year BA/MBA Degree Program in Human Resource Management is available to qualifying students. This program is designed to provide a competitive advantage for entry into the professional workplace. At the end of their junior year, human resource management majors with at least a 3.0 GPA are eligible for the program. Qualifying students may begin MBA courses during the fall semester of their senior year.

HR-315 Strategic Compensation and Benefits *Credits: 3.00*

Focuses on basic concepts of, and practices in, compensation, benefits, employee motivation, and the theory of total rewards. It 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(s): MG-305**HR-320 Employment Law***Credits: 3.00*

Covers 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.

Prerequisite(s): MG-305**HR-3401 Effective Interviewing***Credits: 1.00*

Covers various interviewing techniques and the processes used to make effective selection decisions, including performance-based interviewing, determining job specification and competencies, complying with legal requirements, creating an environment for the interview, asking the right questions, probing and evaluating responses, and making sound selection decisions.

Prerequisite(s): None

HR-3402 Staffing and Selection *Credits: 1.00*
Examines the entire staffing and selection process from determination of needs, recruiting methods, sources, testing, background checks, interviewing, and job offers.
Prerequisite(s): None

HR-3403 Supervision *Credits: 1.00*
Reviews the roles, skills, knowledge, habits, and practices needed to be a successful supervisor.
Prerequisite(s): None

HR-3404 Negotiations *Credits: 1.00*
Covers the negotiation process from the filing of proper legally required notices preparations, stages, and reaching a mutually acceptable agreement by the parties or impasse which means a “Strike”.
Prerequisite(s): None

HR-3405 Conflict Resolution *Credits: 1.00*
Covers various conflict resolution techniques and the process used to reach mutually acceptable resolution of the problems confronting the parties.
Prerequisite(s): None

HR-3406 Sexual/Gender Harassment *Credits: 1.00*
Focuses on sexual harassment, gender harassment/discrimination, and the laws related to those issues.
Prerequisite(s): None

HR-3407 Diversity in the Workplace *Credits: 1.00*
Focuses on workplace diversity and the laws related to discrimination and diversity.
Prerequisite(s): None

HR-3408 Career Counseling and Development *Credits: 1.00*
Reviews career counseling and development tools, techniques, and processes utilized for matching individuals to appropriate jobs and careers.
Prerequisite(s): None

HR-3409 Training and Development *Credits: 1.00*
Examines training and development functions and process in organizations, including needs assessment, program design, training methods resources available, delivery methods, and presentation skills.
Prerequisite(s): None

HR-3410 Individual Differences in the Workplace *Credits: 1.00*
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.
Prerequisite(s): None

HR-3411 Psychology of Motivation *Credits: 1.00*
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.
Prerequisite(s): None

HR-3412 Personal Career Management *Credits: 1.00*
Focuses on 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.
Prerequisite(s): None

HR-3413 Performance Evaluation *Credits: 1.00*
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.
Prerequisite(s): None

HR-3414 Generational Diversity At Work *Credits: 1.00*
Covers the characteristics for five generations in today’s workplace: Traditionalists, Baby Boomers, Generation X, Millennials, and Gen Z. Each group has 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.
Prerequisite(s): None

HR-3415 Counseling and Discipline *Credits: 1.00*
Covers discipline policies, standards of conduct, the process of counseling and progressive discipline, and terminations. Additional topics include 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.
Prerequisite(s): None

HR-3416 Crisis Management *Credits: 1.00*
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.
Prerequisite(s): None

HR-3417 Workplace Security and Safety *Credits: 1.00*
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.
Prerequisite(s): None

HR-3418 Employment Practice Liability *Credits: 1.00*
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; and FMLA and ADA will be discussed.
Prerequisite(s): None

HR-3419 Consumer Mortgage Crisis 2009 *Credits: 1.00*
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.
Prerequisite(s): None

HR-3420 HR Change Management Workshop *Credits: 1.00*
Examines 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.
Prerequisite(s): None

HR-3421 Personal Branding *Credits: 1.00*
Examine the concept of personal branding by examining effective ways to identify and develop a core identity of values, experiences, and attributes. This course examines how core identity can then be used to market oneself for personal and professional benefit.
Prerequisite(s): None

HR-452 Capstone: Real World Scenarios *Credits: 3.00*
Explores real world scenarios and the development of solutions and programs to address workplace challenges found by the

human resource professional.

Prerequisite(s): MG-305 & HR-315

HR-454 Human Resource Internship

Credits: 3.00

Experiential learning opportunity in the field of human resource at an approved setting under professional supervision. Each student should choose a setting related to their personal, professional or vocational interests that will allow them to apply what they are learning in their human resource courses. Recommended settings include businesses, nonprofits and government institutions. Permission of the instructor and Career Development Center is required.

Prerequisite(s): None

INTERNATIONAL BUSINESS

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

International Business Mission Statement

The mission of the International Business Major is to provide a high-value business educational experience within the Salesian tradition. The major is characterized by a strong faculty-student community; a compassionate and collegial working environment; the advancement of knowledge through high-quality teaching and academic programs, effective communication, and relevant experiential learning; and student engagement with the business world.

Division of Business General Learning Outcomes

Students who graduate from DeSales University with any major in the Division of Business will be able to:

1. apply management theories to make decisions that enhance organizational effectiveness;
2. apply marketing principles to make decisions about the direction of an organization;
3. analyze economic data using macro and micro models to explain a business environment;
4. analyze accounting data to understand the financial position of an organization and to make managerial decisions;
5. analyze quantitative data to make business decisions, in particular the budgeting of capital among potential investments;
6. evaluate business decisions in light of regulatory and ethical frameworks, particularly with regard to Catholic Social Teaching.

International Business Major Student Learning Outcomes

Students who graduate from DeSales University with a major in International Business will be able to:

1. understand what goes into understanding and managing an international organization – Identification of problems, research and analysis, systems analysis techniques for generating decisions;
2. learn how to manage cross-border partners and employees: motivation, conflict resolution, union negotiation, diversity;
3. learn how to design effective global organizations;
4. learn the effective planning processes for international organizations;
5. understand the drivers of ethical behavior in the global arena; learn how to encourage ethical behavior and deal with unethical behavior.

This business program is 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, and MK 201. In addition all students are required to take AB 375 or PO 317, FN 352 or EC 400, MG 340, MG 4000, MK 340, IB 452, and any other upper level business course*. 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.

An alternative course with an international travel component may be approved with permission from your advisor.

**MG 454 Business Elective: International internship with a company involved in trade.*

A 4½ year BA/MBA Degree Program in International Business is available to qualifying students. This program is designed to provide a competitive advantage for entry into the professional workplace. At the end of their junior year, international business majors with at least a 3.0 GPA are eligible for the program. Qualifying students may begin MBA courses during the fall semester of their senior year.

IB-452 Global Business Strategy

Credits: 3.00

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.

Prerequisite(s): Senior standing

IB-454 International Business Internship

Credits: 3.00

Experiential learning opportunity in the field of international business at an approved setting under professional supervision. Each student should choose a setting related to their personal, professional or vocational interests that will allow them to apply what they are learning in their international business courses. Recommended settings include businesses, nonprofits and gov-

ernment institutions. Permission of the instructor and Career Development Center is required.

Prerequisite(s): None

ITALIAN

No major is offered in Italian. A student can minor in Italian studies.

IL-101 Elementary Italian I

Credits: 3.00

Basic knowledge of Italian structures and vocabulary. Focus on listening, speaking, reading and writing. An introduction to Italian culture. Course fee.

Prerequisite(s): None

IL-102 Elementary Italian II

Credits: 3.00

Continuation of Italian 101, with more development of the basic linguistic skills of speaking, listening, reading, and writing. An emphasis on grammar and vocabulary building. Course fee.

Prerequisite(s): IL-101

IL-201 Intermediate Italian I

Credits: 3.00

Emphasis on developing good style in controlled writing and speaking situations, with review of basic grammar. Practice of listening, speaking, and reading skills. 3 hours lecture per week. Course fee.

Prerequisite(s): IL-102 or permission of instructor

IL-202 Intermediate Italian II

Credits: 3.00

Application of skills learned in Intermediate Italian I, with extensive practice in reading, writing, and speaking exercises. Course fee.

Prerequisite(s): IL-201, equivalent, or permission of instructor

IL-301 Advanced Italian I

Credits: 3.00

Intensive grammar review with emphasis on areas of difficulty. Enrichment of spoken and written expression with emphasis on style and vocabulary building. Process writing. Examination and discussion of cultural texts.

Prerequisite(s): IL-202, equivalent, or permission of the instructor

IL-302 Advanced Italian II

Credits: 3.00

Continuation of IL301: Intensive grammar review with emphasis on areas of difficulty. Enrichment of spoken and written expression with emphasis on style and vocabulary building. Process writing. Examination and discussion of cultural texts. 45 hours of lecture and discussion. To be offered on DeSales Rome campus.

Prerequisite(s): IL-301, equivalent or permission of instructor

IS-301 Art of the Medici*Credits: 3.00*

An introduction to the Arts created through the patronage of the Medici. Emphasis will be placed on the political influence as well as the religious and secular content and aesthetics of Renaissance Italian art. The course will be taught as part of the Rome project in Rome.

Prerequisite(s): None**IS-454 Rome Internship***Credits: 3.00*

Provides students with field experience at the Vatican or in Italian non-profit organizations. Permission of the DeSales in Rome program coordinator.

Prerequisite(s): None**IS-475 Freedom of Speech: Values Seminar***Credits: 3.00*

A study of freedom of speech in contemporary society in historical context with a focus on Italian examples and relating to the Church and Salesian Spirituality.

Prerequisite(s): None

LAW AND SOCIETY

A major is offered in law and society by the Department of Social Sciences.

Law and Society Major Mission Statement

Recognizing that St. Francis DeSales was a lawyer, the law and society program, in conjunction with the core curriculum, promotes academic excellence, provides a moral foundation in the Catholic and Salesian traditions, and fosters the writing, speaking, research, and analytical reasoning skills necessary for successfully pursuing a career in law. The program uses a multidisciplinary approach and provides students with courses that study the judicial system and various areas of law: criminal, constitutional, business, family, torts, environmental, and health.

Law and Society Major Student Learning Outcomes

Students who graduate from DeSales University with a major in law and society will be able to:

1. demonstrate knowledge of the American legal system, including terminology, concepts, and the structure of the federal and state court systems;
2. prove proficiency in communication skills, particularly in the areas of oral advocacy and public speaking;
3. research and present case and statutory law and analyze key legal holdings;
4. show competence in analytical reasoning and the ability to enter law school or other type of graduate education.

The Bachelor of Arts major in law and society provides

students with the skills necessary for a successful career in law. The major also offers an excellent liberal arts education for those interested in the role of law in American society. The program uses a multidisciplinary approach that promotes writing skills, legal research skills, oral argumentation skills, and the capacity for critical thinking. In addition, the major provides students with courses that study the judicial system and various areas of the law: criminal, constitutional, business, family, torts, environmental, health, etc. All law and society majors are encouraged to participate in a pre-law society (the St. Thomas More Society), and to complete a law-related internship.

Students majoring in Law and Society must complete the following courses: CM 205 or CM 380; AB 272; LG 109, LG 160, LG 330, LG 355, LG 362, LG 365, LG 480; PL 225; PO 109; and four of the following: AB 373; CJ 352, CJ 356, CJ 382; CS 105; LG 270, LG 280, LG 375, LG 425, and any LG course; PL 350.

LG-109 Trial by Jury*Credits: 3.00*

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.

Prerequisite(s): None**LG-160 Criminal Law***Credits: 3.00*

Cross-listed with CJ-160. 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.

Prerequisite(s): None**LG-270 Health Policy and Law***Credits: 3.00*

Cross-listed with PO-270. 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.

Prerequisite(s): None**LG-280 Environmental Policy and Law***Credits: 3.00*

Cross-listed with PO-280. 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 environmental law are examined, as is the impact of politics on the formation of environmental policy.

Prerequisite(s): None**LG-330 Constitutional Law***Credits: 3.00*

Cross-listed with PO-330. 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.

Prerequisite(s): None**LG-355 Law in America***Credits: 3.00*

Cross-listed with CJ-355. 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.

Prerequisite(s): None**LG-362 Senior Seminar: Public Policy and Law***Credits: 3.00*

Cross-listed with PO-362. A seminar based upon individual student research in public policy and law. The course consists of lectures, individual investigations and presentations and discussions.

Prerequisite(s): None**LG-365 Criminal Procedure***Credits: 3.00*

Cross-listed with CJ-365. 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(s): CJ-260**LG-375 White Collar Crime***Credits: 3.00*

Cross-listed with CJ-375. 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.

Prerequisite(s): None**LG-425 Mock Trial***Credits: 3.00*

Cross-listed with CJ-425. 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.

Prerequisite(s): None**LG-460 Law & Society Internship***Credits: 3.00*

Experiential learning opportunity in the field of law and society at an approved setting under professional supervision. Each student should choose a setting related to their personal, professional or vocational interests that will allow them to apply what they are learning in their law and society courses. Recommended settings

include non-profit agencies, human services, law firms, and government. Permission of the instructor and Career Development Center is required.

Prerequisite(s): None

LG-480 Family Values and the Law: Values Seminar

Credits: 3.00

Cross-listed with CJ-480. 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(s): TH-109

LG-499 Independent Study

Credits: 3.00

Provides the student with the opportunity to pursue independent study under the guidance of department faculty.

Prerequisite(s): None

LIBERAL STUDIES

A major is offered in liberal studies by the Department of Humanities.

The Division of Liberal Arts and Social Science offers a BA 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.

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.

LS-4001 Conversations on Personhood

Credits: 1.00

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.

Prerequisite(s): None

LS-4002 Conversations on God

Credits: 1.00

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.

Prerequisite(s): None

LS-4003 Conversations on the World

Credits: 1.00

Discussion about the environment in which we live. In light of the emergence of the elements of our universe, this seminar questions our understanding of the natural world and its many systems, while seeking a way to account for our place in it. Open to students in the Faith & Honors Program only.

Prerequisite(s): None

LS-4004 Conversations on Beauty

Credits: 1.00

Discussion about the role of aesthetic experience in human perception and understanding. Through discussion of poetry and critical essays, students will ponder principal dimensions of the aesthetic realm, including feeling and imagination, beauty, and the arts. Open to students in the Faith & Reason Honors Program only.

Prerequisite(s): None

LS-4005 Conversations on Truth

Credits: 1.00

Discussion about our ability to know what is true and real. In light of classical skepticism and the postmodern rejection of objectivity, this seminar questions how we know and make sense

of the realities of human life. Open to students in the Faith & Reason Honors Program only.

Prerequisite(s): None

LS-4006 Conversations on Goodness

Credits: 1.00

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.

Prerequisite(s): None

LS-499 Honors Thesis (Independent Study)

Credits: 3.00

Provides the student an opportunity to pursue independent study under the guidance of department faculty.

Prerequisite(s): None

MANAGEMENT

A major is offered in management by the Division of Business.

Management Major Mission Statement

The mission of the Management Major is to provide a high-value business educational experience within the Salesian tradition. The major is characterized by a strong faculty-student community; a compassionate and collegial working environment; the advancement of knowledge through high-quality teaching and academic programs, effective communication, and relevant experiential learning; and student engagement with the business world.

Division of Business General Learning Outcomes

Students who graduate from DeSales University with any major in the Division of Business will be able to:

1. apply management theories to make decisions that enhance organizational effectiveness;
2. apply marketing principles to make decisions about the direction of an organization;
3. analyze economic data using macro and micro models to explain a business environment;
4. analyze accounting data to understand the financial position of an organization and to make managerial decisions;
5. analyze quantitative data to make business decisions, in particular the budgeting of capital among potential investments;
6. evaluate business decisions in light of regulatory and ethical frameworks, particularly with regard to Catholic Social Teaching.

Management Major Student Learning Outcomes

Students who graduate from DeSales University with a major in management will be able to:

1. acquire skills necessary to build effective organizations, both at the micro (team) and macro (corporate) levels, to include defining a shared vision, communication, planning, benchmarking, and conflict management;
2. understand decision-making steps and processes (problem identification; research and analysis; mitigation of the effects of bias; solution definition, implementation, and evaluation);
3. define ethical behavior in the workplace, identify methods for addressing unethical behavior; and recognize the influence of factors including cultural diversity, laws, and acceptable past practice on ethical behavior;
4. understand the complete range of processes and skills required for effective talent management (hiring, staff development, career management, performance evaluation, reward systems for a diverse and global workforce;);
5. become familiar with management data analysis tools including MS Excel and decision trees.

This business program is 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, and MK 201. In addition, all students are required to take MG 233, 325, 340, 400, 452, 4000, 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.

A 4½ year BA/MBA Degree Program in Management is available to qualifying students. This program is designed to provide a competitive advantage for entry into the professional workplace. At the end of their junior year, management majors with at least a 3.0 GPA are eligible for the program. Qualifying students may begin MBA courses during the fall semester of their senior year.

MG-100 Introduction to Business *Credits: 3.00*

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. An introduction to Excel is given. Does not satisfy a Management elective.

Prerequisite(s): None

MG-201 Principles of Management *Credits: 3.00*

Focuses on the planning and decision-making responsibilities of

global 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. Key topics include organizational structure, decision making, change management, leadership, strategic planning, and control functions, and measurements.

Prerequisite(s): None

MG-203 Leadership Skills Development *Credits: 3.00*

Focuses on 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.

Prerequisite(s): None

MG-211 Quantitative Business Analysis *Credits: 3.00*

Focuses on the quantitative methods used for decision making in business. Topics include intro to probability theory, basic concepts in descriptive & inferential statistics, hypothesis testing, decision trees, and an introduction to time series analysis. Business problem solutions will be supplemented with computer software. Does not qualify as a Management elective.

Prerequisite(s): MOT: Mathematics

MG-212 Data Analysis *Credits: 3.00*

Focuses on concepts, tools, techniques to examine and interpret datasets for enhanced decision making. Designed for students in the Data Analytics track with prior exposure to and familiarity with statistics and probability concepts, the course emphasizes the application of contemporary tools and approaches to organize and analyze data to generate knowledge and new insights.

Prerequisite(s): MOT Mathematics (MA-111 Probability and Statistics is recommended)

MG-226 Introduction to Data Analytics and AI *Credits: 3.00*

Builds a practical foundation for data analytics and artificial intelligence by teaching students basic concepts, methods, and tools that can scale to large computational systems and data sets. Topics include predictive analytics, Machine learning, data visualization, big data, Internet of Things, AI, and ethics and legal compliance.

Prerequisite(s): None

MG-233 Business Communication Skills: The DeSales Experience *Credits: 3.00*

Focuses on developing 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(s): EN-104, business major, sophomore status or higher

MG-251 Comprehensive Quality Improvement *Credits: 3.00*

Focuses on 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(s): MG-201

MG-270 Principles and Practices of Health Care Management: External View *Credits: 3.00*

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(s): MG-201

MG-271 Principles and Practices of Health Care Management: Internal View *Credits: 3.00*

General overview of the internal forces which impact on the operation 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(s): MG-270

MG-301 Collective Bargaining *Credits: 3.00*

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(s): MG-201

MG-303 Leadership in the Modern Organization *Credits: 3.00*

Focuses on characteristics of effective leadership, dilemmas of leadership, organizational structure and leadership, motivation of people, effecting 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(s): MG-201

MG-305 Human Resource Management *Credits: 3.00*
Focuses on the human side of the organization. Topics discussed include human resource planning, selection techniques, training, legal aspects, salary, benefits, and diversity.
Prerequisite(s): MG-201

MG-306 Strategic Planning - Nonprofit *Credits: 3.00*
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. Offered only in ACCESS.
Prerequisite(s): None

MG-307 Public Relations-Nonprofits *Credits: 3.00*
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. Offered only in ACCESS.
Prerequisite(s): None

MG-308 Governance Boards and Nonprofits *Credits: 3.00*
Focuses on 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. Offered only in ACCESS.
Prerequisite(s): None

MG-310 New Ventures, Inc. *Credits: 3.00*
Examines the process of starting a new venture: topics include selecting promising ideas, initiating enterprises, exploring opportunities, obtaining initial financing, legal considerations, market analysis, financial forecasting, and organization structure.
Prerequisite(s): AB-217, MG-201, and MK-201

MG-311 Evaluating Nonprofits *Credits: 3.00*
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. Offered only in ACCESS.
Prerequisite(s): None

MG-320 Managing Workforce Diversity *Credits: 3.00*
Seeks to increase students' awareness of workforce diversity as an opportunity and challenge for managers. Topics include US demographic trends, models for understanding the importance of managing diversity, differences between affirmative action and managing diversity, real cultural differences versus stereotyping, individual diversity responses, organizational strategies for managing change, challenges inherent in managing diversity, and outcomes of successful diversity management.
Prerequisite(s): MG-201

MG-325 Operations Management *Credits: 3.00*
Examines the 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.
Prerequisite(s): MG-201 & MG-211

MG-328 Supply Chain Management *Credits: 3.00*
Cross-listed with MK-328. Exposes 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(s): MK-201

MG-333 Career Skills Development for Business Professionals *Credits: 3.00*
Enhance students' job searching process; develop skills such as writing, speaking, and teamworking; 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.
Prerequisite(s): None

MG-340 International Business *Credits: 3.00*
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(s): EC-209, MG-201, and MK-201

MG-350 Introduction to Project Management *Credits: 3.00*
A practical understanding of successful project planning and management in a business setting. This course will develop project management skills and provide tools required to manage all phases of a project including initiation, planning, executing, controlling, and closing projects. The use of project management techniques such as stakeholder identification, developing the scope of the project via a work breakdown structure (WBS),

schedule development, team management, and tracking projects will be covered. The role of the successful project manager will also be discussed.

Prerequisite(s): MG-100 and MG-211

MG-400 Organizational Behavior *Credits: 3.00*
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.
Prerequisite(s): MG-201

MG-4000 Business Capstone *Credits: 1.00*
A senior level course that will feature a team capstone project along with assessment tests. Students will work in a team to complete a project for an organization. The team will also complete a research paper based on the capstone project and present their findings. The class will also oversee the assessment tests required for our ASBSP accreditation.
Prerequisite(s): Senior status; Business major

MG-452 Business Policy Formulation *Credits: 3.00*
Develops 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(s): MG-201, MK-201, and senior standing

MG-454 Management Internship *Credits: 3.00*
Experiential learning opportunity in the field of management at an approved setting under professional supervision. Each student should choose a setting related to their personal, professional or vocational interests that will allow them to apply what they are learning in their management courses. Recommended settings include businesses, nonprofits and government institutions. Permission of the instructor and Career Development Center is required.
Prerequisite(s): None

MG-475 Ethical Issues in Work Place: Values Seminar *Credits: 3.00*
A discussion of ethical and legal issues in the global workplace, individual values, the stakeholder model, key moral philosophies and corporate social responsibility. 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(s): TH-109

MG-499 Independent Study

Credits: 3.00

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.

Prerequisite(s): None

MANAGEMENT OF INFORMATION TECHNOLOGY

A major is offered in management of information technology by the Division of Business

Management of Information Technology Major Mission Statement

The mission of the Management of Information Technology Major is to provide a high-value business educational experience within the Salesian tradition. The major is characterized by a strong faculty-student community; a compassionate and collegial working environment; the advancement of knowledge through high-quality teaching and academic programs, effective communication, and relevant experiential learning; and student engagement with the business world.

Division of Business General Learning Outcomes

Students who graduate from DeSales University with any major in the Division of Business will be able to:

1. apply management theories to make decisions that enhance organizational effectiveness;
2. apply marketing principles to make decisions about the direction of an organization;
3. analyze economic data using macro and micro models to explain a business environment;
4. analyze accounting data to understand the financial position of an organization and to make managerial decisions;
5. analyze quantitative data to make business decisions, in particular the budgeting of capital among potential investments;
6. evaluate business decisions in light of regulatory and ethical frameworks, particularly with regard to Catholic Social Teaching.

Management of Information Technology Major Learning Outcomes

Students who graduate from DeSales with a major in management of information technology will be able to:

1. acquire skills necessary to integrate information technology with business processes;
2. understand decision-making steps and processes (identifica-

tion of problems; research and analysis; mitigation of the effects of bias; solution definition, implementation, and evaluation);

3. define and practice ethical behavior regarding the use of information technology in the workplace;
4. appreciate technology management concepts and develop skills to manage IT/business groups;
5. become familiar with information technology tools, such as networks, database design, and programming languages;

This business program is 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, MG 201, 211, and MK 201. In addition, all students are required to take MG 4000; MI 205, 207, 452; CS 211, 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.

A 4½ year BA/MBA Degree Program in Management of Information Technology is available to qualifying students. This program is designed to provide a competitive advantage for entry into the professional workplace. At the end of their junior year, management of information technology majors with at least a 3.0 GPA are eligible for the program. Qualifying students may begin MBA courses during the fall semester of their senior year.

MI-111 Introduction to Programming *Credits: 3.00*

Cross-listed with CS-111. An 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.

Prerequisite(s): None

MI-205 Business Computer Applications *Credits: 3.00*

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 database packages as tools in business calculations, and the appropriate methods to use these and other tools for business problem solving.

Prerequisite(s): None

MI-207 Introduction to Management of Information Technology *Credits: 3.00*

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.

Prerequisite(s): None

MI-265 Web Page Design *Credits: 3.00*

Cross-listed with CS-265. 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.

Prerequisite(s): None

MI-353 Statistical Analysis and Predictive Modeling *Credits: 3.00*

Students will learn how to apply statistical methods to large data sets to obtain results with business value. Predictive modeling techniques will be emphasized in order to discover patterns for decision making and develop self-optimizing AI systems.

Prerequisite(s): Background in statistics helpful but not required

MI-452 Management of Information Technology *Credits: 3.00*

Topics provide an overview of information technology and project management.

Prerequisite(s): MI-205 and MI-207

MI-454 MIT Internship *Credits: 3.00*

Integrates academic study with practical work experience in Information Technology field. 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.

Prerequisite(s): None

MI-462 Applied AI Platforms and Projects *Credits: 3.00*

Students will learn how to apply statistical methods to large data sets to obtain results with business value. Predictive modeling techniques will be emphasized in order to discover patterns for decision making and develop self-optimizing AI systems.

Prerequisite(s): MI-353

MI-499 Independent Study *Credits: 3.00*

Reading, research papers, or projects under the guidance of a member of the staff.

Prerequisite(s): None

MARKETING

A major is offered in marketing by the Division of Business.

Marketing Major Mission Statement

The mission of the Marketing Major is to provide a high-value business educational experience within the Salesian tradition. The major is characterized by a strong faculty-student community; a compassionate and collegial working environment; the advancement of knowledge through high-quality teaching and academic programs, effective communication, and relevant experiential learning; and student engagement with the business world.

Division of Business General Learning Outcomes

Students who graduate from DeSales University with any major in the Division of Business will be able to:

1. apply management theories to make decisions that enhance organizational effectiveness;
2. apply marketing principles to make decisions about the direction of an organization;
3. analyze economic data using macro and micro models to explain a business environment;
4. analyze accounting data to understand the financial position of an organization and to make managerial decisions;
5. analyze quantitative data to make business decisions, in particular the budgeting of capital among potential investments;
6. evaluate business decisions in light of regulatory and ethical frameworks, particularly with regard to Catholic Social Teaching.

Marketing Major Student Learning Outcomes

Students who graduate from DeSales University with a major in marketing will be able to:

1. demonstrate competency in general education skill areas such as oral and written communication, quantitative methods, research, critical thinking, ethical decision making, continuous learning, and technology;
2. understand and apply appropriate skills to be an effective marketing employee within a variety of organizational settings. This would include demonstrating competency in areas such as teaming, leadership, followership, time management, project management, motivation, negotiation, planning, and human relations;
3. understand the purpose, foundational concepts, and inter-connections of the core functional areas of an organization, including the role of marketing and how and why marketing helps an organization to implement the marketing concept and create competitive advantages;
4. use the marketing planning process and work within the marketing environments to develop effective marketing tactics, strategies, and plans – including selection of appropriate target markets and development of detailed product, promotion, price, and place mixes – which satisfy target

customer needs and organizational objectives in the context of a global and ever-changing marketplace.

This business program is 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, and MK 201. In addition, all students are required to take MK 220, 340, 410, 452, MG 4000, plus one other course in marketing.

The Marketing major also offers a track in Data Analytics. This track requires an additional five courses: MG 212, 226, CS 260, MI 353, 462.

A 4½ year BA/MBA Degree Program in Marketing is available to qualifying students. This program is designed to provide a competitive advantage for entry into the professional workplace. At the end of their junior year, marketing majors with at least a 3.0 GPA are eligible for the program. Qualifying students may begin MBA courses during the fall semester of their senior year.

MK-201 Principles of Marketing *Credits: 3.00*

An introduction to the activities and decisions involved in the exchange of goods, services, or ideas from manufacturer/service 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. Market Plan elements including product, price, place, and promotion are discussed. Basic analytical and decision-making skills will also be developed.

Prerequisite(s): None

MK-215 Sales and Sales Management *Credits: 3.00*

Emphasizes the fundamentals of personal selling and how to effectively manage a sales force. It also focuses on the link between the determinants of sales performance and the activities involved in directing, influencing and controlling a sales force. Customer value add, consumer and business buyer behavior, sales negotiation, sales style, flexing, team selling, and other topics are discussed.

Prerequisite(s): MK-201 or MG-100 with junior standing

MK-220 Consumer Behavior *Credits: 3.00*

An introduction to the various facets of consumer behavior, including the decision-making process, problems, needs and goals, the consumer's search for information, and the evaluation of the purchase decision. Students will explore the application of concepts to management of the marketing mix.

Prerequisite(s): MK-201

MK-235 Service and Retail Marketing *Credits: 3.00*

Focuses on the application of analytical and decision-oriented

marketing concepts to the ever-growing service sector of our economy, with specific emphasis on the retailing of consumer products.

Prerequisite(s): MK-201

MK-300 Introduction to Fundraising *Credits: 3.00*

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(s): None

MK-315 Business to Business Marketing *Credits: 3.00*

Emphasizes analytical and decision-making techniques in the marketing of goods and services to businesses, institutions, and the government. It also 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(s): MK-201

MK-325 Advertising & Promotional Communication

Credits: 3.00

Students will explore the management of the advertising function and its integration with other forms of promotion. Special emphasis will be given to the Integrated Marketing Communications. Topics include planning the promotional program, determining the most effective approach, evaluation of media and budget, research, and economic and social aspects of promotional activities.

Prerequisite(s): MK-201

MK-326 Data Mining *Credits: 3.00*

Focuses 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(s): MK-201 and 1 other marketing course

MK-328 Supply Chain Management *Credits: 3.00*

Cross-listed with MG-328. Exposes 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(s): MK-201

MK-330 Health Care Marketing *Credits: 3.00*

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, application of marketing research and segmentation analysis to the healthcare, pharmaceutical and medical industries.

Prerequisite(s): None

MK-333 Career Skills Development for Business

Professionals *Credits: 3.00*

Enhances students' job searching process; develop business communication skills such as writing, speaking, and teamworking; 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(s): None

MK-340 International Marketing *Credits: 3.00*

An introduction to assessing international marketing opportunities and formulating and implementing international marketing strategies. Students will explore how to use marketing analyses and deductive decision modeling in assessing international marketing opportunities. Topics include international strategies and policies, foreign market selection, adaptation of products, distribution, communication channels, and information gathering, planning, and control.

Prerequisite(s): MK-201

MK-341 Social Media and Business *Credits: 3.00*

Use and trends in social media from a strategic business perspective. The management component may cover online workplace privacy, training, collaboration, firm reputation, and company strategy. The marketing component may discuss strategic marketing objectives, tool selection, brand development, selling and ROI using social media. Topic selection is at the discretion of the instructor.

Prerequisite(s): MK-201, MG-100 or MI-205

MK-350 Pharmaceutical Marketing *Credits: 3.00*

Introduces students to 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(s): MK-201

MK-410 Marketing Research and Analytics *Credits: 3.00*

Addresses the planning, execution, and evaluation of marketing research activities. Particular emphasis will be placed on the techniques and methodology used in the collection, analysis, and interpretation of economic, demographic, and sociological data

for use in marketing decision making. Students will also explore analytical tools to prepare them for appropriate data analysis and use.

Prerequisite(s): MK-201, MG-211, and either MA-110, MA-111 or MA-301

MK-452 Marketing Planning and Strategy *Credits: 3.00*

Explores the formulation and implementation of marketing strategy. Special emphasis is placed on integration of the marketing function throughout the organization.

Prerequisite(s): MK-201, MK-220 and senior standing

MK-454 Marketing Internship *Credits: 3.00*

Experiential learning opportunity in the field of marketing at an approved setting under professional supervision. Each student should choose a setting related to their personal, professional or vocational interests that will allow them to apply what they are learning in their marketing courses. Recommended settings include businesses, nonprofits and government institutions. Permission of the instructor and Career Development Center is required.

Prerequisite(s): None

MK-455 Special Topics *Credits: 3.00*

An opportunity to pursue in a structured setting a topic of current interest or specialized focus not available in other marketing courses.

Prerequisite(s): MK-201

MK-499 Independent Study *Credits: 3.00*

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.

Prerequisite(s): None

MARRIAGE AND FAMILY STUDIES

A major is offered in marriage and family studies by the Department of Philosophy and Theology.

Marriage and Family Studies Major Mission Statement

The mission of the marriage and family studies major is to engage its students in the intellectual and moral formation necessary for the development of strong marriages and solid families through an interdisciplinary engagement with the best that the Catholic intellectual tradition can provide, as this is realized within the Salesian and Christian humanism that characterize the mission of DeSales University.

Marriage and Family Studies Major Student Learning Outcomes

Students who graduate from DeSales University with a major in marriage and family studies will be able to:

1. articulate the theological and philosophical foundations for marriage and the family;
2. detail the historical development of marriage and the family;
3. apply contemporary social science research to issues in marriage and the family;
4. apply the formation that they have received to areas relevant to the preservation and promotion of marriage and the family.

The Marriage and Family Studies Major Program

The BA 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!

To be graduated with a BA 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):

- | | |
|----------------------|----------------|
| Criminal Justice 305 | Psychology 245 |
| Education 313 | Psychology 250 |
| Finance 290 | Theology 387 |
| Law and Society 480 | Theology 473 |
| Psychology 240 | |

MATHEMATICS

A major is offered in mathematics, and a minor is offered in mathematics, by the Department of Mathematics/Computer Science.

Mathematics Major Mission Statement

The mission of the undergraduate mathematics program is to provide majors with the opportunity to develop breadth and depth in both applied and theoretical areas of mathematics while enhancing their ability to think critically. Students will be prepared to apply these skills in advanced academic programs and/or careers which require expertise in mathematics, employing the ethical responsibilities implied by the mission and philosophy of DeSales University.

Mathematics Major Student Learning Outcomes

Students who graduate from DeSales with a major in mathematics will be able to:

1. demonstrate an understanding of the core concepts and techniques of calculus, linear algebra, differential equations, discrete mathematics, and probability & statistics;
2. understand and write mathematical proofs;
3. think critically and apply mathematical knowledge to solve a wide variety of mathematical problems;
4. communicate mathematically in both written and oral form with precision, clarity, and organization;
5. write basic computer programs and use technology for visualization, problem solving, and mathematical modelling.

This major provides a solid foundation in the major areas of mathematics, while giving students the flexibility to study topics pertinent to their career goals. The major consists of four tracks: general, actuarial science, graduate school preparation, and teacher certification. All tracks lead to a Bachelor of Science degree in Mathematics, but each track includes specialized courses in the specified area of interest.

Core Mathematics Courses

All mathematics majors are required to take the following twelve courses: MA 121, MA 122, MA 222, MA 223, MA 224, MA 231, MA 243, MA 301, MA 331, MA 453, MA 445 or MA 471, and CS 115.

Track Specific Courses

General Track

This track provides the most flexibility and is often chosen by students wishing to double major or minor in another discipline. In addition to the twelve core courses listed above, students in this track will complete degree requirements by taking four courses from the following: CS 260,

Mathematics electives (any MA course at the 300 or 400 level).

Actuarial Science Track

Actuarial science is the application of mathematics and statistics to the study of risk management. This program track is designed to prepare students for the first two exams offered by the Society of Actuaries/Casualty Actuarial Society. In addition to the twelve core courses listed above, students in this track will complete degree requirements by taking the following four courses: MA 311, MA 312, CS 260, and EC 209 or EC 210.

Graduate School Preparation Track

Providing a broad foundation in the theoretical branches of mathematics, this track is designed for students who plan to pursue graduate study in mathematics. In addition to the twelve core courses listed above, students in this track will complete degree requirements by taking the following four courses: MA 445 or MA 471 (whichever was not taken as part of the core), MA 351, and two Mathematics electives (any MA course at the 300 or 400 level).

Teacher Certification Track

This track provides the mathematics courses needed for secondary certification in the teaching of mathematics. In addition to the twelve core courses listed above, students in this track will complete degree requirements by taking the following four courses: MA 445 or MA 471 (whichever was not taken as part of the core), MA 351, ED 412 and one Mathematics elective (any MA course at the 300 or 400 level). The certification for teaching at the secondary level may be obtained through the department of education. Additional certification requirements and information about the Secondary Teacher Education Program (STEP) are found under the entry for the education program above.

MA-106 Geometry of Visual Arts

Credits: 3.00

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.

Prerequisite(s): None

MA-107 Mathematics for Teachers I: MOT/Mathematics

Credits: 3.00

A course designed to give prospective teachers an understanding of the underlying concepts of fundamental mathematics: set theory, number relations, number theory, fractions and decimals, and problem solving techniques. A preparation for the state certification exam, the course is an in-depth study, developing conceptual understandings required for teaching children. Open only

for Early Childhood and Elementary Education (ECE) majors and Secondary Teacher Education Program (STEP) students.

Prerequisite(s): None

MA-108 Mathematics for Teachers II

Credits: 3.00

A course designed to give prospective teachers an understanding of the underlying concepts of fundamental mathematics: algebra, geometry and spatial sense, statistics, probability, measurement and estimation, and problem solving techniques, providing preparation for the state certification exam. Additional focus will be given to the statistical process/analysis of data-driven instruction conducted within the state assessment program. Open only to Early Childhood and Elementary Education (ECE) majors and Secondary Teacher Education Program (STEP) students. Course fee.

Prerequisite(s): None

MA-109 Survey of Mathematics: MOT/Mathematics

Credits: 3.00

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.

Prerequisite(s): None

MA-110 Finite Mathematics: MOT/Mathematics

Credits: 3.00

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.

Prerequisite(s): None

MA-111 Probability and Statistics: MOT/Mathematics

Credits: 3.00

Emphasizes quantitative methods for decision making. Topics discussed include the nature of probability and statistics, frequency distributions and graphs, organization and analysis of data, elementary probability theory and techniques, discrete probability distributions, the normal distribution, confidence intervals, correlation and regression, and hypothesis testing.

Prerequisite(s): None

MA-112 Precalculus Mathematics: MOT/Mathematics

Credits: 3.00

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.

Prerequisite(s): None

MA-121 Calculus I: MOT/Mathematics *Credits: 3.00*
An introduction to differential calculus. Topics include limits and continuity; differentiation of elementary functions; product, quotient and chain rules; local linear approximations; implicit differentiation; related rates; extrema; concavity; curve sketching; mathematical modeling; antiderivates; applications.
Prerequisite(s): None

MA-122 Calculus II *Credits: 3.00*
An introduction to integral calculus. Topics include Riemann sums; methods of indefinite and definite integration including substitution, parts, trigonometric substitution and partial fractions; the Fundamental Theorem; improper integrals; separable differential equations. Applications include area; volume; average value; growth and decay and probability.
Prerequisite(s): MA-121

MA-222 Statistical Analysis Using R *Credits: 3.00*
An applied introduction to statistics and statistical computing. Fundamental concepts in descriptive and inferential statistics will be taught and will include measures of central tendency, variability and position; confidence intervals and hypothesis testing; ANOVA; regression and correlation. Use of the statistical software package R for computation and visualization will be introduced and used extensively throughout the course Course fee.
Prerequisite(s): None

MA-223 Calculus III *Credits: 3.00*
A continuation of the calculus sequence. Topics include parametric equations and polar coordinates including area and length; infinite sequences and series; vectors and the geometry of space; vector functions in two and three dimensions; applications of these topics.
Prerequisite(s): MA-122

MA-224 Calculus IV *Credits: 3.00*
The conclusion of the calculus sequence. Topics include partial derivatives; multiple integrals including triple integrals in the cylindrical and spherical coordinate systems; vector calculus including vector fields, line integrals and Green's Theorem; the application of these topics. The course concludes with an introduction to direct, indirect, vacuous, trivial, contradiction and induction proofs.
Prerequisite(s): MA-223

MA-231 Discrete Mathematics *Credits: 3.00*
Selected topics from mathematical logic, induction, relations and functions, basic combinatorics, discrete probability, graph theory, and recursion. An emphasis will be given to an introduction to proof-writing.
Prerequisite(s): MA-122

MA-243 Differential Equations *Credits: 3.00*
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(s): MA-122

MA-260 History of Mathematics *Credits: 3.00*
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(s): MA-122

MA-301 Probability Theory *Credits: 3.00*
A calculus-based course in probability. Topics include sample spaces, random variables, discrete and continuous distributions, conditional probability, Bayes' Theorem, expectation and variance, moment generating functions, joint probability distribution functions, and applications of these concepts.
Prerequisite(s): MA-122

MA-302 Statistical Theory *Credits: 3.00*
A calculus-based course in statistics. Both the methods and the theory of the following topics are covered: sampling, estimation, confidence intervals, hypothesis testing, correlation, and regression.
Prerequisite(s): MA-301

MA-311 Actuarial Mathematics - P *Credits: 3.00*
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. Course fee.
Prerequisite(s): MA-301

MA-312 Actuarial Mathematics - FM *Credits: 3.00*
An introduction to the topics found on the Society of Actuaries Exam FM/Casualty Actuarial Society Exam 2. Fundamental concepts of financial mathematics will be explored. Topics include time value of money, annuities, loans, bonds, cash flows and portfolios, immunization, interest rate swaps, and determinants of interest rates. Course Fee.
Prerequisite(s): MA-122

MA-331 Linear Algebra *Credits: 3.00*
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.
Prerequisite(s): MA-122

MA-351 Fundamentals of Modern Geometry *Credits: 3.00*
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(s): MA-224 & MA-231

MA-381 Numerical Analysis *Credits: 3.00*
Topics include linear and nonlinear equations, interpolation and approximation, numerical integration, curve fitting, simultaneous equations, and the analysis of errors.
Prerequisite(s): MA-122

MA-383 Complex Variables *Credits: 3.00*
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(s): MA-224 or permission of instructor

MA-385 Elementary Number Theory *Credits: 3.00*
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(s): MA-224 or MA-231 or permission of instructor

MA-387 Cryptology *Credits: 3.00*
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(s): MA-122

MA-399 Mathematics Internship *Credits: 3.00*
Experiential learning experience opportunity in the field of mathematics at an approved setting under professional supervision. Each student should choose a setting related to their personal, professional or vocational interests that will allow them to apply what they are learning in their mathematics courses. Recommended settings include businesses, government agencies, insurance companies and educational institutions. Permission of the instructor and Career Development Center is required.
Prerequisite(s): None

MA-400 Special Topics in Mathematics *Credits: 3.00*

An in-depth coverage of a topic that is not covered extensively elsewhere in the mathematics curriculum.

Prerequisite(s): Permission of instructor

MA-445 Advanced Calculus *Credits: 3.00*

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(s): MA-224 & MA-231

MA-453 Senior Coordinating Seminar *Credits: 3.00*

A capstone experience for the mathematics major. The course focuses on the philosophical meaning of mathematics, an understanding of mathematical maturity, and an introduction to the methods of mathematics research. In preparation for a departmental comprehensive examination, students engage in a rigorous review of the foundational topics in the undergraduate mathematical curriculum. A research project, culminating in a written report and oral presentation, is required.

Prerequisite(s): Senior status or permission of instructor

MA-461 Research *Credits: 3.00*

Student research in a specific area of mathematics, one which is in the research mentor's field of competence and interest. The student is responsible for developing and completing a research project of professional quality. Regular meetings and discussions with the research mentor and other project personnel are required. A minimum time commitment of 3 hours per week per credit is expected.

Prerequisite(s): Permission of instructor

MA-471 Abstract Algebra *Credits: 3.00*

Advanced concepts in algebra. Topics include congruence relations, permutations, binary operations, groups, subgroups, abelian and cyclic groups, homomorphisms, normal subgroups, cosets, factor groups, and isomorphisms. An introduction to rings and fields will also be presented.

Prerequisite(s): MA-224 & MA-231

MA-499 Independent Study *Credits: 3.00*

Readings, research papers, or projects under the guidance of a member of the department. May be repeated for a maximum of 6 credits.

Prerequisite(s): None

MEDIA STUDIES

A major is offered in media studies by the Department of Mathematics/Computer Science.

Media Studies Mission Statement

The media studies major is committed to providing professional instruction, theoretical and practical, in advanced media studies, through courses designed to challenge and inspire students to develop the skills to be successful, informed, independent-thinking, and ethical citizens of the world, in the image of St. Francis de Sales.

Media Studies Student Learning Outcomes

Students who graduate from DeSales University with a major in media studies will be able to:

1. demonstrate fundamental knowledge of media history, theory, and literature;
2. demonstrate fundamental knowledge of and skills in media production;
3. demonstrate fundamental knowledge of and skills in media analysis and criticism;
4. model professional values and behaviors of the field (deadline adherence, effective communication, collaboration, etc.).

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 their 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 Introduction to Mass Communication
 CM 199 Communication Theory
 CM 290 Popular Culture
 CM 405 Professional Communication Seminar
 TV 160 Television and Film: History and Appreciation
 TV 225 Basic Productions and Operations
 TV 290 Media Literacy

CS 119 Digital Art Story Development
 CS 270/TV 340 Multimedia
 CS 340 Digital Art I
 CS 390 3D Modeling for Production

Electives Group A – Theory and Criticism (Select 3)

CM 310 Fundamentals of Public Relations
 CM 380 Media Law and Politics
 TV/CM 390 Media Ethics
 TV 310 History of the Documentary
 CS 342 Digital Art II
 CS 392/TV 392 3D Animation Production I

Electives Group B – Application (Select 2)

CM 220 Journalism I
 CM 316 Publishing
 CM 320 Journalism II
 CM 325/326 Journalism Practicum
 TV 230 Introduction to Radio
 TV 320 Funding and Distribution
 TV 395 Motion Picture Production
 CS 265 Web Page Design
 CS 394 Game Development/Interface
 CS 425 3D Animation Production II

MEDICAL STUDIES

A major is offered in medical studies by the Division of Healthcare

Medical studies is the name of DeSales University's 3+2 program that leads to a BS in medical studies and an MS in physician assistant studies. Students complete their undergraduate studies in three years, then continue in the physician assistant program for another two years. Successful completion of this 5 year program will allow the student to sit for the Physician Assistant National Certification Examination (PANCE).

The mission of the physician assistant program is consistent with the enduring Christian Humanistic traditions of DeSales University and seeks to graduate physician assistants who dedicate themselves to the total well-being of the patient. Graduates of the program will deliver competent compassionate health care including preventative services and wellness education to patients of diverse populations in a variety of settings. They will consider the patient holistically in the context of family, community, and society, and incorporate ethical principles into a patient-focused practice. They will serve their patients by using evidence-based medicine and promoting life-long learning in the profession.

Technical Standards

All students must be able to independently meet the following standards:

- **General abilities** – Students must possess:
 - a functional sense of vision, touch, hearing, taste, and smell in order to be able to integrate, analyze, and synthesize data in a consistent and accurate manner
 - the ability to perceive pain, pressure, temperature, position, vibration, equilibrium, and movement
- **Observational abilities** – Students must be able to:
 - observe demonstrations, exercises, and patients accurately at a distance and close at hand
 - note non-verbal as well as verbal signals
- **Communication abilities** – Students must be able to:
 - speak intelligibly
 - hear sufficiently
 - elicit and transmit patient information in oral and written English to members of the healthcare team
 - describe changes in mood, activity, and posture
 - communicate effectively and sensitively with patients
 - read at a level sufficient to accomplish curricular requirements and provide clinical care for patients
 - write or type appropriate medical documents according to protocol in a thorough and timely manner
- **Sensory and Motor ability** – Students must:
 - possess gross and fine motor skills sufficient to directly perform palpation, percussion, auscultation, and other basic diagnostic procedures
 - be able to execute motor movements reasonably required to provide basic medical care, such as airway management, placement of catheters, suturing, phlebotomy, application of sufficient pressure to control bleeding, simple obstetrical maneuvers, and extended standing and retraction in surgery
- **Critical thinking ability** – Students must:
 - be able to independently access and interpret medical histories or files
 - identify significant findings from history, physical examination, and laboratory data to provide a reasoned explanation for likely diagnoses and prescribed medications and therapy
 - recall and retain information in an efficient and timely manner
 - calculate, reason, analyze, and synthesize
 - incorporate new information from peers, teachers, and the medical literature in formulating diagnoses and plans
- **Behavioral and Social Attributes** – Students must:
 - possess the ability to use their intellectual capacity, exercise good judgment, and promptly complete all responsibilities attendant to the diagnosis under poten-

tially stressful circumstances, emergency situations, and extended hours

- be able to develop empathic, sensitive, and effective relationships with patients
- be able to adapt to changing environments and to learn in the face of uncertainties inherent in the practice of medicine
- be able to respond to supervision appropriately and act independently, when indicated

Non-traditional (ACCESS) Students

The medical studies major does not allow part-time studies or transfer into the program.

Academic Requirements

Admission into the medical studies major is competitive. First, the applicant must be accepted by the University. Then, Admissions refers to the PA program qualified applicants, who must interview separately with the program. If accepted as a freshman into the medical studies major, the articulation agreement guarantees a seat in the PA program without further application as long as all requirements have been met.

Language Requirements

International applicants should refer to the language requirements detailed in Section 4 of the *Undergraduate Catalog*, under the heading of International Students.

Medical Studies Major

In addition to the requirements of the core curriculum, students in medical studies are required to take the following courses for the Bachelor of Science (BS): BI 151, BI 152, BI 255, BI 256, BI 352, BI 353, BI 355, BI 356, CH 101, CH 102, CH 231, MA 111, MD 1001, MD 301, MD 302, MD 306, and PS 109. The PE 100 general education requirement is satisfied by PA 619, which is taken during the graduate phase.

Progression Policy for Students in Medical Studies

Students in medical studies are required to attain a per semester grade point average of 3.0 in each semester and a 3.0 semester average in the major sciences. The following courses are used to calculate the major science GPA: BI 151, BI 152, BI 255, BI 256, BI 352, BI 353, BI 355, BI 356, CH 101, CH 102, CH 231, and MD 306. The required science courses must be taken at DeSales University or at an LVAIC school (Lehigh University, Lafayette College, Moravian College, Muhlenberg College, Cedar Crest College), except for advanced placement credit earned before starting college. This is to allow for reporting of grades required for the above GPA requirements.

In the event that a student fails to achieve the semester GPA of 3.0 or the semester major science GPA of 3.0, the students

will be placed on PA program academic probation. The failure to achieve the semester GPA of 3.0 or the semester major science GPA of 3.0 in any subsequent semester will be grounds for academic dismissal from the medical studies major (loss of guaranteed seat in the PA Program). In addition, an overall cumulative GPA of 3.0 and a cumulative science GPA of 3.0 must be obtained before matriculation into the PA program (4th year).

Students who are academically dismissed from the program are given an opportunity to appeal under the Academic Due Process section of this catalog under Academic Regulations.

Typical Program of Study (available at www.desales.edu/gradforms):

First Year

Fall

BI 151: Introductory Biology I
CH 101: General Chemistry I
EN 103: Communication and Thought I
Foreign Language/World Cultures
MA 111: Probability and Statistics

Spring

BI 152: Introductory Biology II
CH 102: General Chemistry II
EN 104: Communication and Thought II
Foreign Language/World Cultures
MD 1001: PA as a Profession
PL 109: Philosophical Thinking

Second Year

Fall

CH 231: Organic Chemistry I
BI 255: Molecular Cell Biology I
MOT/Literature
HI/PO 201: Humanities I
Free Elective
Physical Education (Activities)

Spring

BI 256: Molecular Cell Biology II
BI 352: Medical Microbiology
HI/PO 202: Humanities II
PS 109: Introduction to Psychology
TH 109: Catholic Theology - An Introduction
Physical Education (Activity)

Third Year

Fall

BI 355: Human Structure & Function I
Humanities III
TH 200/300: Intermediate Theology
BI 353: Immunology

Free Elective

Spring

BI 356: Human Structure and Function II

Humanities IV

MD 301: Selected Medical Topics

MD 302: Medical Terminology

MD 306: Pharmacology & Toxicology

The fourth and fifth years are completed in the PA program. Please see the *Graduate Catalog* for details.

Professional Requirements

Students matriculating into the PA 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 has 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 PA Program from the Medical Studies Major

Enrollment in the medical studies major guarantees admission into the PA Program if the following criteria are met:

- successful completion of the undergraduate course, having earned a cumulative GPA of 3.0 in all courses, and a cumulative GPA 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 undergraduate years. 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 medical studies major and the student will lose guaranteed placement into the PA Program
- completion of at least 500 hours of health care, patient contact, 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.

Physician Assistant Program

The physician assistant program is 24 months in duration, six consecutive semesters. 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 PA program. There is no credit for experiential learning.

Admission into the PA program can also be obtained by completing a regular 4-year degree at DeSales (or other college or university) and then applying through the Centralized Application Service for Physician Assistants (CASPA) to the program. No specific major is required but the BA in biology is the recommended degree. A seat in the program is not guaranteed but all DeSales graduates are offered a priority interview. Full details of the PA program can be found in the Graduate Catalog of the University.

MD-1001 PA as a Profession *Credits: 1.00*

Roles and responsibilities of a physician assistant. This course introduces students to the professional roles and responsibilities of a physician assistant. Topics include PA history, professional organization, clinical roles, education, and certification.

Prerequisite(s): None

MD-301 Selected Medical Topics *Credits: 3.00*

Current issues in medicine. Students examine current topics of clinical and professional importance. Topics may 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.

Prerequisite(s): Limited to students in the medical studies major

MD-302 Medical Terminology *Credits: 3.00*

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 with terminology discussed in a clinical format.

Prerequisite(s): Limited to students in the medical studies major

MD-306 Pharmacology and Toxicology *Credits: 3.00*

Develops an understanding of pharmacologic and toxicologic principles. Basic pharmacodynamics and pharmacokinetics will be discussed. Special emphasis will be given to medical uses of drugs.

Prerequisite(s): CH-101 and CH-102

MILITARY SCIENCE

No major is offered in Military Science.

Military Science is part of the United States Cadet Command.

As such, it sponsors the Reserve Officers' Training Corps (ROTC) Program. Classes are taught under the auspices of the Lehigh Valley Steel Battalion ROTC program, which is the local headquarters for ROTC and military science instruction. They are taught at Jordan Hall on the campus of Lehigh University. All Military Science courses except ML-101 satisfy one Physical Education activity course at DeSales. Contact inmil@lehigh.edu with any questions regarding the Military Science program.

ML-101 Introduction to the Army *Credits: 1.00*

Focuses on an introduction to the Army and critical thinking. Students will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a complete understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Cadets also learn how resiliency and fitness support their development as an Army leader. Includes a weekly lab facilitated by MSLIII Cadets and supervised by cadre.

Prerequisite(s): None

ML-102 Foundations of Agile and Adaptive Leadership

Credits: 1.00

Introduces Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets will develop personal life skills such as critical thinking, time management, goal setting, and communication. They will learn about the essential skills of the communications process for leaders in the Army. Cadets will also begin learning the basics of squad level tactics, which will be reinforced during a weekly lab facilitated by MSL III Cadets and supervised by cadre.

Prerequisite(s): None

ML-201 Leadership and Decision Making *Credits: 2.00*

Focuses on leadership and decision making. The course adds depth to the Cadets' understanding of the Adaptability Army Learning Area. Outcomes will be demonstrated through Critical and Creative Thinking, and the ability to apply Troop Leading Procedures (TLP) to apply Innovative Solutions to Problems. The Army Profession is also stressed through leadership forums and a leadership self-assessment. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MSL III Cadets and supervised by cadre.

Prerequisite(s): None

ML-202 Army Doctrine and Team Development *Credits: 2.00*

Focuses on Army doctrine and team development. The course begins the journey to understanding and demonstrating compe-

tencies as they relate to Army doctrine. Army Values, Teamwork, and Warrior Ethos and their relationship to the Law of Land Warfare and philosophy of military service will also be stressed. The ability to lead and follow will be covered through Team Building exercises at squad level. Students will then be required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MSL III Cadets and supervised by Cadre.

Prerequisite(s): None

ML-301 Training Management and the Warfighting Functions

Credits: 3.00

Focuses on training management and the warfighting functions. This is an academically challenging course in which students will study, practice, and apply the fundamentals of Training Management, and understand how the Army operates through the Warfighting functions. At the conclusion of this course, you will be capable of planning, preparing, and executing training for a squad conducting small unit tactics. Includes one lab per week using peer facilitation overseen by MSLIVs, supervised by ROTC Cadre.

Prerequisite(s): None

ML-302 Applied Leadership in Small Unit Operations

Credits: 3.00

Focuses on applied leadership in small unit operations. This is an academically challenging course in which students will study, practice, and apply the fundamentals of direct level leadership and small unit tactics at the platoon level. At the conclusion of this course, students will be capable of planning, coordinating, navigating, motivating, and leading a platoon in the execution of a mission. Includes one lab per week using peer facilitation overseen by MSL IVs, supervised by ROTC Cadre. Successful completion of this course will help prepare students for the Cadet Summer Training Advance Camp, which they will attend in the summer at Fort Knox, KY.

Prerequisite(s): None

ML-401 The Army Officer

Credits: 3.00

Focuses on development of the Army Officer. This is an academically challenging course in which students will develop knowledge, skills, and abilities to plan, resource, and assess training at the small unit level. Students will also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course, students will be familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company or field grade officer level. Includes one lab per week overseeing MSL III lesson facilitation and supervised by ROTC Cadre.

Prerequisite(s): None

ML-402 Company Grade Leadership

Credits: 3.00

An academically challenging course in which students will develop knowledge, skills, and abilities required of junior officers pertaining to the Army in Unified Land Operations and Company Grade Officer roles and responsibilities. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a mid-term exam, and an Oral Practicum as the final exam. The Oral Practicum will explore students' knowledge of how they will be prepared for the 20 Army Warfighting Challenges (AWFC) covered throughout the ROTC Advanced Course. Successful completion of this course will assist in preparing students for their BOLC B course and is a mandatory requirement for commissioning. Includes one lab per week overseeing MSL III lesson facilitation and supervised by ROTC Cadre.

Prerequisite(s): None

NEUROSCIENCE

A major is offered in neuroscience by the Department of Biology. It is not available as a dual major for students who have declared a major in biology.

Neuroscience Major Mission Statement

The mission of the Neuroscience Program is to provide a quality educational experience and a broad knowledge of the field of neuroscience. Through laboratory experiences, research projects, and community outreach, students will develop critical and analytics thinking, problem solving, and communication skills. The Neuroscience program supports the DeSales University mission by providing all students with quality higher education according to the philosophy of Christian Humanism as developed by Saint Francis DeSales. Graduates are prepared for professional careers in business and industry, graduate school, and professional school.

Neuroscience Major Student Learning Outcomes

Students who graduate from DeSales University with a major in neuroscience will be able to demonstrate:

1. Basic knowledge of fundamental concepts in neuroanatomy, neurophysiology, and neuropharmacology, and will have appropriate training to begin a successful career or begin graduate school;
2. The ability to use published literature and current scientific databases to research neuroscience topics;
3. Oral and written skills used to clearly communicate technical information and concepts in the field of neuroscience;
4. Proficiency in neuroscience laboratory and field techniques including the scientific method, experimental design, data

collection and analysis, and the application of these techniques to real-world situations;

5. An appreciation and consideration for the ethical responsibilities of scientists, medical professionals, and social workers that deal with the nervous system.

The following courses are required for the Bachelor of Neuroscience (BS) in Biology:

Biology: BI 151, 152

Chemistry: CH 101, 102, 231, 232

Mathematics: MA 111 or 121

Neuroscience NEU 221, 267, 311

Physics: PH 203, 204 or 201, 202

Psychology: PS 109

Three electives (at least one must have a NEU course code)

Psychology: PS 230, 320, 381

Biology: BI 255, 256, 330, 361, 374, 375

Neuroscience: NEU 451, 491

NEU-221 Biostatistics

Credits: 3.00

Cross-listed with BI-221. A broad introduction to applied statistics in neuroscience. Students will learn to properly organize, classify, describe, analyze, and report study data using the appropriate statistical methodology. Class will be divided into part lecture and part guided software instruction using IBM SPSS Statistics.

Prerequisite(s): None

NEU-267 Behavioral Neuroscience

Credits: 3.00

Cross-listed with BI-267. An introduction to the field of neuroscience. Students will learn the structure and function of fundamental components of the nervous system, as well as understand the physiology associated with action potentials and synaptic transmission. The course will also describe how the nervous system facilitates the production of complex behaviors and the reception and integration of external stimuli via sensory organs.

Prerequisite(s): BI-151 and BI-152

NEU-311 Research Methods in Neuroscience

Credits: 3.00

An exploration of research techniques in neuroscience. Students will explore techniques in neurophysiology, hormone manipulation, and behavior in a variety of model organisms. Students will develop additional research skills in data analysis, scientific literature search, and scientific writing, culminating in designing, performing and reporting an experiment using the techniques discussed in class.

Prerequisite(s): BI/NEU-267 and BI/NEU-221

NEU-451 Functional Neuroanatomy

Credits: 3.00

An exploration of research techniques in neuroscience. Students

will explore techniques in neurophysiology, hormone manipulation, and behavior in a variety of model organisms. Students will develop additional research skills in data analysis, scientific literature search, and scientific writing, culminating in designing, performing, and reporting an experiment using the techniques discussed in class.

Prerequisite(s): BI/NEU-267

NEU-491 Neuroscience Research *Credits: 3.00*
Student research in a neuroscience lab. The research will be in the mentor's field of competence and interest. The student is responsible for developing, executing, and completing an experimental research project of professional quality. Regular discussions with lab members and faculty mentor are required; minimum time commitment of 9 hours per week expected. Admission by permission of instructor. Course fee.

Prerequisite(s): None

NEU-4911 Neuroscience Research *Credits: 1.00*
Student research in a neuroscience lab. The research will be in the mentor's field of competence and interest. The student is responsible for developing, executing, and completing an experimental research project of professional quality. Regular discussions with lab members and faculty mentor are required; minimum time commitment of 3 hours per week expected. Admission by permission of instructor. Course fee.

Prerequisite(s): None

NURSING

A major is offered in nursing by the Division of Nursing.

Division of Nursing Mission Statement

The mission of the Division of Nursing at DeSales University is to prepare professional, caring, competent undergraduate and graduate nursing students who have the ability to improve domestic and global health outcomes in the Salesian tradition of Christian humanism. Graduates are prepared to assume clinical, leadership, and diverse healthcare positions to contribute to the advancement of nursing and other healthcare professions. Graduates are prepared to further their individual advancement through future academic endeavors and lifelong learning.

BSN Program Student Learning Outcomes

Students who graduate from DeSales University with a major in nursing will be able to:

1. exemplify Christian humanism through valuing and facilitating full human development;
2. assist persons to make ethical and moral health care decisions;

3. integrate best evidence into clinical practice;
4. demonstrate intellectual curiosity, rational inquiry, problem-solving, and creativity when applying the nursing process to individuals, families, aggregates, communities, and populations with health needs;
5. advocate for changes in the practice of nursing and the delivery of health care that promote improved health outcomes;
6. coordinate and manage interdisciplinary and community resources to meet changing health needs of individuals, families, aggregates, communities, and populations;
7. demonstrate leadership and flexibility by assuming multiple roles in order to facilitate the competent delivery of health care;
8. safely and effectively integrate technological and scientific advances into cost-effective nursing care;
9. provide culturally competent nursing care to persons with diverse backgrounds and needs;
10. communicate effectively and therapeutically using a variety of media and methods.

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 Salesian 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 life-long learning. Upon successful completion of the undergraduate nursing program of study, the Bachelor of Science in Nursing (BSN) is granted. A four-year academic program is offered in a traditional day format and in an evening-weekend format. An Accelerated BSN Program is offered for students who have already completed a baccalaureate degree in a non-nursing major.

Academically qualified students may be eligible for direct admission into one of the Master of Science in Nursing (MSN) programs through the Nurse Scholars Program or Accelerated Direct Entry BSN + MSN Program (Accelerated BSN Plus). Traditional 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, psychiatric-mental health nurse practitioner, adult gerontology clinical nurse specialist, or adult gerontology acute care nurse practitioner. MSN

degree options also include forensic nursing with certification in investigative forensics, nursing informatics with certification in healthcare information management, and nurse executive via the dual MSN/MBA program (students interested in the dual MSN/MBA program must apply separately to the MBA program for admission consideration; acceptance into the MBA program is not guaranteed).

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate programs at DeSales University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

Admission into the nursing major from the freshman year assures placement in clinical nursing courses, provided that the student remains in "Acceptable Academic Standing" as outlined in Section 2 of the *Undergraduate Catalog*.

General Admission Requirements for the Nursing Major (Traditional Day BSN)

Applicants must:

1. Conform to the requirements noted in Section 4 of the *Undergraduate Catalog* under "Admissions Procedures" and "High School Preparation Recommended for Specific Majors."
2. Demonstrate minimal combined Math and Verbal SAT scores of 1130, and have attained at least a high school GPA of B
3. International applicants should refer to the language requirements detailed in Section 4 of the *Undergraduate Catalog*, under "International Students."
4. Submit results and give evidence of reasonably good health and prophylaxis including but not limited to:
 - a. Complete physical examination, including specified laboratory studies (form and directions provided by DeSales University's Division of Nursing);
 - 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.

Associated costs of examinations and immunizations are the responsibility of the student. Additionally, students must comply with all items included in the "BSN Clinical Requirements" section of the *Undergraduate Catalog*, as well as all items in the Pre-licensure BSN Student Handbook.

5. Must meet the functional abilities essential for nursing practice as outlined in the Pre-licensure BSN Student Handbook.
6. Submit completed nationwide criminal background check, Federal Bureau of Investigation (FBI) fingerprinting, child abuse, and drug testing clearances before beginning nursing course work (forms and directions provided by DeSales University's Division of Nursing). Some clearances may need to be updated on a yearly basis. Any costs associated with these clearances are the responsibility of the student. Any offer of full acceptance into the Nursing major is contingent on the results of the applicant's nationwide criminal background check and FBI fingerprinting. A positive record, on either the nationwide criminal background check or the FBI fingerprinting, will result in revocation of the applicant's acceptance, or, in the case of a matriculated student, may warrant program dismissal.
7. In order to be considered for admission into the nursing major either from another major offered at DeSales University or from another academic institution, applicants must have a minimum cumulative GPA of 2.75. In addition, students must meet all minimum progression requirements outlined for nursing majors to be eligible for transfer. Accepted transfer students must abide by the nursing progression requirements outlined in the Undergraduate Catalog in effect at the time of acceptance into the nursing program. The BSN program's prerequisite science, mathematics, and psychology courses are eligible for transfer consideration provided the courses adhere to the undergraduate transfer policy detailed in Section 4 of the *Undergraduate Catalog*, were completed with a grade of "C" or higher, and were completed within the last five years of the student's matriculation into a DeSales BSN program.
8. In addition to the above requirements for students seeking transfer into the nursing major, the pre-requisite courses of BI 263, BI 264, and CH 107 must be completed by the end of the spring semester of the year prior to nursing program enrollment. Transfer applicants are reviewed on a rolling basis until August 10.
9. The admission process is rigorous; demonstrating minimum admission requirements does not guarantee acceptance or acceptance of transfer into a DeSales nursing program.
10. Acceptance into any nursing program will be contingent upon the availability of clinical sites and space in existing clinical groups.
11. Once an admission decision has been reached and notification of the decision has been sent to the applicant, the decision is considered final and the application is closed. Information related to closed applications is not discussed with the applicant or the applicant's designees. There are no appeals.

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" as outlined in Section 2 of the Undergraduate Catalog. The MSN program provides options for advanced study which prepares graduates for certification as a family nurse practitioner, psychiatric-mental health nurse practitioner, adult gerontology clinical nurse specialist, or adult gerontology acute care nurse practitioner. MSN degree options also include forensic nursing with certification in investigative forensics, nursing informatics with certification in healthcare information management, and nurse executive via the dual MSN/MBA program (students interested in the dual MSN/MBA program must apply separately to the MBA program for admission consideration; acceptance into the MBA program is not guaranteed). Students may begin course work in graduate level nursing courses during the senior year of their undergraduate program of study, which may be credited toward 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. Students interested in full-time study are required to meet with the Program Coordinator in their specific track of interest prior to senior year of their undergraduate studies.

In addition to fulfilling all admission requirements of a nursing major seeking the BSN, the nurse scholar must:

1. Demonstrate minimal combined Math and Verbal SAT scores of 1220;
2. Have attained at least a high school GPA of B+;
3. Complete an interview with a DeSales nursing faculty member, as deemed appropriate.
4. Earn a B or higher in all nursing and pre-requisite courses during the undergraduate program of study.
5. Earn a minimum cumulative GPA equal to 3.0 or higher at the end of each Spring semester during the undergraduate program of study. Cumulative GPAs are calculated to three decimal places and are not rounded.
6. Meet all other criteria for undergraduates taking graduate courses as outlined in the *Undergraduate Catalog* and *Graduate 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.

Internal Transfer Policy: BSN to BSN Programs

The following guidelines are designed to provide smooth transfer between BSN programs for students, when necessary, for individual academic progression:

All students are accepted either into the Traditional day BSN program, the Accelerated BSN program, or the ACCESS Evening-Weekend BSN program.

1. Students may take nursing courses only in the program to which they are originally accepted.
2. Students desiring to transfer between BSN programs must be in acceptable academic standing as described under "Acceptable Academic Standing" in Section 2 of the Undergraduate Catalog. For nursing students, acceptable academic standing also includes meeting the BSN progression policies.
3. Students desiring to transfer between BSN programs will seek approval and advisement from their Division of Nursing academic advisor.
4. The academic advisor will communicate the student's plan and its rationale to the head of the Division of Nursing for transfer consideration.
5. Student desiring to transfer will be advised by their academic advisor to formally apply to the desired BSN program.
6. Acceptance into any nursing program will be contingent upon meeting program-specific criteria and availability of clinical sites and space in existing clinical groups.
 - Applicants to the Traditional Day BSN, ACCESS Evening-Weekend BSN, or Accelerated BSN program will obtain the application guidelines online and formally apply.
7. Students accepted into any BSN program as a result of the above process will continue to matriculate in that program for the remainder of their undergraduate nursing studies.
8. Students will be charged the standard tuition associated with the specific BSN program they have transferred into.
9. A student may be permitted to transfer BSN programs only one time during their undergraduate studies at DeSales; any transfer is up to the discretion of the head of the Division of Nursing.

Internal Transfer Policy: Non-BSN to BSN Program

Non-nursing major students desiring to transfer into a BSN program are encouraged to meet with the Chair of Undergraduate Nursing Programs. In addition to fulfilling all admission requirements of a nursing major, the internal transfer applicant must:

- Be in acceptable academic standing as described under "Acceptable Academic Standing" in Section 2 of the Undergraduate Catalog.
- Earn a minimum cumulative GPA equal to 2.75 or higher at the end of the spring semester of the year prior to nursing program enrollment. Cumulative GPAs are calculated to three decimal places and are not rounded.
- Earn a grade of C or higher in each of the following courses:

- o Biology 263: Anatomy & Physiology I (Fall)
- o Biology 264: Anatomy & Physiology II (Spring)
- o Chemistry 107: Physiological Chemistry (Spring)

The BSN program's prerequisite science, mathematics, and psychology courses are eligible for transfer consideration provided the courses adhere to the undergraduate transfer policy detailed in Section 4 of the Undergraduate Catalog, were completed with a grade of "C" or higher, and were completed within the last five years of the student's matriculation into a DeSales BSN program.

The admission process is rigorous; demonstrating minimum admission requirements does not guarantee acceptance or acceptance of transfer into a DeSales nursing program. Acceptance into any nursing program will be contingent upon the availability of clinical sites and space in existing clinical groups. Internal transfer students who are accepted into the Nursing major must abide by the progression requirements outlined in the *Undergraduate Catalog* that is in effect at the time of their acceptance into the Nursing major. As part of these requirements, students are expected to maintain continuous enrollment (fall and spring).

General Progression Policies for Nursing Major (Traditional Day BSN) Students

To progress as a nursing major the student must remain in acceptable academic standing as described under "Acceptable Academic Standing" in Section 2 of the *Undergraduate Catalog*. In addition to the University "Acceptable Academic Standing" requirements, nursing majors must be continuously enrolled in nursing courses as outlined in the *Undergraduate Catalog*. If continuous enrollment cannot be met, students must adhere to the leave of absence policy, detailed in Section 2 of the *Undergraduate Catalog* under "Separation from DeSales University" and the "Leave of Absence from the Nursing Program" section. For nursing students, acceptable academic standing also includes meeting the following progression policies of the Nursing Major (Traditional day BSN program):

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. Any freshman student who receives less than a C in the following science pre-requisite courses can repeat the course only one time in accordance with the DeSales "Repeat Course Policy" detailed in Section 2 of the *Undergraduate Catalog*. The student can repeat a maximum of only one science pre-requisite course one time throughout their course of study in the nursing program.

BI 263	Anatomy & Physiology I
BI 264	Anatomy & Physiology II
CH 107	Physiological Chemistry
2. The freshman student must earn a C or higher in the fol-

lowing psychology pre-requisite course to progress to the sophomore level. Any freshman student who receives less than a C in the following psychology pre-requisite course can repeat the course only one time in accordance with the DeSales repeat course policy. The student can repeat a maximum of only one psychology pre-requisite course one time throughout their course of study in the nursing program.

- PS 109 Introduction to Psychology
3. 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. If the 2.75 minimum requirement is not met, the student will be dismissed from the nursing program. Cumulative GPAs are calculated to three decimal places and are not rounded when determining progression in the nursing program.

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 in accordance with the DeSales "Repeat Course Policy" detailed in Section 2 of the *Undergraduate Catalog*. The student can repeat a maximum of only one science pre-requisite course one time throughout their course of study in the nursing program.

BI 252	Microbiology
--------	--------------
2. The sophomore or junior student must earn a C or higher in the following mathematics pre-requisite course to progress to the senior level. Any student who receives less than a C in the following mathematics pre-requisite course can repeat the course only one time in accordance with the DeSales repeat course policy. The student can repeat a maximum of only one mathematics pre-requisite course one time throughout their course of study in the nursing program.

MA 111	Probability and Statistics
--------	----------------------------
3. The sophomore student must earn a C or higher in the following psychology pre-requisite course to progress to the junior level. Any sophomore student who receives less than a C in the following psychology pre-requisite course can repeat the course only one time in accordance with the DeSales "Repeat Course Policy" detailed in Section 2 of the *Undergraduate Catalog*. The student can repeat a maximum of only one psychology pre-requisite course one time throughout their course of study in the nursing program.

PS 240	Human Development
--------	-------------------
4. The sophomore student must earn a C+ or higher in all required nursing courses to progress to the junior level. Any sophomore student who receives less than a C+ can repeat a maximum of only one nursing course one time throughout their course of study in the nursing program. 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

5. All required freshman and sophomore pre-requisite courses must be successfully completed with a C or higher before beginning junior level nursing courses.
6. 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. If the 2.75 minimum requirement is not met the student will be dismissed from the nursing program. Cumulative GPAs are calculated to three decimal places and are not rounded when determining progression in the nursing program.

C. Junior level

1. The junior student must earn a C+ or higher in all required nursing courses to progress to the senior level. Any junior student who receives less than a C+ can repeat a maximum of only one nursing course one time throughout their course of study in the nursing program. 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 III 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. All required freshman, sophomore, and junior pre-requisite courses must be successfully completed with a C or higher before beginning senior level nursing courses.
3. 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. If the 2.75 minimum requirement is not met the student will be dismissed from the nursing program. Cumulative GPAs are calculated to three decimal places and are not rounded when determining progression in the nursing program.

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 a maximum of only one nursing course one time throughout their course of study in the nursing program. 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 meet all additional University requirements in order to graduate.
 3. Students are required to participate in the Kaplan Review Course during their senior year of nursing courses. As part of the Kaplan Review Course, students are required to take the Kaplan NCLEX Readiness Test. All remediation requirements must be satisfactorily met, as assigned, in order to receive permission to take the NCLEX-RN exam.
- E.** A student failing either the theory or the clinical component of a nursing course will fail the entire course. Failure of a nursing course is defined as any grade below the minimum progression requirement of C+. In addition, the student must complete the required number of clinical hours in order to successfully pass a clinical course.
- F.** If a student is eligible to repeat a failed nursing course, both the clinical/laboratory and didactic portion of the course must be repeated, and that course must be repeated successfully prior to enrolling in any further nursing courses. Student placement in the clinical setting is subject to availability. In consultation with the undergraduate clinical liaison, the head of the Division of Nursing and Director of Undergraduate Nursing Programs will make final decisions as to clinical placement.
- G.** If a student fails a BSN course, the student may not retake the course in a different nursing program (i.e., Accelerated BSN or ACCESS Evening-Weekend BSN).
- H.** The student can repeat a maximum of only one science pre-requisite course one time throughout the entire BSN curriculum. Failure of a required science course is defined as any grade below the minimum progression requirement of C. Failure of a second required science course results in program dismissal.
- I.** The student can repeat a maximum of only one nursing course one time throughout the entire BSN curriculum. Failure of a nursing course is defined as any grade below the minimum progression requirement of C+. Failure of a second nursing course results in program dismissal.
- J.** The student can repeat a maximum of only one required mathematics pre-requisite course one time throughout the entire BSN curriculum. Failure of a required mathematics course is defined as any grade below the minimum progression requirement of C. Failure of a second required mathematics course results in program dismissal.
- K.** The student can repeat a maximum of only one required psychology pre-requisite course one time throughout the entire BSN curriculum. Failure of a required psychology course is defined as any grade below the minimum progression requirement of C. Failure of a second required psychology course results in program dismissal.

L. Any nursing student who does not follow the program plan, for any reason, or who does not progress through his/her program of study over the designated four year time frame, must make an appointment with the Chair of Undergraduate Nursing Programs to complete and approve an alternative plan. This plan must include an anticipated date for completion of studies. This program plan must be approved by the Nursing Division Head. 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 Division of Nursing, he/she may not be assured future clinical site placement and continuance in the nursing program.

M. Any nursing student who does not meet the 2.75 cumulative GPA progression requirements at the conclusion of any academic level throughout the BSN curriculum will be dismissed from the nursing major. Any nursing student who fails a second nursing course will be dismissed from the nursing program.

N. Any nursing student who is eligible to repeat a required pre-requisite science, mathematics, psychology, or nursing course has the opportunity to do so in accordance with the “Repeat Course Policy” detailed in Section 2 of the *Undergraduate Catalog* and the nursing progression policy, provided they have met the 2.75 cumulative GPA requirement at the end of the spring semester.

O. The maximum time for completion of the Traditional Day nursing program is four years from the date of enrollment in the first nursing course. This includes time associated with failure to progress. It may also include time elapsed due to an approved leave of absence, depending upon the student’s individual circumstances.

P. Any dismissed, withdrawn, or inactive student, as defined by University policy, may formally reapply to the nursing program. Re-admission is not guaranteed. Re-admitted students will be required to repeat all nursing coursework, regardless of previous course grades achieved, and are subject to the progression policies outlined in the Undergraduate Catalog under which they are re-accepted.

Q. Requested academic references for students who have not met the nursing progression requirements or who have been dismissed from the nursing program will include only the dates of attendance.

R. All nursing students must adhere to and abide by content in the Pre-licensure BSN Student Handbook and the Undergraduate Catalog. Any deviation or failure to comply with the content may warrant dismissal from the nursing program.

S. All nursing students must abide by the nursing progression requirements outlined in the Undergraduate Catalog in effect at the time of the student’s acceptance into the nursing program.

T. It is the responsibility of the student to contact the Bursar and/or the Financial Aid Office for additional information about the implications of any change in course load for their tuition or financial aid. Questions about housing should be addressed to the Residence Life Office.

Protocol for Academic Due Process

Undergraduate students who feel that they have an academic grievance have the opportunity to appeal as described under “Academic Due Process” in Section 2: Academic Regulations of the *Undergraduate Catalog*. Specifically, the student should first address the matter with the nursing course instructor. If the student is not satisfied with the outcome, the Chair of Undergraduate Nursing should be the next point of contact, followed by (if needed) the Head of the Division of Nursing, the Dean of Undergraduate Education, and finally the Academic Affairs Committee, in that order.

- The student will receive notification both via electronic mail (e-mail) and postal mail to their address recorded with the University of their program progression status. The student has one week from the dated e-mail to submit a formal written appeal. The appealing student must follow the Academic Due Process detailed in Section 2: Academic Regulations of the *Undergraduate Catalog*.
- The appealing student will not be allowed to participate in laboratory or clinical experiences until the appeal is finalized. If the appeal is accepted, the Division of Nursing will work with the student to get them back on track with the completion of program requirements.

BSN Clinical Requirements (Traditional Day BSN, Accelerated BSN, ACCESS Evening-Weekend BSN):

1. The Division of Nursing maintains a zero tolerance policy for all BSN clinical requirements. No student will be allowed to participate in clinical or laboratory experiences without documentation that he/she satisfactorily meets all of the following BSN Clinical Requirements (as determined by the Division of Nursing). Inability to satisfactorily meet one or more of the BSN Clinical Requirements will prohibit the student from attending required clinical and/or laboratory experiences. Inability to attend required clinical and/or laboratory experiences may result in course failure and/or dismissal from the nursing program. Some documents and clearances may need to be updated on a yearly basis.
 - Completed health forms with evidence of specific immunity
 - Nationwide Criminal Background Check+
 - FBI fingerprinting+
 - Child Abuse History+
 - Drug testing
 - CPR certification
 - Automobile insurance document
 - Medical insurance
 - Any additional health documentation, criminal checks, drug testing, or certification requirements as set forth by the Division of Nursing and/or affiliating clinical agencies

- Orientation requirements specific to each affiliating clinical agency.

Appropriate forms and instructions are available through the Division of Nursing. Original documents must be submitted to the Division of Nursing each year. The student may be required to submit additional documentation, as deemed appropriate. It is the student's responsibility to obtain these forms and submit the documentation to the Division of Nursing by the deadlines set forth for review.

2. Students are expected to notify the Clinical Liaison of the Division of Nursing immediately of any changes in the following while in the nursing program:
 - Health Status
 - Background Clearances+ (term inclusive of all clearances such as nationwide background, drug, FBI fingerprints, elder abuse, etc.)
 - Child Abuse History+

All changes will be evaluated by the Clinical Liaison. These changes may jeopardize a student's progression in the nursing program and may result in a student's dismissal from the program. Failure to notify the Clinical Liaison of any changes may result in immediate dismissal from the nursing program. Pending court dates, pending charges, and arrests are considered a change to criminal history. Continued participation/acceptance in the DeSales University Nursing Program is dependent upon continuous negative results of all required documentation as outlined above. Admission or participation in the nursing program may be revoked upon receipt of any positive results. The Division of Nursing maintains a zero tolerance policy.

3. Affiliating clinical agencies, utilized for required student clinical experiences, reserve the right to deny a student's participation in any clinical experience/rotation because of a positive drug test, a positive criminal record+, a felony or misdemeanor conviction+, a record of child abuse+, pending charges, or the inability to produce appropriate documentation related to required health clearances. Inability to attend required clinical/laboratory experiences may result in course failure and/or dismissal from the nursing program.
4. Students who experience a change in their health status, including but not limited to an illness or injury, are required to obtain a healthcare provider's note prior to the student's return to class and clinical/laboratory. The healthcare provider's note must specifically state the date(s) excused and state the date the student is cleared to return to normal class and clinical/laboratory experiences. In addition, the provider's note must specifically state that the student has either no restrictions or specify the current restrictions. Students may be withheld from class or clinical/laboratory experiences if appropriate health clearance is not provided to the Division of Nursing by the deadlines set forth and must adhere to the

Clinical and Laboratory Attendance Policy.

5. Students must meet the functional abilities essential for nursing practice as outlined in the Pre-licensure BSN Student Handbook.
6. Students will be assigned to clinical sites and rotation times according to clinical site availability and concurrently running nursing courses. Specific clinical site placement and rotation times cannot be guaranteed to any student. All clinical site placements are made at the discretion of the Division of Nursing. It is the responsibility of the student to provide their own form of transportation to clinical sites.
7. The financial costs associated with clearances, immunizations, and examinations are the responsibility of the student. +Regardless of whether or not a student graduates from DeSales University, individuals who have a positive criminal record, a felony or misdemeanor conviction, pending charges, or a record of child abuse may be denied licensure as a health professional.

Computer and Equipment Requirements

All undergraduate nursing students are required to have a portable laptop computer (PC or Mac) with functioning camera/webcam and microphone that uses a Windows and/or Apple operating system with internet connectivity in order to receive the best compatibility and functionality when taking nursing courses at DeSales University. Tablets and iPads can be used as supplemental technology but will not have the same capabilities as a laptop computer. Students should refer to "Computers" and "Distance Education and Instructional Technology" information described in Section 1 of the Undergraduate Catalog. Additional University technology requirements can be located on the DeSales website Distance Education: Technical Requirements webpage and in the Pre-Licensure BSN Student Handbook. It is the student's responsibility to make sure the computer video and audio are functioning properly and seek assistance from the DSU helpdesk and/or The Center for Educational Resources and Technology (CERT) if needed prior to the start of the classroom experience.

All undergraduate nursing students are required to own and use a privacy screen for all computer-based testing administered on personal devices. The privacy screen attaches over the device's display to make information visible to only the user and will only be used during computer-based testing sessions. Students should refer to the 3M Privacy and Screen Protectors webpage for examples.

In addition to technology equipment, all undergraduate nursing students are required to purchase the healthcare provider equipment. Appropriate order forms and instructions are available through the Division of Nursing, and are distributed to students upon and/or prior to program matriculation.

- Stethoscope (Littmann Classic III)

- Blood Pressure Cuff
- Stop-watch, lapel watch, or wrist watch with a second hand
- Pen Light
- Medical/bandage Scissors
- Clipboard
- Shoes, all white with smooth antimicrobial finish, no laces and no mesh fabric
- Scrub Top, wine color with DeSales logo
- Scrub Pant, navy blue color with DeSales logo
- Lab Coat, white with DeSales logo
- DeSales nursing student patch for scrub top
- Any additional equipment set forth by the Division of Nursing and/or affiliating clinical agencies

The financial costs associated with equipment are the responsibility of the student.

Leave of Absence from the Nursing Program

All students accepted into the nursing major, whether they are full-time or part-time undergraduate Traditional Day BSN students, Accelerated BSN students, or ACCESS Evening-Weekend BSN students completing their degrees, must be continuously enrolled 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 nursing faculty advisor and a "Program Plan" must be completed by the student's nursing faculty advisor that clearly outlines 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 be dismissed from the nursing program and must reapply for admission. "Program Plan" and "Leave of Absence" forms are available through the Division of Nursing. The student must also follow University guidelines for a leave of absence according to University regulations noted in the Undergraduate Catalog.

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 granted a leave must submit a written request with their intentions for returning to the associate dean of academic life for Traditional Day BSN students, or to the Nursing Program Director for Accelerated BSN and ACCESS Evening-Weekend BSN students. If the authorized period for the leave of absence has expired without an approved request to extend the leave, the student will be dismissed from the nursing program and must reapply for admission. Students must additionally be in compliance with the "Leave of Absence" policy detailed in Section 2 of the Undergraduate Catalog under Separation from DeSales University.

It is the responsibility of the student to contact the Bursar and/or the Financial Aid Office for additional information about the

implications of a leave for their tuition or financial aid. Questions about housing should be addressed to the Residence Life Office.

Program Plan of Study: Nursing Major (Traditional Day BSN)

Students enrolled in the Traditional Day BSN program must complete nursing courses at DeSales University in the nursing program curriculum. These courses are required in addition to the “General Education Core, Required Elective, and Free Elective 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; Theology 109, 262.

Pre-requisites: Biology 252, 263, 264; Chemistry 107; Mathematics 111; Psychology 109, 240.

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 Cultures 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 Cultures Elective

Physical Education Activity Elective

Sophomore Year

Fall Semester

Fundamentals of Nursing (NU 205)

Health & Physical Assessment (NU 215)

Microbiology (BI 252)

Human Development (PS 240)

Humanities 1 Elective

Physical Education Activity Elective

Spring Semester

Therapeutic Nursing Interventions (NU 230)

Pharmacology (NU 220)

Medicine and Morality (TH 262)

Probability and Statistics (MA 111)

Humanities 2 Elective

Junior Year

Fall Semester

The Chronically Ill Adult (NU 335)

Mental Health Nursing (NU 340)

Therapeutic Nutrition (NU 305)

Elective Values Seminar

Free Elective

Spring Semester

Nursing of the Older Adult (NU 370)

Nursing of the Childbearing Family (NU 350)

Nursing Care of Children (NU 365)

Literature MOT Elective

Free Elective

Senior Year

Fall Semester

Nursing of the Acutely Ill Adult (NU 430)

Community and Public Health Nursing (NU 440)

Health Risk Models and Research (NU 320)

Humanities 3 Elective

Free Elective

Spring Semester

Senior Integrating Seminar (NU 452)

Clinical Nursing Internship (NU 454)

Humanities 4 Elective

Free Elective

Free Elective

Data Analytics / Applied AI Concentration:

Students enrolled in the Traditional Day BSN program are also eligible to complete a concentration in Data Analytics / Applied AI. This track requires five courses in place of general free electives: Management 212, 226; Computer Science 260; Management of Information Technology 353, 462.

Accelerated BSN Program:

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 DeSales University Traditional Day BSN students take, but in an accelerated format. Likewise, program non-nurse course requirements mirror those for current Traditional BSN students.

Admission Requirements

Applicants to the Accelerated BSN program must meet the following requirements to receive consideration for admission. Admission is rigorous; demonstrating minimum admission requirements does not guarantee acceptance into the Accelerated

BSN program.

1. The applicant must submit a completed application.
2. The applicant must have a bachelors’ degree in a non-nursing major from an accredited college or university with a graduating cumulative GPA equal to 2.75 or higher (on a 4.0 scale).
3. 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:
 - BI 263 Anatomy and Physiology I with lab component (4 credits)
 - BI 264 Anatomy and Physiology II with lab component (4 credits)
 - CH 107 Physiological Chemistry with lab component (5 credits)
 - BI 252 Microbiology with lab component (4 credits)
 - MA 111 Probability and Statistics (3 credits)
 - NU 305 Therapeutic Nutrition (3 credits)
 - PS 240 Human Development (3 credits)

Students may complete PS 240 at an accredited college or university or by CLEP examination. NU 305 must be taught by a registered dietitian.

4. The applicant must submit official transcripts of all post-secondary education coursework and coursework taken at any accredited college or university.
5. The applicant must obtain two letters of professional recommendation. Recommendations should be requested from individuals who are able to gauge the applicant’s qualifications, e.g., professors, managers, supervisors, volunteer coordinators, etc.; not colleagues, classmates, and/or family members or friends.
6. The applicant must submit a personal essay that explains how the program will help them to achieve their professional goals and their motivation or desire for becoming a nurse; maximum of 2 typed pages.
7. The applicant must submit a nonrefundable application fee. The application fee is not counted toward any future tuition costs and/or future program fees.
8. The applicant must submit a current resume.
9. The applicant must submit an official World Education Services (WES) credential evaluation for all degrees and coursework obtained outside the U.S.
10. The applicant may be interviewed by a DeSales nursing faculty member, as deemed appropriate.
11. International applicants should refer to the language requirements detailed in Section 4 of the *Undergraduate Catalog*, under the heading of International Students.
12. Applicants who are offered admission will be required to provide a nonrefundable \$500 seat deposit to secure their

place in the program. The deposit is credited toward the accelerated program tuition.

13. Applicants selected for admission into the Accelerated BSN Program are accepted on a provisional basis and will be required to complete a FBI Fingerprinting and a Nationwide Criminal Background Check. An offer of full acceptance is dependent on the results of the applicant's FBI Fingerprinting and Nationwide Criminal Background Check. A positive record, on either the FBI Fingerprinting or the Nationwide Criminal Background Check, will result in revocation of the applicant's provisional acceptance. Revocation of provisional acceptance prohibits the applicant from obtaining full acceptance and from matriculating into the Accelerated BSN Program. There are no appeals.
14. The financial costs associated with the FBI Fingerprinting and Nationwide Criminal Background Check are the responsibility of the student.
15. Once an admission decision has been reached and notification of the decision has been sent to the applicant, the decision is considered final and the application is closed. Information related to closed applications is not discussed with the applicant or the applicant's designees. There are no appeals.
16. Accepted students are required to attend an orientation session before the start of the Accelerated BSN program.

Accelerated BSN Withdrawal Policy

A student considering withdrawal from a course should note that the summer term is subject to a different withdrawal calculation than the fall and spring terms, due to a difference in the structure of the courses offered. The Accelerated BSN Program's tuition is comprised of four, flat, term rates charged during the course of the approved 15-month Accelerated BSN curriculum. Refunds are based on the flat term tuition rate, and as such students withdrawing from one or more courses are not eligible for a prorated refund based on number of courses from which they withdrew.

The Accelerated BSN program tuition refund policy for the summer terms is as follows:

- 100% refund of the term tuition – Any withdrawal received prior to the first day of class. The first class is defined as the first didactic/lecture held for the term.
 - 60% refund of the term tuition – Any withdrawal received after the first class day has commenced and prior to the fourth day of class in the term. Class is defined as the didactic/lecture portion of a course and does not include laboratory or clinical days.
 - 0% refund of the term tuition – Any withdrawal received after the fourth day of class in the term. Class is defined as the didactic/lecture portion of a course and does not include laboratory or clinical days.
- The Accelerated BSN program tuition refund policy for the

fall and spring terms is as follows:

- 100% refund of the term tuition – Any withdrawal received prior to the first day of class. The first class is defined as the first didactic/lecture held for the term.
- 60% refund of the term tuition – Any withdrawal received after the first class day has commenced and prior to the sixth day of class in the term. Class is defined as the didactic/lecture portion of a course and does not include laboratory or clinical days.
- 0% refund of the term tuition – Any withdrawal received after the sixth day of class in the term. Class is defined as the didactic/lecture portion of a course and does not include laboratory or clinical days.

All drop and withdrawal requests must be received by the Accelerated BSN program director, dated, and signed by the student and the program director by the appropriate deadline. Registration for the Accelerated BSN program implies that a student is academically responsible for completion of the required course load, as well as the satisfaction of all related financial obligations. If a registered student does not withdraw from courses but simply does not attend, a grade of "F" will be assigned to these courses and the student will remain responsible for payment of the tuition related to those courses.

General Progression Policies for Accelerated BSN Students

To progress in the Accelerated BSN program, the student must remain in acceptable academic standing as described under "Acceptable Academic Standing" in Section 2 of the *Undergraduate Catalog*. In addition to the University "Acceptable Academic Standing" requirements, Accelerated BSN students must be continuously enrolled in nursing courses as outlined in the *Undergraduate Catalog*. Inability to do so will result in the student's dismissal from the Accelerated BSN program. For nursing students, acceptable academic standing also includes meeting the following progression policies of the Accelerated BSN program:

1. The student must earn and maintain a minimum cumulative GPA equal to 2.75 or higher at the conclusion of each semester to progress to the next semester. Cumulative GPAs are calculated to three decimal places and are not rounded when determining progression in the nursing program. GPAs are reviewed at the end of each semester: Summer I, Fall, Spring, and Summer II. Only courses taken within the Accelerated BSN Program will be tabulated into the student's semester and cumulative GPA. Any student who does not achieve a cumulative GPA of 2.75 or higher at the end of any semester will be dismissed from the Accelerated BSN program.
2. The student must earn a C+ or higher in all nursing courses to progress to the next semester. For the Summer I semester, the student must earn a C+ or higher in the Session I courses of NU 205 and NU 215 to progress to NU 220 and NU 230.

Any student who does not obtain a C+ may not progress and will be dismissed from the Accelerated BSN program. Dismissed students from Summer Session I are referred to the Bursar's Office for a prorated refund.

3. The student must pass both the theory portion and the clinical component of the nursing 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. Failure of a nursing course is defined as any grade below the minimum progression requirement of C+. In addition, the student must complete the required number of clinical hours in order to successfully pass a clinical course.
4. The student must follow the 15-month program plan. Failure to adhere to the curriculum plan may result in dismissal from the Accelerated BSN Program.
5. Students are required to participate in the Kaplan Review Course during their senior nursing courses. As part of the Kaplan Review Course, students are required to take the Kaplan NCLEX Readiness Test. All remediation requirements must be satisfactorily met in order to receive permission to take the NCLEX-RN exam as assigned.
6. All nursing students must adhere to and abide by content in the Pre-licensure BSN Student Handbook and the Undergraduate Catalog. Any deviation or failure to comply with the content may warrant dismissal from the Accelerated BSN program.
7. Any dismissed, withdrawn, or inactive student, as defined by University policy, may formally reapply to the nursing program. Re-admission is not guaranteed. Re-admitted students will be required to repeat all nursing coursework, regardless of previous course grades achieved, and are subject to the progression policies outlined in the Undergraduate Catalog under which they are re-accepted.
8. Requested academic references for students who have not met the nursing progression requirements or who have been dismissed from the nursing program will include only the dates of attendance.
9. All nursing students must abide by the nursing progression requirements outlined in the Undergraduate Catalog in effect at the time of acceptance into the nursing program.
10. It is the responsibility of the student to contact the Bursar and/or the Financial Aid Office for additional information about the implications of any change in course load for their tuition or financial aid. Questions about housing should be addressed to the Residence Life Office.

Program Plan of Study: Accelerated BSN

Summer I Semester
Fundamentals of Nursing (NU 205)

Health & Physical Assessment (NU 215)
Pharmacology (NU 220)
Therapeutic Nursing Interventions (NU 230)

Fall Semester

Medicine and Morality (TH 262)
Health Risk Models and Research (NU 320)
The Chronically Ill Adult (NU 335)
Nursing of the Childbearing Family (NU 350)
Healthcare Informatics (NU 380)

Spring Semester

Mental Health Nursing (NU 340)
Nursing Care of Children (NU 365)
Nursing of the Older Adult (NU 370)
Nursing of the Acutely Ill Adult (NU 430)

Summer II Semester

Community and Public Health Nursing (NU 440)
Senior Integrating Seminar (NU 452)
Clinical Nursing Internship (NU 454)

Course Requirements

Students enrolled in the Accelerated BSN program must complete the following courses at DeSales University in the nursing program curriculum: NU 205, NU 215, NU 220, NU 230, NU 320, NU 335, NU 340, NU 350, NU 365, NU 370, NU 380, NU 430, NU 440, NU 452, NU 454; TH 262.

Accelerated Direct-Entry BSN + MSN Program (Accelerated BSN Plus)

Acceptance into the Accelerated BSN Plus Program as an incoming Accelerated nursing student assures direct matriculation into the MSN program upon completion of the BSN program, provided that the student remains in an “Acceptable Academic Standing” as outlined in Section 2 of the Undergraduate Catalog. All MSN courses taken by a student in the Accelerated BSN Plus program must adhere to the standards and guidelines set forth for all progression and internal policies of the graduate MSN programs. The MSN program provides options for advanced study which prepares graduates for certification as a family nurse practitioner, psychiatric-mental health nurse practitioner, adult gerontology clinical nurse specialist, or adult gerontology acute care nurse practitioner. MSN degree options also include forensic nursing with certification in investigative forensics, nursing informatics with certification in healthcare information management, and nurse executive via the dual MSN/MBA program (students interested in the dual MSN/MBA program must apply separately to the MBA program for admission consideration; acceptance into the MBA program is not guaranteed). Students

may begin course work in graduate level nursing courses in the fall semester of the Accelerated BSN Plus program of study, which may be credited toward both their BSN and MSN programs.

In addition to fulfilling all admission requirements of an Accelerated BSN applicant, the Accelerated BSN Plus applicant must:

1. Complete an interview with a DeSales nursing faculty member, as deemed appropriate.
2. Have attained a bachelors’ degree in a non-nursing major from an accredited college or university with a graduating cumulative GPA equal to 3.0 or higher (on a 4.0 scale).
3. Earn a B or higher in all nursing and science pre-requisite courses during the Accelerated BSN Plus program of study.
4. Earn a minimum cumulative GPA equal to 3.0 or higher at the end of each semester during the Accelerated BSN Plus program of study.
5. Meet all other criteria for undergraduates taking graduate courses as outlined in the Undergraduate Catalog and Graduate Catalog.

If a student is academically ineligible to continue in the Accelerated BSN Plus Program, the student may remain in the Accelerated BSN Program and continue solely to pursue the BSN degree, provided that those requirements for academic progression as outlined in the Accelerated BSN program are met.

Students will have a direct matriculation into an MSN program upon completion of the Accelerated BSN Plus Program with a 3.0 GPA or higher out of 4.0 scale, passing their NCLEX-RN licensure exam on the first attempt, and securing a full-time RN position. Students will apply to the specific MSN track of their choice to develop a plan of study with the program director. MSN clinical experiences in all Advanced Practice Programs are subject to RN experience requirements and clinical site availability.

Individual program specific RN requirements must be met prior to MSN clinical experiences for all Advanced Practice Programs. Please refer to the Graduate Catalog for current policies regarding RN experience.

Program Plan of Study: Accelerated BSN Plus

Summer I Semester

Fundamentals of Nursing (NU 205)
Health & Physical Assessment (NU 215)
Pharmacology (NU 220)
Therapeutic Nursing Interventions (NU 230)

Fall Semester

Medicine and Morality (TH 262)
The Chronically Ill Adult (NU 335)
Nursing of the Childbearing Family (NU 350)
Applied Research (NU 530)*
Health Informatics, Quality, and Safety (NU 538)**

Spring Semester

Mental Health Nursing (NU 340)
Nursing Care of Children (NU 365)
Nursing of the Older Adult (NU 370)
Nursing of the Acutely Ill Adult (NU 430)
MSN Free Elective – Health Policy, Organization & Financing (NU 522) or Clinical Prevention in Population Health (NU 536)+

Summer II Semester

Community and Public Health Nursing (NU 440)
Senior Integrating Seminar (NU 452)
Clinical Nursing Internship (NU 454)

*Accelerated BSN Plus students who choose not to take NU 530 will take NU 320 instead

**Accelerated BSN Plus students who choose not to take NU 538 will take NU 380 instead

+Accelerated BSN Plus students who choose not to take an MSN Free Elective will have four (4) nursing courses in the Spring semester, congruent with the Accelerated BSN students

Course Requirements

Students enrolled in the Accelerated BSN Plus Program must complete the following courses at DeSales University in the nursing program curriculum: NU 205, NU 215, NU 220, NU 230, NU 335, NU 340, NU 350, NU 365, NU 370, NU 380, NU 430, NU 440, NU 452, NU 454; TH 262; NU 522 or NU 536; NU 530 or NU 320; and NU 538 or NU 380. The Accelerated BSN Plus students may take up to three approved graduate level courses that may be applied to both the BSN and MSN Programs. Accelerated BSN Plus students who choose not to take the graduate level courses will take the specific undergraduate nursing courses above.

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. Upon application to the ACCESS program, the applicant must contact an ACCESS academic advisor.
2. Students will remain under the advisement of the ACCESS academic advisors until they reach the professional phase of the curriculum. Once the student reaches the professional phase, they will be advised by the ACCESS Evening-Weekend BSN program director.
3. The admission process is rigorous; demonstrating minimum admission requirements does not guarantee acceptance into the ACCESS Evening-Weekend BSN program.
4. Admission to DeSales ACCESS program does not guarantee

admission to the professional phase of the Nursing ACCESS Program.

5. Complete applications to the professional phase of the ACCESS Evening-Weekend BSN Program are reviewed on a rolling basis until June 1, or until the enrollment cap is reached, by the ACCESS academic advisor for students seeking consideration for fall admission to the ACCESS Evening-Weekend BSN Program. The ACCESS Evening-Weekend BSN program is a competitive program and will accept a cohort of students whose applications are most competitive for program entrance. A completed application includes:
 - a. An application to the ACCESS Evening-Weekend BSN Program.
 - b. A personal essay that explains how the program will help them to achieve their professional goals and their motivation or desire for becoming a nurse; maximum of 2 typed pages.
 - c. Two letters of professional recommendation from individuals who are able to gauge the applicant's qualifications, e.g., professors, managers, supervisors, volunteer coordinators, etc.; not colleagues, classmates, and/or family members, or friends.
 - d. The applicant must submit official transcripts of all post-secondary education coursework and coursework taken at any accredited college or university.
 - e. World Education Services (WES) credential evaluation for all degrees and coursework obtained outside the U.S.
 - f. International applicants should refer to the language requirements detailed in Section 4 of the *Undergraduate Catalog*, under the heading of "International Students."
 - g. The applicant may be interviewed by a DeSales nursing faculty member, as deemed appropriate.
6. The applicant must complete the following courses or course equivalents either at DeSales or another accredited college or university before entry into the ACCESS Evening-Weekend BSN Program. The applicant must have received a grade of "C" or higher in the following courses. Science courses must have been completed within five (5) years of entering the ACCESS Evening-Weekend BSN program:
 - BI 263 Anatomy and Physiology I with lab component (4 credits)
 - BI 264 Anatomy and Physiology II with lab component (4 credits)
 - CH 107 Physiological Chemistry with lab component (5 credits)
 - BI 252 Microbiology with lab component (4 credits)
 - MA 111 Probability and Statistics (3 credits)

- PS 109 Introduction to Psychology (3 credits)
 - PS 240 Human Development (3 credits)
7. Applicants selected for admission into the ACCESS Evening-Weekend BSN Program are accepted on a provisional basis and will be required to complete a FBI Fingerprinting and a Nationwide Criminal Background Check. An offer of full acceptance is dependent on the results of the applicant's FBI Fingerprinting and Nationwide Criminal Background Check. A positive record, on either the FBI Fingerprinting or the Nationwide Criminal Background Check, will result in revocation of the applicant's provisional acceptance. Revocation of provisional acceptance prohibits the applicant from obtaining full acceptance and from matriculating into the ACCESS Evening-Weekend BSN Program. There are no appeals.
 8. The financial costs associated with the FBI Fingerprinting and Nationwide Criminal Background Check are the responsibility of the student.
 9. Once an admission decision has been reached and notification of the decision has been sent to the applicant, the decision is considered final and the application is closed. Information related to closed applications is not discussed with the applicant or the applicant's designees. There are no appeals.
 10. Accepted students are required to attend an orientation session before the start of the professional phase of the Evening-Weekend BSN Program.
 11. Once accepted into the ACCESS Evening-Weekend BSN Program, the student must complete all further coursework at DeSales University.

General Progression Policies for ACCESS Evening-Weekend BSN Students

To progress in the ACCESS Evening-Weekend BSN Program, the student must remain in acceptable academic standing as described under "Acceptable Academic Standing" in Section 2 of the *Undergraduate Catalog*. In addition to the University "Acceptable Academic Standing" requirements, ACCESS Evening-Weekend BSN students must be continuously enrolled in nursing courses as outlined in the *Undergraduate Catalog*. If continuous enrollment cannot be met, students must adhere to the leave of absence policy detailed in Section 2 of the *Undergraduate Catalog*, and the "Leave of Absence from the Nursing Program" section. For nursing students, acceptable academic standing also includes meeting the following progression policies of the ACCESS Evening-Weekend BSN 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 to progress to the next level (sophomore, junior, senior). Cumulative GPAs are calculated to three decimal places and are not rounded when determining

progression in the nursing program. GPAs are reviewed at the end of Session 4 for sophomores, end of Session 5 for juniors, and end of Session 4 for seniors.

2. If the student's cumulative GPA is below 2.75 by the conclusion of any professional phase (sophomore, junior, senior), the student will be dismissed from the ACCESS Evening-Weekend BSN program.
3. The student must earn a C+ or higher in all nursing courses in order to progress to the next level. Any student who does not obtain a C+ is not permitted to progress to the next level.
4. Any nursing student who is eligible to repeat a required nursing course has the opportunity to do so in accordance with the "Repeat Course Policy" detailed in Section 2 of the *Undergraduate Catalog* and the nursing progression policy, provided the student has met the 2.75 cumulative GPA requirement at the time GPAs are evaluated for each level. GPAs are reviewed at the end of Session 4 for sophomores, end of Session 5 for juniors, and end of Session 4 for seniors.
5. The student can repeat a maximum of one nursing course one time throughout the entire BSN curriculum. Failure of a second nursing course results in program dismissal.
6. The student must pass both the theory portion and the clinical component of the nursing course. A student failing either the theory or the clinical component of a nursing course will fail the entire course, and the student may not progress in the ACCESS Evening-Weekend BSN Program. Failure of a nursing course is defined as any grade below the minimum progression requirement of C+. In addition, the student must complete the required number of clinical hours in order to successfully pass a clinical course.
7. If a student fails a BSN course, the student may not retake the course in a different nursing program (i.e., Accelerated BSN or Traditional Day BSN).
8. If a student is eligible to repeat a failed nursing course, both the clinical/laboratory and didactic portion of the course must be repeated, and the course must be repeated successfully prior to enrolling in any further nursing courses. Student placement in the clinical setting is subject to availability. In consultation with the undergraduate clinical liaison, the head of the Division of Nursing will make final decisions as to clinical placement.
9. The student must follow the program plan. Failure to adhere to the program plan may result in dismissal from the ACCESS Evening-Weekend BSN program.
10. Any nursing student who does not follow the program plan, for any reason, or who does not progress through his/her program of study over the designated two and a half year timeframe, must make an appointment with the ACCESS Evening-Weekend BSN Program Director to complete and approve an alternative program plan. This plan must include

an anticipated date for completion of studies. This program plan must be approved by the Chair of Undergraduate Nursing Programs and then Nursing Division Head. 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 Division of Nursing, he/she may not be assured future clinical site placement and continuance in the nursing program.

11. The maximum time for completion of the ACCESS Evening-Weekend BSN Program is four years from the date of enrollment in the first nursing course. This includes time associated with failure to progress. It may also include time elapsed due to an approved leave of absence, depending upon the student's individual circumstances.
12. Any dismissed, withdrawn, or inactive student, as defined by University policy, may formally reapply to the nursing program. Re-admission is not guaranteed. Re-admitted students will be required to repeat all nursing coursework, regardless of previous course grades achieved, and are subject to the progression policies outlined in the *Undergraduate Catalog* under which they are re-accepted.
13. Students are required to participate in the Kaplan Review Course during their senior year of nursing courses. As part of the Kaplan Review Course, students are required to take the Kaplan NCLEX Readiness Test. All remediation requirements must be satisfactorily met in order to receive permission to take the NCLEX-RN exam as assigned.
14. The student must meet all of the basic University core requirements in order to graduate.
15. All nursing students must adhere to and abide by content in the Pre-licensure BSN Student Handbook and the Undergraduate Catalog. Any deviation or failure to comply with the content may warrant dismissal from the ACCESS Evening-Weekend BSN Program.
16. All nursing students must abide by the nursing progression requirements outlined in the Undergraduate Catalog in effect at the time of acceptance into the nursing program.
17. Requested academic references for students who have not met the nursing progression requirements or who have been dismissed from the nursing program will include only the dates of attendance.
18. It is the responsibility of the student to contact the Bursar and/or the Financial Aid Office for additional information about the implications of any change in course load for their tuition or financial aid. Questions about housing should be addressed to the Residence Life Office.

Program Plan of Study: ACCESS Evening-Weekend BSN

Sophomore

Session 1: Fundamentals of Nursing (NU 205)

Session 2: Health & Physical Assessment (NU 215)
 Session 3/4: Pharmacology (NU 220)
 Session 3/4: Therapeutic Nursing Interventions (NU 230)

Junior

Session 5: The Chronically Ill Adult (NU 335)
 Session 6: Medicine and Morality (TH 262)
 Session 6: Values Seminar
 Session 1: Nursing of the Childbearing Family (NU 350)
 Session 2: Nursing Care of Children (NU 365)
 Session 3: Therapeutic Nutrition (NU 305)
 Session 4: Mental Health Nursing (NU 340)
 Session 5: Nursing of the Older Adult (NU 370)

Senior

Session 6: Health Risk Models and Research (NU 320)
 Session 1: Nursing of the Acutely Ill Adult (NU 430)
 Session 2: Community & Public Health Nursing (NU 440)
 Session 3/4: Senior Integrating Seminar (NU 452)
 Session 3/4: Clinical Nursing Internship (NU 454)

Course Requirements

The following courses are required in addition to the "General Education Core, Required Elective, and Free Elective Requirements" that are required of all undergraduate students at DeSales University. Students enrolled in the ACCESS Evening-Weekend BSN program must complete these courses at DeSales University in the nursing program curriculum: 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.

NU-205 Fundamentals of Nursing *Credits: 4.00*

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 45 hours, lab 30 hours. Course fee.

Prerequisite(s): BI-263, BI-264, CH-107, and sophomore standing. Must register for NU-205L.

NU-215 Health and Physical Assessment *Credits: 4.00*

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 45 hours, lab 30 hours. Course fee.

Prerequisite(s): BI-263, BI-264, and CH-107. Must register for NU-215L.

NU-220 Pharmacology *Credits: 3.00*

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. Limited to nursing majors.

Prerequisite(s): BI-263, BI-264, NU-205, NU-215, and sophomore standing. CH-107 or CH-103 and CH-104.

NU-230 Therapeutic Nursing Intervention *Credits: 4.00*

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 30 hours, clinical 90 hours. Course fee.

Prerequisite(s): NU-205 and NU-215.

NU-230C NU-230 Clinical *Credits: 0.00*

This is the clinical component of NU-230.

Prerequisite(s): Take NU-230

NU-305 Therapeutic Nutrition *Credits: 3.00*

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(s): CH-107 or CH-103 and CH-104, NU-220, and NU-230

NU-320 Health Risk Models and Research *Credits: 3.00*

This course integrates the concepts of person, health, environment, and nursing as defined in health theories and models with nursing practice, research, and information management. 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 of nursing informatics.

Prerequisite(s): MA-111, NU-220, NU-230, and senior standing

NU-335 The Chronically Ill Adult *Credits: 5.00*

A course that focuses on the nursing care of adults with chronic illnesses. Primary emphasis is on health promotion, maintenance, palliation, and rehabilitation. Lecture 45 hours, clinical 90 hours. Course fee.

Prerequisite(s): BI-252, NU-220, and NU-230

NU-335C NU-335 Clinical *Credits: 0.00*
This is the clinical component of NU-335
Prerequisite(s): None

NU-340 Mental Health Nursing *Credits: 4.00*
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 30 hours, clinical 90 hours. Course fee.
Prerequisite(s): NU-220, NU-230, and PS-240

NU-340C NU-340 Clinical *Credits: 0.00*
This is the clinical component of NU-340
Prerequisite(s): Take NU-340

NU-350 Nursing of the Childbearing Family *Credits: 4.00*
Focuses 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 30 hours, clinical 90 hours. Course fee.
Prerequisite(s): NU-220, NU-230, NU-335, PS-240, and junior standing

NU-350C NU-350 Clinical *Credits: 0.00*
This is the clinical component of NU-350
Prerequisite(s): Take NU-350

NU-365 Nursing Care of Children *Credits: 3.00*
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 30 hours, clinical 45 hours. Course fee.
Prerequisite(s): BI-252, NU-220, NU-230, NU-335, PS-240 and junior standing

NU-365C NU-365 Clinical *Credits: 0.00*
This is the clinical component of NU-365.
Prerequisite(s): Take NU-365

NU-370 The Older Adult *Credits: 3.00*
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 30 hours, clinical 45 hours. Course fee.

Prerequisite(s): BI-252, NU-220, NU-230, NU-335, and junior standing

NU-370C NU-370 Clinical *Credits: 0.00*
This is the clinical component of NU-370.
Prerequisite(s): Take NU-370

NU-380 Healthcare Informatics *Credits: 3.00*
An introduction to health care informatics with a focus on patient safety and quality. This course includes organizational and personal exemplars of health care informatics and the federal regulations, policy and legal issues associated with health care informatics. Includes an introduction to the use of data analytics to promote health and wellness for individuals, families, and communities with health needs. Limited to Nursing majors.
Prerequisite(s): NU-220 and NU-230. Nursing major.

NU-430 Nursing of the Acutely Ill Adult *Credits: 5.00*
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 45 hours, clinical 90 hours. Course fee.
Prerequisite(s): NU-335, NU-340, NU-350, NU-365, and NU-370

NU-430C NU-430 Clinical *Credits: 0.00*
This is the clinical component of NU-430
Prerequisite(s): Take NU-430

NU-440 Community and Public Health Nursing *Credits: 4.00*
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 30 hours, clinical 90 hours. Course fee.
Prerequisite(s): NU-335, NU-340, NU-350, NU-365, and NU-370.

NU-440C NU-440 Clinical *Credits: 0.00*
This is the clinical component of NU-440
Prerequisite(s): None

NU-452 Senior Integrating Seminar *Credits: 4.00*
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. Includes preparatory guidance for the State Board examination. This is a capstone course and can only be

taken after successful completion of all other clinical practicum rotations and must be taken concurrently with NU-454. Lecture 60 hours.

Prerequisite(s): Co-requisite NU-454 and senior standing

NU-454 Clinical Nursing Internship *Credits: 4.00*
Advanced integration and application of clinical knowledge through focused precepted clinical nursing practice. This is a capstone clinical practice experience that can only be taken after successful completion of all other clinical practicum rotations and must be taken concurrently with NU-452. Clinical 180 hours. Course fee.
Prerequisite(s): Co-requisite NU-452 and senior standing

NU-454C NU 454 Clinical *Credits: 0.00*
Clinical section for NU 454
Prerequisite(s): None

NU-475 Creating a Healthy Lifestyle: Values Seminar & DeSales Experience *Credits: 3.00*
Provides students with an opportunity to explore their own and others' motivations affecting health practices. An interdisciplinary approach will be used to examine the formation of individual values and choices.
Prerequisite(s): TH-109 and junior standing in non-nursing major

NU-476 Health Literacy in a Global Context *Credits: 3.00*
Health Literacy is 'the ability of an individual to access, understand and use health-related information and services to make appropriate health decisions'. This course employs a global context in focusing on contemporary issues related to the promotion of health literacy. Students have the opportunity to apply learned principles to a specific at-risk population either in the United States or internationally. 1-2 credit hours lecture on campus; remaining credit hours via international or local field experience.
Prerequisite(s): Junior standing in nursing or non-nursing major

PHARMACEUTICAL MARKETING

A major is offered in pharmaceutical marketing by the Division of Business

Pharmaceutical Marketing Major Mission Statement

The mission of the Pharmaceutical Marketing Major is to provide a high-value business educational experience within the Salesian tradition. The major is characterized by a strong faculty-student community; a compassionate and collegial working environment; the advancement of knowledge through high-quality teaching and academic programs, effective communication, and

relevant experiential learning; and student engagement with the business world.

Division of Business General Learning Outcomes

Students who graduate from DeSales University with any major in the Division of Business will be able to:

1. apply management theories to make decisions that enhance organizational effectiveness;
2. apply marketing principles to make decisions about the direction of an organization;
3. analyze economic data using macro and micro models to explain a business environment;
4. analyze accounting data to understand the financial position of an organization and to make managerial decisions;
5. analyze quantitative data to make business decisions, in particular the budgeting of capital among potential investments;
6. evaluate business decisions in light of regulatory and ethical frameworks, particularly with regard to Catholic Social Teaching.

Pharmaceutical Marketing Major Student Learning Outcomes

Students who graduate from DeSales University with a major in pharmaceutical marketing will be able to:

Pharmaceutical Specific Outcomes

1. demonstrate competency in general education skill areas such as oral and written communication, quantitative methods, critical thinking, ethical decision making, continuous learning, and technology;
2. understand and apply appropriate skills to be an effective marketing employee within a variety of organizational settings. This would include demonstrating competency in areas such as teaming, leadership, followership, time management, project management, motivation, negotiation, planning, and human relations;
3. understand the major areas of biology, microbiology, chemistry, anatomy and physiology, and their role in the development and implementation of strategic marketing in the healthcare and pharmaceutical industries;
4. understand the purpose, foundational concepts, and interconnections of the core functional areas of an organization, including the role of marketing and how and why marketing helps an organization to implement the marketing concept and create competitive advantages in the healthcare and pharmaceutical industries;
5. use the marketing planning process and work within the marketing environments to develop effective marketing tactics, strategies, and plans – including selection of appropriate target markets and development of detailed product, promotion, price, and place mixes – which satisfy target

customer needs and organizational objectives in the context of a global and ever-changing marketplace.

This business related program is 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, 272; EC 112; MG 100, 201, 211, and MK 201. In addition, all students are required to take BI 263, 264; CH 107; MG 4000; MK 215, 220, 330, 410, 452; and PS 381. AB 217 will be scheduled in the fall semester of the sophomore year and MK 452 will be scheduled in the spring semester of the senior year.

A 4½ year BS/MBA Degree Program in Pharmaceutical Marketing is available to qualifying students. This program is designed to provide a competitive advantage for entry into the professional workplace. At the end of their junior year, pharmaceutical marketing majors with at least a 3.0 GPA are eligible for the program. Qualifying students may begin MBA courses during the fall semester of their senior year.

PHILOSOPHY

A major is offered in philosophy by the Department of Philosophy and Theology.

Philosophy Major Mission Statement

The mission of the philosophy major is to engage students in the systematic study of philosophical questions in the Catholic intellectual tradition. Students become historically informed, independent thinkers who can critically and creatively engage in the discipline of philosophy and contemporary culture with a view to the common good.

Philosophy Major Student Learning Outcomes

Students who graduate from DeSales University with a major in philosophy demonstrate:

1. competence in the basic techniques of logic;
2. familiarity with major philosophers, texts, and arguments central to the Catholic intellectual tradition;
3. the ability to philosophize clearly, knowledgeably, and cogently in speech and in writing;
4. the ability to evaluate the values, beliefs, and assumptions of contemporary culture from a philosophical perspective.

Philosophy Major Program

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 that 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.

Philosophy Major Requirements

To graduate with a BA 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 438-479)
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.

DeSales Institute of Philosophy and Religion, Bangalore, India

BA in philosophy 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 BA in philosophy 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.

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 (3 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)
- Electives (10 credits)

Third Year – (19 credits)

Required Courses (12 credits)

- SPH 05 Philosophical Anthropology (2 credits)
- WPH 06 Marxian Philosophy (1 credit)
- WPH 23 Postmodernism (1 credit)
- IPH 07 Contemporary Indian Thought (2 credits)
- IPH 06 Avatara and Bhakti Movement (1 credit)
- SPH 07 Philosophical Theology (2 credits)
- SPH 10 Theism and the Problem of Evil (1 credit)
- SPH 13 Cosmology and Philosophy of Science (2 credits)
- Electives (7 credits)

PL-109 Philosophical Thinking: MOT/Philosophy *Credits: 3.00*

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.

Prerequisite(s): None

PL-204 History of Philosophy (600 B.C. - 1400 A.D.) *Credits: 3.00*

Surveys the philosophers of the Western tradition beginning with the pre-Socratics and including Socrates, Plato, Aristotle, the Stoics, the Epicureans, the Sceptics, Plotinus, Saint Augustine, Saint Anselm and Saint Thomas Aquinas.

Prerequisite(s): PL-109

PL-205 History of Philosophy (1400 A.D. - 1900 A.D.) *Credits: 3.00*

Surveys the philosophers of the Western tradition beginning with humanism and the Renaissance, and including rationalism, empiricism, Kantian criticism, idealism, positivism and utilitarianism.

Prerequisite(s): PL-109

PL-209 The Ethics of Character: The DeSales Experience *Credits: 3.00*

Practical and philosophical study of moral character focusing on the seven great virtues and the seven capital vices.

Prerequisite(s): PL-109 and sophomore standing

PL-225 Logic *Credits: 3.00*

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.

Prerequisite(s): PL-109

PL-226 Practical Argumentation *Credits: 3.00*

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(s): PL-109 or permission of the instructor

PL-240 The Philosophy of Nature *Credits: 3.00*

Examines 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(s): PL-109

PL-245 The Philosophy of Human Nature *Credits: 3.00*

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.

Prerequisite(s): PL-109

PL-320 Ethics *Credits: 3.00*

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.

Prerequisite(s): PL-109

PL-323 Business Ethics *Credits: 3.00*

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.

Prerequisite(s): PL-109

PL-340 Existentialism: Humanities IV *Credits: 3.00*

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(s): PL-109, Humanities 1 and 2

PL-345 The Confessions of St. Augustine: Humanities IV

Credits: 3.00

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.

Prerequisite(s): PL-109, Humanities 1 and 2

PL-350 The Republic of Plato: Humanities IV *Credits: 3.00*

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(s): PL-109, Humanities 1 and 2

PL-355 The Nicomachean Ethics of Aristotle: Humanities IV

Credits: 3.00

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.

Prerequisite(s): PL-109, Humanities 1 and 2

PL-360 The Summa Theologiae of Thomas Aquinas:

Humanities IV *Credits: 3.00*

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.

Prerequisite(s): PL-109, Humanities 1 and 2

PL-370 Masterpieces of Western Ethics: Humanities IV

Credits: 3.00

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(s): PL-109, Humanities 1 and 2

PL-375 The Age of Reason: Humanities IV *Credits: 3.00*

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.

Prerequisite(s): PL-109, Humanites 1 and 2

PL-380 Philosophy of Religion: Humanities IV *Credits: 3.00*

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.

Prerequisite(s): PL-109, Humanities 1 and 2

PL-390 Seminar in Creativity & Beauty *Credits: 3.00*

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.

Prerequisite(s): PL-109

PL-395 Special Topics in Philosophy *Credits: 3.00*

Special courses that deal with particular issues in the world philo-

sophical thought. These will include Humanities IV courses on "Great Works of Literature" and other courses taught by visiting professors.

Prerequisite(s): None

PL-400 Epistemology: The Human Knower *Credits: 3.00*

Surveys the traditional problems and processes associated with human knowing. Limited to juniors and seniors.

Prerequisite(s): PL-109

PL-410 Metaphysics: the Search for Synthesis *Credits: 3.00*

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.

Prerequisite(s): PL-109

PL-438 Applied Ethics: Values Seminar *Credits: 3.00*

Studies contemporary moral controversies from a philosophical perspective. Possible topics abortion, euthanasia, capital punishment, just war theory, and sexual ethics. Emphasizes the Catholic natural law tradition.

Prerequisite(s): PL-109 and Humanites 1 & 2

PL-473 Alcohol: Values Seminar *Credits: 3.00*

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.

Prerequisite(s): PL-109

PL-475 Friendship, Love and Sexuality: Values Seminar

Credits: 3.00

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.

Prerequisite(s): PL-109

PL-476 Happiness: Values Seminar *Credits: 3.00*

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.

Prerequisite(s): PL-109

PL-477 Faith and Tolerance: Values Seminar *Credits: 3.00*

Considers the value of faith and its relationship to tolerance in our modern world. The course explores the issues of fundamen-

talism, relativism, and the role of reason in religion. Junior and senior status students only.

Prerequisite(s): PL-109

PL-478 Philosophy of Work and Leisure: Values Seminar and The DeSales Experience *Credits: 3.00*

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(s): PL-109

PL-479 The Ethics of Personal Success: Values Seminar

Credits: 3.00

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(s): PL-109

PL-499 Independent Study in Philosophy *Credits: 3.00*

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.

Prerequisite(s): None

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. Any dance technique course may be substituted for an

activities course requirement. One 3-credit dance course can satisfy both activities requirements.

- 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

- 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.

PE-100 Lifetime Fitness and Wellness *Credits: 1.00*

An examination of contemporary information concerning the beneficial effects of a positive healthy lifestyle. By initiating exercise programs, a healthful diet, maintaining optimal body weight, engaging 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 wellness.

Prerequisite(s): None

PE-105 Foundations of Physical Exercise, Health, and Recreation *Credits: 3.00*

This course covers personal beliefs and fallacies regarding health, fitness 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 foundation for developing lifestyle alternatives and new skills that facilitate 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.

Prerequisite(s): None

PE-106 Physical Conditioning and Development *Credits: 3.00*

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.

Prerequisite(s): None

PE-205 Weight Training *Credits: 1.00*

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.

Prerequisite(s): None

PE-231 Tennis *Credits: 1.00*

Designed to provide 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.

Prerequisite(s): None

PE-232 Volleyball *Credits: 1.00*

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 systems, and rules of the game will be presented.

Prerequisite(s): None

PE-240 Exercise Walking *Credits: 1.00*

An introduction to walking as a lifetime fitness activity. The course will focus on the physiological benefits of walking and its contribution to wellness.

Prerequisite(s): None

PE-245 Disc Golf *Credits: 1.00*

This course will introduce students to the sport of disc golf as a lifetime fitness activity. The course will cover the history of the game, as well as rules, strategies, techniques, and health benefits of playing disc golf.

Prerequisite(s): None

PE-251 Badminton *Credits: 1.00*

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.

Prerequisite(s): None

PE-255 Pilates *Credits: 1.00*

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.

Prerequisite(s): None

PE-260 Hatha Yoga *Credits: 1.00*

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, flexibility, and strength, as well as breathing techniques, relaxation practices, and the basics of meditation.

Prerequisite(s): None

PE-300 Men's Varsity Baseball *Credits: 1.00*

Prerequisite(s): None

PE-301 Women's Varsity Softball *Credits: 1.00*

Prerequisite(s): None

PE-302 Men's Varsity Basketball *Credits: 1.00*

Prerequisite(s): None

PE-303 Women's Varsity Basketball *Credits: 1.00*

Prerequisite(s): None

PE-304 Men's Varsity Cross Country *Credits: 1.00*

Prerequisite(s): None

PE-305 Women's Varsity Cross Country *Credits: 1.00*

Prerequisite(s): None

PE-306 Men's Varsity Soccer *Credits: 1.00*

Prerequisite(s): None

PE-307 Women's Varsity Soccer *Credits: 1.00*

Prerequisite(s): None

PE-308 Men's Varsity Tennis *Credits: 1.00*

Prerequisite(s): None

PE-309 Women's Varsity Tennis *Credits: 1.00*

Prerequisite(s): None

PE-310 Men's Varsity Golf Prerequisite(s): None	<i>Credits: 1.00</i>
PE-313 Women's Varsity Volleyball Prerequisite(s): None	<i>Credits: 1.00</i>
PE-314 Men's Varsity Track Prerequisite(s): None	<i>Credits: 1.00</i>
PE-315 Women's Varsity Track Prerequisite(s): None	<i>Credits: 1.00</i>
PE-316 Men's Varsity Lacrosse Prerequisite(s): None	<i>Credits: 1.00</i>
PE-317 Varsity Cheerleading Prerequisite(s): None	<i>Credits: 1.00</i>
PE-318 Women's Varsity Field Hockey Prerequisite(s): None	<i>Credits: 1.00</i>
PE-319 Women's Varsity Lacrosse Prerequisite(s): None	<i>Credits: 1.00</i>
PE-320 Varsity Esports Active Session Prerequisite(s): None	<i>Credits: 1.00</i>

PHYSICS

No major is offered in Physics.

PH-201 General Physics I: Mechanics and Heat *Credits: 5.00*
First of a two-semester sequence of calculus-based physics, covering topics including kinematics, Newton's Laws of motion, forces in nature, work and energy, impulse and momentum, conservation laws, rotational motion, oscillations, fluid mechanics, kinetic theory of gases, and thermodynamics, with an emphasis on problem solving. Lecture 4 hours, lab 3 hours. Course fee. Not open to students who have taken PH-203.
Prerequisite(s): MA-122. Must register for PH-201L.

PH-202 General Physics II: Wave Phenomena and Electromagnetism *Credits: 5.00*
Second of two-semester sequence of calculus-based physics, covering topics including electric forces and fields, electric potential, electronic circuits, magnetic forces and fields, inductance, mechanical waves, EM waves, reflection, refraction, image formation, interference, and wave optics, with an emphasis on problem solving. Lecture 4 hours, lab 3 hours. Course fee. Not open to students who have taken PH-204.
Prerequisite(s): PH-201. Must register for PH-202L.

PH-203 Introductory Physics I *Credits: 5.00*
First of a two-semester sequence of algebra-based physics, covering kinematics, Newton's Laws, forces in nature, circular motion, conservation of momentum and energy, impulse, work, rotational motion and torque, gas laws, fluid statics and dynamics, and thermodynamics. Lecture 4 hours, lab 3 hours. Not open to students who have taken PH-201 or PH-211. Course fee.
Prerequisite(s): MA-110, MA-112, or MA-121

PH-204 Introductory Physics II *Credits: 5.00*
Second of a two-semester sequence of algebra-based physics, covering electric forces and fields, electric potential and energy circuits, magnetism, induction, oscillatory motion, wave phenomena, reflection, refraction, mirrors, lenses wave optics, and the electromagnetic spectrum. Lecture 4 hours, lab 3 hours. Course fee. Not open to students who have taken PH-202 or PH-212.
Prerequisite(s): PH-203 or permission of the instructor

PH-208 Hollywood Physics: MOT Natural Science *Credits: 3.00*
Designed for students to obtain a deeper understanding of the world they live by understanding the physical laws which govern it - something ever more important as our society becomes more and more technologically dependent. This course will investigate the underlying rules of physics in our universe using examples from popular movies. Not open to students who have taken PH-201, PH-202, PH-203 or PH-204. Lecture 2 hours, lab 2 hours. Course fee.
Prerequisite(s): MOT: Mathematics

PH-209 World Awareness Through Physics: MOT/Natural Science *Credits: 3.00*
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. Course fee.
Prerequisite(s): None

PH-211 General Physics I: Mechanics and Heat (no Lab) *Credits: 4.00*
Same course as PH-201 but without laboratory. Lecture 4 hours. Not open to students who have taken PH-201 or PH-203.
Prerequisite(s): Take MA-122

PH-212 General Physics II: Wave Phenomena and Electromagnetism (no Lab) *Credits: 4.00*
Same course as PH-202 but without laboratory. Lecture 4 hours.

Not open to students who have taken PH-202 or PH-204.
Prerequisite(s): PH-201 or PH-211

PH-461 Research *Credits: 3.00*
Student research in a specific area of physics. The research will be in the research mentor's field of competence and interest. The student is responsible for developing and completing an experimental or theoretical research project of professional quality. Regular discussions with the research mentor and other project personnel are required. A minimum time commitment of 9 hours per week is expected. Admission by permission of the instructor. Course fee.
Prerequisite(s): None

PH-4611 Research *Credits: 1.00*
An introductory research experience in physics. Research will be in the research mentor's field of competence and interest. The expectations and responsibilities of the student will be determined by the individual research mentor. Regular discussions with the research mentor and other project personnel are required. A minimum time commitment of 3 hours per week is expected. Admission by permission of the instructor. Course fee.
Prerequisite(s): None

POLITICAL SCIENCE

A major is offered in political science by the Department of Social Sciences.

Political Science Major Mission Statement

The mission of the political science major is to provide, within the liberal arts program of DeSales University, an education in its academic discipline and, consonant with the philosophy of the University, to incorporate the Christian humanist perspective as developed by St. Francis DeSales and his spiritual heirs into its course of studies.

Political Science Major Student Learning Outcomes

Upon completion of all graduation requirements from DeSales University, political science majors will be able to:

1. understand the types of evidence used by political scientists in their analysis of the four sub-fields of political science: American federal government, political thought; international politics and comparative politics.
2. prove proficiency in concepts and terms used by scholars, policy-makers, and other actors to analyze politics;
3. exhibit critical thinking skills about the foundations of government;
4. demonstrate their knowledge of politics through written and oral communication;
5. perform information literacy skills.

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 that 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 PO313, PO315, and PO317; 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 I and II requirements. In addition, they must complete EC 209 and choose one from among the following: MA 111, PS 205, or CJ 350.

All students interested in law should contact the pre-law advisor 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, 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.

PO-103 American Federal Government: MOT/Social Science *Credits: 3.00*

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.

Prerequisite(s): None

PO-107 Central European Nations *Credits: 3.00*

Cross-listed with WC-107. An analysis of the political culture, political institutions, and organizations in 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.

Prerequisite(s): None

PO-108 International Politics *Credits: 3.00*

An analysis of the factors of national power and interests as they operate in the international system through various foreign policies.

Prerequisite(s): None

PO-109 Government, Law, and Society: MOT/Social Science

Credits: 3.00

A study of major public policies and the methods used to analyze them. Topics considered include major policy areas salient in American politics. The course seeks to provide students with skills used by policy analysts. Emphasis is placed on processes and methods of policy development and evaluation. Students will develop an original policy brief complete with policy recommendations.

Prerequisite(s): None

PO-201 Classical Political Thought: Humanities I *Credits: 3.00*

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.

Prerequisite(s): None

PO-202 Modern Political Thought: Humanities II *Credits: 3.00*

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.

Prerequisite(s): None

PO-215 Politics of Latin America *Credits: 3.00*

An analysis of the range and complexity of political and economic developments 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.

Prerequisite(s): None

PO-255 President and Congress *Credits: 3.00*

Examines the legislative process and the role of the executive branch enforcement in the American federal government. Decision making, policy implementation, program evaluation, and budgetary process are analyzed. Students will also participate in a simulation of the U.S. Senate, each taking on the role of senator, requiring access to specialized software.

Prerequisite(s): None

PO-256 Social Justice Policy *Credits: 3.00*

Analyzes public welfare policy in the United States, and the role played by public welfare agencies in the delivery of services. Particular attention is given to the concept of social justice as it relates to poverty and the poor.

Prerequisite(s): None

PO-270 Health Policy and Law *Credits: 3.00*

Cross-listed with LG-270. 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 impact.

Prerequisite(s): None

PO-280 Environmental Policy and Law *Credits: 3.00*

Cross-listed with LG-280. 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, climate change, 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.

Prerequisite(s): None

PO-302 Democracy in America: Humanities IV *Credits: 3.00*

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(s): Humanities 1 and 2

PO-313 National Security *Credits: 3.00*

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.

Prerequisite(s): None

PO-315 American Foreign Policy *Credits: 3.00*

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.

Prerequisite(s): None

PO-317 International Law and Organization *Credits: 3.00*

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.

Prerequisite(s): None

PO-330 Constitutional Law *Credits: 3.00*

Cross-listed with LG-330. An examination of constitutional law and the impact of the U.S. Supreme Court on American politics. Debates regarding constitutional reasoning are examined. Leading Supreme Court decisions in the areas of intergovernmental relations, commerce, and civil rights and liberties are analyzed.

Prerequisite(s): None

PO-362 Senior Seminar: Public Policy and Law *Credits: 3.00*

Cross-listed with LG-362. A seminar based upon individual student research in public policy and law. The course consists of lectures, individual investigations, and presentations and discussions.

Prerequisite(s): None

PO-391 Politics Internship *Credits: 3.00*

Experiential learning opportunity in the field of political science at an approved setting under professional supervision. Each student should choose a setting related to their personal, professional or vocational interests that will allow them to apply what they are learning in their political science courses. Recommended settings include non-profit agencies, human services, law firms, and government. Permission of the instructor and Career Development Center is required.

Prerequisite(s): None

PO-475 Politics and the Family: Values Seminar *Credits: 3.00*

An analysis of the various familial structures and issues facing families throughout American history. Attention is given to the diversity of family arrangements, how they have changed over time, and the social/political/economical problems confronting them today. Students will participate in a guided classroom debate at the end of the semester. Limited to juniors and seniors.

Prerequisite(s): TH-109

PO-499 Independent Study

Credits: 3.00

Provides the student with the opportunity to pursue independent study under the guidance of department faculty.

Prerequisite(s): None

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, history, and political science majors 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 in the Department of Social Sciences.

PRE-MEDICINE, PRE-DENTISTRY, PRE-PHARMACY, AND PRE-VETERINARY

Beginning in their freshman year, student who are interested in pursuing a career in the health professions should meet regularly with the pre-professional health professions advisor in addition to their academic advisor. The pre-professional health professions advisor will provide course selection guidance to prepare students for standardized exams required for entry to graduate programs in the health professions. The pre-professional health professions advisor will also provide assistance regarding affiliation agreements with Temple University (M.D.), Philadelphia College of Osteopathic Medicine (D.O. and Pharm.D.), and Lake Erie College of Osteopathic Medicine (D.O. and Pharm.D.)

Students who wish to prepare for entrance into a professional health program, including medicine, dentistry, pharmacy,

and veterinary, are advised to pursue a Bachelor of Science (B.S.) degree in biology, biochemistry-molecular biology, or chemistry. Although there is no prescribed major for students who are interested in pursuing medical or dental school, the Department of Biology offers tracks in biology, specifically the B.S. in Biology (Pre-Med/Pre-Dental Track) and the B.S. in Biology (Pre-Vet Track).

PSYCHOLOGY

A major is offered in psychology by the Department of Social Sciences.

Psychology Major Mission Statement

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 by fostering critical thinking and competency in the subject. Through the understanding of behavior and mental processes, students gain a greater cognizance of, and respect for, human uniqueness and diversity.

Psychology Major Student Learning Outcomes

Students who graduate from DeSales University with a major in psychology will be able to demonstrate:

1. competence in explaining and applying key psychological concepts and terms;
2. skills in research, writing, and orally presenting findings on key issues in the field of psychology;
3. ability to critically analyze significant psychological theories and research results;
4. preparedness for a career and/or graduate school, and life-long learning.

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 medicine (physicians, physician assistants, nurses) 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 track, are required to take the following courses for the BS degree:

- A. PS 109 (freshman year)
- B. CS 105 (freshman year)
- C. MA 111, or an appropriate substitute (freshman year)
- D. BI 151 or BI 209 (freshman-junior year; also satisfies MOT/NS requirement for psychology majors)
- E. PS 205 (sophomore-senior year)
- F. PS 206 (taken the semester after completing PS 205)
- G. PS 230 (junior or senior year)
- H. PS 240 (sophomore or junior year)
- I. PS 265 (sophomore-senior year)
- J. PS 455 (senior year, or completion of all prerequisites)

In addition, depending on which of the Psychology program's four tracks students choose from the list below, they will take six more courses, for a total of sixteen. Some courses are required for 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 300, PS 340, PS 335, PS 365, PS 375, PS 378, PS 390, PS 444.

Three "elective" courses from among the following:

PS 220, PS 250, PS 260, PS 275-278, PS 290, PS 295, PS 370, PS 381, or BI 374.

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, PS 370 or PS 390, and PS 381. Majors in this track will select their remaining three psychology electives from among the following: PS 200, PS 220, PS 250, PS 260, PS 275, PS 295, PS 300, PS 335, PS 340, PS 365, PS 370, PS 375, PS 378, PS 390, and 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 two consecutive semesters of PS 499. Majors choose their remaining four electives from among: PS 200, PS 220, PS 250, PS 260, PS 275, PS 295, PS 300, PS 335, PS 365, PS 370, PS 375, PS 378, PS 381, PS 390, PS 444, and BI 374.

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, PS 290, PS 378, PS 381, and PS 444. Otherwise, they can choose any two other PS courses.

Students who major in forensic psychology can earn both an undergraduate degree in forensic psychology and a Master of Arts in Criminal Justice (MCJ) in the five-year Bachelor's to Master's in Criminal Justice degree program. Students in their junior year majoring in forensic psychology and who have earned a cumulative GPA of 3.00 or higher, are eligible to apply for admittance in the Five-Year BA/MACJ degree program. Students begin taking graduate level courses during their senior year of undergraduate study. These three graduate courses will count both towards the completion of an undergraduate degree and a Masters of Arts in Criminal Justice degree. The graduate course descriptions offered in the MCJ program can be found in the *DeSales University Graduate Catalog*.

PS-109 Introduction to Psychology: MOT/Social Science

Credits: 3.00

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.

Prerequisite(s): None

PS-120 Leadership Self Development: DeSales Experience

Credits: 3.00

Designed to enable students to grow their potential to live and lead effectively. The course will enable students to enhance personal growth and leadership development. The goal is to maximize student potential and become a more fully self-actualized person. Students will learn how to take the productive control of their life and transformational in their leadership capacity.

Prerequisite(s): None

PS-200 The Unseen Reality: the Psychology of Spiritual Experience

Credits: 3.00

A survey of select topics in the psychology of religion. Special emphasis is placed on the critical analysis of reports of subjective experience which are casually attributed to supernatural agents or an "unseen reality". Anthropological, historical and sociological material is surveyed within the context of research findings in the

cognitive science of religion.

Prerequisite(s): None

PS-205 Research Design and Analysis

Credits: 3.00

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. Limited to sophomore, junior or senior students.

Prerequisite(s): PS-109; MA-111 recommended

PS-206 Applied Research Design and Analysis

Credits: 3.00

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. Course fee.

Prerequisite(s): PS-205

PS-220 Positive Psychology: The DeSales Experience

Credits: 3.00

A course for students who will expand their knowledge of positive psychology and who will continue to develop their character. We will explore the research that supports the development of virtue and actively engages in the growth of character. Lecture, discussion, activities, and projects will be employed in the discovery and development of virtue.

Prerequisite(s): PS-109

PS-230 Cognitive Psychology

Credits: 3.00

Cognition involves the total range of psychological processes, including perception, attention, learning, memory, thinking, imaging, language, intelligence, motivation, emotion and creativity, and how this information is gained, represented, and transformed by the human brain. Limited to junior and senior students.

Prerequisite(s): PS-109 and at least sophomore status

PS-240 Human Development

Credits: 3.00

An overview of the physical, cognitive, and social aspects of human development from prenatal development to death. Special attention is given to the effects of psychological, behavioral, emotional, and social factors on development.

Prerequisite(s): PS-109

PS-245 Child Psychopathology

Credits: 3.00

A course that explores the normal and psychopathological aspects of the developing brains and minds of infants, children and adolescents.

Prerequisite(s): PS-109

PS-250 Social Psychology *Credits: 3.00*
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.
Prerequisite(s): PS-109

PS-260 Personality: Theory and Research *Credits: 3.00*
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.
Prerequisite(s): None

PS-265 Psychobiology *Credits: 3.00*
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. Limited to sophomore, junior and senior students.
Prerequisite(s): PS-109; MOT Natural Science recommended

PS-275 Topics in Psychology *Credits: 3.00*
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.
Prerequisite(s): PS-109

PS-290 Psychopathology *Credits: 3.00*
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, and the problems of reliability and validity for DSM mental disorders.
Prerequisite(s): None

PS-295 Forensic Psychology *Credits: 3.00*
An introduction to the roles that psychologists play in the American legal system. Topics include eyewitness testimony, false confessions, jury selection and screening, jury psychology, assessment of competency and insanity, character disorders involved in criminal behavior, threat evaluation, and the psychologist as an expert witness.
Prerequisite(s): MOT: Social Science

PS-300 Dangerous Minds: the Psychology of Antisocial Behavior *Credits: 3.00*
Cross-listed with CJ-300. 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.
Prerequisite(s): None

PS-320 Motor Learning *Credits: 3.00*
Cross-listed with SX-320. Introduces the field of motor learning. The focus is toward skill acquisition with primary consideration given to the learning of skills and the effectiveness of various instructional strategies based on the physical, physiological, and psychological factors that influence skill learning. Students will apply the principles of motor learning to coaching, fitness, teaching, and rehabilitation.
Prerequisite(s): PS-109

PS-335 Language Acquisition *Credits: 3.00*
An examination of the language acquisition process, including how children learn about sounds, words, higher-level sentence structure, and how to communicate effectively. Factors within the child and their environment that influence this learning are discussed. The course focuses on acquisition theories, as well as an understanding for how careful scientific investigation supports these theories.
Prerequisite(s): PS-109

PS-340 Sport Psychology: DeSales Experience *Credits: 3.00*
Addresses individual and group psychological factors and physiological principles as they relate to the athlete and performance. Topics include personality, arousal, attention, motivation, goal setting, anxiety, attribution, confidence, imagery, team cohesion, leadership, and the psychological benefits of exercise.
Prerequisite(s): PS-109

PS-365 Psychological Sleuthing *Credits: 3.00*
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.
Prerequisite(s): PS-109, CJ-109 or permission of the instructor

PS-370 Counseling Psychology *Credits: 3.00*
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 clerics.
Prerequisite(s): PS-109

PS-375 Hormones and Behavior *Credits: 3.00*
Cross-listed with BI-375. 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.
Prerequisite(s): PS-265 or BI-151

PS-378 Psychology of Terror and Fear *Credits: 3.00*
Cross-Listed With Hs-378. Introduces students to terrorism as a psychological phenomenon. This course examines the psychological effects of terrorism as well as current government strategies used to disseminate information to terrorist groups. The course will also study misconceptions and inaccuracies about socio-political and religious motivations of terrorist groups.
Prerequisite(s): None

PS-381 Psychopharmacology *Credits: 3.00*
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.
Prerequisite(s): PS-265 or MOT: Natural Science

PS-390 Introduction to Cognitive-Behavioral Therapy *Credits: 3.00*
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(s): PS-109, PS-290, and at least sophomore status

PS-444 Mind, Medicine and Madness *Credits: 3.00*
A survey of the history of the healing of spiritual, mental, and psychiatric disorders from antiquity to the biological psychiatry of today. Visual media and textual analysis of "narratives of madness" are emphasized.
Prerequisite(s): PS-109 and at least sophomore status

PS-455 Psychological Logic *Credits: 3.00*
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.
Prerequisite(s): Senior status or permission of the instructor

PS-490 Psychology Internship*Credits: 3.00*

Experiential learning opportunity in the field of psychology at an approved setting under professional supervision. Each student should choose a setting related to their personal, professional or vocational interests that will allow them to apply what they are learning in their psychology courses. Recommended settings include counseling centers, human services, industry, business, schools, and government. Permission of the instructor and Career Development Center is required.

Prerequisite(s): PS-109

PS-499 Independent Study in Psychology*Credits: 3.00*

Supervised research in a specific area of psychology. See additional information under "Independent Study Program" in the Catalog. Course fee.

Prerequisite(s): PS-109; juniors and seniors who have a cumulative GPA of 2.0 or better

SOCIOLOGY

No major is offered in sociology.

SO-109 Introduction to Sociology: MOT/Social Science*Credits: 3.00*

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.

Prerequisite(s): None

SO-203 Social Problems*Credits: 3.00*

Cross-listed with CJ-203. 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.

Prerequisite(s): None

SO-285 Race and Ethnic Relations*Credits: 3.00*

Cross-listed with CJ-285. 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.

Prerequisite(s): None

SPANISH

A major is offered in Spanish by the Department of Humanities.

Spanish Major Mission

The Spanish major provides students with instruction in the language, culture, and literature of Spanish-speaking countries, in alignment with the University's mission to provide a quality education consistent with Christian humanism. Spanish courses promote understanding and respect for global cultural diversity, and are complemented by extra-curricular activities, service learning opportunities, and study abroad experiences. Advanced courses position our Spanish majors to use Spanish in their fields of choice, making them competitive in the job market and prepared for graduate school.

Spanish Major Student Learning Outcomes

Students who graduate from DeSales University with a major in Spanish will be able to:

1. demonstrate oral, listening, reading, and writing proficiency in Spanish;
2. read Spanish text critically, converse fluently, and produce complex compositions;
3. examine critically and compare cultural practices and artifacts, and place them within their historical and cultural contexts.

The Division of Liberal Arts and Social Sciences offers a BA 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 advisor.

Our 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.

A 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 complete any 10 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

Freshmen who choose Spanish as their preferred Foreign Language/World Cultures general education course requirement must follow these placement guidelines:

Students who are taking Spanish for the first time should register in Spanish 101.

Students who have studied Spanish in high school and who wish to continue the study of the same language must take the Spanish Language Placement Test. Test score will determine the course level most appropriate for each student's current academic experience and proficiency. Students cannot register in classes below their proficiency level, as determined by the Spanish Placement Test.

Students who wish to take a higher level course than indicated above, or students whose native language is Spanish, must consult with a member of the foreign language faculty for proper placement.

Students who are native/heritage Spanish speakers are not eligible to take the test. They will be placed in SP-211 Spanish for Heritage Speakers I.

All courses in Spanish can help to satisfy the Foreign Language/World Cultures 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 wanting to challenge the foreign language requirement must consult with a member of the foreign language faculty. 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.

SP-101 Elementary Spanish I*Credits: 3.00*

Basic sound patterns, introductory grammar and vocabulary. Limited work in reading and composition. Course fee.

Prerequisite(s): None

SP-102 Elementary Spanish II*Credits: 3.00*

Continuation of SP 101, with more development of the basic linguistic skills in Spanish: emphasis on grammar and vocabulary building. Course fee.

Prerequisite(s): SP-101

SP-201 Intermediate Spanish I *Credits: 3.00*
Emphasis on developing good style in controlled writing and speaking situations, with review of basic grammar. Practice of listening, speaking, and reading skills. Course fee.
Prerequisite(s): SP-102

SP-202 Intermediate Spanish II *Credits: 3.00*
Application of the skills learned in SP-201, with extensive practice in reading contemporary press and in speaking exercises. Course fee.
Prerequisite(s): SP-201

SP-211 Spanish for Heritage Speakers I *Credits: 3.00*
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, economic texts, and other media resources, such as movies and music.
Prerequisite(s): Typically, to be a heritage or native speaker of Spanish

SP-212 Spanish for Heritage Speakers II *Credits: 3.00*
The second-semester sequence 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, economic texts, and other media resources, such as movies and music.
Prerequisite(s): SP-211 and typically, to be a heritage or native speaker of Spanish

SP-300 Summer Study Abroad *Credits: 3.00*
Intensive study of the language and culture in a native environment. Classroom work is complemented by field trips and cultural events. The two courses can be taken concurrently.
Prerequisite(s): SP-202 or permission of the instructor

SP-301 Summer Study Abroad *Credits: 3.00*
Intensive study of the language and culture in a native environment. Classroom work is complemented by field trips and cultural events. The two courses can be taken concurrently.
Prerequisite(s): SP-202 or permission of the instructor

SP-317 Culture and Civilization of Spain *Credits: 3.00*
The history, geography, culture, and civilization of Spain with emphasis on the Golden Age through the twentieth century. Special focus on Spanish contributions to Western Civilization. In addition to content, this course aims to improve language skills. Taught in Spanish.
Prerequisite(s): SP-202 or permission of the instructor

SP-318 Culture and Civilization of Spanish-America *Credits: 3.00*
The history, geography, culture, and civilization of Spanish America. In addition to content, this course aims to improve language skills. Taught in Spanish.
Prerequisite(s): SP-202 or permission of the instructor

SP-321 Advanced Conversation *Credits: 3.00*
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(s): SP-202 or permission of the instructor

SP-322 Advanced Composition and Grammar *Credits: 3.00*
A systematic review of Spanish grammar along with intensive practice of registers and styles of Spanish prose composition. Taught in Spanish.
Prerequisite(s): SP-202 or permission of the instructor

SP-331 Spanish for Careers *Credits: 3.00*
A practical introduction, with an emphasis on oral communication, reading, and writing business Spanish or Spanish for medical personnel. Taught in Spanish.
Prerequisite(s): Any 200-level SP course or permission of the instructor

SP-334 Introduction to Hispanic Linguistics *Credits: 3.00*
An overview of linguistics, including a general knowledge of phonetics/phonology, morphology, syntax, semantics, historical linguistics, and sociolinguistics. The course provides those students interested in teaching English and Spanish, the basic skills and knowledge required for certification by the Department of Education as it compares and contrasts the structures of English and Spanish. Required for teaching certification.
Prerequisite(s): Any 300-level SP course or permission of the instructor

SP-340 Cinema in the Spanish-Speaking World *Credits: 3.00*
This course allows students to gain an awareness and appreciation of the cinema in the Spanish-speaking countries through the viewing and study of feature length films. Films are used to provide a cultural framework for students to engage in meaningful conversations in Spanish. Taught in Spanish.
Prerequisite(s): SP-202 or permission of the instructor

SP-341 Spanish History and Art: Humanities III *Credits: 3.00*
Intensive study of Spanish history and art, from its pre-history, passing through the Roman period, the Middle Ages, and finally the modern Age up to the present. Emphasis on the influence of cultural, political and geographical diversity on artistic expres-

sion will be explored. This class is designed for the Summer Study Abroad Program in a Spanish speaking country.
Prerequisite(s): SP-202, Humanities 1 and 2, or permission of the instructor

SP-400 Semester Study Abroad *Credits: 3.00*
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.
Prerequisite(s): SP-202 or permission of the instructor

SP-401 Semester Study Abroad *Credits: 3.00*
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.
Prerequisite(s): SP-202 or permission of the instructor

SP-430 Issues in Contemporary Spanish America *Credits: 3.00*
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(s): Any 300-level SP course or permission of the instructor

SP-441 Topics in Literature of the Spanish-Speaking World *Credits: 3.00*
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(s): Any 300-level SP course or permission of the instructor

SP-450 Spanish/English Contrasts & Translation *Credits: 3.00*
An introduction to the art of translation, a basic skill highly demanded in the professional world. Designed for students who have a least a basic knowledge of grammar, writing, and communication in both Spanish and English, this course includes translation of literary works, pieces of news, surveys, questionnaires, business letters, and any other document of special interest in the work market.
Prerequisite(s): Any 300-level SP course or permission of the instructor

SP-451 Introduction to Interpreting *Credits: 3.00*
Introduction to interpreting as it relates to the medical, legal and business fields. Emphasis on Spanish-English interpretation. Taught in Spanish.

Prerequisite(s): Any 300-level SP course or permission of the instructor

SP-453 Seminar in Spanish Studies *Credits: 3.00*

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(s): Any 300-level SP course or permission of the instructor

SP-470 Survey of Spanish-American Literature: Humanities IV *Credits: 3.00*

An introduction to the major authors and works of Spanish-American literature from the colonial period to the present. Taught in Spanish.

Prerequisite(s): Any 300-level SP course or permission of the instructor

SP-471 Survey of Spanish Literature: Humanities IV *Credits: 3.00*

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(s): Any 300-level SP course or permission of the instructor

SP-472 Literary Works in Spanish: Humanities IV *Credits: 3.00*

Intensive study of Spanish literature from the Middle Ages through the present. Emphasis on the influence of cultural, political, and geographical diversity on artistic expression will be explored. This class is designed for the Summer Study Abroad Program in a Spanish speaking country only.

Prerequisite(s): SP-202 or higher and Humanities 1, 2, and 3, or permission of the instructor

SP-492 Spanish Internship *Credits: 3.00*

Experiential learning opportunity in the field of Spanish services at an approved setting under professional supervision. Each student should choose a setting related to their personal, professional or vocational interests that will allow them to apply what they are learning in their Spanish Language courses. Recommended settings include non-profit agencies, human services, schools, and government. Permission of the instructor and Career Development Center is required.

Prerequisite(s): Any 300-level SP course or permission of the instructor

SP-499 Independent Study *Credits: 3.00*

A tutorial arrangement for special student proposals for research in Spanish.

Prerequisite(s): Any 300-level SP course or permission of the instructor

SPECIAL EDUCATION

A major is offered in special education by the Education Department.

Special Education Major Mission Statement

The mission of the Special Education certification program reflects the mission of Education as a whole: to support youth with special needs in reaching their highest potential in social interactions, in artistic endeavors, in spiritual growth, and in academic realms.

Teacher Candidate Learning Outcomes for Special Education PreK-12 Certificate

- A. Content mastery across disciplines appropriate to special education settings
- B. Effective, creative, reflective, and data-driven pedagogy with a deep understanding of the range of learning and physical disabilities
- C. Professionalism in personal, collegial, and institutional settings
- D. Respect for the uniqueness of underserved special needs learners and their families across multiple contexts
- E. Leadership in advocating for all special needs students and supporting their highest achievement

PHASES OF THE EDUCATION PROGRAM

Pre-professional phase in education: 0 – 47 credits; students take pre-professional phase courses in education.

Application and acceptance into professional phase: students may take pre-professional phase courses but must declare a track during this phase. A student cannot take professional phase courses unless that student has been accepted into a track.

Professional phase: professional educator program (PEP) or careers in education program (CEP): 60 credits to graduation; students may take pre-professional phase courses and professional phase courses. Students will experience either a senior internship or student teaching in the final semester of study.

Pre-Professional Phase

All students who intend to pursue the Special Education major 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)
- ED 109 The Educative Process (3 credits)
- EE 111 Infant and Youth Development (3 credits)
- ED 209 Cognition and Learning (3 credits)
- ED 211 Family, School, and Community (3 credits)
- ED 218 Introduction to Exceptionalities (3 credits)
- EE 335 Designing Instruction (3 credits)
- SE 304 Curricula and Strategies for Moderate to Severe (3 credits)
- SE 2901 Clinical Field Experience 1: PreK-K, 30 hours (1 credit)
- SE 2902 Clinical Field Experience 2: 1st-4th, 30 hours (1 credit)
- MA 107 Math for Teachers 1 (3 credits); serves as MOT Mathematics requirement for SE
- MA 108 Math for Teachers 2 (3 credits)

Admission into the Professional Educator Phase for Pennsylvania-Teacher-Certification-Seeking Students

To proceed into professional and advanced methods courses, students intending to major or enter a program 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 upon completion of professional phase requirements, including completion of the pre-professional course sequence (or with permission of department chair).

Professional Educator Program Requirements for Acceptance:

The professional educator program (PEP) is designed to prepare the education student to achieve teacher certification in Pennsylvania. Students applying to PEP must have satisfied all requirements of the track before entry. Acceptance into PEP will consist of

1. Completed, formal application for PEP (See department office for application form.)
2. Completion of a minimum of 48 credits
3. Completion of the Basic Skills exam requirement (a pass on ETS Core Exam modules OR PAPA modules OR SAT/ACT exemption documentation OR a combination of the above)
4. Transcript(s) from all colleges attended
5. Cumulative GPA of 3.0, or 2.8 for conditional admission with the approval of the department chair (note: Students must meet certification GPA requirements of the Pennsylvania Department of Education to be recommended for certification at program completion.)
6. Pre-professional education course GPA of 2.5 or higher
7. Essay that responds to the prompt: “Why do I Want to be an Educator?”
8. Recommendation of two faculty members

9. Documentation of successful completion of at least 40 hours of course-related eligible field hours with satisfactory evaluations
10. Completion of the pre-professional course sequence (or with permission of the department chair)

Professional Educator Phase

Upon acceptance into the Professional Educator Phase, students must take the following advanced coursework:

- ED 313 Literature for Children and Youth (3 credits; Humanities 4)
- EE 314 Literacy for Early Elementary (3 credits)
- EE 315 Social Studies Methods (3 credits)
- EE 336 Science Methods (3 credits)
- EE 346 Mathematics Methods (3 credits)
- ED 364 The Inclusive Classroom (3 credits)
- ED 366 Literacy for Content Learning (3 credits)
- ED 373 Teaching English Learners (3 credits)
- SE 306 Transition (3 credits)
- SE 308 Collaboration and Consultation (3 credits)
- SE 312 Technology in Special Education (3 credits)
- SE 316 Curricula and Strategies for Mild Disabilities (3 credits)
- SE 318 Positive Behavior Management (3 credits)
- SE 323 Assessment and IEP Development (3 credits)
- SE 3901 Clinical Field Experience 3: 30 hours, 1st-4th (1 credit)
- SE 3902 Clinical Field Experience 4: 40 hours, 5th-8th (1 credit)
- SE 4901 Clinical Field Experience 5: 40 hours, 9th-12th (1 credit)

Student Teaching (full-time 14 weeks - 12 credits)

- SE 430 Planning and Preparation (3 credits)
- SE 432 Classroom Management (3 credits)
- SE 434 Instructional Delivery (3 credits)
- SE 436 Professionalism (3 credits)

ADDITIONAL INFORMATION

Experiences in Schools

Candidates in the professional educator program participate in numerous observation and practice-based field experiences beginning in freshman year through the student teaching experience. Candidates should be prepared to complete a minimum of 170 clinical field hours before student teaching. Field experiences are conducted in public and nonpublic schools within a 20-mile driving distance of the University's 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. See the Field Experiences Guide for Students for additional detail.

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 fieldwork or entering schools. New clearances must be obtained each year before the fall semester. 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 (FBI Fingerprinting)
2. Act 34 (PA Criminal History Clearance)
3. Act 151 (Child Abuse Clearance)
4. PDE-6004 (Arrest/Conviction Report and Certification Form)
5. TB test (negative results required)
6. SE students must provide proof of rubella immunization, both initial inoculation and booster.

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 and Diocesan signature forms. Other requirements may be mandated by the school or school district at their discretion. Please see the education department office for changes in clearance policies.

Evening Classes

Select Professional Phase courses may be offered in the evening in a hybrid format depending on enrollment demands.

Comprehensive Assessment Program Portfolio Requirement

All students in education must complete and submit a final semester portfolio. The CAP portfolio will be reviewed and evaluated by a committee of the faculty. Students who receive an unsatisfactory rating will be required to remediate the portfolio. See current CAP portfolio requirements on the Education Program Information Center on Blackboard.

Student Teaching

All certification programs include a 14-week full-time student teaching experience for initial certification. To be eligible for student teaching, students must have been accepted into the professional educator program (PEP) and will formally apply for student teaching by October 1 (for spring placement) or March 1

(for fall placement). Students must take and pass all Basic Skills exams or have met the SAT/ACT exception requirement and must have passed the PDE required tests for certification in Pre-K-12 with a satisfactory score. (See the student teaching application for details.) 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 and have been approved to student teach by the major chair, 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 nonpublic 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 final grade below a C in any domain of the student teaching/practicum course sequence cannot be recommended for certification. Student teachers not performing at a satisfactory level will face termination from student teaching. See the Student Teaching Handbook for conditions and details.

Professionalism and Educator Ethics

All student teaching candidates must present record-free clearances and be determined to be of "good moral character" as defined by the Pennsylvania Department of Education. In addition, if a student teaching candidate has shown behaviors in contradiction to the PA Educators Code of Conduct, a full-time faculty committee will meet to determine student teaching eligibility. Due process as defined by the university will be followed.

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 DeSales University education program will be eligible to receive an Instructional I certification from the Commonwealth of Pennsylvania. Candidates for certification must also meet and demonstrate mastery for 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 complete a 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 Student Teaching Handbook). Candidates must also be of good moral character to

be recommended for certification in Pennsylvania. All certification candidates must schedule an exit interview with the director of special education at the end of student teaching. Other requirements for certification may be mandated by the Commonwealth of Pennsylvania at any time.

TIMS (Teacher Information Management System)

All candidates for certification who have completed all program requirements, field requirements, student teaching, and teacher assessment exams will apply for certification online at the Pennsylvania Department of Education website. All information must be entered and required documentation must be submitted either online or in paper. At such time as all information has been correctly entered, candidates will appear on the DeSales University dashboard for approval. You will be notified once the certifying officer at DeSales has recommended and affirmed your application for certification.

Out-of-State Certification

Candidates seeking certification in other states should write to the teacher certification office of the state for the details of their agreement with the Commonwealth of Pennsylvania, application forms, and instructions. Names and addresses of the appropriate officials should be available on the Pennsylvania Department of Education website.

(See Education Major for description of required ED and EE courses.)

SE-2901 Clinical Experience 1 Prek-K *Credits: 1.00*

Focus on early childhood settings including school and agencies as communities. Teacher candidates will observe, explore, and assist students, teacher, and school personnel. Thirty hours in pre-school Kindergarten placement required. Co-requisite: ED-209 Cognition and Learning. Course fee.

Prerequisite(s): None

SE-2902 Clinical Experience II 1st-4th *Credits: 1.00*

Focus on supporting students with low incidence disabilities. Teacher candidates will observe and assist students, teachers, and school personnel. Thirty hours in a Grades 1st-4th classroom required. Course fee.

Prerequisite(s): None

SE-304 Curriculum and Strategies for Moderate To Severe

Credits: 3.00

Examines the curricula and strategies used to teach students with moderate to severe disabilities. Students explore team teaching models, individualized instruction plans, inclusive classrooms, and the creation of a community of learners. Course fee.

Prerequisite(s): None

SE-306 Transition

Credits: 3.00

Introduces the considerations when transitioning student with special needs from early childhood education to elementary, elementary to middle, middle to high school, and then high school to post-secondary employment. Students discover strategies for fostering independence, including study skills, time management, and life coaching. Collaboration with school and community professionals to support successful transition is developed. Course fee.

Prerequisite(s): None

SE-308 Collaboration and Consultation

Credits: 3.00

Discussion of the need for strong collaborative partnerships with families, school professionals, and community agencies. Strategies for effective communication, relationship building, and teamwork is developed. Course fee.

Prerequisite(s): None

SE-312 Technology in Special Education

Credits: 3.00

Use of specialized technology to support the academic outcomes of students with disabilities. Technology as learning tool, communicative device, and instructional support considered. The teacher's role in utilizing technology is explored. Course fee.

Prerequisite(s): None

SE-316 Curricula and Strategies for Mild Disabilities

Credits: 3.00

Examines the curricula and strategies used to teach students with high-incidence disabilities. Students explore research-based practices for meeting the academic and behavioral needs of students, including developing individualized programming. Course fee.

Prerequisite(s): None

SE-318 Positive Behavior Magement

Credits: 3.00

Explores implementation of positive behavior support both school-wide and in the classroom context. Students use multiple research-based strategies to reduce behavioral issues, manage classroom behavior, and support students' success. Course fee.

Prerequisite(s): None

SE-323 Assessment and IEP Development

Credits: 3.00

Thorough examination of a variety of assessment techniques, including authentic and alternative, used with students with disabilities. Students will discuss scoring, analyzing, and interpreting achievement data in order to monitor student progress and track growth. Assessment data will be utilized to develop the Individualized Education Plan. Course fee.

Prerequisite(s): None

SE-3901 Clinical Experience III 1ST-4T

Credits: 1.00

Focus on designing instruction and managing the inclusive

classroom. Teacher candidates will assist teachers in providing differentiated instruction to meet the needs of all learners. Thirty hours in an elementary setting required. Course fee.

Prerequisite(s): Acceptance into Professional Educator Phase

SE-3902 Clinical Experience III 1ST-4T

Credits: 1.00

Focus on field experience in inclusive classroom settings. Teacher candidates will assist field mentor teacher in small-group instruction, in delivering instruction in short formats, and will practice teach in whole-group formats. Clinical format under supervision of field professor. Forty hours required. Co-requisite: SE-318 Positive Behavior Management. Acceptance into Professional Phase required for enrollment. Course fee.

Prerequisite(s): Acceptance into Professional Educator Phase

SE-430 Planning and Preparation

Credits: 3.00

Qualified seniors work with cooperating teachers under the supervision of University personnel in local PreK-12 grade school classroom in a school for 14 weeks. 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.

Prerequisite(s): Permission of Department Chair

SE-432 Classroom Management

Credits: 3.00

Qualified seniors work with cooperating teachers under the supervision of University personnel in local PreK-12 grade school classroom in a school for 14 weeks. 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.

Prerequisite(s): Permission of Department Chair

SE-434 Instructional Delivery

Credits: 3.00

Qualified seniors work with cooperating teachers under the supervision of University personnel in local PreK-12 grade school classroom in a school for 14 weeks. 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.

Prerequisite(s): Permission of Department Chair

SE-436 Professionalism

Credits: 3.00

Qualified seniors work with cooperating teachers under the supervision of University personnel in local PreK-12 grade school classroom in a school for 14 weeks. 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.

Prerequisite(s): Permission of Department Chair

SE-4901 Clinical Experience III 1ST-4T *Credits: 1.00*

Focus on diversity of student needs within the classroom. Teacher candidates will assist teachers in providing differentiated instruction to meet the needs of students with high incidence disabilities. Forty hours in Grades 9th-12th required. Course fee.

Prerequisite(s): Acceptance into Professional Educator Phase

SPORT AND EXERCISE PHYSIOLOGY

A major is offered in sport and exercise physiology by the Division of Healthcare.

Sport and Exercise Physiology Mission Statement

The mission of the sport and exercise physiology major is to develop board-certified exercise physiologists with the critical thinking, oral, and written communicative skills and practical knowledge necessary to serve confidently in a wide variety of fitness, exercise, and sport-related occupations. The sport and exercise physiology program supports the University mission by providing men and women with quality higher education according to the philosophy of Christian humanism as developed by St. Francis de Sales. The sport and exercise physiology program prepares students for employment in commercial, athletic, and clinical settings or for advanced study in professional and graduate schools.

Sport and Exercise Physiology Major Student Learning Outcomes

Students who graduate from DeSales University with a major in sport and exercise physiology will be able to:

1. demonstrate a comprehensive knowledge of functional anatomy, applied physiology, and qualitative and quantitative movement sciences, and be able to apply this knowledge to a wide variety of health, fitness, sport, and daily movement activities;
2. access, generate, and critically evaluate scholarly research and be able to communicate scientific information in written and oral form to diverse audiences;
3. assess a client's current fitness, nutrition, and health behaviors, and, consistent with the principles of evidence-based practice, be able to assist the client in developing a more active and healthy lifestyle;
4. demonstrate a Christian understanding of the human person in the Salesian tradition by ethical and professional interaction with patients, clients, and colleagues that respects their personal dignity and sacred nature;
5. demonstrate a commitment to professional activity and lifelong learning by active student participation in professional meetings, seminars, grand rounds, and extra-curricular learning opportunities.

The sport and exercise physiology 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 that affect sport and fitness activity. Specific classroom and laboratory 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. In addition to board certification by the American Society of Exercise Physiologists, students are prepared for certifications administered by other professional organizations, including 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 Physiology:

Biology: 151, 355, 356

Chemistry: 103, 104

Sport and Exercise Physiology: 170 or 265, 250, 285, 362, 370, 375, 465, 470

Sport Management: 100

Psychology 109 is also recommended.

In addition, two semesters of internship (SX 390) are required. With the approval of the department chairperson, 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 requirement may be fulfilled by BI 252 or BI 352 according to the needs of the student.

Notes:

1. The course numbering and content of the three courses SX 101.1, SX 101.2, and SX 101.3 reflect that the three courses are designed as a unit and completion of all three is counted as completion of a three-credit course within the University's graduation requirements.
2. Students graduating in the Sport and Exercise Physiology major are exempt from the University requirement to complete the PE 100 course.

SX-1011 Exploring Exercise Physiology *Credits: 1.00*

An introduction to the development of sport and exercise physiology with emphasis on the wide variety of careers and specializations within the field. Students will be exposed to scientific literature and the concept of evidence-based practice. This course is recommended for freshmen Sport and Exercise Physiology

majors and those considering the major. Lecture 1 hour.

Prerequisite(s): None

SX-1012 Kinesiology *Credits: 1.00*

A comprehensive exploration of human musculoskeletal anatomy and its applications to exercise and sport movements. Electromyography, palpation, model construction, and motion analysis will be used to investigate and reinforce kinesiological concepts. 1 hour lecture, 1 hour lab. Course fee.

Prerequisite(s): BI-355 or concurrent enrollment in BI-355 or instructor permission.

SX-1013 Terminology in Healthcare *Credits: 1.00*

Introduces students to the definition, spelling, and pronunciation of technical terminology in anatomy, physiology, medicine, kinesiology, and health. Students will learn terminology by understanding prefixes, roots, and suffixes commonly used in health care. They will develop the ability to decipher terminology by their knowledge of these word roots. 1 hour lecture.

Prerequisite(s): None

SX-170 Fitness Leadership *Credits: 3.00*

Examines techniques, progressions, and safety considerations within group fitness and personal training. Students will learn practical skills necessary to lead group and individual fitness programs including music selection, choreography, exercise selection, cuing, and program management. Students will also learn the scientific theory, regulatory organizations, and legal concerns surrounding fitness leadership in preparation professional certification and employment. Lecture 3 hours.

Prerequisite(s): None

SX-249 Nutrition in Human Activity *Credits: 3.00*

A study of the nutritional needs of the body in relationship to health, exercise, and sports performance. The roles of macronutrients, micronutrients, and common supplements in health and performance will be studied. The lecture content of this course is the same as SX-250. SX majors and those who have taken SX-250 may not take this course. Lecture 3 hours.

Prerequisite(s): None

SX-250 Nutrition for Sport and Exercise *Credits: 4.00*

A study of the nutrition, bioenergetics, and endocrine regulation of the body in relationship to health, exercise, and sports performance. The roles of macronutrients, micronutrients, and common supplements will be examined for their role in health and performance. The study of bioenergetics in the laboratory includes indirect calorimetry and physiologic assessments. Lecture 3 hours, lab 3 hours. Course fee.

Prerequisite(s): BI-151 or permission of the instructor

SX-265 Introduction to Sport Science *Credits: 3.00*

Develops students' understanding of the practical methods and scientific theories within sport science including exercise selection, foundational movement skills, and exercise programming. Students 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(s): None

SX-285 Research and Statistics in Exercise Physiology

Credits: 4.00

Prepares students to read, understand, and produce research. This course will develop competency in research interpretation in the fields of health, sport, and exercise physiology including research design, 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. Course fee.

Prerequisite(s): BI-151 or permission of the instructor. Must register for SX-285L.

SX-320 Motor Learning *Credits: 3.00*

Cross-listed with PS-320. Introduces the field of motor learning. The focus is toward skill acquisition with primary consideration given to the learning of skills and the effectiveness of various instructional strategies based on the physical, physiological, and psychological factors that influence skill learning. Students will apply the principles of motor learning to coaching, fitness, teaching, and rehabilitation. Lecture 3 hours.

Prerequisite(s): None

SX-362 Fitness Assessment and Exercise Prescription

Credits: 4.00

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. Course fee.

Prerequisite(s): Must register for SX-362L

SX-365 Advanced Sports Performance *Credits: 3.00*

A continuation of the study of strength and conditioning and sports performance programming. This course will emphasize: 1) the programming and coaching of Olympic lifts and their derivatives for the development of explosive power, 2) aerobic endurance training based upon physiologic measures including lactate and heart rate, 3) preparation for certification as a strength and conditioning coach. Co-requisite: SX-265 or permission of

the instructor. Lecture 3 hours.

Prerequisite(s): SX-265 or co-registration in SX-265

SX-370 Biomechanics *Credits: 4.00*

The mechanics of human motion with an emphasis on sport and fitness. Students 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. Course fee.

Prerequisite(s): BI-355 or permission of the instructor. Must register for SX-370L.

SX-375 Injury Prevention and Care *Credits: 4.00*

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 physiologist. Lecture 3 hours, lab 3 hours. Course fee.

Prerequisite(s): BI-355/356 or BI-263/264 or permission of the instructor. Must register for SX-375L.

SX-390 Internship *Credits: 3.00*

Designed to develop a meaningful field experience in a career field related to sport and exercise physiology. 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 the Sport and Exercise Physiology major. Field experience of 135 to 150 hours is required for three credits.

Prerequisite(s): None

SX-400 Current Topics *Credits: 3.00*

Investigation of a topic of current interest in sport and exercise physiology. The topic is determined before the course begins by the interest of students and faculty. Classes consist of lectures, discussions, review of papers, and/or presentations by students. Admission by permission of instructor.

Prerequisite(s): None

SX-461 Research *Credits: 4.00*

Student research in a specific area of sport and exercise physiology. 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. Admission by permission of instructor. Course fee.

Prerequisite(s): None

SX-462 Research *Credits: 4.00*

Student research in a specific area of sport and exercise physiology. 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.

Prerequisite(s): None

SX-465 Exercise Physiology *Credits: 4.00*

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. Course fee.

Prerequisite(s): BI-355/356 or BI-263/264 or permission of the instructor. Must register for SX-465L.

SX-470 Advanced Exercise Programming *Credits: 4.00*

A course which integrates the student's understanding of exercise programming for a wide range of client populations. Students will prepare for board certification as exercise physiologists by the American Society of Exercise Physiologists through a combination of lecture, practical exam participation, participation in mock interviews, and preparation of a professional portfolio. Lecture 3 hours, lab 3 hours. Course fee.

Prerequisite(s): SX-362 and senior standing. Must register for SX-470L.

SX-480 Advanced Biomechanics *Credits: 4.00*

A course in which the student applies fundamental concepts and principles of biomechanics to (1) examine the methods used to collect and analyze 2D and 3D biomechanical data, (2) interpret biomechanical data to answer questions related to the study of human movement, and (3) critically analyze biomechanical research. Lecture 3 hours, lab 3 hours. Course fee.

Prerequisite(s): SX-370 or permission of the instructor. Must register for SX-480L.

SX-485 Health, Fitness and Society *Credits: 3.00*

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.

Prerequisite(s): None

SX-499 Independent Study *Credits: 3.00*

An independent investigation of an area of sport and exercise

physiology selected by the student in accordance with his or her background and interest, and under the guidance of a faculty member. Library work is required. Limited to qualified juniors and seniors. Admission by permission of the department chair.

Prerequisite(s): None

SPORT MANAGEMENT

A major is offered in sport management by the Division of Business.

Sport Management Major Mission Statement

The mission of the Sport Management Major is to provide a high-value business educational experience within the Salesian tradition. The major is characterized by a strong faculty-student community; a compassionate and collegial working environment; the advancement of knowledge through high-quality teaching and academic programs, effective communication, and relevant experiential learning; and student engagement with the business world.

Division of Business General Learning Outcomes

Students who graduate from DeSales University with any major in the Division of Business will be able to:

1. apply management theories to make decisions that enhance organizational effectiveness;
2. apply marketing principles to make decisions about the direction of an organization;
3. analyze economic data using macro and micro models to explain a business environment;
4. analyze accounting data to understand the financial position of an organization and to make managerial decisions;
5. analyze quantitative data to make business decisions, in particular the budgeting of capital among potential investments;
6. evaluate business decisions in light of regulatory and ethical frameworks, particularly with regard to Catholic Social Teaching.

Sport Management Major Student Learning Outcomes

Students who graduate from DeSales University with a major in sport management will be able to:

1. identify and demonstrate knowledge of the development of sport in the United States and the fundamental theories of sport management;
2. describe and explain the professions of sport and the practices of sport managers as they relate to sport organizations, events, facilities, and programs;
3. recognize, explain, and apply legal aspects and cases pertaining to tort, contract, and constitutional law as they apply

- to sport management;
4. describe and explain the principles of administration, economics, finance, and the appropriate procedures for decision making in sport organizations, events, facilities, and programs;
5. practice in the field of sport management under the supervision of faculty and practitioners.

This business related program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

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, 290, 330, 342, 350, 400, 420; MK 201; 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 540 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 sport management major also provides undergraduate students with the opportunity to gain additional knowledge in the areas of Athletic Administration, Athletic Communications, and Coaching. In addition to the courses required for the sport management major, the following courses are required to complete each track:

Athletic Administration: SS 335, 343, 440; MG 305 or 400.

Athletic Communications: SS 341; CS 265, 340; TV 225, 230.

Coaching: SS 335, 343; SX 249, 265.

A 4½ year BS/MBA Degree Program in Sport Management is available to qualifying students. This program is designed to provide a competitive advantage for entry into the professional workplace. At the end of their junior year, sport management majors with at least a 3.0 GPA are eligible for the program. Qualifying students may begin MBA courses during the fall semester of their senior year.

SS-100 History and Philosophy of Sport *Credits: 3.00*
Examines the history of physical education and sport, begin-

ning with ancient civilizations to modern Olympics and professional sport. Social and philosophical influences in sport will be explored.

Prerequisite(s): None

SS-120 Women in Sport *Credits: 3.00*

Focuses on the 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.

Prerequisite(s): None

SS-150 Introduction to Sport Management *Credits: 3.00*

Provides 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 begin to prepare for employment.

Prerequisite(s): None

SS-200 Sport Management and Leadership *Credits: 3.00*

Examines functional management, strategic planning, leadership style, organizational effectiveness, management ethics, decision making, and career options in sport-related settings.

Prerequisite(s): SS-100 or SS-150 or MG-100 or permission of instructor

SS-230 Facility Planning and Event Management *Credits: 3.00*

Focuses on 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(s): SS-150 or permission of the instructor

SS-250 Early Field Experience *Credits: 1.00*

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 45 on-site hours required for each credit hour.

Prerequisite(s): SS-150 and SS-200

SS-290 Data-Driven Decision-Making *Credits: 3.00*

An introduction to generating and utilizing data to aid in decision-making within the sport organizations.

Prerequisite(s): SS-150 or MG-100, SS-200, and MOT: Mathematics

SS-300 Global Sport: The DeSales Experience *Credits: 3.00*

A concentrated examination of key issues in sport and sport man-

agement across the globe. Focal points of the course will include the application of management concepts to a multicultural organization and the sociocultural role of sport across continents.

Prerequisite(s): SS-150 or MG-100

SS-330 Sport Marketing and Promotions *Credits: 3.00*

An examination and utilization of basic marketing principles as applied to sport. Topics will include sport products and services, marketing strategies, consumer behavior, research and information management, promotions, positioning and sponsorship.

Prerequisite(s): SS-200 and MK-201

SS-335 Principles of Coaching *Credits: 3.00*

Provides students with an understanding of athlete 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.

Prerequisite(s): None

SS-340 Sociological and Psychological Issues In Sport

Credits: 3.00

Examines the contributions of various levels and forms of sport to 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(s): None

SS-341 Sport and Media Relations *Credits: 3.00*

Provides an overview of the mass media industry, including the print, electronic, and broadcast media as they interface with the sport industry.

Prerequisite(s): None

SS-342 Sport Finance and Economics *Credits: 3.00*

Analyses 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.

Prerequisite(s): AB-217, SS-200, and EC-112 or EC-209

SS-343 Governance of Sport and Athletic *Credits: 3.00*

Explores the governing organizations of sport at the recreational, secondary, intercollegiate, professional, international, sport specific, and Olympic levels.

Prerequisite(s): None

SS-350 Sport Sales *Credits: 3.00*

An examination of the sport sales process and the importance of

relationship building to create long-term partnerships between sport organizations and their consumers or business partners.

Prerequisite(s): SS-150 or MG-100, and SS-200 or permission of the instructor

SS-400 Legal Issues in Sport *Credits: 3.00*

Analyzes 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.

Prerequisite(s): SS-200 or permission of the instructor

SS-420 Sport Administration *Credits: 3.00*

Focuses on human resource management, motivation, interpersonal communication, staff development and evaluation, budgeting and fiscal management.

Prerequisite(s): SS-200

SS-430 International Sport Tourism: Issues and Impacts

Credits: 3.00

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.

Prerequisite(s): None

SS-440 Current Issues and Problems in Sport Management

Credits: 3.00

Examines current research, issues, reform efforts, and trends in Sport Management.

Prerequisite(s): None

SS-450 Sport Management Internship *Credits: 3.00*

A planned field experience outside the classroom supervised by the internship provider. A 12-credit internship requires a minimum of 540 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 of the 6-credit internships requires a minimum of 270 on-site hours plus the log, report, and other projects.

Prerequisite(s): SS-200

SS-475 Ethics in Sport: Values Seminar *Credits: 3.00*

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.

Prerequisite(s): TH-109

SS-499 Independent Study *Credits: 3.00*

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.

Prerequisite(s): None

SUPPLY CHAIN MANAGEMENT

A major is offered in supply chain management by the Division of Business.

Supply Chain Management Major Mission Statement

The mission of the Supply Chain Management Major is to provide a high-value business educational experience within the Salesian tradition. The major is characterized by a strong faculty-student community; a compassionate and collegial working environment; the advancement of knowledge through high-quality teaching and academic programs, effective communication, and relevant experiential learning; and student engagement with the business world.

Division of Business General Learning Outcomes

Students who graduate from DeSales University with any major in the Division of Business will be able to:

1. apply management theories to make decisions that enhance organizational effectiveness;
2. apply marketing principles to make decisions about the direction of an organization;
3. analyze economic data using macro and micro models to explain a business environment;
4. analyze accounting data to understand the financial position of an organization and to make managerial decisions;
5. analyze quantitative data to make business decisions, in particular the budgeting of capital among potential investments;
6. evaluate business decisions in light of regulatory and ethical frameworks, particularly with regard to Catholic Social Teaching.

Supply Chain Management Major Student Learning Outcomes

Students who graduate from DeSales University with a major in supply chain management will be able to:

1. demonstrate knowledge of the functions of logistics and supply chain management and apply concepts and activities of the supply chain to actual organizations;
2. produce examples of effective supply chain management and logistics implementation;
3. assess the effectiveness of logistics and materials manage-

- ment throughout the global supply chain;
- explain and apply the elements leading to effective partnering and strategic sourcing relationships.

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 325, 328, 4000; SU 303, 452, plus two other courses in Supply Chain Management (MK 315 or MG 251 can be used to fulfill this requirement).

A 4½ year BS/MBA Degree Program in Supply Chain Management is available to qualifying students. This program is designed to provide a competitive advantage for entry into the professional workplace. At the end of their junior year, supply chain management majors with at least a 3.0 GPA are eligible for the program. Qualifying students may begin MBA courses during the fall semester of their senior year.

SU-303 Strategic Procurement and Financial Risk Management

Credits: 3.00

This course covers decisions made regarding a wide range of options depending upon the level of vertical integration employed by an enterprise. This includes negotiation, contract management, and analysis of proposals. Outsourcing of functional and business activities within and outside an enterprise will be explored.

Prerequisite(s): MG-328

SU-304 Forecasting, Production and Inventory Planning

Credits: 3.00

Treatment of the principles, models and techniques for the planning, analysis, and design of integrated production control systems. Course topics include forecasting, inventory management, production planning, project scheduling, and materials requirement planning problems with an emphasis on analytical modeling approaches and optimization methods used to obtain their solutions.

Prerequisite(s): MG-328

SU-452 Strategic Logistics and Materials Management Seminar

Credits: 3.00

An advanced and integrated course with a focus on active integration of strategic logistics with a deeper exploration of materials management topics. Not recommended for non-majors.

Prerequisite(s): MG-325, MG-328, and senior standing

SU-454 Supply Chain Management Internship

Credits: 3.00

Experiential learning opportunity in the field of supply chain management at an approved setting under professional supervision. Each student should choose a setting related to their per-

sonal, professional or vocational interests that will allow them to apply what they are learning in their supply chain management courses. Recommended settings include businesses, nonprofits and government institutions. Permission of the instructor and Career Development Center is required.

Prerequisite(s): None

SU-455 Special Topics in Supply Chain Management

Credits: 3.00

An opportunity to pursue in a structured setting a topic of current interest or specialized focus not available in other supply chain management courses.

Prerequisite(s): None

SU-499 Independent Study

Credits: 3.00

Development and implementation of student's own research in supply chain management under the guidance of a faculty member. The student must receive departmental approval of a preliminary proposal before registering for this course.

Prerequisite(s): None

TELEVISION AND FILM

A major is offered in television and film by the Division of Performing Arts.

TV/Film Department Mission Statement

The mission of the TV/Film Department is to help students develop into responsible creators and thinkers following the mission and philosophy of DeSales University. We strive to integrate practice and theory, and provide students with technological knowledge, critical thinking skills, and diverse technical vocabulary in preparation for the professional industry or further scholarship.

TV/Film Major Student Learning Outcomes

Students who graduate from DeSales University with a major in TV/film will be able to:

- demonstrate fundamental knowledge of film history, theory and literature;
- demonstrate fundamental knowledge of and skills in film production (camera operation, lighting and sound, screenwriting, computer technologies, directing, acting, editing/duplication);
- demonstrate fundamental knowledge of and skills in film analysis and criticism;
- model professional values and behaviors of the field (deadline adherence, effective communication, collaboration, etc.)

The DeSales TV/Film Department is the film school of the Lehigh Valley. With a concentrated emphasis on single camera narrative and documentary production, the program of study is conceived as a multi-layered experience blending technical and creative instruction with ethical and professional standards.

Learning fundamental skills in writing, cinematography, three-camera live studio production, directing, producing, and editing/post production and with access to high-quality, professional state-of-the-art HD cameras and editing systems from their first semester, TV/Film majors are prepared for work in virtually all areas of media industry – television and film production.

Mixing practical application and theory, TV/Film students create a body of work that includes all genres (short films, news and sports programs, television pilots, music videos, educational media, commercials, and public service promos). Films created by TV/Film students at DeSales have been screened and won accolades at leading film festivals regionally, nationally, and internationally. Believing in the power of experiential learning, the department supports opportunities for internships and international study. The department boasts alumni who have garnered 22 Emmy Award nominations and 17 wins.

Because all forms of mass media powerfully affect the quality of life in the world, the TV/Film Department 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."

Admission into the TV/Film major is twofold. The applicant must be accepted by the University and must successfully audition and/or interview separately for the major.

The following courses are required for all TV/film majors:

TR 210: Fundamentals of Acting for Non-Majors

FA 251: Introduction to Photography

TV 160: Film History and Appreciation

TV 225: Basic Studio Productions

TV 252: Screenwriting

TV 290: Media Literacy

TV 310: Documentary

TV 320: Production and Distribution

TV 370: Lighting, Sound, and Editing

TV 380: Directing I

TV 495: Capstone in Film

Plus six total credits (six semesters) of practica, including at least one of each course number (all three courses are one-credit courses):

TV 3831: Freshman Practicum for TV/Film Majors in Production Management

TV 3841: Traditional Practicum for TV/Film Majors in Production Management

TV 3851: Senior Practicum for TV/Film Majors in Production Management

Plus three of the following courses (as advised):

Either TV 352: Intermediate Screenwriting or TV 373:

Editing

Either TV 395: Production Management or TV 480:

Advanced Directing

One of the following: TV 340: Multimedia, TV 392: 3D

Animation Production I, or TV 450: Cinematography

The following courses are recommended (but not required) electives:

TV 280: Special Topics in TV and Film

TV 330: Comedy Writing

TV 360: Dance on Camera

TV 365: American History and Film

TV 371: Sound Techniques

TV 399: Professional Internship

TV 499: Independent Study

TV-125 Summer Video Institute *Credits: 3.00*

An introduction to the theories and techniques of digital movie making. 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.

Prerequisite(s): None

TV-160 TV/Film History and Appreciation *Credits: 3.00*

Examines the history of film through weekly screening of classics, readings, and discussions. The goal is to explore how society influences film and ways that film influence society and culture. Students will also learn about the techniques, styles, formats and genres that have developed over the years and how they have influenced modern cinema.

Prerequisite(s): None

TV-225 Basic Studio Production *Credits: 3.00*

Presents hands-on training in use of high-definition studio video equipment and the operation of a television studio. Editing techniques for single and three-camera formats will be covered. Each student will direct two live productions (an interview and Sitcom/Soap Opera). Non-TV/Film Major students who desire access to film/editing equipment must satisfactorily complete this course. Course fee.

Prerequisite(s): None

TV-230 Introduction to Radio *Credits: 3.00*

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.

Prerequisite(s): None

TV-240 Acting for the Camera *Credits: 3.00*

Builds on theatre acting skills and adapts them for the camera. Students will become familiar with the single camera and three camera technique used for film and television acting as well as television, film scene analysis, and television studio equipment. Actual film scripts will be used. Course fee.

Prerequisite(s): TR-210 or TR-211

TV-252 Screenwriting *Credits: 3.00*

Focuses on introductory techniques regarding writing for the screen. 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. Students will be expected to write multiple short-form screenplays.

Prerequisite(s): TV-160

TV-280 Special Topics in TV and Film *Credits: 3.00*

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.

Prerequisite(s): None

TV-290 Media Literacy *Credits: 3.00*

Focuses on the ability to strategically access, analyze, evaluate, and produce communication in a variety of forms from a personal perspective. Through the study of theoretical material, critical review of media artifacts and ethical practices, as well as production exercises, students will investigate ways in which the media shape our perceptions and influence our understanding of social issues and events.

Prerequisite(s): TV-160

TV-310 Documentary *Credits: 3.00*

This course offers hands-on training in documentary story telling. Students will learn the fundamental skills that go into producing documentaries by researching, writing and producing two short pieces. Through lectures, readings and tests, the course also offers a general view of influential documentary movements from early cinema to the present. A significant portion of the course load happens outside of the classroom. Course fee.

Prerequisite(s): TV-160 and TV-370

TV-320 Production and Distribution *Credits: 3.00*

Examines the business side of media production and distribution. Traditional and non-traditional forms of funding and distribution will be discussed including Crowdfunding and Kickstarter Campaigns on Social Media. Students will produce TV commercials, and corporate videos for local businesses. Course fee.

Prerequisite(s): None

TV-330 Comedy Writing *Credits: 3.00*

Requires you to write weekly short comedy sketches based on specific topics. Students will utilize black-outs, call-outs, rule of three, contrast of characters and contrast of time periods. Culminates in writing and producing web series.

Prerequisite(s): TV-160 & TV-252

TV-340 Multimedia *Credits: 3.00*

Cross-listed with CS-270. 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. Course fee.

Prerequisite(s): None

TV-350 Advanced Acting for the Camera *Credits: 3.00*

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 camera.

Prerequisite(s): TV-240 and TR-210 or TR-211

TV-352 Intermediate Screenwriting *Credits: 3.00*

Builds on material learned in TV-252. Requires writing, rewriting, and workshopping of a complete, 30 page narrative screenplay or the first 30 pages of an original pilot television script. Includes lecture and in-class reading of student work.

Prerequisite(s): TV-252 or permission of Department Chair

TV-360 Dance on Camera *Credits: 3.00*

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.

Prerequisite(s): None

TV-365 American Film and History *Credits: 3.00*

An in depth exploration of how American film has reflected and shaped history. Class includes films that have explored morals and values and how each era has redirected film making. Focusing on post WWII through the present, class examines how films create a picture of the American culture.

Prerequisite(s): None

TV-370 Lighting, Sound and Editing *Credits: 3.00*

An introduction to crafts of lighting, sound recording and editing and motion picture editing for television and film. This course is designed for a practical exploration of tools, techniques, and styles related to film studio and location production, and software-based postproduction. The focus is on production with

bi-weekly video projects. Course fee.

Prerequisite(s): TV-225

TV-371 Sound Techniques *Credits: 3.00*

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 wide range of technological and aesthetic techniques for digital sound recording.

Prerequisite(s): TV-225

TV-373 Editing *Credits: 3.00*

An advanced course in editing for the screen. Students will learn sophisticated editing techniques through a combination of classroom lecture and hands-on projects. Students will serve to demonstrate a growing competence in industry-level editing. Avid and Adobe Premiere systems will be used.

Prerequisite(s): TV-370

TV-380 Directing I *Credits: 3.00*

A 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.

Prerequisite(s): TR-210, TV-225, and TV-370

TV-3831 Freshman Practicum for TV/Film Majors In Production Management *Credits: 1.00*

Practical experience working in all areas of film and television production, scheduling, and management. All TV/Film majors must sign up for this one-credit practicum during their first semester at the University. This freshman practicum teaches the student both camera and editing terminology and basics. Upon successful completion of the course, the student will be familiar with shooting and editing as well as producing a personal profile. All TV/Film majors must complete a total of six one-credit practica, including at least one freshmen practicum and one senior practicum. Practicum course numbers and sections can be repeated up to a total of six times for credit toward fulfilling graduation requirements. Course fee.

Prerequisite(s): None

TV-3841 Traditional Practicum for TV/Film Majors in Production Management *Credits: 1.00*

Practical experience working in all areas of film and television production, scheduling, and management. Students are free to design their own project-based focus or to pursue approved field study/experiential learning opportunity in the local industry. The Traditional Practicum is ordinarily completed between the second semester of freshman year and the second semester of junior year. All TV/Film majors must complete a total of six one-credit practica, including at least one freshman practicum and one senior practicum. Practicum course numbers and sections can

be repeated up to a total of six times for credit toward fulfilling graduation requirements. Course fee.

Prerequisite(s): None

TV-3851 Senior Practicum for TV/Film Majors In Production Management *Credits: 1.00*

All TV/Film majors must sign up for this one-credit practicum as a first-semester senior. This course is designed to prepare seniors for the spring capstone course. Short film projects are pitched and selected by students and faculty. Above the Line (ATL) crew positions for the projects are determined, and pre-production is launched. Focus is on pitching, screenplay development, fundraising, scheduling, casting, and location scouting. Career exploration in film and television is also covered. Course fee.

Prerequisite(s): None

TV-392 3D Animation Production I *Credits: 3.00*

Cross-listed with CS-392. This course will continue the student's short film development from modeling (CS-390). Topics include: rigging, skinning, painting weights, texturing, and animating with a goal of developing the first portion of the student's original 3D short film.

Prerequisite(s): CS-270

TV-395 Production Management *Credits: 3.00*

Explores the role of a Producer and/or Production Manager on a film set, studio or location to better prepare the student for a future in corporate or independent film making. Emphasis of the Producer's role during preproduction, production, and postproduction including: budgeting; cast and crew assembly; management; generating and following scene breakdown, call sheets; and the running of a set. Projects generated must be entered in local and international film festivals. Course fee.

Prerequisite(s): TV-370

TV-399 Professional Internship *Credits: 3.00*

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(s): TV/Film junior status or permission of the Department Chair

TV-400 Advanced Video Institute *Credits: 3.00*

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.

Prerequisite(s): TV-125

TV-450 Cinematography *Credits: 3.00*

A hands-on course that explores intermediate to advanced

topics, tools, and techniques of cinematography applied to single-camera digital video production for narrative film and television. Lighting theories and concepts, camera technology and techniques, digital camera workflow, and the principles of composition and visual storytelling are discussed and put into practice. Students will work in various crew positions in camera, grip, and electric departments to shoot both individual and class projects. Course fee.

Prerequisite(s): TV-370

TV-452 Advanced Screenwriting *Credits: 3.00*

Builds on material learned in TV-252 and TV-352. An intensive study and workshop. Students will write a feature length screenplay and/or original pilot television scripts. Completed draft(s) of a screenplay(s) required upon the completion of the class. Includes lecture and in-class reads of student work.

Prerequisite(s): TV-252 and TV-352

TV-480 Advanced Directing *Credits: 3.00*

Building on the skills learned in Directing I, this course focuses on the development of their visual storytelling skills. Emphasis is placed on communicating and working with actors, dramatic analysis of story and screenplays, preparation and pre-visualization, and using the camera as the primary visual narrator of narrative film and television. Students direct and critique short digital video projects.

Prerequisite(s): TV-380

TV-495 Capstone in Film *Credits: 3.00*

A challenging capstone course that prepares students for the television and film industry. Creative collaboration is emphasized. Seniors work hands-on as department heads and/or creative leads on short film projects chosen by students and faculty. All phases and workflows of pre-production, single-camera digital production, and post-production are covered. Career skills such as resume writing, producing creative reels, and preparing for interviews are also covered. Course fee.

Prerequisite(s): TV-380; TV-395 or TV-480

TV-499 Independent Study *Credits: 3.00*

Enables qualified TV/Film majors to initiate, plan, and carry out a private investigation in any area of the electronic media industry. The proposal for such a project must be submitted to a faculty member for approval in the semester prior to the proposed independent study project. Permission of the Department Chair is also required.

Prerequisite(s): None

THEATRE

A major is offered in theatre by the Division of Performing Arts.

Theatre Department Mission Statement

The mission of the theatre department, in concert with the mission and philosophy of DeSales University, is to provide students with varied opportunities to grow as artists, as scholars, and as maturing human beings. Within the context of a strong Catholic liberal arts education, this is accomplished through foundational training, rigorous investigation of academic content, and a multitude of practical experiences enabling students to test their talents, skills, and vocation against professional norms.

Theatre Major (all tracks) Student Learning Outcomes

Students completing the Bachelor of Arts degree in all tracks of Theatre will be able to demonstrate:

1. fundamental knowledge of and skills in play analysis (forms and styles);
2. fundamental knowledge of theatre history;
3. fundamental knowledge of and skills in scenery and costume production;
4. fundamental knowledge of and skills in directing;
5. fundamental knowledge of and skills in acting;
6. preparedness for a career and/or graduate school, and lifelong learning.
7. professional values and behaviors of the field (e.g., deadline adherence, effective communication, collaboration)

Theatre Department Tracks Mission Statements

Acting for the Stage and Screen - The mission of the acting for the stage and screen track is to establish and strengthen professional level discipline and performance skills in the field of acting.

Students completing the Bachelor of Arts degree in theatre (acting for the stage and screen track) will be able to demonstrate:

1. intermediate knowledge of and skills in acting theory and styles;
2. fundamental knowledge of and skills in voice/speech;
3. fundamental knowledge of and skills in movement;
4. knowledge of dramatic forms and styles.

Musical Theatre - The mission of the musical theatre performance track is to establish and strengthen professional-level discipline and performance skills in the field of musical theatre.

Students completing the Bachelor of Arts degree in theatre (musical theatre track) will be able to demonstrate:

1. intermediate knowledge of and skills in acting and musical theatre performance;
2. fundamental knowledge of and skills in vocal production;
3. fundamental knowledge of and skills in dance.

Design/Tech - The mission of the design/tech track is to establish and strengthen professional level discipline, communication, and expression of innovative and critical thinking in the fields of theatrical design and technology.

Students completing the Bachelor of Arts degree in theatre (design/tech track) will be able to demonstrate:

1. fundamental understanding of the elements of theatrical design;
2. fundamental ability in technical skills;
3. ability in design skills.

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.

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 complete TR 361 and TR 362. (See entries corresponding to these course numbers.)

The program requires all students to take a group of courses that provide a broad based understanding of the major areas of theatre practice. The program also requires that each student, in consultation with his/her advisor, select one of the following tracks for specialized study: (1) acting for the stage and screen, (2) musical theatre performance, (3) design/technology, and (4) communications-theatre. All programs lead to the Bachelor of Arts degree in theatre.

Admission into the theatre major is twofold. The applicant must be accepted by the University and must successfully audition and/or interview separately for the major.

The theatre core consists of six courses taken by all TR majors:

- 1 TR 101
- 2 TR 143
- 3 TR 210 or 211
- 4 TR 221
- 5 TR 222
- 6 TR 322

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 for the Stage & Screen Track

- 7 TR 102
- 8 TR 103
- 9 TR 212
- 10 TR 310
- 11 TR 331 or 332
- 12 TR 451
- 13 TR 452
- 14 TR 361.1,.2,.3
- 15 TR 362.1,.2,.3
- 16 PL 390

Recommended courses for actors: TR 272, 312, 365, 402, 411, 418. EN 358 or 359.

Musical Theatre Performance Track

- 7 TR 102
- 8 TR 212
- 9 TR 312
- 10 TR 451
- 11 TR 452
- 12 TR 361.1, .2, .3
- 13 TR 362.1, .2, .3
- 14 DA 112 or 220
- 15 DA 113 or 219
- 16 FA 112.1, .2, .3

Recommended courses: TR 103, 310, 311, 314, 332, 418; DA 105, 106, 114, 205, 206; FA 115, FA 118, FA 120.

Design/Technology Track

- 7 TR 226 or 246
- 8 TR 240
- 9 TR 242 or 263
- 10 TR 250 or 272
- 11 TR 280
- 12 TR 361.1, .2, .3
- 13 TR 362.1, .2, .3
- 14 TR 450.1, .2, .3
- 15 TR 452
- 16 300 Level Art History Course

Recommended courses for scenic design: TR 226, 242, 341, 342, 343; one TR course in dramatic literature, EN 358 or 359; PL 390. Recommended courses for costume design and technology: TR 226, 263, 272, 341, 342, 343; one TR course in dramatic literature, EN 358 or 359; PL 390. Recommended courses for technical direction: TR 261, 263, 341, 343, 344, 350; PL 390; one TR course in dramatic literature, EN 358 or 359. Recommended

courses for lighting and/or sound design and technology: TR 242, 261, 341, 342, 343, 344, 350, 367; one TR course in dramatic literature, EN 358 or 359; PL 390. Recommended courses for stage management: TR 261, 341, 342, 343, 344, 350; one TR course in dramatic literature, EN 358 or 359.

Communications/Theatre Track

This track 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, 103, 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, 332, 411. For information concerning certification in secondary teacher education, see the Education Department entry.

The maximum number of one-credit courses from the performing and fine arts that a student may take for credit and be applied toward the 40 course graduation requirement is 12.

English/Theatre Track

This track 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, 103, 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, 332, 411. For information concerning certification in secondary teacher education, see the Education Department entry.

The maximum number of one-credit courses from the performing and fine arts that a student may take for credit and be applied toward the 40 course graduation requirement is 12.

TR-101 Introduction to the Theatre *Credits: 3.00*

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.

Prerequisite(s): None

TR-102 Training the Speaking Voice *Credits: 3.00*

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.

Prerequisite(s): TR-101

TR-103 Movement for the Actor *Credits: 3.00*

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, and the overall physical availability necessary for meeting the unique demands of acting. Satisfies the PE activity requirement. Course fee.

Prerequisite(s): None

TR-143 Introduction to Theatre Technology *Credits: 3.00*

An introduction to the backstage crafts of theatre production. This lecture and laboratory course is designed to give students experience in backstage and shop safety, production techniques, and the terminology of technical theatre. Half the semester is spent in the scene shop and half is spent in the costume shop. The course requires active participation on two backstage crews for ACT ONE productions. Course fee.

Prerequisite(s): None

TR-210 Fundamental of Acting for Non-Majors *Credits: 3.00*

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. Not open to students in the musical theatre and acting for the stage and screen tracks in the Theatre major.

Prerequisite(s): None

TR-211 Fundamentals of Acting *Credits: 3.00*

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.

Prerequisite(s): None

TR-212 Intermediate Acting *Credits: 3.00*

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.

Prerequisite(s): TR-210 OR TR-211

TR-221 History of the Theatre I *Credits: 3.00*

A survey of theatrical history from pre-historic origins to the Italian Renaissance with special emphasis on the conventions of the Greek, Roman and Oriental theatre. The course includes treatment of the historical background, dramatic forms, plays

and playwrights, and the physical theatre in the various periods.

Prerequisite(s): TR-101 or equivalent

TR-222 History of the Theatre II *Credits: 3.00*

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.

Prerequisite(s): TR-101 or equivalent

TR-226 Costume History *Credits: 3.00*

A study of clothing styles from early civilization to the present day with emphasis on research and the creation of a visual reference collection.

Prerequisite(s): None

TR-240 Elements of Design *Credits: 3.00*

An introductory study of the concepts, terminologies, and standard practices of creating an artistic composition. Students will combine the elements of design to create imaginative, individual, artistic projects that communicate ideas in a visual format. Course fee.

Prerequisite(s): None

TR-242 Stagecraft *Credits: 3.00*

An in-depth look at safety in the workplace and advanced construction techniques. The course includes instruction in advanced joinery, rigging, and MIG welding techniques. This course builds upon the scenery construction principles introduced in TR 143. Theoretical and practical work is involved. Course fee.

Prerequisite(s): TR-143 or permission of instructor

TR-246 Scene Painting *Credits: 3.00*

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 paintings. Projects begun in class will be completed as studio homework. Course fee.

Prerequisite(s): TR-143 or permission of the instructor

TR-250 Technical Drawing *Credits: 3.00*

An introduction to the standard practices of drafting used in the communication of design for the stage. Drafting projects in the areas of sets and lights will be required of all students. Course fee.

Prerequisite(s): None

TR-261 Stage Management *Credits: 3.00*

A course that explores the techniques and methods used in stage management for all types of theatrical productions. Emphasis is put on production books, blocking, calling cues, and communication with the production team, director, and actors.

Prerequisite(s): None

TR-263 Pattern Drafting and Draping *Credits: 3.00*
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. Course fee.
Prerequisite(s): TR-143 or permission of the instructor

TR-270 Stage Combat *Credits: 3.00*
A studio course in stage combat technique and practice. The work is experiential. 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.
Prerequisite(s): None

TR-272 Stage Make-Up *Credits: 3.00*
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. Course fee.
Prerequisite(s): None

TR-280 Introduction to Lighting Technology *Credits: 3.00*
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. Course fee.
Prerequisite(s): None

TR-310 Contemporary Theatre *Credits: 3.00*
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.
Prerequisite(s): None

TR-311 Advanced Acting *Credits: 3.00*
An advanced course in the art and craft of acting. Emphasis in this course is on the actor's transformation into character through scene work taken from a broad range of modern, Shakespearean, and contemporary texts. This course is an extension of the prerequisite acting courses and will draw from techniques and perspectives covered in them.
Prerequisite(s): TR-212

TR-312 Musical Theatre *Credits: 3.00*
Practical training and experience in musical theatre performance. This course will focus on the particular challenges that musical theatre presents as distinct from non-musical theatre. Performance techniques will emphasize the skills necessary for successful presentation of a musical number by an actor. Course fee.
Prerequisite(s): TR-211

TR-314 Advanced Musical Theatre *Credits: 3.00*
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. Course fee.
Prerequisite(s): FA-1121 & TR-312

TR-322 Fundamentals of Directing *Credits: 4.00*
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. Course fee.
Prerequisite(s): TR-101, TR-143, and TR-210 or TR-211

TR-331 Modern European Drama *Credits: 3.00*
A survey of the development of European drama in 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.
Prerequisite(s): None

TR-332 Modern American Drama *Credits: 3.00*
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.
Prerequisite(s): None

TR-341 Basic Design, Scenery *Credits: 3.00*
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. Course fee.
Prerequisite(s): None

TR-342 Basic Design, Costume *Credits: 3.00*
A consideration of the principles and techniques of costume design. Emphasis will be placed on research, development, and communication of the design. Course fee.
Prerequisite(s): None

TR-343 Basic Design, Lighting *Credits: 3.00*
A consideration of the principles and techniques of lighting design. Emphasis will be placed on research, development, and communication of the design. Course fee.
Prerequisite(s): TR-280

TR-344 Basic Design and Production - Sound *Credits: 3.00*
A consideration of the principles and techniques of sound design. The first half will focus on conceptualization and development of a design, including selection and editing of sound and music, and programming content for playback. The second half will

delve into the design and implementation of systems for sound reinforcement and playback.
Prerequisite(s): None

TR-345 Special Topics in Theatre *Credits: 3.00*
An opportunity for faculty to present a topic of specialized focus not covered extensively elsewhere in the Theatre curriculum.
Prerequisite(s): TR-101 and TR-143 or consent of the instructor

TR-350 CAD Drafting for the Theatre *Credits: 3.00*
This course will take the concepts learned in TR-250 Technical Drawing and apply them to the computer. Students will learn to draft 2-dimensional scenery and lighting in both Vectorworks and AutoCAD using industry standard practice. Course fee.
Prerequisite(s): TR-250

TR-3611 Theatre Practicum for Theatre Majors in Performance/Production *Credits: 1.00*
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 TR-3611 through TR-3623 is a requirement of all tracks in the theatre department.
Prerequisite(s): None

TR-3612 Theatre Practicum for Theatre Majors in Performance/Production *Credits: 1.00*
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 TR 3611 through TR 3623 is a requirement of all tracks in the theatre department.
Prerequisite(s): TR-3611

TR-3613 Theatre Practicum for Theatre Majors in Performance/Production *Credits: 1.00*
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 TR 3611 through TR 3623 is a requirement of all tracks in the theatre department.
Prerequisite(s): TR-3611 and TR-3612

TR-3621 Theatre Practicum for Theatre Majors in Performance/Production *Credits: 1.00*
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 TR 3611 through TR 3623 is a requirement of all tracks in the theatre department.

Prerequisite(s): TR-3611 through TR-3613

TR-3622 Theatre Practicum for Theatre Majors in Performance/Production

Credits: 1.00

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 TR 3611 through TR 3623 is a requirement of all tracks in the theatre department.

Prerequisite(s): TR-3611 through TR-3621

TR-3623 Theatre Practicum for Theatre Majors in Performance/Production

Credits: 1.00

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 TR 3611 through TR 3623 is a requirement of all tracks in the theatre department.

Prerequisite(s): TR-3611 through TR-3622

TR-363 Theatre Practicum in Stage Management

Credits: 3.00

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.

Prerequisite(s): None

TR-365 Theatre Practicum: Pennsylvania Shakespeare Festival

Credits: 3.00

Involves participation as an intern in the areas of acting, technical work, or management with the Pennsylvania Shakespeare Festival, a summer professional theatre company, which is an outgrowth of the Performing Arts Division.

Prerequisite(s): None

TR-3661 Theatre Practicum for Non-Concentrators

Credits: 1.00

Opportunities for participation in any of the following areas of play production: acting, sets, costumes, wardrobe, lights, painting, props, sound, stage management, or music. Time commitments might vary slight for areas of production. The student should plan for an average of nine experimental hours per week. 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.

Prerequisite(s): None

TR-3662 Theatre Practicum for Non-Concentrators *Credits: 1.00*
Opportunities for participation in any of the following areas of play production: acting, sets, costumes, wardrobe, lights, painting, props, sound, stage management, or music. Time commitments might vary slight for areas of production. The student should plan for an average of nine experimental hours per week. 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.

Prerequisite(s): TR-3661

TR-3663 Theatre Practicum for Non-Concentrators *Credits: 1.00*

Opportunities for participation in any of the following areas of play production: acting, sets, costumes, wardrobe, lights, painting, props, sound, stage management, or music. Time commitments might vary slight for areas of production. The student should plan for an average of nine experimental hours per week. 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.

Prerequisite(s): TR-3661 and TR-3662

TR-367 Advanced Lighting Design

Credits: 3.00

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. Course fee.

Prerequisite(s): TR-280 and TR-343

TR-3701 Theatre Practicum: Dance Ensemble Concert

Credits: 1.00

Practical experience in lighting, sound, stage management, or costuming for the annual dance ensemble concert on the mainstage. The majority of this work will take place over spring break.

Prerequisite(s): None

TR-3702 Theatre Practicum: Dance Ensemble Concert

Credits: 1.00

Practical experience in lighting, sound, stage management, or costuming for the annual dance ensemble concert on the mainstage. The majority of this work will take place over spring break.

Prerequisite(s): TR-3701

TR-3703 Theatre Practicum: Dance Ensemble Concert

Credits: 1.00

Practical experience in lighting, sound, stage management, or costuming for the annual dance ensemble concert on the mainstage. The majority of this work will take place over spring break.

Prerequisite(s): TR-3701 and TR-3702

TR-399 Professional Internship

Credits: 3.00

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(s): Junior standing in the Theatre Department or permission of Department Chair.

TR-402 Shakespeare Performance

Credits: 3.00

A Shakespeare performance course for a select group of student actors whose primary focus is to learn the principles of textual analysis with emphasis on rhetorical and poetic devices, leading to the application of that analysis in performance. The course culminates in public performance.

Prerequisite(s): TR-212 and audition

TR-411 Advanced Directing

Credits: 4.00

Study of principles and application of techniques for advanced directing projects: including period plays and anti-realistic styles. Two practical projects will be required for presentation in Studio Theatre (ACT TWO). Course fee.

Prerequisite(s): TR-322

TR-418 Acting Styles

Credits: 3.00

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.

Prerequisite(s): TR-212 & TR-311 or permission of the instructor

TR-4501 Design/Technology Seminar

Credits: 1.00

This course is a regularly-scheduled, weekly seminar in theatrical design and technology for Tech/Design sophomores. Students examine and integrate key elements in the design/technology curriculum and undertake career planning. Various projects, workshops, field trips, and guest lecturers will be utilized. Course fee.

Prerequisite(s): TR-143

TR-4502 Design/Technology Seminar

Credits: 1.00

This course is a regularly-scheduled, weekly seminar in theatrical design and technology for Tech/Design juniors. 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. Course fee.

Prerequisite(s): TR-143

TR-4503 Design/Technology Seminar

Credits: 1.00

A regularly-scheduled, weekly seminar in theatrical design and technology for Tech/Design 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. Course fee.

Prerequisite(s): TR-143

TR-451 Coordinating Seminar *Credits: 3.00*

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. Course fee.

Prerequisite(s): None

TR-452 Integrating Experience *Credits: 4.00*

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.

Prerequisite(s): None

TR-460 Senior Showcase *Credits: 3.00*

Integration of acting, voice, movement and the practical business of getting work in the industry. The objective of the course is to mount a showcase production to be viewed by industry professionals in New York City. Meets for six hours per week. Entrance by audition for senior status students only.

Prerequisite(s): TR-451

TR-499 Independent Study *Credits: 3.00*

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.

Prerequisite(s): None

THEOLOGY

A major is offered in theology by the Department of Philosophy and Theology.

Theology Major Mission Statement

The theology major provides students with the philosophical foundations of Catholic theology giving them an understanding of the relationship between Christian faith and human reason. Majors learn the full range of Catholic theology in all of its vari-

ous subdisciplines. Majors are prepared to serve the Church in a variety of fields, with the ability to articulate an understanding of what it means to be a Christian humanist in the world.

Theology Major Student Learning Outcomes

Students who graduate from DeSales University with a major in Theology will be able to:

1. explain the nature and philosophical foundations of theology, especially highlighting the relationship between faith and reason;
2. articulate the contents of theology in terms of its various disciplines: scripture, doctrine, ethics, and history;
3. explain what it means to be a Catholic, in terms of the Church's fundamental doctrines;
4. articulate specifically what it means to be a Catholic in the Christian humanist tradition of St. Francis de Sales.
5. demonstrate familiarity with the Church's spiritual, pastoral, and ethical tradition in preparation for the various pastoral fields in which they may serve.

Courses to Fulfill the General Education Core Theology Requirements

All students must complete three (3) courses in the area of Christian Values and theology 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.

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 432 and above, and are offered by the following departments: business, biology, chemistry, nursing and health, social sciences, and philosophy-theology.

The Theology Major Program

To be graduated with a BA 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, one 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

BA 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 BA 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 BA in theology degree program, a student must have already completed a BA 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) |

- SSc 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)
 SSc 2 Cultural History of Karnataka & Kerala (3 credits)
 SS 01 Pentateuch (2 credits)
 SS 02 Background of 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)
 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)
 SSc 02 Sociology of Religion (2 credits)
 SSc 05 Gospel According to Matthew (2 credits)
 SSc 01 Psychology of Religion (2 credits)
 ST 06 Theology of the Human Person (2 credits)

Third Year – (30 credits)

- ST 11 Theology of Religions (2 credits)
 PM 10 Catechetics and Pastoral Theology (2 credits)
 PM 07 Marriage and Sexual Ethics (2 credits)
 SS 05 Gospel According to Luke (2 credits)
 PM 09 Marriage Law (2 credits)
 ST 07 Theology of Human Person II (2 credits)
 HT 04 Indian Christian Theology (2 credits)
 ST 12 Ecumenism & Interreligious Dialogue (2 credits)
 ST 08 Theology of Eucharist (2 credits)
 SS 03 Gospel According to Mark (2 credits)
 ST 13 Oriental Liturgies and Theology (3 credits)
 SS 09 Prophets (3 credits)
 ST 18 Contextual Theology: Dalit Theology (2 credits)
 ST 21 Contextual Theology: Theology of Women's Concerns (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

TH-109 Catholic Theology *Credits: 3.00*

An introduction to Roman Catholicism by way of reflection on the meaning and implications of the Christian faith. This course considers major theological topics from the viewpoint of Scripture, the Tradition of the Church, the teaching of the magisterium, and the experience of the faithful. This course engages students in the University's mission of developing moral responsibility in the context of Christian Humanism.

Prerequisite(s): None

TH-232 The Gospels *Credits: 3.00*

An examination of the teachings of Jesus Christ as presented in the Gospels of Matthew, Mark, Luke and John. After introducing the historical context, the course offers literary, structural, and rhetorical "criticisms" of the gospel texts which allow contemporary readers to dialogue with the biblical authors and the message they proclaim.

Prerequisite(s): TH-109

TH-234 The Old Testament *Credits: 3.00*

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.

Prerequisite(s): TH 109

TH-250 Christianity and Ancient Rome *Credits: 3.00*

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(s): TH-109

TH-260 Marriage and the Family *Credits: 3.00*

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.

Prerequisite(s): TH 109

TH-261 Sexual Morality *Credits: 3.00*

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.

Prerequisite(s): TH 109

TH-262 Medicine and Morality *Credits: 3.00*

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.

Prerequisite(s): TH 109

TH-273 A Cry for Justice *Credits: 3.00*

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 contemporary social justice.

Prerequisite(s): TH 109

TH-281 Salesian Spirituality *Credits: 3.00*

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.

Prerequisite(s): TH-109

TH-283 Christian Prayer *Credits: 3.00*

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.

Prerequisite(s): TH 109

TH-284 The Catholic Church and Political Life *Credits: 3.00*

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 inter-related institutions.

Prerequisite(s): TH 109

TH-285 The Catholic Radicals *Credits: 3.00*

A study of the Catholic Worker Movement, one of the most dynamic and controversial lay Catholic movements in American

history, focusing on the radical Catholic theological vision of its founders, Peter Maurin and Dorothy Day. The course explores the roots, writings, and relevance of this creative synthesis of the Church's teachings on such topics as poverty, pacifism, labor, technology, and economics.

Prerequisite(s): TH-109

TH-300 Jesus and the World Religions *Credits: 3.00*

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(s): TH 109

TH-310 Science and Religion *Credits: 3.00*

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.

Prerequisite(s): TH 109

TH-321 Cyber Theology *Credits: 3.00*

An exploration of the interface between Theology and Social Communications, with an emphasis on seeking the intelligibility of faith in light of the logic of a digital culture. The course considers what it means to be who we are in an iWorld as religious believers and how spirituality is presented and experienced in cyberspace.

Prerequisite(s): TH-109

TH-346 The Letters of Paul *Credits: 3.00*

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(s): TH-109

TH-350 The Church and Sacraments *Credits: 3.00*

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.

Prerequisite(s): TH-109

TH-355 The Triumph Over Absurdity: Humanities IV

Credits: 3.00

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.

Prerequisite(s): TH-109

TH-356 The Introduction to the Devout Life: Humanities IV & Desales Experience *Credits: 3.00*

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(s): TH-109, Humanities 1 and 2

TH-360 Mary, Mother of God *Credits: 3.00*

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 these matters from a Catholic perspective, as we discover the Blessed Virgin Mary in scripture, doctrine and devotion.

Prerequisite(s): TH-109

TH-362 Jesus Christ *Credits: 3.00*

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.

Prerequisite(s): TH-109

TH-364 Evangelization and the Family: The DeSales Experience *Credits: 3.00*

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.

Prerequisite(s): TH-109

TH-370 Special Topics in Theology *Credits: 3.00*

Special courses that deal with particular issues in the world of theology. These will include courses taught by visiting professors.

Prerequisite(s): TH-109

TH-371 Special Topics in Theology *Credits: 3.00*

Special courses that deal with particular issues in the world of

theology. These courses will include courses taught by visiting professors.

Prerequisite(s): TH-109

TH-380 Faith and Reason *Credits: 3.00*

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.

Prerequisite(s): TH-109

TH-382 Christian Discipleship: DeSales Experience *Credits: 3.00*

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 by exploring Catholic Social Teaching, its connection with Trinitarian theology and Christology, and the lives of Christian heroes.

Prerequisite(s): TH-109

TH-387 The Meaning of Death and Dying *Credits: 3.00*

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.

Prerequisite(s): TH-109

TH-390 The Vision of John Paul II *Credits: 3.00*

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 world.

Prerequisite(s): TH-109

TH-3951 Religious Classics *Credits: 1.00*

A series of one-credit courses, each of which involves a close reading of a "great book" of Western spirituality. Writings of the Doctors of the Church, as well as other religious authors, will be examined. Completion of any three of these one-credit courses fulfills the Intermediate Theology requirement of the General Education curriculum. Offered only in ACCESS.

Prerequisite(s): None

TH-400 Pastoral Theology and Ministry: The DeSales Experience

Credits: 3.00

Focuses on Pastoral Theology for those who wish to serve in lay ministry or who desire to be more involved in their parish. It focuses on the study of Christian Humanism, and drawing from the spirituality of St. Francis de Sales and relevant Church documents, it offers a hands-on approach to embracing pastoral service to others.

Prerequisite(s): TH-109

TH-410 The Meaning of the Person

Credits: 3.00

A course which examines the significance and meaning of the concept of “person” in Western Culture from a theological and scientific perspective. From a scientific perspective the history of “personhood” will be traced in the evolution of medical concepts of human well-being. Theologically, the course will analyze religious notions of the soul as seat of human personhood.

Prerequisite(s): TH-109

TH-432 Christian Humanism and Evolution: Values Seminar

Credits: 3.00

A course in which Christian humanism and evolutionary theory examines the interface between Christian Theology and the world view implied by evolutionary theory. The positive moral and Spiritual implications of evolutionary theory will be emphasized. Open to all juniors and seniors.

Prerequisite(s): TH-109

TH-451 Integrating Seminar in Theology

Credits: 3.00

An opportunity for students to integrate their knowledge of theology with other fields of study. The course emphasizes the application of theological methods to issues of contemporary importance. Individual research and reflection, as well as public discussion, are integral parts of the seminar. Limited to juniors and seniors.

Prerequisite(s): None

TH-471 Violence, Justice and Peace: Values Seminar

Credits: 3.00

An exploration of the values associated with the use of silence as a means of achieving justice and peace. In particular, the course examines the experience of war and revolution within the past century, our present American fascination with violence, and Christian thought about the possibility of violence being used as an instrument of love. Limited to juniors and seniors.

Prerequisite(s): TH-109

TH-472 Ethics At the End of Life: Values Seminar

Credits: 3.00

An examination of diverse issues surrounding the end of human life. 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.

Prerequisite(s): TH-109

TH-473 Women in the World: Values Seminar & DeSales Experience

Credits: 3.00

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. The course examines issues raised to today’s feminist awareness and offers a critique from a Christian perspective. Limited to juniors and seniors.

Prerequisite(s): TH-109

TH-476 A Life of Leisure: Values Seminar

Credits: 3.00

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(s): TH-109

TH-477 The Modern Media: Values Seminar

Credits: 3.00

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.

Prerequisite(s): TH-109

TH-478 The Body: Values Seminar

Credits: 3.00

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.

Prerequisite(s): TH-109

TH-480 Parenting: Values Seminar

Credits: 3.00

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(s): TH-109

TH-483 The Workaday World: Values Seminar

Credits: 3.00

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(s): TH-109

TH-485 The Art of Forgiveness: Values Seminar

Credits: 3.00

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.

Prerequisite(s): TH-109

TH-486 The World of Evil: Values Seminar

Credits: 3.00

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.

Prerequisite(s): TH-109

TH-492 Theology Internship

Credits: 3.00

Provides the theology major with an appropriate field experience. Permission of the department chairperson is required.

Prerequisite(s): None

TH-499 Independent Study in Theology

Credits: 3.00

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.

Prerequisite(s): None

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 foreign language/world cultures requirement or one world cultures course and one approved course with an international travel component when the student completes the travel that is part of the course. Offerings vary considerably from semester to semester. Students should consult pre-registration material to see what offerings are available in any particular semester.

WC-107 Central European Nations *Credits: 3.00*
Cross-listed with PO-107. 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. Course fee.
Prerequisite(s): None

WC-110 The French-Speaking World I *Credits: 3.00*
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. Course fee.
Prerequisite(s): None

WC-111 Russian Society Since the Gorbachev Era *Credits: 3.00*
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. Course fee.
Prerequisite(s): None

WC-130 Modern South Africa *Credits: 3.00*
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. Course fee.
Prerequisite(s): None

WC-140 Ireland and the Irish Diaspora I *Credits: 3.00*
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. Course fee.
Prerequisite(s): None

WC-147 Dance in World Cultures: DeSales Experience *Credits: 3.00*
Cross-listed with DA-147. A course that examines the relationship between dance and its surrounding cultural landscape and provides an investigation into the study of dance within various non-western cultures from around the world. Emphasis is placed

on dance and human movement as a form of cultural knowledge that is imbued with meaning and is a reflection of values. Students will engage in a cross-cultural analysis of how dance is used for various social, economic, political, religious, cultural and aesthetic purposes in order to increase their awareness and understanding of human cultural activity. Course fee.
Prerequisite(s): None

WC-150 Hispanic Cultures I *Credits: 3.00*
An introduction to Hispanic nations of the Americas through the study of the civilizations and indigenous nations in the New World, the European conquest, colonization, and eventual independence. Elements of modern political and social movements, governmental transitions, and contributions to art and literature. Course fee.
Prerequisite(s): None

WC-151 Latinos in the U.S. *Credits: 3.00*
Provides a breadth of contact with Hispanic cultures through texts, literature, music, and film. Students will study segments of Latin American history, politics, society, and art. Additionally, a significant portion of the course focuses on the presence of immigrant communities and Hispanic cultures within the United States. Course fee.
Prerequisite(s): None

WC-154 Mexicans in America *Credits: 3.00*
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. Course fee.
Prerequisite(s): None

WC-160 Philippine Culture *Credits: 3.00*
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. Course fee.
Prerequisite(s): None

WC-170 Modern German Culture *Credits: 3.00*
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 will master pronunciation of the language. Taught in English. Students will study works of literature, music, and film. Lecture and discussion. Course fee.
Prerequisite(s): None

WC-174 Russian Culture *Credits: 3.00*
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. Course fee.
Prerequisite(s): None

WC-184 Israelis and Palestinians *Credits: 3.00*
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. Course fee.
Prerequisite(s): None

WC-190 Native American Culture *Credits: 3.00*
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. Course fee.
Prerequisite(s): None

WC-210 The French-Speaking World II *Credits: 3.00*
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. Course fee.
Prerequisite(s): WC-110

WC-240 Ireland and the Irish Diaspora II *Credits: 3.00*
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. Course fee.
Prerequisite(s): WC-140

WC-270 German Culture II *Credits: 3.00*
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 out loud the daily news on German language websites. Course fee.
Prerequisite(s): WC-170

WC-340 Historical Research Abroad: Humanities III

Credits: 3.00

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.

Prerequisite(s): HI-201, HI-202, and permission of the instructor

WC-395 Philosophy of Buddhism

Credits: 3.00

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 (Madhymika system of Nagarjuna) will be explored.

Prerequisite(s): None

9 TRUSTEES, PRESIDENT'S ADVISORY COUNCIL, AND FACULTY

Board of Trustees, 2020-21

W. Douglas Brown, Esq., Chairman
Frank D. Boyer
Frank J. Dalicandro '77
V. Rev. Lewis S. Fiorelli, OSFS, S.T.D.
Joseph Fitzpatrick, Esq.
Rev. Francis W. Danella, OSFS, D.Min. '70
Frank J. Ford, Jr. '74, M.B.A.
Peter A. Gray, M.B.A.
Rev. James J. Greenfield, OSFS '84, Ed.D.
Rev. Matthew J. Hillyard, OSFS '84,
M.Div., M.A.
Gary J. Iacocca
Rev. Msgr. David L. James, V.E., M.Div., J.C.L.
Keenan D. Lynch, Esq.
Gene J. Marino '81
Matthew W. Martinez, M.D., F.A.C.C.
Vincent J. Moffitt '69, M.D., F.A.A.P.
Maria C. Montero, Esq.
Kathleen Kund Nolan '79
Rev. Ronald W. Olszewski, OSFS, Ph.D.
Anne M. Prisco, Ph.D.
John D. Stanley, Esq.
Most Rev. Barry R. Strong, OSFS '78, S.T.D.
Joseph C. Trinkle Jr. '81, C.P.A.
Most Rev. Abraham Vettuvellil, MSFS, D.Min.
Denise M. Von Funk '80, M.B.A.
Kathleen Waterbury Reilly
Thomas V. Whalen, M.D., M.M.M.

Life Trustee

Carl J. Feichtel

President's Advisory Council

Dennis M. Abruzzi
Michael M. Albarell Jr.
Anthony G. Auteri, M.D.
Aman M. Barber III, Esq.
Lina Barbieri '94
Carol Beidleman P'00
Meghan Beste
Ashim K. Bhowmick
John J. Blair
James F. Bova
Michael J. Brennan '01
Robert J. Breslin
Jane Brooks '16
Greg L. Butz
Michael Butz
Vincent O. Cardile
Jason Casarella '97
Danielle M. Cassidy '09
Francis X. Cassidy '80
Howard S. Cohen
Daniel C. Confalone
Deb Cummins Stellato
Cynthia DeRose '90
The Hon. John E. Domalakes '69
Paul G. Domalakes, Esq. '73
Glenn Faust
Anne W. Fiore
Kevin F. Flemming '97
James J. Fronheiser
Thomas J. Garrity
Robert F. Goehler P'01
Jon Hammer
John C. Hayes
E. Barry Hetzel
C. Andrew Hobbie
Kevin J. Hopkins '03
Renee A. James
Sharon Kaszyski '97
Deacon George C. Kelly Jr. '69, P'93, P'97,
P'99, P'04, P'07
Patrick R. Kilcur '06
Mary T. Kinneman

James M. Knepp
James F. Kostecky
Katherine M. LaBuda '00, '10
Joseph W. Leary IV '92
Paul A. Leese '98, '01
Joseph F. Leeson Jr., Esq. '77, P'08
Sheri A. Leo
Robert W. Lepley
Martin C. Levin, CPA
Bruce Levis
Charles G. Lewis '82, P'04, P'06
Cheri Longenbach P'20
Todd Longenbach P'20
Donna LoStocco
James P. Mackin '80
W. Anthony Major '95, P'87
Paul Mazzucco
Matthew McConnell
Coleen McGee '05
John E. McKeever, Esq.
Winnie D. Melinsky
Leslie Myers '17
Michael R. Nesfeder, Esq.
Eugene J. Nosovitch Jr.
Mark J. Pesavento
Mary Pratt-Henaghan '88
James F. Reilly, M.D.
Thomas J. Roberts
Forrest A. Rohrbach
Josephine P. Ronca
Janet E. Roth M'00
John A. Russo
Martin D. Russo '82, P'06
Judith N. Sabino '83
Amy Saborsky '02
Jim Santanasto
Achille Scache '07
Craig J. Schafer
William J. Scharle
Shane J. Schmeckenbecher
Terry Simpson
Peter A. Sipple
Michael T. Smale

Joseph D. Smith
Paul J. Smith Jr.
Matthew A. Sommerfield
Mark Sverchek '97
Sharon A. Sweeney '78
Monica Toggas
The Hon. Patrick J. Toomey
Edward G. Topper
T. Benjamin Traud, Esq.
Atty. Joseph P. Troy '70
Samuel Vernierno Jr. '90
Mario O. Vicari Jr. '83
Theodore S. Wills
Alpa Yagnik
Frank M. Yandrisevits III '80
Tim Yenawine

Honorary Life Members

Alfonso C. Abruzzi
Thomas J. Bisko
Estelle Marcon Boyer
Gene M. Buckno
Robert G. Ciccone
Henry T. Lyons Jr.
Timothy J. McDonald P'98
Vincent Naso Jr.
Walter R. O'Connell P'81, '87
Phillip A. Schwartz
Sheldon P. Siegel
Ellwyn D. Spiker
Ercole J. Spinosa P'82, P'89, P'02
Anne R. Ulans P'82
Ronald J. Young

FACULTY

- AIDIN AMIRSHOKOOHI (2013)
Associate Professor of STEM Education
B.S., The University of Iowa
M.A.T., The University of Iowa
Ph.D., Indiana University (2008)
- JANE ARENAS (2009)
Assistant Professor of Physician Assistant
B.S., LaSalle University
M.S., Rosalind Franklin University of
Medicine and Science (2001)
- MARGARET AYALA (2019)
Assistant Professor of Composition and
Rhetoric
B.A., DeSales University
M.F.A., Seton Hill University (2016)
- AUSTEN BARNETT (2017)
Assistant Professor of Biology
B.S., University of Southern Indiana
Ph.D., Southern Illinois University (2013)
- BRADLEY BARNHORST (2009)
Associate Professor of Business
B.A., Harvard University
M.B.A., Pennsylvania State University
(2004)
C.F.A. Charterholder
- LAURA BAYLOR (2017)
Assistant Professor of Nursing
B.S.N., DeSales University
M.S.N., DeSales University
D.N.P., DeSales University (2013)
- DIA C. BEACHBOARD (2020)
Assistant Professor of Biology
B.S., University of Tennessee
Ph.D., Vanderbilt University (2015)
- MICHAEL BEARDSLEY (2015)
Assistant Professor of Sport and Exercise
Physiology
B.S., Canisius College
M.S., University at Buffalo, SUNY
Ph.D., University at Buffalo, SUNY (2015)
- JOHN BELL (2006)
Professor of Theatre
B.M., Ohio Wesleyan University
M.F.A., San Diego State University (1988)
- RODGER BERG (1977, 1980)
Associate Professor of Chemistry
B.S., Muhlenberg College
Ph.D., Lehigh University (1976)
- TRICIA BERNECKER (2006)
Associate Professor of Nursing
B.S.N., West Chester University
M.S.N., DeSales University
Ph.D., Widener University (2011)
- AMY BEST (2000)
Associate Professor of Theatre
B.A., Benedictine College
M.F.A., Northern Illinois University (1998)
- KATRIN BLAMEY (2010)
Associate Professor of Education
B.A., Randolph-Macon Woman's College
M.A., College of William and Mary
M.A., University of Delaware
Ph.D., University of Delaware (2008)
- ROBERT BLUMENSTEIN (1995)
Professor of Biology
B.S., Drexel University
M.S., Hahnemann University
Ph.D., Hahnemann University (1979)
- MICHELLE BOLGER (2015)
Assistant Professor of Criminal Justice
B.S., Xavier University
M.S., Xavier University
Ph.D., University of Cincinnati (2015)
- MARTIN J. BRETT, III (2005)
Associate Professor of Sport Management
B.A., Allentown College of St. Francis de Sales
M.A., The Ohio State University
Ph.D., The Ohio State University (2005)
- LAUREN BROWN (2013)
Associate Professor of Sport Management
B.S., Penn State University
M.Ed., Temple University
Ph.D., Ohio State University (2012)
- MELISSA BROWN (2013)
Assistant Professor of Physician Assistant
B.S., DeSales University
M.S.P.A.S., DeSales University (2004)
- DOUGLAS BURNS, OSFS (1999)
Assistant Professor of Sport and Exercise
Physiology
B.S., Washington State University
M.S., Pennsylvania State University (1970)
- MARIA CRISTINA CAMPOS FUENTES
(2008)
Associate Professor of Spanish
B.A., Universidad Autónoma Metropolitana
M.A., University of Tennessee
Ph.D., University of Tennessee (2007)
- STEPHEN CARP (2016)
Assistant Professor of Physical Therapy
B.S., Temple University
M.S., Temple University
Ph.D., Temple University (2005)
- MELISSA CARROLL (2014)
Associate Professor of Physical Therapy
B.S., Colorado State University
M.S., Pennsylvania State University
Ph.D., Pennsylvania State University (2011)
- SEDAT CEVIKPARMAK (2020)
Assistant Professor of Business
B.S., United States Military Academy
M.A., Naval Postgraduate School
M.A., Turkish Army War College
Ph.D., University of North Texas (2020)
- JEFFREY CLUTTER (2020)
Assistant Professor of Criminal Justice
B.S., Xavier University
M.S., University of Cincinnati
Ph.D., University of Cincinnati (2018)
- CHRISTOPHER R. COCOZZA (2000)
Professor of Business
B.S., Fordham University
J.D., Fordham University
L.L.M., New York University School of Law
(1996)
- JOSEPH COLOSI (1982)
Professor Emeritus of Biology
- THOMAS CRAIG (2015)
Assistant Professor of Business
Edward A. McCabe Chair of Business and
Society
B.B.A., Temple University
M.B.A., Lehigh University
Ph.D., Temple University (2015)
- SUZANNE CRESSMAN (2019)
Assistant Professor of Physician Assistant
B.S., Bloomsburg State College
M.S., DeSales University (2006)
- NATALIE CYPHERS (2010)
Associate Professor of Nursing
B.S.N., East Stroudsburg University
M.S.N., University of North Dakota
Ph.D., University of North Dakota (2015)
- LASHARA DAVIS (2016)
Assistant Professor of Communication
B.A., Rutgers University
M.A., Purdue University
Ph.D., Purdue University (2011)
- STEVEN DENNIS (2003)
Associate Professor of Theatre
B.A., Rutgers College
M.F.A., Rutgers University (1987)
- NATALIE DIFEO (2017)
Instructor of Nursing
A.A.S., Mansfield State University
B.S.N., DeSales University
M.S.N., University of Pennsylvania (2005)
- KATHLEEN L. EHRHARDT (1997)
Assistant Professor of Physician Assistant
B.S., St. Francis University
M.M.S., St. Francis University (1994)
- CARRIE ELLIS (2019)
Assistant Professor of Sports & Exercise
Physiology
B.A., Arcadia University
D.P.T., Duke University (2009)

- ANDREW M. ESSIG (2002)
Professor of Political Science
B.A., St. Joseph's University
M.A., Pennsylvania State University
Ph.D., Pennsylvania State University (2001)
- MICHELLE FABIANI (2020)
Assistant Professor of Criminal Justice
B.A., University of Maryland
M.A., University of Maryland
Ph.D., University of Maryland (2019)
- FRANCES FASCHING (2019)
Assistant Professor of Clinical Nursing
B.S.N, Cedar Crest College
M.S.N, DeSales University
D.N.P., Chatham University (2013)
- ELIZABETH FELTEN (2018)
Assistant Professor of Business
B.S.B.A., American University
M.B.A., University of Iowa (1997)
- MICHAEL GALLAGHER (2011)
Associate Professor of Business
B.S., Lebanon Valley College
M.B.A., Lebanon Valley College
Ph.D., University of Toledo (1998)
- GAETAN T. GIANNINI (2020)
Assistant Professor of Business
B.S., Temple University
M.B.A., Seton Hall University
Ed.D., Gwynedd Mercy University (2019)
- DAVID GILFOIL (2007)
Professor of Business
B.A., University of Massachusetts
M.A., College of William and Mary
Ph.D., Stevens Institute of Technology
(1984)
- MELISSA GILROY (2018)
Assistant Professor of Physician Assistant
B.A., Hamilton College
D.C., New York Chiropractic College
M.S., New York Chiropractic College
M.S.P.A.S., DeSales University (2012)
- SUSAN GIVENS-SKEATON (2013)
Assistant Professor of Business
B.S.B.A., Creighton University
M.A., St. Mary's University
Ph.D., University at Albany, State
University of New York (2004)
- CHARLES GLOMAN (2004)
Associate Professor of Professional Practice
of TV/Film
B.A., Pennsylvania State University
M.A., Pennsylvania State University (1984)
- LARA GOUDSOUZIAN (2015)
Associate Professor of Biology
B.A., University of California, Berkeley
Ph.D., Princeton University (2006)
- KATHERINE GRASSO (2015)
Assistant Professor of Communication
B.S., Suffolk University
M.A., University of California, Davis
Ph.D., University of California, Davis
(2015)
- SEAN GRIECH (2013)
Assistant Professor of Physical Therapy
B.S., Daemen College
D.P.T., Shenandoah University
Ph.D., Alvernia University (2020)
- ANGELA SIGLEY GROSSMAN (2011)
Associate Professor of Dance
B.A., DeSales University
M.F.A., Temple University (2010)
- PRANSHU GUPTA (2013)
Associate Professor of Computer Science
B.S., Wilkes University
M.S., James Madison University
Ph.D., Kansas State University (2014)
- CHRISTOPHER HALL (2018)
Assistant Professor of Physician Assistant
B.S., King's College
M.S., King's College (2010)
- WILLIAM HAMANT (2014)
Assistant Professor of Theology
B.A., University of St. Thomas
M.A., University of Dayton
Ph.D., John Paul II Institute for Studies on
Marriage and Family (2012)
- CARL HAMMARSTEN (2019)
Assistant Professor of Mathematics
B.A., Rice University
M.A., State University of New York at
Stony Brook
Ph.D., The George Washington University
(2015)
- NICHOLE HARTMAN (2019)
Assistant Professor of Clinical Nursing in
Advanced Practice Clinical Simulation
B.S.N., DeSales University
M.S.N., DeSales University
D.N.P., DeSales University (2013)
- ERIC T. HAUGEN (2018)
Assistant Professor of Performing Arts
B.A., University of Iowa
M.F.A., New York University (1991)
- SARA HAYIK (2010)
Assistant Professor of Chemistry
B.S., Millersville University
Ph.D., University of Pennsylvania (2011)
- ALAN HECKMAN (2013)
Associate Professor of Physician Assistant
B.S., Kutztown University
M.S.P.A.S, DeSales University (2011)
- JULIE HIMMELBERGER (2010)
Associate Professor of Biochemistry
B.Sc., McMaster University
Ph.D., University of Pennsylvania (2010)
- TAHEREH HOJJAT (1989)
Professor of Business
B.A., Tehran University
M.S., The American University
Ph.D., Lehigh University (1987)
- CAROLINE HOLLSHWANDNER (1975)
Professor Emerita of Nursing
- WENDI HONTZ (2014)
Assistant Professor of Physician Assistant
B.S., Lock Haven University
M.P.H., East Stroudsburg University
M.S.P.A.S., DeSales University (2006)
- ETHAN HOOD (2017)
Assistant Professor of Physical Therapy
B.S., Philadelphia College of Pharmacy and
Science
M.P.T., Philadelphia College of Pharmacy
and Science
M.B.A., Pennsylvania State University
D.P.T., Temple University (2010)
- ANNMARIE HOUCK (1994)
Assistant Professor of Mathematics
Karen Doyle Walton Chair of Mathematics
B.S., Allentown College of St. Francis de
Sales
M.S., Lehigh University (1994)
- JENNIFER HOWANITZ (2019)
Assistant Professor of Physical Therapy
B.S.H.S., Philadelphia College of Pharmacy
& Science
M.P.T., Philadelphia College of Pharmacy
& Science
D.P.T., Arcadia University (2019)
- RODNEY HOWSARE (1999)
Professor of Theology
B.A., Southeastern College
M.A., Western Kentucky University
Ph.D., Marquette University (1999)
- JICI HUANG (2020)
Visiting Instructor of Computer Science
B.S., Donghua University
M.S., University of North Florida (2015)
- SARA HULSE (2014, 2017)
Assistant Professor of Theology
B.A., DeSales University
M.T.S., John Paul II Institute for Studies on
Marriage and Family (2013)
Ph.D. candidate, Marquette University

- ALEX VAN HUYNH (2020)
Assistant Professor of Biology
B.S., Moravian College
Ph.D., Lehigh University (2020)
- CHARLES JOBS (2009)
Associate Professor of Business
B.S., Bloomsburg University
M.B.A., Saint Joseph's University
Ph.D., University of Southern Mississippi
(2006)
- BOYCE MORALES JUBILAN (1992)
Associate Professor of Psychology
M.S., University of Edinburgh, UK
D.V.M., University of Philippines
Ph.D., Lehigh University (1992)
- E'LISE JUMES (2020)
Assistant Professor of Dance
B.F.A., University of Wisconsin
M.F.A., University of Utah (2020)
- SHAJU KANJIRAMPARAYIL, OSFS (2018)
Assistant Professor of Psychology
B.A., Mysore University
Bachelors, Suvidya College, Bangalore
Bachelors, Theology, Dharmaram College,
Bangalore
M.S., Bangalore University, Bangalore
Ph.D., Universita Pontificia Salesiana,
Rome, (2014)
- CHRISTOS KARAGIANNOPOULOS (2015)
Assistant Professor of Physical Therapy
B.S., Temple University
M.Ed., Temple University
M.P.T., Hahnemann University (Drexel)
M.C.P., Hahnemann University (Drexel)
Ph.D., Temple University (2014)
- SUSANA KELLER (2020)
Assistant Professor of Speech-Language
Pathology
B.A., Bryan College
M.S., Baylor University
M.B.A., The University of Michigan
C.Sc.D., University of Pittsburgh (2016)
- KELLEY R. KENNEY (2020)
Associate Professor of Education
B.A., Mansfield University
M.Ed., Temple University
Ed.D., The George Washington University
(1992)
- KAREN KENT (2019)
Assistant Professor of Business
B.S., Pennsylvania State University
M.S., Rush University
Ph.D., Miami University of Ohio (2016)
- GREGORY KERR (1992)
Associate Professor of Philosophy
B.A., Boston College
M.A., Boston College
Ph.D., Fordham University (1992)
- RENEE KOVAL (2016)
Assistant Professor of Nursing
B.S.N., University of Kentucky
A.P.R.N., Medical University of South
Carolina
D.N.P., Medical University of South
Carolina (2015)
- ALEXANDER J. KRUPKA (2018)
Assistant Professor of Biology
B.S., The University of Scranton
Ph.D., Drexel University (2014)
- JOSEPH LEESE (2012)
Associate Professor of Biology
B.S., DeSales University
Ph.D., Lehigh University (2012)
- ANNE LEWIS (2003)
Associate Professor of Theatre
B.A., Allentown College of St. Francis de
Sales
M.F.A., The Catholic University of America
(1983)
- ANN MARIE LOISEAU (2017)
Assistant Professor of Nursing
B.S.N., Bloomsburg University
M.S., University of Scranton
D.N.P., DeSales University (2016)
- KAY MALEK (2012)
Associate Professor of Physical Therapy
B.A., Texas State University
M.S., Texas State University
Ph.D., Texas State University (2006)
- DEBORAH MALONE (2000)
Library Director
B.A., Ursinus College
M.L.S., Drexel University (1974)
- TINA MARSTELLER (2020)
Assistant Professor of Clinical Nursing
(Joint Appointment – St. Luke's University
Health Network)
B.S., DeSales University
M.S., DeSales University (2018)
- THEODORE J. MASTHAY (2020)
Assistant Professor of Political Science
B.A., University of Dayton
Ph.D., University of Missouri (2018)
- JULIA MAYO (2014)
Associate Professor of Dance
B.F.A., The Juilliard School
M.F.A., New York University (2012)
- FRANCIS MAYVILLE (2000)
Associate Professor of Chemistry
B.S., SUNY at Potsdam
M.S., Clarkson University
Ph.D., University of the Sciences in
Philadelphia (1998)
- BRIAN MCDERMOTT (2019)
Assistant Professor of TV/Film
B.A., Villanova University
M.S.W., University of Pennsylvania
M.F.A., Temple University (2005)
- SUSAN Y. MCGORRY (1996)
Professor of Business
B.S., University of Scranton
M.B.A., Lehigh University
Ph.D., Lehigh University (1996)
- EMILY MCSPARIN (2019)
Assistant Professor of Physician Assistant
B.S., West Chester University of
Pennsylvania
M.P.A., Eastern Virginia Medical School
(2007)
- CAROL GULLO MEST (1995)
Professor of Nursing
Pool Professor of Nursing
B.S.N., West Chester University
M.S.N., University of Pennsylvania
Ph.D., Temple University (1995)
- SUZANNE MIGLIORE (2014)
Assistant Professor of Physical Therapy
B.S., University of Connecticut
M.S., Quinnipiac College
D.P.T., Temple University (2005)
- JENNIFER MOORE (2006)
Professor of Criminal Justice
B.A., Dartmouth College
J.D., Emory University School of Law
(2003)
- BARBARA MORICI (2012)
Assistant Professor of Physician Assistant
B.S., Pennsylvania State University
M.S., DeSales University (2005)
- PATRICK MULCAHY (1996)
Professor of Theatre
B.F.A., Syracuse University
M.F.A., Syracuse University (1995)
- RYAN MULLANEY (2019)
Assistant Professor of Fine Arts
B.Mus., Towson University
M.Mus., Temple University
D.M.A., University of Washington (2018)
- STEPHEN W. MYERS (1990)
Professor of English
B.A., Allegheny College
M. Div., Princeton Theological Seminary
M.A., University of Rochester
Ph.D., University of Rochester (1990)

- KEVIN NADOLSKI, OSFS (2019)
Assistant Professor of Education
B.A., Temple University
M.A., The Catholic University of America
M.Div., DeSales School of Theology
Ph.D., Fordham University (2019)
- WILLARD NEUERT (1991)
Associate Professor of Theatre
B.A., Saint Michael's College
M.F.A., The Ohio State University (1984)
- RICHARD NOLL (2000)
Associate Professor of Psychology
B.A., University of Arizona
M.A., New School for Social Research
Ph.D., New School for Social Research (1992)
- SARAH NYTROE (2010)
Associate Professor of History
B.A., Northwestern College
Ph.D., Boston College (2009)
- JACQUELINE OCHSENREITHER (2016)
Assistant Professor of Nursing
B.S.N., Allentown College of St. Francis de Sales
M.S.N., C.R.N.P., University of Pennsylvania
D.N.P., DeSales University (2015)
- JUILENE OSBORNE-MCKNIGHT (2007)
Professor of English
B.A., Youngstown State University
I.M.A., Antioch University
M.F.A., Carlow University (2007)
- CAITLIN OWENS (2019)
Visiting Assistant Professor of Mathematics
B.A., Ithaca College
M.S., Lehigh University
Ph.D., Lehigh University (2019)
- KAREN PETERSON (2006)
Assistant Professor of Clinical Nursing
B.S.N., George Mason University
M.S.N., Rutgers University
M.S.N., PMHNP DeSales University (2018)
- ALEXANDER T. POCETTO, OSFS (1965)
Professor of French and Theology
A.B., Catholic University of America
M.A., Catholic University of America
Ph.D., Université Laval (1970)
- BRENNAN C. PURSELL (2001)
Professor of Business and History
A.B., Stanford University
M.A., Harvard University
M.B.A., DeSales University
Ph.D., Harvard University (2000)
- KATHERINE RAMSLAND (2002)
Professor of Psychology
B.A., Northern Arizona University
M.A., Duquesne University
Ph.D., Rutgers University (1984)
M.A., John Jay College of Criminal Justice
M.A.C.J., DeSales University
- JUDITH RANCE-RONEY (2009)
Associate Professor of TESOL
B.A., SUNY College at Buffalo
M.S., SUNY College at Buffalo
Ed.D., Lehigh University (1994)
- DENNIS RAZZE (1984)
Associate Professor of Theatre
B.A., DeSales University
M.F.A., Wayne State University (1977)
- ELIZABETH ROSA (1991)
Professor of Business
B.A., Tulane University
M.B.A., Lehigh University (1990)
C.P.A., C.M.A.
- THOMAS L. ROTHROCK (2020)
Instructor of Clinical Nursing
B.S.N., Hahnemann University
M.S.N., DeSales University (2008)
- KAREN RUGGLES (2013)
Assistant Professor of Computer Science
B.A., Lafayette College
M.S., DePaul University
M.F.A., Savannah College of Art and Design (2018)
- KATHLEEN RYAN (2013)
Associate Professor of Mathematics
B.S., St. Joseph's University
M.S., Lehigh University
Ph.D., Lehigh University (2013)
- JOSHUA SCHULZ (2009)
Associate Professor of Philosophy
B.A., University of Nebraska at Kearney
Ph.D., Marquette University (2010)
- JESSICA SCHWARTZ (2017)
Assistant Professor of Physician Assistant
B.S., Pennsylvania State University
M.S.P.A.S., DeSales University (2012)
- AMY SCOTT (2004)
Associate Professor of Business
B.A., Pennsylvania State University
M.B.A., Lehigh University
Ph.D., Lehigh University (2002)
- DAVID SEIP (2008)
Instructor of Criminal Justice
B.S., Pennsylvania State University
M.S., St. Joseph's University (2003)
- PATRICK SHERLOCK (2020)
Assistant Professor of Clinical Nursing
B.S., Texas Tech University
M.S., University of Texas at El Paso
D.N.P., University of Texas (2018)
- ANGELICA SILVA (2007)
Associate Professor of Spanish
B.A., University of Queretaro
M.A., Western Michigan University
Ph.D., Michigan State University (2006)
- BARRY SILVER (2015)
Assistant Professor of Physician Assistant
B.S., University of Maryland, College Park
M.D., University of Maryland School of Medicine (1985)
- JOSHUA SLEE (2015)
Assistant Professor of Biology
B.S., Marywood University
M.S., Marywood University
Ph.D., Lehigh University (2013)
- KATHERINE STACKHOUSE (2019)
Assistant Professor of Clinical Nursing
B.S.N., Cedar Crest College
M.S.N., DeSales University
D.N.P., DeSales University (2015)
- MARCO STANGO (2019)
Assistant Professor of Philosophy
B.A., Catholic University of the Sacred Heart, Italy
M.A., Catholic University of the Sacred Heart, Italy
Ph.D., University of Macerata, Italy (2014)
- SARAH STARLING (2013)
Associate Professor of Psychology
B.A., Amherst College
M.A., University of Rochester
Ph.D., University of Rochester (2012)
- WAYNE STUART (2006)
Assistant Professor of Physician Assistant
B.S., Davidson College
M.D., Medical University of South Carolina (1982)
- STEVEN SWEENEY (2014)
Assistant Professor of Physics
B.S., Moravian College
M.S., Lehigh University
Ph.D., Lehigh University (2008)
- MARY ELIZABETH DOYLE TADDUNI (2012)
Associate Professor of Nursing
B.S.N., DeSales University
M.B.A., Widener University
Ph.D., Widener University (2010)
- WAYNE TURNEY (2005)
Professor of Theatre
B.A., Ohio Wesleyan University
M.F.A., Wayne State University (1977)
- DENNIS VARLEY (1989)
Associate Professor of Music
B.Mus., University of Nebraska
M.Mus., University of Nebraska
D.M.A., University of Colorado (1988)

GAIL VOGEL (2012)
Assistant Professor of Education
B.S., Bloomsburg University
M.Ed., Lehigh University
Ed.D., Nova Southeastern University (1992)

MICHAEL WAGNER (2012)
Associate Professor of TV/Film
B.S., Temple University
M.F.A., Florida State University (2005)

JOSEPH WALSH, JR. (2016)
Assistant Professor of Criminal Justice
B.S., Strayer University
M.A.C.J., DeSales University
M.S.I.S., DeSales University (2019)

KAREN DOYLE WALTON
Professor Emerita of Mathematics

REGINA WELKIE (2019)
Assistant Professor of Physician Assistant
B.S., DeSales University
M.S., DeSales University (2002)

DEBORAH WHITTAKER (2007)
Associate Professor of Clinical Nursing
B.S.N., State University of New York at
Binghamton
M.S.N., DeSales University
Ed.D., Grand Canyon University (2015)

LISA WILDE (2014)
Associate Professor of English
A.B., Harvard University
M.A., Pennsylvania State University
Ph.D., Princeton University (2014)

DANIEL P. WISNIEWSKI, OSFS (2001)
Associate Professor of Mathematics
B.S., The Catholic University of America
M.A., The Washington Theological Union
M.A., Villanova University
M.Ed., DeSales University
Ph.D., Bryn Mawr College (2010)

KIERSTEN WITHROW (2013)
Assistant Professor of Nursing
B.S., Michigan State University
B.S.N., Grand View College
M.S.N., University of Phoenix (2005)

MEGAN WUKITSCH (2019)
Assistant Professor of Clinical Nursing
(Joint Appointment – Lehigh Valley Health
Network)
B.S.N., DeSales University
M.S.N., University of Pennsylvania (2008)

AHMET S. YAYLA (2018)
Assistant Professor of Criminal Justice
B.S., Turkish National Police Academy,
Ankara, Turkey
M.S., The University of North Texas
Ph.D., The University of North Texas
(2005)

GALINA I. YERMOLENKO (2002)
Associate Professor of English
Diploma of Higher Education, English
Philology, Simferopol SU, Ukraine
Kandidate of Philology, Piatigorsk State
Pedagogical Institute, Russia
M.A., Marquette University
Ph.D., Marquette University (2001)

10

EXAMINATION SCHEDULES

FALL EXAMINATION SCHEDULE

	Mon.	Tue.	Wed.	Thurs.	Fri.	Sat.
9:00 - 11:00 a.m.	M-8	M-9	M-10	M-11	M-12	M-1
12:15 - 2:15 p.m.	M-2	M-3	Blank	T-8	T-9:30	T-11
2:30 - 4:30 p.m.	T-12:30	Blank	T-2	T-3:30	Blank	Blank

SPRING EXAMINATION SCHEDULE

	Mon.	Tue.	Wed.	Thurs.	Fri.	Sat.
9:00 - 11:00 a.m.	T-3:30	T-2	T-12:30	T-11	T-9:30	T-8
12:15 - 2:15 p.m.	M-3	M-2	Blank	M-1	M-12	M-11
2:30 - 4:30 p.m.	M-10	Blank	M-9	M-8	Blank	Blank

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

The ACCESS Academic Calendar, course schedule, and fees are available at www.desales.edu/access. For additional information, students can contact the ACCESS Office at 610.282.4361.