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GRADUATE CATALOG

2010 – 2011



Philadelphia, Pennsylvania 19141
215.951.1500
www.lasalle.edu

NONDISCRIMINATION POLICY

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

ACCREDITATION AND MEMBERSHIPS

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

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

La Salle is also accredited by:

AACSB International (The Association to Advance Collegiate Schools of Business)
777 South Harbor Island Boulevard, Suite 750,
Tampa, FL 33602-5730
813.769.6500
Fax: 813.769.6559

License to Conduct Continuing Professional Education for Certified Public Accountants
License Number PX177359
Commonwealth of Pennsylvania
Department of State
Bureau of Professional and Occupational Affairs
P.O. Box 2649
Harrisburg, PA 17105-2649
Initial License: September 9, 2003
Expiration Date: December 31, 2007

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

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

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
American Association for Marriage and Family Therapy
112 South Alfred Street,
Alexandria, VA 22314
703.838.9808

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

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

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

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

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

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

The Wound, Ostomy, and Continence Nurses Society's Board of Directors accredited the Wound, Ostomy, and Continence Nursing Education Program.

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

Member of: American Council on Education, Association of American Colleges and Universities, National Collegiate Honors Council, AACSB International (The Association to Advance Collegiate Schools of Business), College Entrance Examination Board, American Association of Collegiate Registrars and Admissions Officers, Association of College Admissions Counselors, National Catholic Educational Association, College and University Council of Pennsylvania, Association of Liberal Arts Colleges of Pennsylvania for the Advancement of Teaching, Pennsylvania Catholic Education Association, American Library Association, Urban Studies Association, National Commission on Accrediting, American Catholic Historical Society, Educational Conference of the Brothers of the Christian Schools, National Association for Foreign Student Affairs, National Association of Student Personnel Administrators, Association of College and University Housing Officers, and National Association of College and University Business Officers.

RIGHTS AND PRIVACY ACT PROVISIONS

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

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

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

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

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

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

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This catalog has been prepared for students, faculty, and officers of La Salle University and others wishing to know more about the University's academic programs. The information contained herein is accurate as of the date of publication (12/2010). However, the University reserves the right to make from time to time and without prior notice such changes in its academic programs as University administrators consider appropriate and in the best interest of La Salle University and its students. For updated changes, please consult the online version of this catalog, which is available at www.lasalle.edu/academ/descrip.htm.

Mission Statements

La Salle University Statement of Mission

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

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

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

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

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

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

Mission Statement for Graduate Studies

La Salle University offers graduate programs that enable students to augment their academic background, to acquire both practical and theoretical knowledge in their chosen field, and to enhance their professional competencies. Steeped in the teaching tradition of the Christian Brothers and responsive to current societal needs, these programs, while complete in themselves, are also preparatory for further study. La Salle's graduate programs help students to correlate and synthesize information from various fields, to relate the theoretical to the practical, and to develop values in the liberal arts tradition. Students who earn a master's degree at La Salle University are prepared both to advance in their professional career and to pursue appropriate doctoral studies.

Graduate programs have been available at La Salle from the earliest days of its existence. The more modern development of graduate education on our campus began in 1950 in response to the needs of the sponsoring religious congregation, the Christian Brothers. That year saw the introduction of the master's program in religion, initially introduced to train the young Brothers in theology.

With the growth of the institution since the late 1940s, and the added distinction of university status granted by the state of Pennsylvania in 1984, the graduate programs have grown in diversity. In 1998, La Salle introduced its first doctoral program—a Psy.D. in Clinical Psychology.

Our programs are designed to invite participation by persons who are interested in advancement in chosen professional areas. We provide a blend of instructors to support the practical educational experience our graduate students seek. Some are highly trained specialists who bring to the classroom the latest theoretical information in their discipline. Others are practicing professionals who provide the insight and skill to apply this theoretical base to the demands of present practice. Working in La Salle's traditional learning environment, they impart a graduate experience that is second to none.Academic Policies and Procedures

Standards for Graduate Education

Graduate education is not wholly distinct from undergraduate education, since all education is a continuous process of personal development. Neither are graduate programs at the master's and doctoral levels entirely identical. Some programs have an academic research orientation while others focus on the professional development of students. However, all graduate programs require the development of more sophisticated and complex skills in students than do undergraduate programs. In general, they place more stress on students' abilities to critically analyze facts and theories, to make independent judgments based on objective data, to aptly communicate what has been learned, and to synthesize new ideas to make sound decisions. All graduate programs at La Salle are expected to emphasize these more advanced skills. In graduate work at La Salle, all students are expected to:

- Think critically and independently and master the skills presently demanded in their field of study;
- Understand both current and traditional approaches to their discipline;
- Become thoroughly familiar with the current literature of their discipline by regular use of the standard references, current journals, and professional publications;
- Contribute substantially to courses through research projects, seminar papers, case studies, and supervised field experiences;
- Apply ideas and facts learned in courses to original or application-oriented projects and papers; and
- Adhere in their written work to high standards of grammar, punctuation, organization, and style. When appropriate, the official manual of style adopted by the discipline should be followed.

Academic Policy

A student's matriculation at La Salle University is a voluntary decision that involves acceptance of the responsibility to perform academically and to behave socially in ways consistent with the goals and objectives of the University. When registering at La Salle, the student accepts University rules and regulations and the authority of the University to exercise disciplinary powers, including suspension and dismissal.

Students are expected to pursue their studies adhering to the basic principles of academic honesty. Students who are guilty of plagiarism or academic dishonesty in their studies and their research will not be permitted to continue in the Graduate Program. Research projects that use human subjects should be approved by the Institutional Research Board.

Additional program-specific guidelines for monitoring students' academic progress and grades are detailed in the section for each program or in the program's student handbook.

Academic Standing

Every student in La Salle University's graduate programs is required to maintain a cumulative scholastic average of "B" (3.0). In addition, a student whose academic performance falls below this standard is subject to academic review by the director of the appropriate graduate program. Depending upon the degree of the academic deficiency, a student may be warned with regard to academic standing or required to withdraw from the program. A student with a cumulative grade point average below 3.0 is automatically in academic jeopardy whether or not he or she receives written notification of this status. A student must have a cumulative average of 3.0 or better to graduate from La Salle University. Note that a "B-" average does not satisfy this requirement.

A student with serious academic deficiencies will be required to withdraw from the program. A student admitted on a conditional basis who has a cumulative grade point average of less than 3.0 upon the completion of six or nine credits (depending upon the specific program) may be required to withdraw from the program.

A student who is required to withdraw for academic reasons may appeal the dismissal within 30 calendar days from the date of the dismissal letter. A student may not register for or attend classes while an appeal is pending. The dean of the school, along with the appropriate director, is responsible for deciding the merits of an appeal. The appeal must made be in writing and addressed to the dean. The appeal should indicate in sufficient detail that:

- the student's poor academic performance is due to unusual or non-recurring events;
- the actions the student has taken or will take ensure that there will be no recurrence of these events; and
- the student has taken or will take appropriate action to ensure that his or her cumulative grade point average will reach a minimum 3.0 as quickly as possible.

A student may submit additional written evidence or include any other information that may be helpful in reaching a decision.

Grading

The following is the breakdown and definitions of grades distributed for courses completed:

4.0	A	indicates the demonstration of a superior level of competency.
3.67	A-	indicates the demonstration of a very good level of competency.
3.33	B+	indicates the demonstration of a good level of competency.
3.0	B	indicates the demonstration of an average, satisfactory level of competency.
2.67	B-	indicates the demonstration of a less than average level of competency.
2.0	C	indicates a level of competence below that expected of graduate work.
0.0	F	indicates failure to demonstrate even a marginal level of competency.
	I	indicates work not completed within the trimester period.
	W	indicates an authorized withdrawal from a course unit after the trimester has commenced.

Those faculty who do not want to assign +/- grades are not obligated to do so. A student must repeat a course in which he/she receives an "F" grade. The "F" will remain on the transcript but will not be counted in the cumulative average once the course has been repeated satisfactorily. To repeat a course that has been failed, the student must obtain written approval of the program director. Ordinarily, a student may not repeat a course that has been passed.

A student who receives a grade of "I" for a course must complete the remaining work within the time of the next semester (whether the student is enrolled in course work or not during that subsequent semester). If the work is not completed within that time, the "I" will remain on the transcript permanently, and the course must be repeated to produce a satisfactory grade. When it is physically impossible for the student to remove this grade within the time limit, he or she must obtain a written extension of time from the dean of his or her school.

The "W" grade is assigned when the student is approved for withdrawal from a course. Ordinarily, permission form withdrawal is not granted after the mid-semester period. Permission for exceptions must be approved by the program director.

No grade will be changed after the graduate degree is awarded.

Admission

Admission criteria are program-specific. For that reason, they are detailed in the section introducing each program. La Salle does not discriminate against any candidate for admission because of race, color, religion, sex, age, national origin, sexual orientation, marital status, or handicap or disability.

Matriculation

A matriculated student is one who meets all entrance requirements and who has begun working in a definite program toward the graduate degree. Ordinarily, a maximum of seven calendar years is allowed for the completion of the graduate degree. A maximum of 10 calendar years is permitted for students participating only during the Theology and Ministry Graduate Studies summer sessions. On this basis, graduate students are classified as follows:

- A full-time student is one who is matriculated and registered for six or more hours of credit for the semester (except in the MBA Program, which requires nine or more hours of credit per semester).
- A part-time student is one who is matriculated and registered for fewer than six hours of credit for the semester (fewer than nine credits for M.B.A. students).
- A non-degree student is one who has not matriculated into the graduate program, but who has been given permission by the director of the program to take specific courses.

International Student Admission

La Salle is authorized by the Department of Justice, Immigration and Naturalization Service to issue Certificates of Eligibility (Form I-20) for non-immigrant "F-1" student status to international students who meet admission requirements. Preliminary application materials are available from the Office of the Provost, La Salle University, Philadelphia, PA 19141.

Student Responsibilities

A student's matriculation at La Salle University is a voluntary decision that involves acceptance of the responsibility to perform academically and to behave socially in ways consistent with the goals and objectives of the University. When registering at La Salle, the student accepts University rules and regulations and the authority of the University to exercise disciplinary powers, including suspensions and dismissal. As an individual, the student assumes responsibility for knowing and complying with all existing regulations in the Graduate Bulletin, Student Handbook, and Student Guide to Rights and Responsibilities (www.lasalle.edu/students/dean/divpub/studenthandbook.pdf), and in the student handbooks of individual graduate programs. Copies of the handbooks can be obtained from the directors of the programs.

Registration for Courses

Dates and procedures for registration vary slightly from program to program. Please consult the individual program to learn about the registration process for a particular program.

Withdrawals

The "W" grade is assigned when the student is approved for withdrawal from a course. Ordinarily, permission for withdrawal is not granted after the mid-semester period. Permission for exceptions must be approved by the director responsible for the program. Authorized withdrawals must be processed through the Registrar's Office. If the student must withdraw from classes, tuition is refunded according to the following schedule:

FALL, SPRING, AND FULL-TERM SUMMER SEMESTERS

by the end of the first week of class*	100%
during the second week of class	60%
during the third week of class	40%
during the fourth week of class	20%
after the fourth week of class	NO REFUND

ACCELERATED AND SIX-WEEK SUMMER SEMESTERS

before and during the first day of class	100%
during the first week of class	60%
after the first week of class	NO REFUND

INTERSESSION SEMESTER

before and during the first day of class**	100%
after the first day of class	0%

*The first week is defined to be the first day that classes begin for the semester and the following six days, regardless of whether or not the student attends the first class meeting.

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

Leave of Absence

Students are encouraged to remain active in their graduate studies. However, those who will not be attending for two or more consecutive terms must notify the director of their program and request a leave of absence in writing. Students not enrolled for six consecutive terms (including summer) and who have not been given a written leave of absence will be administratively inactivated from the program.

Readmission

When seeking readmission, students who have been dropped are required to make their request known by writing to the director of the program. Upon receipt of the request, the Admission Committee of the program will review the student's academic record in the program and the original admission profile judged against current admission criteria.

Transfer of Credit

Students may transfer up to six hours of graduate level work into graduate programs that are 36 credits or less in length. Students may transfer up to nine hours of graduate-level work into programs that are greater than 36 credits in length. Course credit may be transferred only from graduate programs at accredited institutions, and only courses with a grade of B or better may be transferred.

Graduation

Degrees are conferred three times each year following the end of each term in January, May, and September. Commencement ceremonies take place once a year in May. All students who have completed degree requirements during the previous year (June through May) can participate in the May Commencement ceremonies. Information will be mailed to the student as the student nears completion of the graduate program.

Students who will complete requirements for a degree in a given semester must make a written application for graduation at the time specified by the Registrar. Students enrolled in graduate programs are responsible for adhering to all regulations, schedules, and deadlines pertinent to their particular program. It is the responsibility of students to make sure that they have met all graduation requirements. If they are in doubt, they should consult with the director of their program prior to registration for each semester.

Student Rights and Grievance Procedure

This section details policies for curricular standards for all graduate students. These policies have been approved by the Graduate Council of La Salle University.

1. A student shall have the right to pursue any course of study available in the graduate programs of the University providing he or she can be accommodated within the program, meet the requirements for entering, and continue to meet the requirements of the program.
2. A student shall have the right to know at the beginning of each semester, ordinarily during the first week of class, the criteria to be used by the instructor in determining grades in each course.
3. A student shall have the right to see his or her own tests and other written material after grading, and the instructor shall have the duty to make this material available within a reasonable time.
4. Upon request, a student shall have a right to have his or her grade on such written material explained by the instructor. A request for such explanation must be made within one week after the written material, as graded, is made available to the student.
5. If a student believes that his or her final grade is the product of the instructor's bias, whimsy, or caprice, rather than a judgment on the

merits or demerits of his or her academic performance, the student must follow the procedure described in this subsection:

a. The student must initiate the complaint procedure with the instructor before or within the first two weeks of the next regular semester.

b. After receiving an explanation from the instructor in the course, the student may make a formal complaint to the instructor, giving his or her reasons, in writing, for thinking that the grade was biased, whimsical, or capricious.

c. If dissatisfied with the explanation that has been given, the student may appeal to the director of the appropriate program.

d. The student has a further appeal to the appropriate dean, who will:

   1) Request a written statement from that student, which will contain a complete and detailed exposition of the reasons for the student's complaint. A response from the faculty member will then be requested.

   2) Advise and assist the student in a further attempt to resolve the problem at the personal level.

e. If the student remains dissatisfied with the explanation that has been given, the student may initiate a formal appeal:

   1) The faculty member who is accused of bias, whimsy, or caprice may elect one of two procedures. The faculty member may request that the dean investigate the matter personally. In the alternative, the faculty member may request that a committee investigate the matter and reach a judgment on the merits of the complaint. In either case, the burden of proof shall be upon the complainant. Neither adjudicating forum (dean or committee) shall substitute his/her or its academic judgment for that of the instructor, but shall investigate and adjudicate only the complaint of bias, whimsy, or caprice.

   2) If a committee is to be established, the dean shall appoint the committee, consisting of two students and three faculty members. The two students and two faculty members shall, if possible, be from the graduate department responsible for the subject in which the grade was given. The third faculty member shall be from another graduate program.

   3) Should the designation of the review body (dean or committee) be delayed beyond a reasonable time, then the committee structure described in item 2 above will be convened and the question heard.

f. If it is found that the grade given was neither biased, whimsical, nor capricious, the case will be dismissed. If it is found that the grade given was the product of bias, whimsy, or caprice, the review body (dean or committee) shall direct that a notation be entered on the student's transcript that the grade "had been questioned for cause and the recommendation had been made that it be changed because of apparent (bias, whimsy, or caprice)." The original grade, however, will remain a part of the transcript unless changed by the instructor.

6. A student shall be promptly informed if he or she is placed on any form of academic censure.

Seeking a Second Master's Degree

Individuals who hold a master's degree in one of La Salle's programs and are seeking a master's degree in a second La Salle program may have credit for courses taken for the first degree apply to the second degree on condition that:

1. Credits transferred from programs in other accredited institutions may not exceed six in La Salle programs requiring 36 credits or less, or nine in La Salle programs requiring more than 36 credits.
2. All requirements for the degree in the second discipline are met to the satisfaction of the program director and dean.
3. Courses taken for the first degree and to count for the second degree are essential to meeting requirements of the second degree.
4. The total number of credits taken for the two degrees reach a minimum of 48 credits or the equivalent.

Student Services

Tuition, Fees, and Payment Options

Methods of Payment

An INVOICE for your semester charges will be mailed to you prior to the beginning of each semester. Payment will be due approximately 15 days from the date of the invoice. YOU WILL FIND IT MORE CONVENIENT AND ARE ENCOURAGED TO MAKE PAYMENT AND COMPLETE REGISTRATION BY MAIL. However, if there are irregularities in your pre-registration, if you desire to make a change, or if you have not paid your invoice by the mail payment due date, then you must complete your registration and payment in person on campus.

DO NOT SEND CASH THROUGH THE MAIL. The University cannot be responsible for cash sent through the mail. Please pay by check, bank draft, cashier's check, or money order. Payments by mail should be made in the envelope provided and mailed so as to reach the University by the due date. A $35 fee will be assessed for returned checks. Also, if you need to make a payment outside of the regular office hours, a PAYMENT DROP BOX is located outside of the Bursar's Office on the first floor of the Administration Center.

If you would like to use your credit card or ACH payments to pay some or all of your educational expenses, you can log onto www.lasalle.edu/bursar to make a payment via the Web.

Deferred Payment Plan

The Deferred Payment Plan is offered by the University to provide a way to pay up to 75 percent of tuition and fees in monthly installments during the semester. The maximum amount that can be deferred is 75 percent of the semester educational expenses less any University student financial aid. To participate in the Deferred Payment Plan, the completed Promissory Note must be presented to the Bursar's Office along with any required down payment (usually 25 percent).

Then, three subsequent monthly payments are made during the semester. There is a $25 application fee, which is paid with your first monthly installment and a finance charge calculated at the rate of one-half percent (.5 percent) of the average daily balance per month. Delinquent payments are subject to a late fee of $5 or 5 percent of the past due balance, whichever is greater. The Deferred Payment Plan Promissory Note can be printed from the La Salle Web site at www.lasalle.edu/financialaid.

Third-Party Payments

If you have a recognized third party (employer, labor union, foundation, etc.) who is paying all of your tuition, you may send a copy of the "official notification" along with your invoice and credit to be applied to your invoice for the authorized amount of the sponsor's award. Be sure to also enclose a check or other form of payment for any balance due. To be eligible, the sponsor's award notification must be from a recognized "organization," (not an individual), clearly indicate the amount that will be paid, give all necessary billing instructions, and be signed by an authorized representative. IF THE ORGANIZATION SENDS THE

PAYMENT AT THE END OF THE SEMESTER UPON RECEIPT OF YOUR GRADES FOR THE SEMESTER, you must pay the tuition in full at the beginning of the semester, enroll in the Deferred Payment Plan, or apply for financial aid to cover the tuition charges.

Changes

La Salle University reserves the right to amend or add to the charges listed above and to make such changes applicable to new and enrolled students.

Financial Assistance

Although payment of tuition is the responsibility of the student, the University makes every effort to assist students in attaining adequate levels of financial support. Students should utilize private as well as public fund resources (e.g., banks and private scholarships as well as the government loan programs). The professional staff in the Student Financial Services Office will work with each student in reference to the loan programs.

Financial aid is also available from the sources described in this section. Applicants for financial aid are required to complete the Free Application for Federal Student Aid (FAFSA) and the Web Institutional Data Form (WIDF). This form can be completed through the mylasalle portal. If the student is a loan applicant, all awards must be reported to the Office of Student Financial Services for loan eligibility computation. For further information, please call the Office of Student Financial Services at 215.951.1070.

Federal Stafford Loan

Graduate students may borrow up to $8,500 per grade level of full- or half-time study. The loan term should always be for a two-semester period to be in compliance with federal regulations. If a student demonstrates financial need, he or she will receive a subsidized loan with no payment of interest or principal due until six months after the student ceases half-time study. If no financial need is evident, the student will be given an Unsubsidized Stafford Loan. The loan limits and terms are the same as the subsidized loan except that interest payments must be made on a quarterly basis while the student is enrolled and for the six-month period following attendance. To be considered for either program, students must submit the FAFSA and the WIDF.

Additional Unsubsidized Stafford Loan

This program enables graduate students to borrow up to $12,000 per grade level in addition to the Stafford Loan. The terms of the loan are the same as with the Stafford Loan.

Veteran's Benefits

Veteran's benefits are available for graduate students. Students who qualify for benefits should contact the Registrar's office at 215.951.1020. Information for full-time and part-time students is available.

Late Payment Penalty

Any balance carried one month past the official first day of the semester will be subject to a late fee equaling 1 percent of the total amount due on that day. This fee will continue to assess on a monthly basis for the remainder of the term. If you are unable pay the balance in full, you are encouraged to enroll in the La Salle University Deferred Payment Plan or apply for financial aid.

Transcripts

Students may apply at the University Registrar's Office for a transcript of their collegiate work. Official transcripts bearing the signature of the Registrar and the seal of the University are sent, at the request of the student, to other institutions and organizations.

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

International Student Advising

The International Education Coordinator promotes the overall welfare of international students through the coordination and development of programs that enhance international student success. These include orientation and referral for academic advising; participation in the sponsorship of academic, cultural, and professional activities that promote the educational, recreational, and emotional well-being of international students; and verifying and maintaining all necessary immigration documents. The International Education Coordinator can be contacted at the Multicultural and International Center at 215.951.1948.

Bucks County Center

La Salle University offers master's and undergraduate degree programs at its Bucks County Center in Newtown, Pa. The Center is located in the Silver Lake Executive Campus, approximately one mile from the Newtown-Yardley exit of I-95. This full-service educational facility includes traditional classrooms, seminar rooms, a psychological assessment lab, nursing labs, computer classrooms and labs, executive training and professional development facilities, a student lounge, and a Resource Center that houses library materials and computer workstations.

Courses are offered during the evening and on weekends to accommodate adult learners and working professionals. Students can complete master's degree programs in a variety of academic areas, including Master of Business Administration (M.B.A.), Education, Clinical-Counseling Psychology, Nursing, Professional Communication, Theology and Ministry, and a combination Master of Science in Nursing and Master of Business Administration (M.S.N./M.B.A.) degree. An Undergraduate degree program in Nursing and an Accelerated B.S. in Business Administration are offered at the Center. We also offer a full-time day program in Business Administration.

For more information on the La Salle University Bucks County Center, call 215.713.3900, e-mail buckscenter@lasalle.edu, or write to La Salle University Bucks County Center, Silver Lake Executive Campus, 33 University Drive, Newtown, PA 18940.

Montgomery County Center

The Metroplex is located on Chemical Road in Plymouth Meeting, Pa, approximately one-half mile from the Germantown Pike East/Plymouth

Meeting Exit 19 of Interstate 476. The facility includes traditional classrooms, seminar rooms, computer classrooms and labs, executive training and professional development facilities, a student lounge, and a Resource Center that houses library materials, and computer work stations. The degree completion program in Organizational Leadership is offered at the Metroplex. Graduate programs along with certificate programs also are offered at the Metroplex.

For more information on La Salle at the Metroplex, call 610.834.2080 or email mina@lasalle.edu

Library Services

The Connelly Library – Main Campus

The Connelly Library offers a combination of traditional library services and innovative library services, plus warm and inviting areas for students to study. The building, whichh opened in 1988 with seating capacity for more than 1,000 people, contains areas for quiet study spaces, various sized rooms designed to accommodate collaborative learning processes, and attractive lounge seating for leisure reading. Reference and circulation services are on the first floor, while audiovisual materials on the lower level include more than 4,000 feature films, multimedia CD-ROMS, and instructional materials for education students. A Special Collections area on the second level contains manuscripts, rare books and videos on subjects such as the imaginative Representations of the Vietnam War, Imaginative Representations of the Holocaust, Trauma Literature, and Bob Dylan archives.

The online databases, periodical subscriptions, and book collections in the library reflect the courses offered by the University. The library subscribes to many databases accessible from the library home page (www.lasalle.edu/library). Many of the databases link student to the full text of periodical articles. In addition, the library catalog links students to more than 6,000 full-text periodicals, plus statistical sources and reference materials. Students have access to these Internet sources not only in the library, but also wherever the can access the Internet, on or off campus. The Collection Development Librarian consults with the teaching faculty to purchase the most useful books for the collection. Materials not available in the library are borrowed from other libraries or photocopies of articles are obtained at no charge to the student.

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

The Resource Center – Bucks County Center

Students taking courses at the Bucks County Center and Montgomery County Center have access to the Connelly Library's resources through the use of the computerized Library Access software in the Resource Center as well as the ability to use all databases from home or business. Professional degreed research librarians are available at select times to assist students with their research projects and to provide guidance on the use of the Library Access software. Students can request library and interlibrary loan materials to be delivered to the Bucks County Center or the Montgomery County Center for them to pick up.

Computing/Technology-Based Learning Facilities

Main Campus

Computer Labs and Technology

The computer facilities at La Salle University's Main Campus offer state-of-the-art computers with the latest software for all majors. Computer labs are located in Olney Hall, the Holroyd Science Center, College Hall, and Wister Hall, which is the main computer lab on campus.

Technology on campus also extends beyond the labs. La Salle University offers Wireless zones on campus based on the 802.11b standard. Students are able to connect to the Internet in most buildings on campus, including the Student Union and the Quad.

La Salle also features 55 integrated classrooms on Main Campus. These classrooms feature built-in multimedia, Internet, and computing capabilities. There are also 16 lounges in the dormitories with TV/VHS/DVD capabilities. La Salle also has more than 15 integrated systems in various rooms across campus for conferences and special events.

Academic Technology

The University developed the mylasalle Web portal which provides a single point of access to e-mail, calendar, LUWIS, school events, and customized content for students, faculty, and staff.

The University also offers WebCT, a course-management system that allows faculty and students the ability to share content and communicate online. Faculty can incorporate this technology within courses to access multimedia and Web resources, communicate and share information within the class, collaborate on projects with team or group members, post assignments, and take tests and quizzes.

TutorTrac, an online tutor scheduling software, is yet another technology tool used by the University for academic support services.

Bucks County Center

The computer facilities at the Bucks County Center also offer students access to the latest hardware and software technologies. These include four computer labs and wireless technology, as well as 24 integrated classrooms, mylasalle and WebCT.

Montgomery County Center

The computer facilities at the Montgomery County Center also offer students access to the latest hardware and software technologies.

Career Services

Career development is a continuous process in which skills are learned, developed, or enhanced through education and experience. The Career Services Center provides graduate students with the opportunity to discuss and formulate their career goals and plans, develop or expand contacts with potential employers, and research career information and trends. Resources, services, and events offered through the Career Services Center include personalized career counseling, information on careers and employment, resume review and interview preparation, alumni networking receptions, and on-campus recruiting and job fairs.

The Career Services Center is located on the fourth floor of the Administration Building on Main Campus and is open throughout the year, Monday through Friday, 8:30 a.m. to 4:30 p.m., and during the academic year until 6:30 p.m., Monday through Thursday. A Career Services Center staff person will also be available (by appointment) at La Salle's Bucks County Center and Montgomery County Center on selected days. Evening appointments and appointments at our Bucks and Montgomery County locations must be made in advance. Please call 215.951.1075 to make an appointment. (www.lasalle.edu/students/dean/career/web)

Housing/Community Development

On-campus graduate housing is located at St. Teresa Court. The apartment units that comprise the residential community at St. Teresa Court are within walking distance of all campus facilities. Academic and non-academic resources are just steps away and include the library, recreational facilities, and social and cultural venues. The units are fully furnished and all utilities, except long-distance telephone service, are included in the rent. Please speak with the director of your graduate program for additional information, or call Administrative Services at 215.951.1370.

La Salle University's office of Community Development assists students in locating housing in the surrounding community. Off-campus property listings are available at www.lasalle.edu/students/dean/commdev/bac/off-campus/housing-listings/ or by contacting the Community Coordinator for Off-Campus and Commuter Students at 215.424.7570. These listings should not be construed as indicating approval or supervision by the University, and all agreements entered into by the users of this listing are traditional agreements between the landlords and students. The University's role is merely that of a conduit for the listing.

Food Services

Main Campus

The Food Service Department on the Main Campus offers a variety of items in the three dining venues it operates on campus. One cafeteria, the Food Court, is centrally located in the Student Union and is a popular meeting place on the way to class. The Blue and Gold Commons is located at the north end of campus near the residence halls and is primarily used by undergraduates who live on campus. Finally, our newest dining spot is called Treetops Café. This facility is located at the south end of campus near the Communication Center.

Another innovation in food service is the 72-seat Intermissions restaurant located in the La Salle union building adjacent to the Dan Rodden Theatre. Next to the restaurant is the very popular night spot known as Backstage. Here, La Salle students and their guests are treated to a variety of entertainment, ranging from live comedy performances to rock bands. Backstage also offers a coffee bar serving Bucks County Coffee products. Additionally, La Salle food services operates a convenience store called the Union Market. It is located in the La Salle Union building with an entrance across from the bookstore. Please consult themylasalle portal or call 215.951.1388 for hours of operation and menu selections at all locations.

Bucks County Center

Vending machines located near the Cafe provide a wide variety of snacks, light meals, and beverages.

Montgomery County Center

Vending machines only.

Health Services

Full-time graduate students (six credits or more) are eligible to use the services of the Student Health Center, the Student Counseling Center, and the Alcohol and Other Drug Education Center. The La Salle University Student Health Center is a primary health-care facility that provides acute health care and is staffed by clinical nurse practitioners. Located in the north complex of the residence halls on Olney Avenue, directly across from the Hayman Center, it is open Monday through Friday, 8:30 a.m. to 4 p.m. during the academic year. Any full-time graduate student who would like to use the services of the Student Health Center must have a completed health history form on file. After-office-hour emergencies are referred to one of two nearby emergency departments at Germantown Hospital or Albert Einstein Medical Center. Security or fire rescue will transport students to these hospitals. Students are financially responsible for emergency room visits. Graduate students are eligible to purchase the University-sponsored insurance plan. Brochures can be downloaded from the Student Health Center Web site or picked up in the Student Health Center. For more information, contact the Student Health Center at 215.951.1565. The Student Counseling Center, located in McShain Hall, provides short-term counseling and crisis intervention. Appointments can be made by calling 215.951.1355. The Alcohol and Other Drug Education Center (AODEC) offers individual counseling, personal assessments, and resources concerning issues related to substance use. The AODEC is located in McShain Hall, next to the Student Counseling Center and can be reached by calling 215.951.1357.

Building Blocks: Child Development Center

Established on the Main Campus in 1973 by a group of La Salle faculty, students, and staff, Building Blocks is a privately incorporated NAEYC-accredited day care center housed on La Salle's Main Campus. Serving the immediate La Salle community and our neighbors beyond the campus, the center cares for some 50 children, whose ages range from 15 months

to five years, during daytime hours. The trained professionals at Building Blocks also supervise work study students, volunteers, and students who fulfill certain course assignments through projects at the center. Interested parents can call 215.951.1572 or 215.951.1573 for more information.

Security Services

The Security Office is staffed 24 hours a day, seven days a week, providing security services, parking registration, shuttle bus/escort services, and help with cars. Students may obtain parking permits at the Security Office, which is located in the Carriage House near the tennis courts on 20th Street. Applications for parking permits are also available on the Web at www.lasalle.edu/security. For general information, call 215.951.1300. For emergencies, call 215.951.2111.

Escort service is available at all times to transport students to their destinations on campus. Contact the Security Department at 215.951.1300.

Shuttle Bus Service

Shuttle bus service is also offered on the Main Campus starting in the Fall semester on Labor Day through the last day of final exams in the Spring semester. Two round trips are made every hour, beginning at 7:25 a.m. and continuing to 2 a.m. the following morning. Schedules are available at the Security and Safety Department and on the Web at www.lasalle.edu/security. The stops most used by graduate students along with their respective arrival times are:

	Arrival Times	
Good Shepherd Lot	:07	:37
19th and Olney Avenue	:11	:41
Broad and Olney Avenue	:17	:47
St. Neumann Hall (South Campus Lot)	:25	:55

The Security and Safety Department is also available to assist with jump-starting batteries and other small emergencies. For general information, contact 215.951.1300. For emergencies, dial 215.951.2111 or use the blue light auto-dialing emergency phones located throughout the campus.

Parking

The Security staff is responsible for traffic control on University property. All student vehicles must be registered at the Security Office in order to have access to the University parking lots on campus. There are three parking lots available to students: the main lot on Olney Avenue between Wister and 20th streets, the south lot located off Lindley Avenue between Belfield and Ogontz avenues, and the Good Shepherd Lot located at Chew and Wister streets. A shuttle service from these parking lots to the Main Campus area is available. There is a fee for parking on campus parking lots (except the Good Shepherd Lot).

There is no charge for students to park at the Bucks County Center or Montgomery County Center.

Parking permits may be acquired in person during business hours, Monday through Friday, 9:30 a.m. to 4:30 p.m. Parking permits may also be acquired through the mail. Applications are available on the Web at www.lasalle.edu/security, or the proper forms can be mailed to you by contacting the parking office at 215.951.1066.

Identification Cards

All students are required to carry a valid La Salle ID card. This card is also the Library card. The Gold Card/ID Office issues ID cards. The schedule for the ID office is 9 a.m. to 8 p.m. Monday through Thursday, 9 a.m. to 5 p.m. on Friday, and 10 a.m. to 6 p.m. on Saturday and Sunday. This schedule will be modified as necessary during school holidays and breaks.

Having a Gold Card is a convenient way to make purchases on campus. If a student simply deposits funds into his or her account, the need to carry cash, checkbooks, or credit cards is eliminated. The student's University ID card will instantly access those funds on deposit. A personal Gold Card can be used at the University Book Store, the Union Market, all food service areas, selected vending machines, photo copiers, selected laundry locations, and for basketball tickets and Masque Theater tickets. For more information, contact the Gold Card ID Office at 215.951.1LSU.

Snow Numbers

If classes must be canceled because of inclement weather, the following snow numbers will be announced on the radio:

Main Campus, Day	105
Main Campus, Evening	2105
Bucks County Center	2746
Montgomery County Center, Day	1491
Montgomery County Center, Evening	2491

The student can also call the La Salle University Hotline at 215.951.1910 or visit the University Web site at www.lasalle.edu to find out about campus closings due to inclement weather.

Recreational Facilities

La Salle University invites students, faculty, and staff to utilize the recreational facilities available at Hayman Center and its adjacent facilities. Hayman Center offers the use of the following: a completely equipped weight room with free weights and universal equipment, three 50-by-94-foot basketball floors, two regulation volleyball courts, a six-lane, 25-yard pool with diving well, a squash court, and a training room with sauna. Adjacent to Hayman Center is the Belfield Tennis Complex with six tiered and lighted tennis courts. Across 20th Street, McCarthy Stadium features a football field surrounded by a quarter-mile, all-weather track. There is also the Independence Blue Cross (or IBC) Fitness Center

on the South Campus, which contains free weights, Nautilus equipment, and cardiovascular machines. From time to time, facilities may be closed for athletic events. For more information, contact the Athletic Department at 215.951.1527.

Art Museum

The Art Museum at La Salle University opened its doors in 1976 as a cultural resource for La Salle students and for the communities surrounding the University. Currently, La Salle is the only university or college in Philadelphia with a permanent display of paintings, drawings, and sculpture from the Renaissance to the present. In addition to the permanent collection, the museum owns a number of special collections that are not on regular view. The largest of these is the works on paper collection. Smaller holdings include groups of rare illustrated Bibles, Japanese prints, Indian miniatures, African art, pre-Colombian pottery and Ancient Greek ceramics. Selections from these works, often supplemented by loans for other museums, form the basis for temporary exhibitions held four or five times a year. The collection is housed in a series of period rooms on the lower level of Olney Hall. Admission is free. For more information, including arranging group tours, call 215.951.1221.



GRADUATE PROGRAMS

PART-TIME MASTER OF BUSINESS ADMINISTRATION

Faculty

Dean: Paul Brazina, MBA, CPA, CMA

Director, Denise Saurennann M.A.

Professors: Barenbaum, Borkowski, Buch, Meisel, Miller, Robison, Schubert, Seltzer, Smither, Stickel, Talaga, Van Buskirk, Welsh

Associate Professors: Ambrose, George, Jiang, Jones, Kennedy, Leauby, Mshomba, Paulin, Rhoda, Szabat, Tavana, Walsh, Wentzel

Assistant Professors: Brazina, G. Bruce, Chia, Cooper, Dynan, Fitzgerald, Gauss, LoPinto, Massimini, Nucera, Ratkus, Zook

Lecturers: Anderson, R. Bruce, Carey, Cerenzio, Cruikshank, DiPietro, Dooley, Falcone, Finnegan, Fusco, Goldner, Harris, Horan, Jackson, Kvint, Lang, Leh, McAleer, McElroy, Market, Mullan, Nyce, O'Neill, Otten, Richter, Sable, Sargen, Schaefer, Schwab, Scotti, Sherlock, Simons, Truitt, Walters, West, Wong,

Description of Program

La Salle University provides an innovative Master of Business Administration Program that enables students to develop and strengthen the leadership skills and functional knowledge necessary for the advancement of their current careers and life goals. It is a program where experienced people from diverse professional backgrounds come together in the traditional classroom setting to integrate their broad range of professional experience with theoretical knowledge.

Traditional MBA programs teach students how to manage "things" more than educating how to lead. The new approach to teaching business professionals is to help students learn how to use the informational tools available to them and develop the kinds of people-oriented skills that prepare them for success as leaders in an expanding global business environment. This new approach makes for a more effective educational experience for part-time working professionals. The School of Business and the MBA Program are accredited by one of higher education's most prestigious accrediting bodies—AACSB International, the Association to Advance Collegiate Schools of Business.

La Salle understands the lifestyles of its MBA students and is committed to making sure it is as easy as possible to register for courses, meet with a professor before class, or take a semester off, if necessary. The MBA is offered at three convenient locations: Main Campus in Northwest Philadelphia; the Bucks County Center in Newtown, Pa.; and the Montgomery County Center at the Metroplex Corporate Center in Plymouth Meeting, Pa. We also offer a Saturday MBA program at the Main Campus.

It is important that motivation be augmented with real business know-how. La Salle's MBA faculty challenge students to maximize their "natural" resources for success. The faculty stress the interaction of theoretical knowledge with practical experience and shared ideas. The part-time nature of our program brings students in direct contact with other business professionals, creating a classroom experience that blends current business theory with practical, hands-on instruction. Our professors are committed to the Lasallian tradition of teaching, which means being accessible, focusing on the individual, and contributing to a sense of community.

Admission Requirements

The Admission Committee of the MBA Program is concerned with each applicant's interest, aptitude, and potential for achievement in graduate business studies. The structure of the program lends itself to those students with or without an undergraduate degree in business.

Before an applicant will be evaluated, applicants must submit the following information:

- Application form
- Application fee (waived for online applicants)
- Official transcripts from all schools attended
- Test scores from the Graduate Management Admission Test (GMAT), or, with permission of the Director, the Graduate Record Examination (GRE)
- Professional resume

Because each applicant's background and profile is unique, the Admission Committee does not establish specific quantitative minimum requirements for admission; however, it does adhere to the accreditation standards established by AACSB.

La Salle University does not discriminate against any applicant because of race, color, religion, sex, age, national origin, disability, sexual orientation, veteran status, or marital status. Admission is based solely upon an applicant's qualifications.

Application Deadlines

There are no set deadlines. However, werecommend that all application documents be received by August 15, December 15, and April 15 for the fall, spring, and summer terms, respectively. Under special circumstances, students may be admitted until the first day of the semester. International student applications should be completed at least two months prior to the dates listed above. Contact the MBA office if you have any questions.

Conditional Admission

A limited number of students with at least a cumulative undergraduate GPA of 3.0 or higher may be admitted into the program for one semester without the GMAT or GRE test scores. Conditionally accepted students are required to successfully complete the GMAT or GRE by the end of their first enrolled semester. Conditionally accepted students are not eligible for financial aid loans until they are fully (regularly) accepted to the program

Transfer Credit

An applicant may request the transfer of graduate credit(s) earned at another AACSB-accredited institution. Each request will be evaluated on its own merits but must be a grade of "B" or better. No more than six hours of graduate credit in the Core, Specialization, and Executive Perspectives areas of the program will be accepted for transfer purposes.

MSN-MBA Dual Degree Program

Students interested in obtaining a Master of Science in Nursing and an MBA may do so through this dual-degree option. Students must complete the admission process for each program individually and be admitted to each program. For more information, interested students should contact the School of Nursing and Health Sciences at 215.951.1430.

The Application for Admission may be obtained by contacting:

MBA Program
La Salle University
Philadelphia, PA 19141
215.951.1057

Fax: 215.951.1886
E-mail: mba@lasalle.edu

Tuition and Fees 2010-2011

Application Fee $35
Online Application Fee . . . . . Waived
Tuition (per credit) $775
General University Fee (per semester) $85

Tuition Assistance

There are loan programs and several deferred-payment options for part-time graduate students. Information about financial aid and application forms may be obtained from Student Financial Services, La Salle University, Philadelphia, PA 19141 or by calling 215.951.1070.

The MBA Curriculum

Students must complete between 33 and 48 credits (plus any or all of the Basic Skills courses) to complete the MBA degree at La Salle University. The total number of credits required depends upon the student's academic and professional background.

Basic Skills

In order to succeed in business, individuals must first possess three basic skills: communication, computer, and quantitative abilities. Since La Salle's MBA Program attracts individuals with a wide variety of academic backgrounds and professional experiences, the following three courses (one credit each) may be required:

MBA 501 The Executive Communicator: Presentation Module
MBA 502 Computer Literacy for the Contemporary Business Environment
MBA 503 Mathematical Methods Module

Foundation

The purpose of the Foundation area is to provide students with a functional knowledge of business theory in the context of decision-making and leadership skills. The following five courses (three credits each) are required but may be waived based on a student's academic and professional background.

MBA 610 Business Economics
MBA 615 Financial Accounting: A Customer Focus
MBA 620 Statistical Thinking for Managers
MBA 625 Effective and Efficient Management of Operations
MBA 630 Financial Markets

The Core

The following courses (three credits each) provide students with practical applications for business leaders in the areas of marketing, accounting, and financial management. Applying our analytical, problem-solving approach to business education, the courses in this area ensure comprehensiveness in the program of studies, expose the student to these areas at a more sophisticated level than most traditional MBA programs, and supply a conceptual framework for the analysis of management decision making.

MBA 690 Creating Customers Through Effective Marketing Management
MBA 691 Managerial Accounting for Decision Making, Planning, and Control
MBA 692 Financial Management

Specialization

All students will select a specialization and are required to complete three 700-level courses in the specialization area, plus one three-credit elective course in the 700 level. Not all specialization options are offered at all locations. Specialization offerings are determined by student interest at each location. Students should contact the MBA office for more information as to what is offered at each location.

Accounting
Finance
General Business Administration
Human Resource Management
International Business
Management
Management Information Systems
Marketing

Executive Perspectives

The following courses (three credits each) provide students with a greater understanding of what it means to lead ideas and people in an organization. Topics include assessing and developing one's leadership skills, learning how to use technology for managing the vast array of information sources available, making appropriate decisions, and understanding how the financial outlook of an organization might be affected by such decisions.

MBA 810 Self-Assessment for Leadership
MBA 820 Information Technology for Decision Making
MBA 830 Financial Statement Analysis

Integrative Capstone

The following two-course sequence (three credits each) is taken the final year of the program. These two courses are completed as a cohort group of students and provide the opportunity to integrate what has been learned in the Core, Specialization, and Executive Perspective areas while adding a global perspective and the ethical dimension necessary to succeed in the global business arena.

MBA 901 Competing in a Global Market: Analysis of the Business Environment
MBA 902 Competing in a Global Market: Analysis and Implementation of Strategy

Course Descriptions

Basic Skills

MBA 501
THE EXECUTIVE COMMUNICATOR: PRESENTATION MODULE
1 credit

This course module focuses on the skills needed to link oral communication with the ability to work effectively in the executive environment. This work is based on the understanding that content and effective presentations of material are equally important in developing effective communication. Active participation through oral presentations on current business topics are required. Students will use a variety of presentation technologies.

MBA 502
Computer Literacy for the Contemporary Business Environment
1 credit

This course module focuses on the skills needed to use information technology and computing applications in the business environment. There will be special emphasis on the use of a graphical user interface, packaged software and their applications, and the navigation of the World Wide Web and the Internet.

MBA 503
MATHEMATICAL METHODS MODULE
1 credit

This course module reviews the basic mathematical concepts and techniques necessary for the business environment, with an emphasis on problem solving and critical analytical thinking. Topics in the module include linear and non-linear equations and systems, elementary concepts of counting and probability, and business applications of differential calculus. Students will use appropriate technology in a multi-modal approach to these topics.

Foundation

MBA 610
BUSINESS ECONOMICS

This course is an introductory study of market-type economies. This subject has two broad areas of development. The first of these, called microeconomics, focuses on how individual decision makers behave and interact in markets, and how their interaction governs the allocation of resources and the distribution of goods in modern market economies. Macroeconomics sees the economy as composed of several broad groups of decision makers, particularly households, firms, and governments, and studies how the interaction of these groups affects the aggregate performance of the economy as measured by such variables as total output, the general price level, and the rate of economic growth. These two approaches are complementary, illuminating different aspects of economic behavior.

MBA 615
FINANCIAL ACCOUNTING: A CUSTOMER FOCUS

This course is an introductory study of financial accounting. This includes the study of basic accounting language and concepts, recording financial transactions, preparation and interpretation of financial statements, accounting methods, business decisions, inventory valuations, and methods of obtaining capital.

MBA 620
STATISTICAL THINKING FOR MANAGERS

This course introduces the student to the essential ideas of statistical thinking, which is important for every manager, both in dealing with day-to-day operations and in finding opportunities for improvement. Students will learn how to: gather data usefully, summarize data into understandable form, use probability ideas in understanding data, infer and predict based on the always-limited available data, and use modern computers to aid in the process. Case studies and student-designed projects enhance the student's understanding of the practical application of statistical methods.
Prerequisites: MBA 502, MBA 503

MBA 625
EFFECTIVE AND EFFICIENT MANAGEMENT OF OPERATIONS

Provides an introduction to concepts, principles, and practices of effective and efficient creation and distribution of goods and services. Focuses on quantitative techniques for problem solving and decision making in a variety of strategic and tactical areas of operations management, including Total Quality Management, Product Mix, Process Design, Materials Requirement Planning, Inventory Control, and Project Management.
Prerequisite: MBA 620

MBA 630
FINANCIAL MARKETS

This course will serve as an introduction to the financial system and its relationship to the financing of domestic and international business activity. Financial market components and phenomena such as financial instruments, institutions, flow of funds, market efficiency, interest rate determination and term structure, exchange rates, and the balance of payments are analyzed. The governmental impact on financial markets, manifested through monetary and fiscal policy and regulation, is also covered. An introduction is given to the concept of financial asset valuation and the time value of money. The emphasis is on the significance of these elements for conducting the financial affairs of businesses.

The Core

MBA 690
CREATING CUSTOMERS THROUGH EFFECTIVE MARKETING MANAGEMENT

Shows how the techniques of marketing management can be used to attract and satisfy customers while building long-term business profitability. Course topics include: (1) market, consumer, and competitive analysis; (2) segmentation, targeting, and positioning; (3) product development, pricing, promotion, and distribution; and (4) marketing strategy and planning.
Prerequisites: MBA 501

MBA 691
MANAGERIAL ACCOUNTING FOR DECISION MAKING, PLANNING, AND CONTROL

This course focuses on the firm's management accounting system as its primary information system. The course examines the problems of cost measurement, planning, coordination, control, and incentives. The course explores how accounting systems address business problems and evolve in response to the changing economic environment. The course will relate ethical and global issues to managerial accounting topics. During the course the students will be utilizing computer software to solve managerial accounting problems and cases.
Prerequisites: MBA 502, MBA 615

MBA 692
FINANCIAL PERFORMANCE: CONTROL AND MEASUREMENT

This is a survey course focusing on how managers can construct a decision-making process that maximizes the value of the firm. As the majority of financial decisions require an estimate of future events, we will spend considerable time investigating how to achieve the above objectives, subject to the constraints of an uncertain future. Outside readings, case studies, and text material will be used to integrate current financial theory with pragmatic financial decision making. A working knowledge of the basic concepts in finance, accounting, and statistics is assumed. The use of an electronic spreadsheet is needed for homework assignments and case analysis.
Prerequisites: MBA 502, MBA 503, MBA 615, MBA 630

Executive Perspectives

MBA 810
SELF-ASSESSMENT FOR LEADERSHIP

This experiential course emphasizes the importance of feedback and self-assessment for leadership development. It includes extensive assessment of each participant's management style and skills based on self-evaluations (using structured questionnaires) and feedback from coworkers, faculty, and other participants. Leadership development experiences emphasize time and stress management, individual and group problem-solving, communication, power and influence, motivation, conflict management, empowerment, and team leadership. Each participant identifies skills he or she needs to develop and reports on efforts to develop those skills.

MBA 820
INFORMATION TECHNOLOGY FOR DECISION-MAKING

This course is about the manager's responsibilities for problem solving and decision making, and those areas in which information technology (IT) can be used to gain the insight needed to support selection of decision alternatives. Topics include: IT Concepts and Architecture, Strategic Information Systems and IT for Business Reengineering, Total Quality Management, Computer Hardware and Software, Human Computer Communication, Data and Data Management, Data Communication and Network Architecture, the Corporate Information Architecture, Information Systems Planning, Information Systems Analysis and Design, Supporting Communication and Collaborative Work, Supporting the Managers and Decision Making, Intelligent Support Systems, Innovative Functional Systems, Organizing Information Resources, Control and Security of Information Systems, and Impact of IT on Organizations, Individuals, and Society.
Prerequisite: Completion of all 500 level courses

MBA 830
FINANCIAL STATEMENT ANALYSIS

This course integrates the areas of Finance and Accounting and is designed to provide students with the ability to analyze financial statements, understand the incentives of companies to "manage" earnings through their choices of accounting methods, understand the limitations to the usefulness of financial statements, and understand the value of financial statements in decision-making situations such as stock price evaluation and loan approvals. This is accomplished through a body of knowledge developed by research in accounting, finance, and economics.
Prerequisites: MBA 690, MBA 691, MBA 692

Integrative Capstone

MBA 901
COMPETING IN A GLOBAL MARKET I:
ANALYSIS OF THE BUSINESS ENVIRONMENT

This integrated course presents a conceptual framework for analyzing the global business environment. In this course, the students will be analyzing the economic, social, cultural, and political factors affecting the organization's ability to compete domestically and internationally. In the course, the legal and ethical environment of the business will be examined and a framework for socially responsible decision making will be constructed.
Prerequisites: Completed as a cohort with MBA 902 during last year of study

MBA 902
COMPETING IN A GLOBAL MARKET II: ANALYSIS AND IMPLEMENTATION OF STRATEGY

Develops the strategic analysis skills and applies the tools and skills learned in other required courses to analyze and solve strategic problems in a global marketplace. The course deals with industry analysis as well as understanding of the global market and the competition. The students are prepared to think and act strategically as leaders in domestic and global marketplaces.
Prerequisites: Completed as a cohort with MBA 901 during last year of study

Accounting

ACC 704
PROBLEMS IN FINANCIAL REPORTING/INTERMEDIATE THEORY

This course emphasizes the perspective of preparers of financial statements covering financial statement preparation with an emphasis on the areas of financial accounting that are problematic, including revenue recognition, expense allocation, inventories, post-employment benefits, leases, and stock options.
Prerequisite: MBA 615

ACC 706
ADVANCED FINANCIAL ACCOUNTING

An examination of special topics in accounting theory, including acquisitions, mergers, preparation of consolidated financial statements, partnerships, foreign operations, special sales procedures, and fiduciaries.
Prerequisite: ACC 704

ACC 734
ACCOUNTING FOR MANAGERIAL DECISION MAKING

Advanced managerial accounting, focusing on commonly used accounting methods and techniques used in making business decisions. Topics covered are measurements of divisional performance, revenue and pricing decisions, production decisions, decisions concerning resource levels, and capital budgeting decisions. Students work with complex problems and cases on both an individual and group basis.
Prerequisite: MBA 691

ACC 760
ADVANCED ACCOUNTING PROBLEMS

Study of advanced material related to topics with which the student has had previous experience and to areas with which there has been no previous exposure. Independent study and research are expectations of this course.
Prerequisite: ACC 704 or equivalent

ACC 761
TAXATION FOR BUSINESS PLANNING AND INVESTING

The course is an integration of financial theory and taxation to enable students to develop the ability to translate tax outcomes into cash flows. The course perspective is on using an understanding of taxes in the planning process, not on compliance. Students learn the framework of the current tax system, evaluate tax laws on the basis of both equity and efficiency, and learn the social policy implications of the tax system. Topics include fundamentals of tax planning, measurement of taxable income, choosing business entities, corporate and individual taxation, compensation and retirement planning, and investing and personal finance issues.

ACC 772
AUDITING

The course is a conceptual study of the audit process with applied aspects of the discipline. Relates and compares the role and responsibility of management to that of the independent certified public accountant. Presents generally accepted auditing standards, basic audit methodology, and procedures with an emphasis on the study and evaluation of internal control. Culminates with an in-depth analysis of the auditor's opinion.
Prerequisite: ACC 704 or equivalent.

ACC 780
APPLIED RESEARCH IN BUSINESS

This course provides an unusual opportunity to integrate the student's academic work with professional employment. The student prepares a research project involving some aspect of his employer's management activities. The independent study option requires approval of the employer and supervision of the professor.
Prerequisite: Approval of adviser

ACC 782
ACCOUNTING SEMINAR

Directed research in selected accounting topics of current interest and of nature requiring one or more reports of the results of individual's research and study.
Prerequisite: ACC 704 or equivalent

Business Administration

BUS 776
LAW FOR THE BUSINESS MANAGER

The course offers an intensive exploration of the law affecting contracts, sales, and commercial paper within the context of management decision making. Designed to fill the needs of students who have had no previous exposure to law courses by amplifying the students' legal knowledge and legal reasoning.

Economics

ECN 722
INTERNATIONAL ECONOMICS

This course covers: models of international trade; instruments of trade policy and their impact on prices, consumption, production, and government revenue; international monetary transactions; and monetary and fiscal policies in an open economy. It also analyzes the nature and scope of economic integration, multinational corporations, international institutions and agreements, and trade in developing countries.
Prerequisite: MBA 610

Finance

FIN 735
SHORT-TERM FINANCIAL PLANNING AND WORKING CAPITAL MANAGEMENT

An in-depth study of short-term financial planning; accounts receivable management; inventory management; liquidity management; the efficient use of cash; and the firm's management of its concentration-banking system. Descriptive materials and the use of quantitative techniques such as linear programming, goal programming, simulation, and multivariate analysis are examined. Pre-written computer programs aid in preparing solutions to case studies.
Prerequisite: MBA 692

FIN 746
ENTERPRISE RISK MANAGEMENT

An examination of the risk management process as applied to the whole range of risks to which a corporation is exposed: financial, insurable, operational, and business. Discusses risk in general and how multiple sources of risk can be addressed with strategies that integrate risk management and capital management. Specific topics include hedging, insurance, postloss investment, contingent capital, finite risk reinsurance, and insurance-linked securities. Emphasized throughout the course is that managing risk effectively is essential to corporate value, success, and survival.
Prerequisite: MBA 692

FIN 748
MANAGING FINANCIAL SERVICES ORGANIZATIONS

The course provides an examination of the general nature of the financial system and the role that financial institutions play in it. The flow of funds in financial markets and the dynamics of interest rate level and structure determination are discussed within the context of how financial institutions affect and are affected by them. An overview of the financial management of major financial institutions, especially banks, thrifts, insurance companies, and pension funds, is highlighted with case study analyses and discussions.
Prerequisite: MBA 692

FIN 764
PORTFOLIO MANAGEMENT

Focuses on current practice and recent theoretical developments. Deals with characteristics of individual securities and portfolios; criteria and models for alternative portfolio composition; criteria for evaluation and measurement of performance; and impact of government regulation. Evaluation of current theory, its significance for financial management decision making, and consideration of relevant empirical evidence are covered.
Prerequisite: MBA 692

FIN 765
INTERNATIONAL FINANCE

An overview of current financial theory and practice as it applies to the multinational enterprise. Topics include foreign exchange markets and forecasting, foreign exchange risk management, the international debt crisis, multinational working capital management, and capital budgeting. Eurocurrencies and foreign security markets are also discussed.
Prerequisite: MBA 692

FIN 766
PUBLIC FINANCIAL MANAGEMENT

This course focuses on the problems faced in the financial arena by the public sector. Particular emphasis is placed on: the macro-financial issues facing state and local governments, including discussion of their growing importance in the economy, and their fiscal health; the effects of regional population shifts; and hands-on problems faced by the financial manager in the public enterprise, including budgeting, financial accountability, and expenditure analysis.
Prerequisite: MBA 692

FIN 767
MERGERS AND ACQUISITIONS

An analysis of the acquisition by one firm of all or some of the assets of another firm, and its impact on both the companies involved and on society. Topics include a discussion of the types of combinations, the motivations of the participants, the financial analysis required to carry out merger or acquisition activities, negotiation strategies, and the tax and accounting options that are available to the parties.
Prerequisite: MBA 692

FIN 774
SPECULATIVE MARKETS

This course introduces the student to the world of speculative markets. Toward this end, students will study the key issues in options and futures pricing and learn how to employ these assets to maximize investor utility. An examination of controversial issues in this area will be conducted. Students will write a research note on an important issue in the speculative markets field.
Prerequisite: MBA 692

FIN 776
EMPLOYEE BENEFIT PLANNING

An analytical study of the nature and operation of employer-sponsored benefit plans offered in a complex socioeconomic and political

environment. Topics include mandated benefits such as Social Security, workers compensation, and unemployment insurance as well as a more in-depth examination of group life, health, disability, and qualified and non-qualified retirement plans. Emphasis is on benefit plan design and administration, cost, funding, and regulation as viewed from a benefits manager's financial perspective.
Prerequisite: MBA 692

FIN 780
APPLIED RESEARCH IN BUSINESS
(SEE ACC 780 FOR GENERAL DESCRIPTION.)

FIN 784
SELECTED TOPICS IN FINANCE

Analysis of current issues in financial theory and practice. Topical coverage will vary from term to term.
Prerequisite: MBA 692

Management

MGT 728
MANAGEMENT IN THE PUBLIC SECTOR

Application of management theories to the operation of organizations in the public sector. Stresses the difference in management between private and public sector organizations, while covering such topics as bureaucracy in the political system, accountability and responsibility, public personnel administration, and the budgeting process.

MGT 730
MANAGEMENT OF NONPROFIT ORGANIZATIONS

An examination of management principles and practice for nonprofit organizations. Consideration of leadership in a nonprofit environment, motivation of staff and volunteers, role of the founder and the board, and types and structures of nonprofit organizations.

MGT 736
ORGANIZATIONAL DESIGN: BEYOND THE FADS

There is a well-documented tendency for managers to jump from one fad to another in designing (and redesigning) their organizations. This course suggests that there are not simple solutions, but rather that organizational restructuring should involve a careful analysis of the needs of one's organization. The course examines a variety of factors that high-level managers should take into consideration when restructuring, including the organization's size, environment, strategy, internal strengths, personal values, and technology. We will also examine ways that organizations influence their environments (e.g., mergers, strategic alliances, and lobbying) and the effects of current structural trends, such as downsizing, outsourcing, and employee involvement programs.

MGT 739
MANAGING CULTURAL DIVERSITY IN THE WORKPLACE

This course is designed to teach students how to manage the growing multicultural workforce in the United States. Students will be exposed to the basic concepts and issues of intercultural communication and cross-cultural relations; explore the challenges that managing cultural diversity presents to organizations and individuals associated with them; gain awareness of the issues related to ethnocentrism, racism, sexism, and ageism; develop an understanding and appreciation for people from Hispanic and Asian cultures; discuss current techniques used in cultural analysis; and read and evaluate research in the field of cultural diversity.
Prerequisite: MBA 810

MGT 741
ORGANIZATIONAL DEVELOPMENT AND THE CONSULTING PROCESS

Provides practicing and potential managers and consultants with an exposure to organizational change programs. It focuses upon the change process by addressing organizational diagnosis, implementation of change, and the evaluation process.
Prerequisite: MBA 810

MGT 742
ORGANIZATIONAL COMMUNICATION

Study of organizational communication theories and applications, including issues of organizational climate, the information environment, public communication, and strategies for the development of appropriate communication systems. Class will include student analysis of specific workplace communication networks.
Prerequisite: MBA 810

MGT 743
ENTREPRENEURSHIP

Fundamental capitalism studied from its basic unit of new business formation. Special challenges in sensing opportunity, risk evaluation and control, pressure vs. gratification, professional and personal support systems, confidence, and judgment are studied in cases and lectures. Basic capital formation and deployment, growth planning, and self-employed career development are emphasized in a management context.
Prerequisite: MBA 630

MGT 744
POWER AND INFLUENCE

This course is designed to provide a realistic understanding of individual and organizational power issues. It will help you to use this understanding to produce constructive outcomes for you and your organization.
The theories will help you make sense of personal and organizational experience and will provide additional insight into your power orientation and influence strategies. The course will be organized around lectures, discussion, and experiential learning.

MGT 745
INTERNATIONAL MANAGEMENT

Considers identification, development, and exploitation of business prospects across frontiers. Importing, exporting, investment, and operations management integrated with issues of sovereignty, culture, treaties, politics, and finance. Heavy case emphasis, lectures, and team projects cover unique methods, opportunities, and challenges in world trade.
Prerequisite: MBA 630

MGT 752
MANAGERIAL SKILLS LABORATORY

Self-assessment and improvement of those skills critical to an effective manager through active participation in classroom activities and interaction of specific techniques that can be learned and practiced in the laboratory setting, then used in the work situation.
Prerequisite: Permission of the professor, MBA 810

MGT 760
HUMAN RESOURCE MANAGEMENT

This survey course provides an overview of the major areas of human resource management, including HR strategy and planning, EEO laws, job analysis and competency models, recruiting, selection, training, performance appraisal and management, job design, compensation,

benefits, and labor relations. Focus is on both the line manager's and the human resource professional's role in creating a culture that attracts, rewards, and retains the talent necessary to ensure business success.
Prerequisite: MBA 810

MGT 761
EMPLOYMENT LEGISLATION

Federal and state statutes influencing or controlling management's options in handling problems of EEO, employee benefits, and insurance, OSHA and workman's compensation, and wages and hours.
Prerequisite: MBA 810

MGT 762
COLLECTIVE BARGAINING

A study of the collective bargaining process and the administration of the resulting trade agreement within the statutory constraints established by government in the public and private sectors.
Prerequisite: MBA 810

MGT 763
THE ARBITRATION PROCESS

The arbitration process from grievance application to arbitral disposition. Special attention to managerial decision-making and its effects on the arbitration process and legal constraints affecting this process. Topics include: history and scope, procedures and techniques, and substantive issues such as management rights, seniority, discharge and discipline, employee benefits, and remedies. Discussion of actual arbitration cases and filmed hearings. Practical methods of resolving disputes before reaching the arbitration stage.
Prerequisite: MBA 810

MGT 768
TOPICS IN HUMAN RESOURCE MANAGEMENT

Examines selected advanced areas in human resource management. Specific topics are considered in-depth and vary from term to term.
Prerequisite: MBA 810

MGT 769
HUMAN RESOURCE DEVELOPMENT

This course reviews a variety of approaches to developing human resources in organizations. There is special emphasis on needs analysis as well as the design, delivery, and evaluation of training programs or development initiatives. The role of performance and behavioral feedback in development is also discussed. The course includes hands-on experience in the design of training programs or development initiatives. Students may also examine special topics (for example, Web-based training, coaching, expatriate training, or executive development).
Prerequisite: MBA 810

MGT 780
APPLIED RESEARCH IN BUSINESS
(SEE ACC 780 FOR GENERAL DESCRIPTION.)

MGT 786
MANAGEMENT SEMINAR

Each student conducts an independent study of a selected management problem within the context of the overall seminar topic, such as quality of work life, organizational decision-making, etc. Requires use of management tools and concepts developed in previous management courses. Focus is on providing an integrating experience.

Management Information Systems

Three courses are required for Specialization in Management Information Systems:

- MIS 710
- MIS 720
- choice of an additional MIS course

MIS 700
BUSINESS APPLICATIONS PROGRAMMING

This course explores a problem-solving methodology that employs computer programming. Emphasis is placed on identifying the capabilities and limitations of programming languages in solving typical business problems. Students will learn skills and techniques to solve such structured problems through a series of steps that involve identification of problems, design of the solution logic, formal representation of program specifications, implementation of it using selected programming languages, and documentation of such a programming project. Two procedural languages, BASIC and COBAL, will be employed in parallel as implementation vehicles. Students will explore the object-oriented programming paradigm and learn to program in Visual Basic for developing applications in the Graphical User Interface (GUI) environment. Finally, principles of Web page design and programming in HTML (HyperText Markup Language) will be studied.
Corequisite: MBA 820

MIS 705
EMERGING INFORMATION TECHNOLOGY

The purpose of this course is to provide students with an understanding of the critical role that information technology (IT) plays in today's organizations and society and to help them appreciate the speed and the magnitude of change in information technology. There are two main components of this course: (1) historical perspective on the strategic role of IT; and (2) the structures, issues, and trends in the contemporary IT industry, focusing on communication, telecommunication and connectivity, hardware and software trends, electronic commerce, National Information Infrastructure (NII) and information highway, the role of government and other constituencies influencing the future of IT, and the role of Chief Information Officer (CIO).
Corequisite: MBA 820

MIS 710
INFORMATION SYSTEMS ANALYSIS AND DESIGN

This course is about structured analysis and design methodology for systems development using Computer Aided Software Engineering (CASE). Students become familiar with data and process specification techniques such as Entity Relationship Diagrams, Data Structure Diagrams, Physical and Logical Data Flow Diagrams, and Data Dictionary by working on a systems development project within an interdisciplinary group.
Corequisite: MBA 820

MIS 720
DATABASE MANAGEMENT

This course focuses on data management in organizations and on the design and development of database applications. Also covered in the course are the database architecture, logical and physical data design, and the integration of databases with programming. Topics include conceptual data modeling, normalization and database design, database system implementation, SQL, distributed data management and client-server systems, and database administration.
Prerequisite: MIS 710

MIS 730
ELECTRONIC COMMERCE FOR COMPETITIVE ADVANTAGE

This course will identify the technologies necessary to develop an Electronic Commerce (EC) business model; the technologies necessary to develop an EC application including distributed processing, security, Web-to-legacy database connectivity, etc.; and then how to evaluate the effectiveness of a transaction-based Web site. The course will also include EC business models. The course will include a case study approach, examining successful sites such as CISCO, Amazon, FedEx, etc. The students will work in teams to design and implement an electronic commerce site.
Corequisite: MBA 820

MIS 775
PROJECT MANAGEMENT FOR INFORMATION TECHNOLOGY AND SYSTEMS

Concepts, principles, and practices of project management in information technology and systems. Integrates the pertinent organization structure and behavior with project management issues. Covers the project management life cycle. Includes project planning, controlling, and monitoring techniques in the areas of project integration, scoping, time considerations, costing, quality assurance, resource planning, reporting, risk analysis, and procurement. Case studies and implementation using appropriate project management software.
Corequisite: MBA 820

MIS 780
APPLIED RESEARCH IN BUSINESS
(SEE ACC 780 FOR GENERAL DESCRIPTION.)

MIS 785
DECISION SUPPORT AND DATA WAREHOUSE SYSTEMS

This course is designed to provide students with an overview of the concepts, methods, and techniques used in decision making, using technology to assist and enhance the decision process. The course focuses on data warehousing concepts and systems and develops a practical application of the decision support and data warehouse environments.
Corequisite: MBA 820

Marketing

MKT 730
MARKETING RESEARCH

Research design, measurement and scaling, sampling, data collection, and data analysis from a marketing point of view. Application of research techniques to specific marketing decision areas.
Prerequisites: MBA 503, MBA 620, MBA 690

MKT 732
CONSUMER BEHAVIOR

Examines the social, cultural, psychological, and economic influences on consumer behavior. Applications of behavioral science principles to the development of marketing strategies.
Prerequisite: MBA 690

MKT 734
ADVERTISING AND PROMOTION MANAGEMENT

The study and practical application of the analysis, planning, control, and decision-making activities involved in the promotional process. Topics include: objective setting, budgeting, persuasion and attitude change, copy and media decisions, sales promotion programs, and the evaluation of marketing effectiveness.
Prerequisite: MBA 690

MKT 738
SELECTED TOPICS IN MARKETING

Topics covered are considered in-depth and vary from term to term. They include sales management, new product development, and sales forecasting.
Prerequisite: MBA 690

MKT 739
INTERNATIONAL MARKETING

A managerial view of the marketing function as it applies to the international field, describing and exploring the complexities, problems, and opportunities of worldwide marketing.
Prerequisite: MBA 690

MKT 780
APPLIED RESEARCH IN BUSINESS
(SEE ACC 780 FOR GENERAL DESCRIPTION.)

MKT 788
MARKETING SEMINAR

Critical evaluation of recent developments and issues in the marketing field. Preparation of a research paper integrating a variety of previously developed conceptual tools and strategies. Seminar topics vary and are announced each term. Topics include: advertising, decision-making, marketing research, and application of management science in marketing.
Prerequisite: MBA 690

FULL-TIME MASTER OF BUSINESS ADMINISTRATION

Faculty

Director, Full-time MBA Program: Elizabeth Scofield, MBA

Professors: Barenbaum, Seltzer, Stickel, Talaga, Tavana

Associate Professors: Ambrose, Szabat

Description of Program

Accredited by the Association to Advance Collegiate Schools of Business (AACSB International) and built on a 25-year tradition of educating business leaders, La Salle University's Full-time MBA Program provides students with the skills necessary to become successful business leaders in the international job market. The program is ideal for students who are seeking to begin a career in business or are in the early stages of their business career. Combined with challenging academics, students are immersed in an intercultural environment as a result of La Salle's worldwide recruiting efforts. Partial scholarships are available to U.S. and international students.

Program Goals

Full-time MBA students will have opportunities to:

- Gain the communication, technical, and quantitative skills needed to be successful business leaders on every continent.
- Earn an MBA in 12 months with a bachelor's degree in business.
- Earn an MBA in 15 months with a bachelor's degree in a field other than business.
- Study abroad for one semester (optional).
- Attend classes with a diverse group of students.
- Participate in a career course incorporating CareerLeader, which is used by more than 400 leading business schools and corporations worldwide.
- Participate in international travel seminars to Europe and the Pacific Rim (optional).
- Become active members of the La Salle Association of Women MBAs.
- Attend events with the World Affairs Council of Philadelphia and the International Visitors Council of Philadelphia.

The program provides comprehensive exploration of the principles and functions of management and increases students' understanding of international business. In addition to traditional classroom learning, students will have opportunities to participate in international travel seminars to Europe and the Pacific Rim; a one-semester study-abroad experience at the University of Brighton in Brighton, England; and workshops to enhance their international business etiquette skills and their knowledge of American corporate culture.

Students with an undergraduate degree in business or a related field can complete the degree in one year. Students without a business background will be able to complete the program in four semesters (15 to 24 months).

Admission

The Admission Committee of the Full-Time MBA Program is concerned with each applicant's interest, aptitude, and potential for achievement in graduate business studies. The program is structured to accommodate students with various undergraduate degrees. Program applications are reviewed on a "rolling" basis. Students may enter the program fall, spring and summer. All candidates must have completed a four year undergraduate degree or its equivalent from an accredited institution of higher learning to qualify for admission. Formal work experience is not required.

Application Procedures and Deadlines

Although there are no formal application deadlines, we recommend that all the information be received in the Office of Graduate Enrollment by July 15th for fall admission, November 15th for spring admission, and April 15th for summer admission.

All applicants must submit the following items directly to the Office of Graduate Enrollment:

- Application Form. Applicants are encouraged to apply online. Applicants who do not elect to apply online should download the application and send it to La Salle University by mail.
- Application Fee $35.00. The fee is waived for candidates who apply online.
- Test scores from the Graduate Management Admission Test (GMAT), or, with permission of the Program Director, the Graduate Record Exam (GRE). La Salle's school code for reporting scores from the GMAT is 548-KK-38. LaSalle's school code for reporting scores from the GRE is 2363. The University does not accept scores directly from students.
- Official transcripts from all institutions previously attended.
- Two letters of reference.
- Resume.

International Students

IIn addition to the requirements above, international candidates are required to:

- Take the Test of English as a Foreign Language (TOEFL) and have their test scores forwarded to the Office of Graduate Enrollment by the Educational Testing Service (ETS), in Princeton, New Jersey, USA (1-800-257-9547). With permission of the Program Director, the International English Language Testing System (IELTS) may be substituted for the TOEFL. See below for further information on these tests. LaSalle's school code for reporting scores from the TOEFL is 2363.
- Have their academic credentials from foreign institutions evaluated by WES, or a similar organization.
- Submit a Statement of Financial Responsibility Form, which may be obtained from the MBA Office at La Salle.

Upon receipt of the documents above, candidates are interviewed by phone or in person (whenever feasible) prior to final admission decisions.

All documents should be submitted to:

Office of Graduate Enrollment
La Salle University – Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141-1199

215.951.1100 / Fax 215.951.1462
grad@lasalle.edu

Selection Criteria

Because each applicant's background and profile is unique, the Admission Committee does not establish specific quantitative minimum requirements for admission; however, it does adhere to the accreditation standards established by the Association for the Advancement of Collegiate Schools of Business.

La Salle University does not discriminate against any applicant because of race, color religion, sex, age, national origin, disability, sexual orientation, veteran status, or marital status. Admission is based solely upon an applicant's qualifications.

Graduate Management Admission Test (GMAT)

La Salle University offers workshops for anyone interested in preparing for the Graduate Management Admissions Test (GMAT). La Salle's school code for the GMAT exam is 548-KK-16.

The Graduate Management Admission Test (GMAT) is designed to assess capabilities which are important in the study of management at the graduate level. The GMAT is sponsored and controlled by the Graduate Management Admission Council (GMAC) and is administered by the Educational Testing Service (ETS). ETS consults with this council on matters of general policy, develops test materials, administers the test, and conducts research projects aimed at improving the test.

Waiver of the GMAT Requirement

Only applicants possessing an advanced degree may be waived from the GMAT requirement for admission.

Test of English as a Foreign Language (TOEFL)

The Test of English as a Foreign Language (TOEFL) is required of all applicants whose native language is not English. The test requirement may be waived in certain cases where English language proficiency can otherwise be demonstrated. The minimum scores for the TOEFL are: 230 Computer-based score, and 88 Internet-based score.

Conditional Admission

A limited number of students with at least a cumulative undergraduate GPA of 3.0 or higher may be admitted into the program for one semester without the GMAT or GRE test scores. Conditionally accepted students are required to successfully complete the GMAT or GRE by the end of their first enrolled semester.

Transfer Credit

An applicant may request the transfer of graduate credit(s) earned at another institution. Each request will be evaluated on its own merits. Grades accepted for transfer must be "B" or better. A maximum of 6 credits on the graduate level (600-level) will be accepted for transfer purposes.

The Application for Admission may be obtained by contacting:

Full-time MBA Program
La Salle University School of Business
1900 West Olney Avenue
Philadelphia, Pennsylvania
Phone: 215.951.1913
E-mail: ftmba@lasalle.edu

Tuition and Fees 2010-2011

Application Fee	$35
Online Application	Free
Tuition (per semester)	$8,850
General University Fee (per semester)	$85

Twelve/Fifteen Month Options

Students who participate in Options I and II complete the Full-time MBA Program in 12 to 15 months. This program is designed for students with a bachelor's degree in business or a related field. The program consists of 11 or 12 three-credit courses and one or two one-credit courses (34 to 38 credits).

Option I

Option I students do not participate in the MBA semester-long study-abroad program. Option I specialization choices include Accounting, Finance, International Business, Management, Management Information Systems, Marketing, or General Business Administration. Option I students who major in International Business are required to participate in one of the international travel seminars.

Option II

Option II students participate in the MBA semester-long study-abroad program. They attend La Salle University for two semesters and they study at the University of Brighton in England during the spring semester. Option II specialization choices include International Business, Marketing, Management, or General Business Administration.

Two-Year MBA Options

Students who participate in Options III and IV complete the Full-time MBA Program in 15 or 24 months. Designed for students who do not have an undergraduate degree in business, these options feature 16 three-credit courses and a one-credit course (49 credits).

Option III

Option III students do not participate in the MBA semester long study-abroad program. Option III specialization choices include Accounting, Finance, International Business, Management, Management Information Systems, Marketing, or General Business Administration. Option III students who major in International Business are required to participate in one of the international seminars.

Option IV

Option IV students participate in the MBA semester long study-abroad program. They study abroad for three semesters at La Salle University and spend one spring semester studying at the University of Brighton in Brighton, England. Option IV specialization choices include International Business, Marketing, Management, or General Business Administration.

The Full-time MBA Curriculum

The structure of La Salle's Full-time MBA Program is composed of five sections: Foundation, Core, Specialization and Electives, Executive Perspectives, and the Integrative Capstone. Students must complete between 34 and 49 credits (plus any of the Basic Skills courses) to complete the MBA degree at La Salle University. The total amount of credits to fulfill the requirements of the MBA degree depends upon the student's academic background.

Course Descriptions

Foundation

MBA 610
BUSINESS ECONOMICS

This course is an introductory study of market-type economies. This subject has two broad areas of development. The first of these, called

microeconomics, focuses on how individual decision-makers behave and interact in markets, and how their interaction governs the allocation of resources, and the distribution of goods in modern market economies. Macroeconomics sees the economy as composed of several broad groups of decision-makers, particularly households, firms, and governments, and studies how the interaction of these groups affects the aggregate performance of the economy as measured by such variables as total output, the general price level, and the rate of economic growth. These two approaches are complementary, illuminating different aspects of economic behavior.

MBA 615
FINANCIAL ACCOUNTING: A CUSTOMER FOCUS

This course is an introductory study of financial accounting. This includes the study of basic accounting language and concepts, recording financial transactions, preparation and interpretation of financial statements, accounting methods, business decisions, inventory valuations, and methods of obtaining capital.

MBA 620
STATISTICAL THINKING FOR MANAGERS

This course introduces the student to the essential ideas of statistical thinking, which is important for every manager, both in dealing with day-to-day operations and in finding opportunities for improvement. Students will learn how to: gather data usefully, summarize data into understandable form, use probability ideas in understanding data, infer and predict based on the always-limited available data, and use modern computers to aid in the process. Case studies and student-designed projects enhance the student's understanding of the practical application of statistical methods.
Prerequisites: MBA 502, MBA 503

MBA 625
EFFECTIVE AND EFFICIENT MANAGEMENT OF OPERATIONS

An introduction to concepts, principles, and practices of effective and efficient creation and distribution of goods and services. Focuses on quantitative techniques for problem-solving and decision-making in a variety of strategic and tactical areas of operations management, including Total Quality Management, Product Mix, Process Design, Materials Requirement Planning, Inventory Control, and Project Management.
Prerequisite: MBA 620

MBA 630
FINANCIAL MARKETS

This course will serve as an introduction to the financial system and its relationship to the financing of domestic and international business activity. Financial market components and phenomena such as financial instruments, institutions, flow of funds, market efficiency, interest rate determination and term structure, exchange rates, and the balance of payments are analyzed. The governmental impact on financial markets, manifested through monetary and fiscal policy and regulation, is also covered. An introduction is given to the concept of financial asset valuation and the time value of money. The emphasis is on the significance of these elements for conducting the financial affairs of businesses.

The Core

MBA 690
CREATING CUSTOMERS THROUGH EFFECTIVE MARKETING MANAGEMENT

Shows how the techniques of marketing management can be used to attract and satisfy customers while building long-term business profitability. Course topics include: (1) market, consumer, and competitive analysis; (2) segmentation, targeting, and positioning; (3) product development, pricing, promotion, and distribution; and (4) marketing strategy and planning.
Prerequisites: MBA 501

MBA 691
MANAGERIAL ACCOUNTING FOR DECISION-MAKING, PLANNING, AND CONTROL

This course focuses on the firm's management accounting system as its primary information system. The course examines the problems of cost measurement, planning, coordination, control, and incentives. The course explores how accounting systems address business problems and evolve in response to the changing economic environment. The course will relate ethical and global issues to managerial accounting topics. During the course, the students will be utilizing computer software to solve managerial accounting problems and cases.
Prerequisites: MBA 502, MBA 615

MBA 692
FINANCIAL PERFORMANCE: CONTROL AND MEASUREMENT

This is a survey course focusing on how managers can construct a decision-making process that maximizes the value of the firm. As the majority of financial decisions require an estimate of future events, we will spend considerable time investigating how to achieve the above objectives, subject to the constraints of an uncertain future. Outside readings, case studies, and text material will be used to integrate current financial theory with pragmatic financial decision making. A working knowledge of the basic concepts in finance, accounting, and statistics is assumed. The use of an electronic spreadsheet is needed for homework assignments and case analysis.
Prerequisites: MBA 502, MBA 503, MBA 615, MBA 630

MBA 612 (F, S)
CORPORATION FINANCE REFRESHER
1 credit

The course focuses on reviewing core finance and accounting concepts and skills needed to succeed in MBA 692.

Executive Perspectives

MBA 811 (F, S)
ORGANIZATIONAL BEHAVIOR
3 credits

The course attempts to build an understanding of the behavior of individuals and groups in organizations. It will provide a series of integrated theories and principles that will help the student understand and act in the world of work. A variety of pedagogical methods will be used, although there will be an emphasis on learning through active participation in structured experiences. There will be a focus on managing a multicultural workforce and managerial practices in other countries.

MBA 611 (F, S)
PROFESSIONAL DEVELOPMENT SEMINAR
1 credit

The course focuses on career development and building a "Professional Skills Portfolio." The initial orientation toward building a résumé and developing strategies to obtain a job provides the basis of continued career planning and professional growth. This course is taken in conjunction with MBA 811.

MBA 820
INFORMATION TECHNOLOGY FOR DECISION-MAKING

This course is about the manager's responsibilities for problem-solving and decision-making, and those areas in which information technology (IT) can be used to gain the insight needed to support selection of decision alternatives. Topics include: IT Concepts and Architecture, Strategic Information Systems and IT for Business Reengineering, Total Quality Management, Computer Hardware and Software, Human Computer Communication, Data and Data Management, Data Communication and Network Architecture, the Corporate Information Architecture, Information Systems Planning, Information Systems Analysis and Design, Supporting Communication and Collaborative Work, Supporting the Managers and Decision-Making, Intelligent Support Systems, Innovative Functional Systems, Organizing Information Resources, Control and Security of Information Systems, and Impact of IT on Organizations, Individuals, and Society.
Prerequisite: Completion of all 500-level courses

MBA 830
FINANCIAL STATEMENT ANALYSIS

This course integrates the areas of Finance and Accounting and is designed to provide students with the ability to analyze financial statements, understand the incentives of companies to "manage" earnings through their choices of accounting methods, understand the limitations to the usefulness of financial statements, and understand the value of financial statements in decision-making situations such as stock price evaluation and loan approvals. This is accomplished through a body of knowledge developed by research in accounting, finance, and economics.
Prerequisites: MBA 690, MBA 691, MBA 692

Integrative Capstone

MBA 901
COMPETING IN A GLOBAL MARKET I:
ANALYSIS OF THE BUSINESS ENVIRONMENT

This integrated course presents a conceptual framework for analyzing the global business environment. In this course, the students will be analyzing the economic, social, cultural, and political factors affecting the organization's ability to compete domestically and internationally. In the course, the legal and ethical environment of the business will be examined and a framework for socially responsible decision-making will be constructed.
Prerequisites: Completed as a cohort with MBA 902 during last year of study

MBA 902
COMPETING IN A GLOBAL MARKET II:
ANALYSIS AND IMPLEMENTATION OF STRATEGY

Develops the strategic analysis skills and applies the tools and skills learned in other required courses to analyze and solve strategic problems in a global marketplace. The course deals with industry analysis as well as understanding of the global market and the competition. The students are prepared to think and act strategically as leaders in domestic and global marketplaces.
Prerequisites: Completed as a cohort with MBA 901 during last year of study

Specialization

Students electing a specialization are required to complete three 700-level courses in one of the following areas, plus one three-credit elective course in the 700 level. Students should contact the Full-time MBA Program Director. Please note that the specializations below are not available in all four of the program options.

Accounting

Finance

General Business Administration

International Business

Management

Management Information Systems

Marketing

Descriptions of the specialization courses are listed under the Part-time MBA Program in the previous section.

ONE-YEAR MBA PROGRAM

Faculty

Director, One Year MBA Program: Elizabeth Scofield, MBA

Professors: Barenbaum, Borkowski, Harty, Schubert, Seltzer, Stickel, Talaga, Tavana, Van Buskirk

Associate Professors: Ambrose, Jiang, Jones, Rhoda, Szabat, Zook

Assistant Professors: Cooper, Chia

Description of Program

La Salle's internationally recognized MBA Program is accredited by AACSB International (Association to Advance Collegiate Schools of Business). Our program is designed for those in the early stages of their business careers and recent college graduates seeking expertise in finance and marketing and accounting students preparing to meet the 150-hour CPA requirement. Our program has an international student body. International and U.S. students may receive partial scholarships.

Program Highlights

- Earn your MBA in one year.
- Study in an environment that allows you to build your leadership skills.
- Develop your career with (CareerLeader), a world-renowned Executive Preparation Virtual Program.
- Attend a university that is ranked among the top 10% of the world's business schools accredited by AACSB International, Association to Advance Collegiate Schools of Business.
- Be on the cutting edge with state-of-the-art curriculum.
- Prepare for the CPA or CFA (Chartered Financial Analyst) exam.
- Attend classes with limited class sizes and receive personal attention from expert faculty.
- Enjoy an overseas travel study course. (optional)
- Receive a partial scholarship, available for eligible U.S. and international students.
- Thrive on an urban campus in a vibrant city. (The School of Business faculty has strong ties to the Philadelphia business community.)

Program Structure

Students who have an undergraduate business degree or minored in business administration are able to complete the program in 12 months. Applicants without a business degree enroll in the Pre-MBA Foundation

Courses during the summer at an additional cost. The required courses are in accounting, economics, finance, statistics and operations management.

Three weeks before the program begins students attend a Refresher Workshop series. The Refresher Workshop is designed to enhance their knowledge and skills in selected areas based upon a review of their academic and work background.

Program Curriculum

Investment Analysis Track (CFA) and the Managerial Finance Track

Our Investment Analysis Track: CFA Track is designed around developing the skill set necessary to become a Chartered Financial Analyst. Our Managerial Finance Track is designed to provide students with the financial and leadership skills necessary to succeed as finance professionals. Following this track, undergraduate accounting majors can also complete their 150-hour CPA Requirements.

Refresher Program (3 weeks)

MBA 511 Communication Skills Refresher
MBA 512 Corporate Finance Refresher
MBA 513 Financial Accounting Refresher
MBA 514 Statistics for Business Refresher
MBA 515 Quantitative Tools for Financial Analysis (Investment Analysis Track: CFA Track)
MBA 516 Principles of Marketing Refresher

Note: Students will take courses from the list above as required after analysis of their academic background.

		Credits
Fall Semester		
MBA 613	Contract Law	1.0
MBA 691	Managerial Accounting for Decision Making, Planning, and Control	3.0
MBA 692	Financial Performance: Control and Measurement	3.0
MBA 696	Strategic Marketing	1.5
MBA 698	Global Business Concepts	1.5
MBA 713	Written Communication Skills for Business	0.5
ACC 750	Tax Strategy	1.5
ACC 751	Tax Strategy for the Global Firm	0.5
FIN 764	Portfolio Management	3.0
Intersession (2 weeks)		
FIN 754	Derivative Instruments	1.5
Spring Semester		
FIN 754	Derivative Instruments	1.5
MBA 713	Written Communications Skills for Business	0.5
MBA 611	Professional Development Seminar	1.0
FIN 767	Mergers and Acquisitions	3.0
FIN 756	Enterprise Risk Analysis (Managerial Track)	1.5
MKT 771	Services Marketing (Managerial Track)	1.5
FIN 783	Financial Analysis Seminar (CFA Track)	3.0
MBA 812	Leadership in Organizations	1.5
MBA 813	Negotiation Skills	1.5
MBA 820	IInformation Technology for Decision Making	3.0
MBA 830	Financial Statement Analysis	3.0
Summer Semester		
FIN 785	Travel/Study in Finance (optional) or Finance Elective	3.0
MBA 901	Capstone I: Analysis of the Business Environment	3.0
MBA 902	Capstone II: Analysis and Implementation of Strategy	3.0
Total MBA credits for Finance Track		42.5

Marketing Track

Our Marketing Track is designed to provide students with a thorough understanding of the marketing discipline and to help them to develop competencies in all major areas of marketing activity. The program is structured so that students personal and professional needs help drive the curriculum.

Refresher Program (3 weeks)

MBA 511 Communication Skills Refresher
MBA 512 Corporate Finance Refresher
MBA 513 Financial Accounting Refresher
MBA 514 Statistics for Business Refresher
MBA 516 Principles of Marketing Refresher

Note: Students will take courses from the list above as required after analysis of their academic background.

		Credits
Fall Semester		
MBA 613	Contract Law	1.0
MBA 691	Managerial Accounting for Decision Making, Planning, and Control	3.0
MBA 692	Financial Performance: Control and Measurement	3.0
MBA 696	Strategic Marketing	1.5
MBA 698	Global Business Concepts	1.5
MBA 713	Written Communication Skills for Business	0.5
ACC 750	Tax Strategy	1.5
MKT 760	Communication Skills	1.5
MKT 761	Business and Competitive Intelligence	1.5
Spring Semester		
MBA 611	Professional Development Seminar	1.0
MBA 713	Written Communications Skills for Business	0.5
MKT 771	Services Marketing	1.5
MBA 812	Leadership in Organizations	1.5
MBA 813	Negotiation Skills	1.5
MBA 820	Information Technology for Decision Making	3.0
MBA 830	Financial Statement Analysis	3.0
MKT 730	Marketing Research	3.0
MKT 768	Retailing	1.5
	Marketing Elective	1.5
Summer Semester		
FIN 785	Travel/Study in Finance (optional) or Finance Elective	3.0
MBA 901	Capstone I: Analysis of the Business Environment	3.0
MBA 902	Capstone II: Analysis and Implementation of Strategy	3.0
Total MBA credits for One-Year MBA Marketing Track		42.0

*Marketing electives (1.5 credits each) will be offered from the courses listed below:

MKT 763 Consumer Behavior
MKT 764 Market Segmentation
MKT 765 New Product Development
MKT 766 Pricing
MKT 767 Promotion
MKT 768 Retailing
MKT 769 Ecommerce
MKT 770 Sales Management

Dual-Degree (BS/MBA) in Accounting Track

Students in La Salle's BS/MBA Program earn a dual Bachelor of Science (BS) degree and a Master of Business Administration (MBA) degree in four years. They join the One-Year MBA Program in their final year of study.

Credits

Fall Semester

MBA 692	Financial Performance: Control and Measurement	3.0
MBA 696	Strategic Marketing	1.5
MBA 698	Global Business Concepts	1.5
ACC 750	Tax Strategy	1.5
MKT 760	Communication Skills	1.5
ACC 751	Tax Strategy for the Global Firm	0.5
ACC 755	Advanced Tax Strategy for Accountants	1.5
ACC 749	Current Issues in Accounting	1.5

Intersession (2 weeks)

FIN 754	Derivative Instruments	1.5

Spring Semester

MBA 611	Professional Development Seminar	1.0
MKT 771	Services Marketing	1.5
MBA 812	Leadership in Organizations	1.5
MBA 813	Negotiation Skills	1.5
MBA 820	Information Technology for Decision Making	3.0
MBA 830	Financial Statement Analysis	3.0
ACC 740	Accounting for Derivative Instruments	1.5

Summer Semester

ACC 782	AIS & ERP Systems Accounting	3.0
MBA 901	Capstone I: Analysis of the Business Environment	3.0
MBA 902	Capstone II: Analysis and Implementation of Strategy	3.0

Total MBA credits for Dual-Degree Accounting 42.0

Admission

The Admission Committee of the One-Year MBA Program is concerned with each applicant's interest, aptitude, and potential for achievement in graduate business studies. The program is structured to accommodate students with various undergraduate degrees. Students enter the program in mid-August if they have a degree in business or in the summer if they require the pre-MBA Program. All candidates must have completed a four year undergraduate degree or its equivalent from an accredited institution of higher learning to qualify for admission. Formal work experience is not required.

Application Procedures and Deadlines

Although there are no formal application deadlines, we recommend that all the information be received in the Office of Graduate Enrollment by July 15th.

All applicants must submit the following items directly to the Office of Graduate Enrollment:

- Application Form. Applicants are encouraged to apply online. Applicants who do not elect to apply online should download the application and send it to the Office of Graduate Enrollment by mail.
- Application Fee $35.00. The fee is waived for candidates who apply online.
- Submit test scores from the Graduate Management Admission Test (GMAT), or, with the permission of the Program Director, the Graduate Record Exam (GRE). La Salle's school code for reporting scores from the GMAT is 548-KK-38. LaSalle's school code for reporting scores from the GRE is 2363. The University does not accept scores directly from students.
- Official transcripts from all institutions previously attended.
- Two letters of reference.
- Resume.

International Students

IIn addition to the requirements above, international candidates are required to:

- Take the Test of English as a Foreign Language (TOEFL) and have their test scores forwarded to the Office of Graduate Enrollment by the Educational Testing Service (ETS), in Princeton, New Jersey, USA (1-800-257-9547). With permission of the Program Director, the International English Language Testing System (IELTS) may be substituted for the TOEFL. See below for further information on these tests. LaSalle's school code for reporting scores from the TOEFL is 2363.
- Have their academic credentials from foreign institutions evaluated by WES, or a similar organization.
- Submit a Statement of Financial Responsibility Form, which may be obtained from the MBA Office at La Salle.

Upon receipt of the documents above, candidates are interviewed by phone or in person (whenever feasible) prior to final admission decisions.

All documents should be submitted to:

Office of Graduate Enrollment
La Salle University – Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141-1199

215.951.1100 / Fax 215.951.1462
grad@lasalle.edu

Selection Criteria

Because each applicant's background and profile is unique, the Admission Committee does not establish specific quantitative minimum requirements for admission; however, it does adhere to the accreditation standards established by the Association for the Advancement of Collegiate Schools of Business.

La Salle University does not discriminate against any applicant because of race, color religion, sex, age, national origin, disability, sexual orientation, veteran status, or marital status. Admission is based solely upon an applicant's qualifications.

Graduate Management Admission Test (GMAT)

La Salle University offers workshops for anyone interested in preparing for the Graduate Management Admission Test (GMAT). La Salle's school code for the GMAT exam is 548-KK-16.

The Graduate Management Admission Test (GMAT) is designed to assess capabilities which are important in the study of management at the graduate level. The GMAT is sponsored and controlled by the Graduate Management Admission Council (GMAC) and is administered by the Educational Testing Service (ETS). ETS consults with this council on matters of general policy, develops test materials, administers the test, and conducts research projects aimed at improving the test.

Waiver of the GMAT Requirement

Only applicants possessing an advanced degree may be waived from the GMAT requirement for admission.

Test of English as a Foreign Language (TOEFL)

The Test of English as a Foreign Language (TOEFL) is required of all applicants whose native language is not English. The test requirement may be waived in certain cases where English language proficiency can otherwise be demonstrated. The minimum scores for the TOEFL are: 230 Computer-based score, and 88 Internet-based score. LaSalle's school code for reporting scores from the TOEFL is 2363. With the permission of the

Program Director, the International English Language Testing System (IELTS) may be substituted for the TOEFL.

Conditional Admission

A limited number of students with at least a cumulative undergraduate GPA of 3.0 or higher may be admitted into the program for one semester without the GMAT or GRE test scores. Conditionally accepted students are required to successfully complete the GMAT or GRE by the end of their first enrolled semester.

The Application for Admission may be obtained by contacting:

Full-time MBA Program
La Salle University School of Business
1900 West Olney Avenue
Philadelphia, Pennsylvania
Phone: 215.951.1913
E-mail: ftmba@lasalle.edu

Tuition and Fees 2010-2011

The program has a single comprehensive price of $31,000 for students who do not require the Pre-MBA courses. The price includes tuition, fees, and La Salle-sponsored events.

There is a non-refundable deposit of $1,000 due by June 1. It will be credited to the fall term. Students will be invoiced for the fall, spring and summer terms.

Students who require the Pre-MBA courses will be charged the comprehensive fee plus $1,000 to $6,500 depending on the number of required Foundation Courses they require. Students will be billed for these courses in July, separately from the fall invoice.

Application Fee: $35.00 (waived if completed online)

Course Descriptions

Refresher Program Courses

MBA 511
COMMUNICATION SKILLS WORKSHOP

Students will enhance their ability to write effectively in a business environment through instruction in constructing effective sentences, paragraphs, and messages as well as reviewing effective word use, tone, grammar, punctuation, style, and usage.

MBA 512
CORPORATE FINANCE WORKSHOP

This course will focus on a review of time value and security valuation skills. In addition, time will be spent using the financial functions in EXCEL. Applications will be drawn from the Chartered Financial Analyst (CFA) curriculum. Topics will include measuring rates of return, loan amortization, bond valuation, discounted cash flow analysis, and one and two stage dividend-discount model.

MBA 513
FINANCIAL ACCOUNTING WORKSHOP

This course reintroduces financial reporting, focusing on the fundamental principles of Financial Accounting emphasizing business transactions and the presentation and interpretation of corporate financial information. Topics include an overview of financial reporting and the accounting cycle, accounting and reporting operations, investing and financial activities of a business.
Prerequisite: Completion of Financial Accounting on the undergraduate level five or more years ago.

MBA 514
STATISTICS FOR BUSINESS WORKSHOP

This course re-introduces the student to the essential ideas of statistical thinking, which is important for every manager, both in dealing with day-to-day operations and in finding opportunities for improvement. It is designed as a concentrated review of statistics in a face-to-face setting within a computer lab, using a mix of lecture and active learning pedagogy. A theme-based problem or study (finance/marketing/accounting application) directs focus throughout the course. Analysis via SPSS and/or EXCEL is required. This course is designed for students who have studied statistics before but need a refresher.
Prerequisite: Previous study of statistics

MBA 515
QUANTITATIVE TOOLS FOR FINANCIAL ANALYSIS WORKSHOP
(INVESTMENT ANALYSIS TRACK: CFA TRACK)

The focus of this course is on fundamental quantitative tools of finance. The course builds on foundation knowledge of basic statistics and places emphasis on application in today's investment process. Topics include probability and probability distributions, regression and correlation analysis, time series analysis, and simulation analysis, all framed within a variety of relevant, investment-oriented examples.
Prerequisite: Knowledge of basic statistics

MBA 516
PRINCIPLES OF MARKETING WORKSHOP

This course is intended to refresh marketing concepts. They may be assigned to the course either because they took marketing courses more than five years ago, or received relatively poor grades in more recent marketing courses.

Pre-MBA Program Course Descriptions

MBA 605
PRE-MBA STATISTICS
2.0 credits

This course introduces the student to the essential ideas of statistical thinking. Students will learn: how to gather data usefully, how to summarize data into understandable form, how to use probability ideas in understanding data, how to infer and predict based on data, and how to use modern computers to aid in the process. Case studies and student-designed projects enhance the student's understanding of the practical application of statistical methods.

MBA 606
PRE-MBA FINANCE
2.0 credits

This course will serve as an introduction to the financial system and its relationship to the financing of domestic and international business activity. Financial market components and phenomena such as financial instruments, institutions, flow of funds, and market efficiency, interest rate determination and term structure, exchange rates and the balance of payments are analyzed.

MBA 610
BUSINESS ECONOMICS
3.0 credits

This course is an introductory study of market-type economies. This subject has two broad areas of development. The first of these, called microeconomics, focuses on how individual decision-makers behave and interact in markets, and how their interaction governs the allocation of resources, and the distribution of goods in modern market economies. Macroeconomics sees the economy as composed of several broad groups of decision-makers, particularly households, firms, and governments, and studies how the interaction of these groups affects the aggregate performance of the economy as measured by such variables as total output, the general price level, and the rate of economic growth. These two approaches are complementary, illuminating different aspects of economic behavior.

MBA 615
FINANCIAL ACCOUNTING: A CUSTOMER FOCUS
3.0 credits

This course is an introductory study of financial accounting. This includes the study of basic accounting language and concepts, recording financial transactions, preparation and interpretation of financial statements, accounting methods, business decisions, inventory

MBA 625
EFFECTIVE AND EFFICIENT MANAGEMENT OF OPERATIONS
3.0 credits

This course provides an introduction to concepts, principles, and practices of effective and efficient creation and distribution of goods and services. It focuses on quantitative techniques for problem solving and decision making in a variety of strategic and tactical areas of operations management including Total Quality Management, Product Mix, Process Design, Materials Requirement Planning, Inventory Control, and Project Management.
Prerequisite: Equivalent of MBA 625 or 605

One-Year MBA Course Descriptions

MBA 611
PROFESSIONAL DEVELOPMENT SEMINAR
1.0 credit

This course focuses on career development and building a "Professional Skills Portfolio." The initial orientation toward building a resume and developing strategies to obtain a job provides the basis of continued career planning and professional growth.

MBA 613
CONTRACT LAW
1.0 credit

The purpose of this course is to examine basic legal principles of contract law and to provide the student with a basic working knowledge of common law, contract law and the law of sales (Article 2 of the Uniform Commercial Code). The course will utilize the text-case method of presentation. It will be important for each student to keep up with reading assignments to promote intelligent discussion of the material, and enable full classroom participation. Class participation is an important part of the course and will be a factor in a student's final grade.

MBA 691
MANAGERIAL ACCOUNTING FOR DECISION MAKING, PLANNING, AND CONTROL
3.0 credits

This course focuses on the firm's management accounting system as its primary information system. The course examines the problems of cost measurement, planning, coordination, control, and incentives. We will explore how accounting systems address business problems and evolve in response to the changing economic environment. The course will relate ethical and global issues to managerial accounting topics. Students will be utilizing Excel software to solve managerial accounting problems and cases.
Prerequisites: Equivalent of MBA 615

MBA 692
FINANCIAL PERFORMANCE: CONTROL AND MEASUREMENT
3.0 credits

This is a survey course focusing on how managers can construct a decision-making process that maximizes the value of the firm. As the majority of financial decisions require an estimate of future events, we will spend considerable time investigating how to achieve the above objectives, subject to the constraints of an uncertain future. Outside readings, case studies, and text material will be used to integrate current financial theory with pragmatic financial decision-making. A working knowledge of the basic concepts in finance, accounting, and statistics is assumed. The use of an electronic spreadsheet is needed for homework assignments and case analysis.
Prerequisites: Equivalents of MBA 615, 630 or 606

MBA 696
STRATEGIC MARKETING
1.5 credits

The goal of this course is to provide frameworks and tools to solve strategic-level marketing problems. The class will focus on marketing strategy design, implementation, and evaluation. The focus goes beyond marketing tactics for a single product or service offering. It will examine the strategic-level management of a firm's marketing resources and capabilities in order to maximize long-term customer value and to generate the greatest financial return for the firm.

MBA 698
GLOBAL BUSINESS CONCEPTS
1.5 credits

This course is designed to familiarize students with the multiple environments in which international business must operate and focuses on how business strategy is affected by political, legal, economic, cultural, social, competitive and technological conditions in various national markets.

MBA 713
WRITTEN COMMUNICATION SKILLS FOR BUSINESS
0.5 credits

Students will learn to plan, draft, revise, and edit documents (such as letters, memos, e-mails, executive summaries, proposals, and reports) required of them as professionals in a business environment.

MBA 812
LEADERSHIP IN ORGANIZATIONS
1.5 credits

This course provides an understanding of leadership in an organizational setting. It includes discussion of several models of leadership, such as those based on contingency and transformational leadership theories.

Complete leadership is considered in a team context. It requires students' self-assessments of personality traits and leadership styles. This course is taught using cases and experiential activities.

MBA 813
NEGOTIATION SKILLS
1.5 credits

This course provides an overview of conflict management and bargaining models with an emphasis on helping students improve their skills when negotiating. Discussion includes alternative dispute resolution approaches including principled negotiation, 3rd party mediation, and peer mediation. This course is taught with practical applications through cases and experiential activities.

MBA 820
INFORMATION TECHNOLOGY FOR DECISION MAKING
3.0 credits

Managing information technology (IT) is no longer viewed as a back office, cost-dominated function. In many industries, IT has become a strategic requirement that consists of two related but competing activities: supporting the existing business and enabling new business. These two activities share a set of functional requirements, typically organized within the information systems department. But they also share a set of critical management issues, which transcend the information system function. This course is about the manager's responsibilities for problem solving and decision making, and those areas in which IT can be used to gain the insight needed to support selection of decision alternatives. The course focuses on data, information, and knowledge by utilizing a series of tools to develop Database Management Systems, Management Information Systems, Decision Support Systems, and Expert Systems in support of the decision making and problem solving processes in a hands-on environment.

MBA 830
FINANCIAL STATEMENT ANALYSIS
3.0 credits

This course integrates the areas of Finance and Accounting and is designed to provide students with the ability to analyze financial statements, understand the incentives of companies to "manage" earnings through their choices of accounting methods, understand the limitations to the usefulness of financial statements, and understand the value of financial statements, in decision-making situations such as stock price evaluation and loan approvals. This is accomplished through a body of knowledge developed by research in accounting, finance, and economics.
Prerequisites: MBA 696, MBA 691, MBA 692

MBA 901
CAPSTONE I: ANALYSIS OF THE BUSINESS ENVIRONMENT
3.0 credits

This integrated course presents a conceptual framework for analyzing the global business environment. In this course, the students will be analyzing the economic, social, cultural, and political factors affecting the organization's ability to compete domestically and internationally. In the course, the legal and ethical environment of the business will be examined and a framework for socially responsible decision making will be constructed.

MBA 902
CAPSTONE II: ANALYSIS AND IMPLEMENTION OF STRATEGY
3.0 credits

Develops the strategic analysis skills and applies the tools and skills learned in other required courses to analyze and solve strategic problems in a global marketplace. The course deals with industry analysis as well as understanding of the global market and the competition. The students are prepared to think and act strategically as leaders in domestic and global marketplaces.
Prerequisite: MBA 901

ACC 740
ACCOUNTING FOR DERIVITIVE INSTRUMENTS
1.5 credits

This course provides a framework to understand the accounting issues related to derivatives and hedging. The focus is on common derivative types including futures, swaps, forwards, and options.
Prerequisites: ACC 706 (Advanced Accounting) or the undergraduate equivalent ACC 405

ACC 749
CURRENT ISSUES IN ACCOUNTING
1.5 credits

This course provides graduate students with exposure to current issues in accounting that are not covered in other courses, or which have developed recently and are affecting the profession in practice.

ACC 750
TAX STRATEGY
1.5 credits

This course is designed to review the choice of entities that exist and to develop a basic understanding of the parameters surrounding those entities.
Co-requisite: MBA 691

ACC 751
TAX STRATEGY FOR THE GLOBAL FIRM
0.5 credits

This course provides an introduction to transfer pricing and its related tax issues. The focus is the effect of a transnational corporation's transfer pricing practices on its risk of tax audits, corporate profits, and managerial performance evaluation.
Prerequisites: MBA 698, ACC 750. Co-requisites: MBA 691, MBA 692

ACC 755
ADVANCED TAX STRATEGY FOR ACCOUNTANTS
1.5 credits

This course is designed to review the formation, operation, and structuring of various business entities.
Prerequisite: ACC 750 Tax Strategy

ACC 782
AIS & ERP SYSTEMS ACCOUNTING
3.0 credits

This course offers an enhanced understanding of accounting information systems (AIS) and an introduction to enterprise resource planning (ERP) systems, and is suitable for all MBAs, regardless of concentration. It includes hands-on experience with a traditional accounting system, interactive exercises and tutorials using ERP systems, and weekly discussion of various current topics, such as AIS security issues, disaster recovery, global issues, anti-fraud and audit resources, documentation/control/audit of AIS in a Sarbanes-Oxley environment, and an introduction to XBRL.
Prerequisites: Completion of Financial Accounting on the undergraduate level within the past five years

FIN 754
DERIVATIVE INSTRUMENTS
1.5 credits

This course will introduce students to the world of financial and real derivatives analysis. The focus will be on options. Students will be introduced to option pricing and policy uses. In addition, the controversial issues of executive stock options, real options, and hedge fund policy will be explored. The course will evolve with the ever-changing derivatives market. The latest products and controversies will be examined.
Prerequisites: Refresher Workshop equivalent and successful completion of the fall term courses.

FIN 756
ENTERPRISE RISK ANALYSIS (MANAGERIAL FINANCE TRACK)
1.5 credits

This course examines the risk management process as applied to the entire range of risks to which a corporation is exposed. It focuses on risk in general, the analysis of risk, and the specific risk control and finance techniques available to handle risk, including integration of risk management and capital management strategies. Students develop a decision-making framework using financial management techniques to evaluate alternative methods of handling risk. Emphasis throughout the course is on managing risk effectively to enhance a firm value.
Prerequisites: Refresher Workshop equivalent and successful completion of the fall semester courses.

FIN 764
PORTFOLIO MANAGEMENT
3.0 CREDITS

This course focuses on current practice and recent theoretical developments. Deals with characteristics of individual securities and portfolios; criteria and models for alternative portfolio composition; criteria for evaluation and measurement of performance; and impact of government regulations. Evaluation of current theory, its significance for financial management decision making, and consideration of relevant empirical evidence are covered.
Co-Requisite MBA 692

FIN 767
MERGERS AND ACQUISITIONS
3.0 credits

An analysis of the acquisition by one firm of all or some of the assets of another firm, and its impact on both of the companies involved and on society. Topics include a discussion of the types of combinations, the motivations of the participants, the financial analysis required to carry out merger or acquisition activities, negotiation strategies, and the tax and accounting options that are available to the parties.
Prerequisite: MBA 692

FIN 783
FINANCIAL ANALYSIS SEMINARF (INVESTMENT ANALYSIS TRACK: CFA TRACK)
3.0 credits

This seminar is an integrative course that links corporate finance, financial statement analysis and investment analysis. Students taking this course will be prepared to take the CFA 1 exam (Charterd Financial Analyst).
Prerequisites: MBA 692 and FIN 764 Co-requisite: MBA 830

FIN 785
TRAVEL STUDY IN FINANCE
3.0 credits

This course combines pre-trip exploration of global financial issues with a trip abroad. During the excursion, students will visit global and regional companies.
Prerequisites: Successful completion of the fall and spring semesters in the One-Year MBA Program.

MKT 730
MARKETING RESEARCH
3.0 credits

This course covers research design, measurement and scaling, sampling, data collection, and data analysis from a marketing point of view. Application of research techniques to specific marketing decision areas is also included.
Prerequisites: MBA 696

MKT 760
COMMUNICATION SKILLS
1.5 credits

This course is an experiential, interpersonal communications skills class. The course's main goal is to help build students face-to-face, interpersonal, problem solving, and persuasive communication skills. The course is designed to help students develop skills that will be helpful in professional selling, buying, and other business interpersonal communication situations. Students will learn different communication social styles, problem identification, solution identification, and presentation. Students will also learn how to apply the basics of game theory to interpersonal interactions and relationship building. Throughout the course students will practice with both other students and the instructor.

MKT 761
BUSINESS AND COMPETITIVE INTELIGENCE
1.5 credits

Although the easy availability of business information is unprecedented, a number of issues exist which students and scholars must be cognizant of for efficient and effective searching. This course will help students do moderately complex secondary research and access the usefulness of what can be found.

MKT 763
CONSUMER BEHAVIOR
1.5 credits

This course focuses on the study of the psychological, sociological, economic and other dimensions that influence consumer behavior and how these factors are used to develop marketing strategies. The course addresses: managerial applications of consumer behavior; psychological applications of consumer behavior; and personal applications of consumer behavior.
Prerequisite: MBA 696

MKT 764
MARKET SEGMENTATION
1.5 credits

The course deals with why it is critically important to segment markets, select the most profitable targets and position goods and services appropriately in the chosen markets. Includes: how to design studies from start to finish to segment markets; identification of available commercial data sources; how to select the best analytical tools for segmenting markets; how to implement results from segmentation studies; how to

develop a successful approach to positioning research; and how to analyze and interpret positioning data in a competitive setting.
Prerequisite: MBA 696

MKT 765
NEW PRODUCT DEVELOPMENT
1.5 credits

This course covers the major phases of new product introduction in today's market: The Planning Stage: setting objectives, searching markets, idea development, and screening. The Development Stage: development of product, communication, and prototype brand: The Evaluation Stage: pre-testing, and market testing. Emphasis is on factors leading to the success of new products and reasons for new product failures. The importance of innovation and the new product development process for the growth and success of the global firm is also examined.
Prerequisite: MBA 696

MKT 766
PRICING
1.5 credits

This course will examine microeconomic, strategic and psychological considerations in determining the correct pricing for products and services. It will cover price-setting techniques in various monopoly and competitive situations. Many different pricing strategies – for example: skimming, bundling, versioning, and auctions – will be covered together with a discussion of the circumstances under which to use them.
Prerequisite: MBA 696

MKT 767
PROMOTION
1.5 credits

This course introduces students to the promotions part of the marketing mix, centering on advertising and related promotional activities. The goals of the course are for students to be able to apply basic theoretical attitude, cognitive processing, and reward models to promotional strategy. The course also deals with how promotion can help achieve marketing goals. Students will have the opportunity to specialize in industries and/or promotional areas closest to their area of interest.
Prerequisite: Successful completion of MBA 696

MKT 768
RETAILING
1.5 credits

Retail is one of the fastest growing, most dynamic parts of the global economy. The study of retailing covers the set of business activities that adds value to the products and services sold to consumers for their personal or family use.

This course is designed to provide an overview of the critical success factors required for profitably competing in retail today. The course will introduce students to today's critical issues in retailing and the strategic and financial aspects in merchandise buying, and store management.

The class will be structured in an interactive lecture, presentation, and guest speaker format where discussion is encouraged. Students will have an opportunity to prepare and present a group project. Selected industry guest speakers will provide presentations from "real-life" practical perspectives to enhance the learning environment. The opportunity exists for off-site field trips related to selected topics.
Prerequisite: MBA 696

MKT 769
ECOMMERCE
1.5 credits

This course presents a customer-centric view of marketing, one that focuses on how firms can create tangible customer relationships by using a practitioner-focused framework for the conception, design and implementation of electronic-based marketing programs. These customer relationships are studied in the contest of a wide range of online and offline marketing strategies and tactics, with an emphasis on the Internet.
Prerequisite: MBA 696

MKT 770
SALES MANAGEMENT
1.5 credits

This course provides a fundamental and practical approach to sales management. This course utilizes functions and concepts such as: professional sales management, organizing the sales force, measuring and motivation and leadership of the sales force. This course will also include telesales module and CRM analysis.

The case approach in this course gives each student practical experience in solving sales management problems. Quantitative techniques such as sale volume analysis, profit analysis, and sales force sizing will help students apply mathematical techniques and concepts to sales management issues.
Prerequisite: MBA 696

MKT 771
SERVICES MARKETING
1.5 credits

Services dominate the U.S. economy and play a critical role in setting businesses apart from competition across the globe and in the industry sectors. The course focuses on the unique challenges of managing services and delivering quality service to customers. The attraction, retention, and building of strong customer relationships through quality service are central to the course.

The course is equally applicable to organizations whose core product is service (e.g., banks, hotels, hospitals, educational institutions, and professional service, etc.) and to organizations that depend on service excellence for a competitive advantage (e.g., high tech manufactures, automotive, and industrial products, etc.).

The underlying theme of the course is that management issues in services are often different from those in manufacturing, and this has important implications for marketing strategy and implementation. This theme will be developed through a series of lectures, videos, class discussions, and both individual and group exercises.
Prerequisite: MBA 696

MKT 785
TRAVEL STUDY IN MARKETING
3.0 credits

This course offers students the opportunity to visit and analyze multinational corporations and international institutions in Europe. Students will receive academic exposure in lectures in the U.S. as well as in Europe. They will participate in a group project and conduct a SWOT analysis of European companies or industries. After the study-tour, students will write an assessment paper, attend a post-trip class, and take a final essay exam.
Prerequisites: MBA 696, MBA 698

MASTER OF ARTS IN CENTRAL AND EASTERN EUROPEAN STUDIES

Faculty

Director: Bernhardt Blumenthal, Ph.D.

Professors: Blumenthal, Mshomba, Rudnytzky (emeritus)

Lecturers: Grugan, Lloyd, Obst, Rudnytzky, Sarkissian, Seifter, Thomas, Turzanski

Description of Program

The graduate program in Central and Eastern European Studies provides students with a forum to explore emerging trends, events, and international relationships in Central and Eastern European nations based on those nations' roots in language and culture, with specific emphasis on the impact of a reunited Germany on former Soviet block nations. The program is designed for students who wish to pursue careers in international trade and commerce, geopolitics, teaching, journalism, and other related fields, or to prepare themselves for doctoral studies.

Admission Requirements

To be accepted for admission into the program, a student must present:

1. Evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education, or the completion of six semesters at a foreign university.
2. One letter of recommendation from a professor or a work supervisor who can address the candidate's ability and qualifications for enrolling in this program.
3. International students must present an acceptable TOEFL score.
4. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.

The Application for Admission may be obtained by contacting:

Dr. Bernhardt Blumenthal, Director
Central and Eastern European Studies
La Salle University
1900 W. Olney Avenue
Philadelphia, PA 19141
215.951.1201
Fax: 215.991.3699
E-mail: cees@lasalle.edu

Tuition and Fees 2010-2011

Application Fee	$35
Online Application	free
Tuition, per credit hour	$620
General University Fee, per semester	$85

Tuition Assistance

A modest amount of need-based, tuition-reduction funding is available. Consult the director of the program for more details.

Information about financial aid and application forms for financial aid may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215.951.1070

Required for Degree

1. Proficiency in one Central or Eastern European language
2. Capstone Seminar (M.A. thesis)
3. Completion of 30 credit hours (up to six semester credit hours may be transferred from another institution)

Course Descriptions

(All courses listed are 3 credits each)

CES 510-517
IMMERSION PROGRAM IN GERMAN/RUSSIAN LANGUAGE STUDIES

These courses will provide students with intensive foreign language training. Two languages will be offered regularly: German and Russian. The student will be required to master only one of these languages. Other Slavic languages (Polish, Ukrainian, *et al*.) will be offered on a need/demand basis. The course will include a cultural component; the students will develop skills in comprehending, speaking, reading, and writing the given language.

CES 605
INTRODUCTION TO INTELLIGENCE/SECURITY POLICY: CENTRAL/EASTERN EUROPE
3 credits

Using a comparative approach to intelligence/security policy, this course uses case studies from various nations of Central/Eastern Europe to examine the interplay and role of intelligence in the policy making process. Students will gain a broad understanding of how policy-makers impact the intelligence process and how they use intelligence in the decision-making and policy-making processes.

CES 611-612
TOPICS IN THE GEOPOLITICS OF THE BALKAN, CASPIAN, AND CAUCASUS REGIONS

These courses present a chronology of major events and trends, both historic and present, in the Balkan, Caspian, and Caucasus regions. The students are provided with an opportunity to analyze intercultural and geopolitical aspects of life and times in these regions. Topics include: Conflict in the Caucasus; Geopolitics of the Caspian Region; Pipeline Wars; Revolutions by Colors in the Former Soviet Union; and Balkan Conflicts. Topics vary from semester to semester. May be repeated for credit if material is essentially different.

CES 610
INTRODUCTION TO ECONOMICS: CENTRAL AND EASTERN EUROPE

The course will offer an overview of diverse economic systems and compare and contrast the economy of Germany and the Eastern European countries, and the demand supply market vs. planned economies. It will focus on the macroeconomics of tomorrow, analyzing emerging issues, formation of new trading blocks, and variations in growth and development. It will also offer a survey of new markets and new challenges and a summary of economic transition in Eastern Europe.

CES 620-621
TOPICS IN EASTERN EUROPEAN CULTURES

These courses are a survey of the national cultures of the peoples of Eastern Europe and an examination of cultural influences and convergences between East and West with emphasis on modern times. These courses also provide an examination of national cultures within

empires, national cultures under Marxism, and the political and cultural freedom of more recent times. Topics include: Contemporary Europe and the Slavic East; the Cultures of the Eastern Slavs; Modern Polish Culture; Russian Civilization in Transition; the European Union and the Slavic East; and the Culture of Judaism in Eastern Europe. Topics vary from semester to semester. May be repeated for credit if material is essentially different.

CES 630-631
TOPICS IN SLAVIC LITERATURES

A survey of great literary works of the Slavic peoples with emphasis on the 19th and 20th centuries, featuring an examination of spiritual values and ideological conflict in literature within the context of diverse social and political systems. Topics include: 19th-Century Slavic Literatures; 20th-Century Slavic Literatures; Eastern Reception of Western Heroes and Villains; and Literature of the Evil Empire. Topics vary from semester to semester. May be repeated for credit if material is essentially different.

CES 640-641
TOPICS IN GERMAN CULTURE

The courses will focus on the study of the major works of great German poets and philosophers of the 18th, 19th, and 20th centuries. Emphasis on the writers' attempts to define ultimate reality, the search for das Ding-an-sich (the thing-in-itself), and their conceptions of paradise. Topics include: Great German Thinkers; 20th-Century German Thinkers; German Cultural History; 20th-Century German Cultural History; Goethe; Rilke; and Heidegger. Topics vary from semester to semester. May be repeated for credit if material is essentially different.

CES 650-651
TOPICS IN THE MODERN HISTORY OF EASTERN EUROPE

These courses are a survey of major historical developments in the countries of Eastern Europe from Napoleon to the present. They begin with an analysis of the birth of modern European Nationalism and end with an examination of the present state of Eastern Europe and the internal and external problems of the successor states to the Soviet Empire. Topics include: History of Russia; History of Poland; History of Ukraine; 20th-Century Russian History; 20th-Century Ukrainian History; and the Rise of the Cossacks. Topics vary from semester to semester. May be repeated for credit if material is essentially different.

CES 660-661
TOPICS IN CENTRAL AND EASTERN EUROPEAN POLITICS

These courses will analyze the issues surrounding the formation and dismantlement of what was known as the Eastern Bloc and its transformation into a region of developing democratic states. They will include an analysis of the ideological and historical underpinnings of Communism and the formation of the Eastern Bloc. They will examine contemporary issues of intelligence and security. Topics include: Democratic Development of Eastern Europe; Espionage in Central/Eastern Europe: Cold War and Beyond; Contemporary Russian Politics; Russian Foreign Policy; Russian Military Doctrine in the 21st Century; Russian Intelligence Agencies; and Central and Eastern Europe in U.S. National Security Strategy. Topics vary from semester to semester. May be repeated for credit if material is essentially different.

CES 685-86
TOPICS IN THE RELIGIONS OF CENTRAL AND EASTERN EUROPE

These courses provide a critical and historical survey of the religious traditions of Central and Eastern Europe. Primarily, the courses will examine some of the historic and cultural developments within the Christian community with particular attention given to Catholicism and the Eastern Rites (e.g. Ukrainian Catholics), the role of the Orthodox Church in the region, and Protestantism. The courses also consider the Jewish presence in the region with respect to Yiddish culture and religious practice. Likewise, the courses consider the Islamic presence in Eastern Europe. Topics include: Religions of Eastern Europe; the Crusades; and Orders of Chivalry and Eastern Europe. Topics vary from semester to semester. May be repeated for credit if material is essentially different.

CES 680
OPPORTUNITIES IN CENTRAL AND EASTERN EUROPEAN MARKETS

The purpose of this course is to provide the students with a greater understanding of current business opportunities in selected markets of the region; to make aware the difficulties likely to be faced by the businessperson attempting to take advantage of those opportunities; and to enable him/her, through acquisition of skills and increasing awareness, to explore these opportunities, independently and in considerable depth.

CES 690
CENTRAL AND EASTERN EUROPE IN THE WORLD ECONOMY

The course focuses on issues and theories of international economics. It explores the changing institution, organization, product, destination, and general structure of trade, and analyzes the impact of current economic changes in Central and Eastern Europe on prices, employment, exchange rate, trade, and capital flow. It also examines the increasing economic interdependence of countries, which makes the whole world a single market for many commodities, while placing constraints on the extent to which prices can diverge across borders.

CES 695
INTELLIGENCE/SECURITY POLICY SEMINAR
3 credits

This course provides the students with the opportunity to complete an in-depth paper in an area of focus under the close supervision of a professor. This paper will address a particular policy issue, such as possible Russian reactions to the democratization process in Ukraine, producing policy options, along with proposals for implementing the options. The candidate will defend the study before a panel of professors.

CES 700-701
CAPSTONE SEMINAR

The courses will consist of regular meetings with students and will feature discussion and analysis of their individual M.A. theses. Initial meetings will be devoted to bibliographical searches, reading and comprehension of primary sources, and methodology. At the final meeting, each student will present his/her M.A. thesis. International students may participate in Curricular Practical Training (CPT) as a component of their seminar experience. International students interested in CPT must apply for this through the International Education Coordinator and comply with all immigration regulations regarding CPT.

CERTIFICATE IN INTELLIGENCE/SECURITY POLICY STUDIES WITH A CENTRAL/EASTERN EUROPEAN FOCUS

Director
Bernhardt Blumenthal, Ph.D.

Faculty

Professor: Blumenthal

Adjunct Faculty: Lloyd, Sarkissian, Thomas, Turzanski

Description

The world has changed. In less than two decades, we have transitioned from the geopolitical certainties of the Cold War to an evolving collage of variables. The graduate department of Central and Eastern European Studies offers a program of study in the economics, politics, and culture of the former Soviet Union and Germany. The Certificate in Intelligence and Security Studies further refines the use of this knowledge by preparing graduate students for careers in intelligence, anti-terrorism, and homeland security.

The Certificate program is designed to enhance the geopolitical knowledge base of the Certificate candidates, to increase their ability to gather, analyze and interpret intelligence and security-related information in the area of focus, and to enhance their career opportunities with intelligence and security related agencies.

Admission Requirements

U.S. Students

- An undergraduate degree from a recognized institution. In the case of International Students, the completion of six university semesters.
- Official copies of all undergraduate transcripts.
- One letter of recommendation from a professor or work supervisor.
- A completed application form.
- Evidence of a reading knowledge of at least one of the languages of Central or Eastern Europe upon graduation. Courses and tutoring are provided to enhance a student's language skills.

International Students

- An undergraduate degree from a recognized institution. In the case of International Students, the completion of six university semesters.
- An overall GPA (Grade Point Average) of 3.0 as an undergraduate. Special cases will be reviewed by the Director.
- One letter of recommendation from a professor and/or a work supervisor.
- A completed application form.
- Official copies of all undergraduate transcripts.
- Evidence of a reading knowledge of, at least, one of the languages of Central or Eastern Europe. If the student does not have this competency upon admission, it must be demonstrated via test prior to completion of the Certificate program.
- A certificate of financial responsibility in addition to the aforementioned documents.

Tuition and Fees

Application Fee	$35
Tuition, per credit hour	$620
General University Fee, per semester	$85

Tuition Assistance

A modest amount of need-based, tuition-reduction funding is available. Consult the director of the program for more details.

Information about financial aid and application forms for financial aid may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215.951.1070

Certificate Requirements

The Certificate requires the completion of fifteen (15) credit hours:

- Foundations Course: CES 605
- Field Courses: select three courses from the following:

CES 611-612
TOPICS IN THE GEOPOLITICS OF THE BALKAN, CASPIAN, AND CAUCASUS REGIONS

Sample topics include:

- Conflict in the Caucasus
- Geopolitics of the Caspian Sea Region
- Revolutions by Colors in the Former Soviet Union

CES 660-661:
TOPICS IN CENTRAL AND EASTERN EUROPEAN POLITICS

Sample topics include:

- Democratic Development of Eastern Europe
- Espionage in Central/Eastern Europe: Cold War and Beyond
- Contemporary Russian Politics
- Russian Foreign Policy
- Terrorist Trends of Central/Eastern Europe
- Transnational Security Threats of Central/Eastern Europe
- Central/Eastern European Security Policy

- Seminar Course: CES 695

MASTER OF ARTS IN CLINICAL-COUNSELING PSYCHOLOGY

Faculty

Director: John J. Rooney, Ph.D.

Director, MFT Program and Off-Campus Sites: Donna Tonrey, Psy.D., LMFT

Professors: Burke, Rooney (emeritus)

Associate Professors: Armstrong, Collins, D. Falcone, Fingerhut, Montague, Moon, Nguyen, Smith, Wilson

Assistant Professors: Cardaciotto, Goldbacher, Lerner, McClure, McMonigle, Murphy-Eberenz, Spokas, Zelikovsky

Lecturers: Boyll, Campbell, Castro-Convers, Conway, Cos, Cosby, Dematatis, Dengel, DeRosa, Diorio, Erb, Evans-Weaver, G. Falcone, Fina-Dignan, Hannigan, Hess, Hillman, Hoffer, Huber, Lomauro, Maida, Moriconi, Nastasee, Marks, May, McFadden, Nines, Piperata, Rodriguez, Rowan, Santone, Selm, Shollenberger, Shralow, Silverman, Slowinski, Southerling, Spokas, Toth, Trainer-Haas, Unikel, Vice-Black, Werba, Wright

Description of Program

Clinical-Counseling Psychology offers three graduate programs of study:

- Marriage and Family Therapy Program
- Professional Counseling Program
- Industrial/Organizational Psychology: Management and Human Resources Program

Marriage and Family Therapy (MFT) Program

Students can major in Marriage and Family Therapy and can take the post-master's certificate program in MFT as preparation for licensure as marriage and family therapists. MFT students can take a secondary major in Addictions or Industrial Organization within the program.

Professional Counseling Program

Students can major in Professional Counseling, Addictions Counseling, or Industrial/Organizational Psychology: Counseling and Consulting and can take the post-master's certificate program in Professional Counseling as preparation for licensure as professional counselors. Professional Counseling students can also have a secondary major.

Industrial/Organizational Psychology: Management and Human Resources Program

Students can major in Industrial/Organizational Psychology—Management and Human Resources.

Admission Requirements

To be considered for admission, an applicant must present:

1. Evidence of completion of a baccalaureate degree from an accredited institution of higher education with a minimum of 15 hours in psychology, counseling, or marriage and family studies and a GPA of 3.0. Be sure to submit all transcripts of academic institutions attended, particularly if credits were transferred.
    - For Marriage and Family Therapy Program: credit hours should be in marriage and family studies or psychology
    - For Professional Counseling and I/O—Management and Human Resources programs: credit hours should be in psychology or counseling, including courses in general psychology, statistics, and research methods
2. Acceptable scores in the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE scheduling is also available from the Counseling Center. (Note: This requirement is waived if you already possess a master's degree in any field. It may be waived if you have a cumulative GPA of 3.5 or higher.)
3. Three letters of recommendation. This should include a college professor who can assess your academic qualifications and abilities as well as a supervisor (if you are in or have worked in the field) who can assess your professional qualifications, abilities, and motivation for enrolling in this program.
4. A personal statement:

    In your statement, please include what professionalism means to you with regard to you becoming a mental health clinician and/or a human resources professional. In addition, please include some information about yourself, your intentions concerning your academic and career paths, why you choose the La Salle master's program, your expectations of the program, what you will contribute to the program, and what you believe you will eventually contribute to the mental health field.
    - Preference is given to applicants with two or more years of work experience, paid or as a volunteer.
    - A maximum of nine hours of transfer credits may be granted for graduate work taken at another institution. The program is open to applicants without regard to age, creed, race, sex, or national origin.

Preference is given to applicants with two or more years of work experience, paid or as a volunteer.

A maximum of nine hours transfer credits may be granted for graduate work taken at another institution. The program is open to applicants without regard to age, creed, race, sex, or national origin.

The Application for Admission may be obtained by contacting:

Dr. John J. Rooney, Director
M.A. Psychology Program, Box 828
La Salle University
Philadelphia, PA 19141
Phone: 215.951.1767
Fax: 215.991.3585
E-mail: psyma@lasalle.edu
Web site: www.lasalle.edu/academ/grad/counseling/counseling.htm

Additional information about the program may be found in the Student Handbook.

Tuition and Fees 2010-2011

Application Fee	$35
Online Application	free
Tuition, per credit hour	$630
General University Fee, per semester	$85

Tuition Assistance

A limited number of scholarships and a modest amount of need-based, tuition-reduction funding is available. Consult the Director of the M.A. Psychology Program for details.

Information about financial aid and application forms for student loans may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215.951.1070.

Progression Through the Program

Students take a total of 48 credits, divided as follows:

- 15-21 credits—Theories and processes in Professional Clinical-Counseling or Marriage and Family Therapy
- 15-27 credits—Advanced training in specific approaches in each program or concentration
- 6-12 credits—Supervised practical training through practicum, internships, case seminar, and professional seminar

Preparation for Licensure

The Marriage and Family Therapy Program prepares students to become licensed Marriage and Family Therapists (LMFTs), whereas the Professional Counseling Program prepares students to become licensed Professional Counselors (LPCs). The I/O-Management and Human Resources Program does not prepare students for licensure. Students from all three programs graduate with at least 48 credit hours.

Supervised Practical Training: (Field Placement)

Includes Practicum, Internship, and Professional Seminar

All students are required to engage in supervised field training. Practicum (PSY 660) is a one-semester requirement of at least 100 clock hours—the usual Practicum placement requires six to seven hours per week. While in Practicum, students also attend the Professional/Ethical Issues in Counseling Seminar (PSY 661). Internship (PSY680/681/682) for students preparing for licensure is a calendar year of at least 600 clock hours and

300 client hours—the usual clinical internship placement involves 12 to 16 hours per week of on-site service . While on Internship, students also attend Professional Seminar (690/691/692). Internship (PCC 685/686) for students in the I/O-Management and Human Resources Program is two semesters of at least 400 clock hours—the usual non-clinical internship involves 12 to 16 hours per week in human resources or related departments. While engaged in internship, students also attend a Professional Seminar, (695/696).

Post Master's Certificate Programs

Certificate programs of 12 credit hours are available to help prepare students for licensure as Professional Counselors or Marriage and Family Therapists in Pennsylvania, New Jersey, Delaware, and most other states, which require 60 credit hours total for licensure. Each major (i.e., Marriage and Family Therapy; Professional Counseling; Addictions Counseling; I/O-Consulting and Counseling) has its own certificate program.

Requirements

In addition to the curricular and field placement requirements, students are required to pass the written comprehensive examination and oral comprehensive examination for graduation. The examinations are specific to the student's major.

Graduate Psychology in Bucks County and Montgomery County

Students are able to complete the full M.A. program at the La Salle University Bucks County Center in Newtown, Pa. At the Montgomery County Center at Metroplex Corporate Center in Plymouth Meeting, Pa., students are able to complete the full program in Professional Counseling. For other programs/majors, students will have to take some courses at Main Campus or the Bucks County Center.

Psychological Counseling Concentration

Master's Degree Program

(48 Credit Hours)		Credits
Core Courses		
PCC/PCMF 500	Counseling & Psychotherapy: Theories and Interventions	3
PCC/PCMF 502	Counseling Laboratory I*	3
PCC/PCMF 503	Psychopathology	3
PCC/PCMF 504	Human Behavior: A Developmental Perspective*	3
PCC/PCMF 506	Basic Principles of Research Design, Statistics, Program Development and Evaluation*	3
PCC 508	Cognition & Learning	3
PCC 509	Psychological Assessment I: Assessment in Clinical and Career Counseling*	3
PCC 512	Addictions Counseling	3
PCC/PCMF 602	Advanced Counseling Laboratory	3
PCC/PCMF 619	Multicultural Counseling & Therapy*	3
PCC 660	Counseling Practicum*	2
PCC 661	Professional/Ethical Issues in Counseling	1
PCC 680	Internship I*	2
PCC 681	Internship II*	2
PCC 682	Internship III*	2
PCC/PCMF 690	Professional Seminar I	1
PCC/PCMF 691	Professional Seminar II	1
PCC/PCMF 692	Professional Seminar III	1

All of the Following

PCC 602	Advanced Counseling Lab	3
PCC 679	Personality Assessment	3
PCC 660	Counseling Practicum	
PCC 661	Professional/Ethical Issues in Counseling	3
PCC 680/81/82	Internship	6
PCC 690/91/92	Professional Seminar	3

Total 48

CERTIFICATE PROGRAM IN PROFESSIONAL COUNSELING
(Additional 12 Credit Hours)

From the above listed courses or the following courses

PCC 505	Introduction to Systems and Systems Thinking	3
PCC 511	Religion, Psychology, and Culture	3
PCC 603	Human Sexuality	3
PCC 633	Professional Issues in Addictions Counseling	3
PCC 634	Addictions and the Family	3
PCC 614	Working with Families	3
PCC 624	Marital Therapy	3
PCC 626	Child in the Family Context	3
PCC 628	Understanding Relationships	3
PCC 670	Sex Therapy	3

Total 60

*Required for NBCC Licensure Examination

Marriage and Family Therapy Concentration

Master's Degree Program

(48 Credit Hours)		Credits
PCC 500	Introduction to Counseling and Psychotherapy	3
PCC 502	Counseling Lab I	3
PCC 503	Psychopathology	3
PCC 504	Human Behavior: A Developmental Perspective	3
PCC 505	Introduction to Systems and Systems Thinking (F/TR)	3
PCC 506	Basic Principles of Research and Design	3
PCC 602	Advanced Counseling Lab (F/TP)	3
PCC 603	Human Sexuality	3
PCC 614	Working with Families (F/TP)	3
PCC 619	Ethnic, Gender, Class Issues in Counseling	3
PCC 624	Marital Therapy (F/TP)	3
PCC 628	Understanding Relationships (F/TR)	3
PCC 634	Addictions & the Family (F/TR)	3
PCC 680/81/82	Internship	6
PCC 690/91/92	Professional Seminar	3

Total 48

F/TR = Family Theory

F/TP = Family Therapy

CERTIFICATE PROGRAM IN MARRIAGE AND FAMILY THERAPY
(additional 12 Credit Hours)

PCC 509	Assessment in Clinical and Career Counseling	3
PCC 512	Introduction to Addictions Counseling	3
PCC 600	Change Processes in Counseling and Psychotherapy	3
PCC 610	Cognitive Behavioral Approach in Counseling and Psychotherapy	3
PCC 611	Insight-Oriented Approaches in Counseling and Psychotherapy	3
PCC 612	Group Processes in Counseling and Psychotherapy	3
PCC 616	Contextual Family Therapy (F/TP)	3
PCC 626	Child in the Family Context (F/TP)	3
PCC 641	Counseling Families in the Face of Loss (F/TP)	3
PCC 670	Sex Therapy (F/TP)	3

Total 60

Addictions Counseling Concentration

Master's Degree Program

(48 Credit Hours)		Credits
PCC 500	Introduction to Counseling and Psychotherapy	3
PCC 502	Counseling Laboratory I	3
PCC 503	Psychopathology	3
PCC 504	Human Behavior: A Developmental Perspective*	3
PCC 506	Basic Principles of Research and Design	3
PCC 509	Assessment in Clinical and Career Counseling	3
PCC 512	Introduction to Addictions Counseling	3
Any One of the Following Two		
PCC 508	Cognition and Learning	3
PCC 515	Personality	3
All of the Following		
PCC 505	Introduction to Systems and Systems Thinking (F/TR)	3
PCC 633	Professional Issues in Addictions Counseling	3
PCC 634	Addictions and the Family (F/TR)	3
PCC 619	Ethnic, Gender, Class Issues in Counseling*	3
PCC 660	Counseling Practicum	3
PCC 661	Professional/Ethical Issues in Counseling	
PCC 680/81/82	Internship	6
PCC 690/91/92	Professional Seminar	3

Total 48

CERTIFICATE PROGRAM IN PROFESSIONAL COUNSELING (Addictions Option)

(Additional 12 Credit Hours)

From the above listed courses or the following courses

PCC 511	Religion, Psychology, and Culture	3
PCC 602	Advanced Counseling Lab	3
PCC 603	Human Sexuality	3
PCC 610	Cognitive Behavioral Approaches	3
PCC 612	Group Processes in Counseling and Psychotherapy*	3
PCC 674	Career Counseling*	3
PCC 600	Change Processes in Counseling and Psychotherapy	3
PCC 611	Insight Approaches in Counseling and Psychotherapy	3
PCC 641	Counseling Families in the Face of Loss	3
PCC 670	Sex Therapy	3
PCC 679	Personality Assessment	3

Total 60

*Required for NBCC Licensure Examination

Industrial/Organizational Psychology: Counseling & Consulting Option

Master's Degree Program

(48 Credit Hours)		Credits
PCC 500	Introduction to Counseling and Psychotherapy	3
PCC 502	Counseling Laboratory I	3
PCC 503	Psychopathology	3
PCC 504	Human Behavior: A Developmental Perspective*	3
PCC 506	Basic Principles of Research and Design	3
PCC 509	Assessment in Clinical and Career Counseling	3
PCC 512	Introduction to Addictions Counseling	3
Any One of the Following Two		
PCC 508	Cognition and Learning	3
PCC 515	Personality	3
All of the Following		
PCC 659	Assessment in I/O	3
PCC 653	Consulting in I/O	3
PCC 654	Organizational Training	3
MBA 810	Self Assessment/Leadership	3
PCC 660	Counseling Practicum	3
PCC 661	Professional/Ethical Issues in Counseling	
PCC 680/81/82	Internship	4
PCC 690/91/92	Professional/Case Seminar	2

Total 48

Certificate Program in Professional Counseling (Organizational Option)

(Additional 12 Credit Hours)

From the above-listed courses or the following courses

PCC 610	Cognitive Behavioral Approaches	3
PCC 612	Group Processes in Counseling and Psychotherapy *	3
PCC 619	Ethnic, Gender, Class Issues in Counseling*	3
PCC 633	Professional Issues in Addictions Counseling	3
PCC 674	Career Counseling*	3
PCC/MGMT	Elective	3

Total 60

*Required for NBCC Licensure Examination

Industrial/Organizational Psychology: Management and Human Resources Option

Master's Degree Program

(48 Credit Hours)		Credits
PCC 500	Introduction to Counseling and Psychotherapy	3
PCC 502	Counseling Laboratory I	3
PCC 506	Basic Principles of Research and Design	3
PCC 509	Assessment in Clinical and Career Counseling	3
Any Two of the Following Three		
PCC 504	Human Behavior: A Developmental Perspective	3
PCC 508	Cognition and Learning	3
PCC 515	Personality	3
All of the Following		
PCC 612	Group Processes	3
PCC 659	Assessment in I/O	3
PCC 653	Consulting in I/O	3
PCC 654	Organizational Training	3
MGT 736	Organizational Design	3
MGT 760	Human Resource Management	3
MBA 810	Self Assessment/Leadership	3
PCC/MGT	Elective	3
PCC 680/81	Internship	4
PSY 690/91	Professional/Case Seminar	2

Total 48

Post B.A. Certificate Program in Addictions Counseling

The program is designed for students with bachelor's degrees who wish to improve their understanding of addictions and their competency in providing treatment for people with addictions disorders.

Certificate Requirements: 18 credits (6 courses) and a 3.0 G.P.A.

Program Addictions Certificate

Course Title		Credits
PCC 500	Introduction to Counseling and Psychotherapy Theories and Interventions	3
PCC 502	Counseling Laboratory	3
PCC 503	Psychopathology	3
PCC 512	Introduction to Addictions Counseling	3
PCC 633	Professional Issues in Addictions Counseling	3
PCC 634	Addictions and the Family	3

Total 18

Admissions Requirements

To be accepted into the program, a student must present:

- Evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education. The record must show completion of a minimum of 15 hours in psychology and a G.P.A. of 3.0 or higher.
- Two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in this program.
- The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.
- Work experience in an area related to Addictions Counseling.

Students who wish to transfer from the Certificate Program to the degree program may do so provided they maintain a 3.0 average and meet the admission requirements of the M.A. program. Students must apply in writing to the Director. All courses with grades higher than a C may be counted toward the M.A. in Clinical-Counseling Psychology.

Post B.A. Certificate Program in Industrial/Organizational Psychology

This program is designed for students with bachelor's degrees who wish to improve their understanding of the application of psychological knowledge and skills to the professional and business world.

Certificate Requirements: 18 credits (6 courses) and a 3.0 G.P.A.

I/O Certificate Program

Course Title		Credits
PCC 506	Basic Principles of Research Design or Statistics, Program Development and Evaluation	
MBA 620	Statistical Thinking for Managers	3
PCC 509	Psychological Assessment I: Assessment in Clinical and Career Counseling	3
PCC 659	Assessment in Organizational Settings	3
PCC 653	Organizational Interventions	3
PCC 654	Issues in Organizational Training	3
MGT 810	Leadership: Self Assessment	3

Total 18

Admissions Requirements

To be accepted into the program, a student must present:

- Evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education. The record must show completion of a minimum of 15 hours in psychology and a G.P.A. of 3.0 or higher.
- Two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in this program.
- The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.
- Work experience in an area related to Industrial/Organization Counseling in a for-profit or nonprofit organization.

Students who wish to transfer from the Certificate Program to the degree program may do so provided they maintain a 3.0 average and meet the admission requirements of the M.A. program. Students must apply in writing to the Director. All courses with grades higher than a B may be counted toward the M.A. in Clinical-Counseling Psychology.

Electives

Electives are offered to help prepare students for the specific settings in which they intend to work. With permission of the director of a program, students may elect courses from among graduate offerings in Business, Bilingual/Bicultural Studies, Education, Central and Eastern European Studies, Computer Information Science, Communication, Religion, Nursing, and Psychology (including doctoral Psychology courses). Student research projects may be completed as electives. Courses in Sports Psychology are available.

PROFESSIONAL COUNSELING MAJOR

MASTER'S DEGREE PROGRAM (48 Credit Hours)

Core Courses		Credits	Pre-requisites
PCC/PCMF 500	Counseling and Psychotherapy: Theories and Interventions*	3	
PCC/PCMF 502	Counseling Laboratory I*	3	
PCC/PCMF 503	Psychopathology*	3	
PCC/PCMF 504	Human Behavior: A Developmental Perspective*	3	
PCC/PCMF 506	Basic Principles of Research Design, Statistics, Program Development and Evaluation*	3	
PCC 508	Cognition & Learning	3	
PCC 509	Psychological Assessment I: Assessment in Clinical and Career Counseling*	3	PCC/PCMF 506
PCC 512	Addictions Counseling	3	
PCC/PCMF 602	Advanced Counseling Laboratory	3	PCC/PCMF 502
PCC/PCMF 619	Multicultural Counseling & Therapy*	3	
PCC 660	Counseling Practicum*	2	
PCC 661	Professional/Ethical Issues in Counseling*	1	
PCC/PCMF 680	Internship I*	2	PCC 660
PCC/PCMF 681	Internship II*	2	PCC 660 & 680
PCC/PCMF 682	Internship III*	2	PCC 660, 680, & 681
PCC/PCMF 690	Professional Seminar I*	1	PCC 661
PCC/PCMF 691	Professional Seminar II*	1	PCC 661 & PSY/PCMF 690
PCC/PCMF 692	Professional Seminar III*	1	PCC 661, PSY/PCMF 690, & 691

Choose 2 of the following:

PCC 600/PCMF	Change Processes in Counseling and Psychotherapy*	3	PCC/PCMF 500, 502, & 503
PCC/PCMF 607	Graduate Research	3	PCC/PCMF 506
PCC 610	Cognitive Behavioral Approaches in Counseling and Psychotherapy	3	PCC/PCMF 500 & 502
PCC/PCMF 611	Insight-Oriented Approaches in Counseling and Psychotherapy	3	PCC/PCMF 500
PCC/PCMF 612	Group Processes in Counseling and Psychotherapy*	3	PCC/PCMF 500 & 502
PCC 644	Career Counseling*	3	PCC/PCMF 500
PCC 649	Personality Assessment	3	PCC 509

Total: 48 credits

*Required for Licensure in state of Pennsylvania

CERTIFICATE PROGRAM IN PROFESSIONAL COUNSELING (Additional 12 Credit Hours)

From the above listed courses not taken or the following courses:

PCC/PCMF 505	Systems and Systems Thinking	3	
PCC 515	Personality Theories	3	
PCC 511	Religion, Psychology, & Culture	3	
PCC/PCMF 603	Human Sexuality	3	
PCC/PCMF 614	Working with Families	3	PCC/PCMF 505
PCC/PCMF 624	Marital Therapy	3	PCC/PCMF 505
PCC/PCMF 626	Child in the Family Context	3	PCC/PCMF 500

PCC/PCMF 628	Understanding Relationships	3	
PCC/PCMF 633	Professional Issues in Addictions Counseling	3	PCC 512

Total: 60 credits

ADDICTIONS COUNSELING MAJOR

MASTER'S DEGREE PROGRAM (48 Credit Hours)

Core Courses		Credits	Pre-requisites
PCC/PCMF 500	Counseling and Psychotherapy: Theories and Interventions*	3	
PCC/PCMF 502	Counseling Laboratory I*	3	
PCC/PCMF 503	Psychopathology*	3	
PCC/PCMF 504	Human Behavior: A Developmental Perspective*	3	
PCC/PCMF 506	Basic Principles of Research Design, Statistics, Program Development and Evaluation*	3	
PCC 509	Psychological Assessment I: Assessment in Clinical and Career Counseling*	3	PCC/PCMF 506
PCC 512	Addictions Counseling	3	
PCC/PCMF 602	Advanced Counseling Laboratory	3	PCC/PCMF 502
PCC/PCMF 619	Multicultural Counseling and Therapy*	3	
PCC 633	Professional Issues in Addictions Counseling	3	PCC 512
PCC/PCMF 634	Addictions and the Family	3	
PCC 660	Counseling Practicum*	2	
PCC 661	Professional/Ethical Issues in Counseling*	1	
PCC/PCMF 680	Internship I*	2	PCC 660
PCC/PCMF 681	Internship II*	2	PCC 660 & 680
PCC/PCMF 682	Internship III*	2	PCC 660, 680 & 681
PCC/PCMF 690	Professional Seminar I*	1	PCC 661
PCC/PCMF 691	Professional Seminar II*	1	PCC 661 & PCC/PCMF 690
PCC/PCMF 692	Professional Seminar III*	1	PCC 661, PCC/PCMF 690 & 691

Choose 1 of the following:

PCC/PCMF 505	Systems and Systems Thinking	3	
PCC 508	Cognition and Learning	3	
PCC 515	Personality Theories	3	

Total: 48 credits

CERTIFICATE PROGRAM IN PROFESSIONAL COUNSELING (Addictions Major) (Additional 12 Credit Hours)

From the above listed courses not taken or the following courses:

PCC 511	Religion, Psychology, & Culture	3	
PCC/PCMF 600	Change Processes in Counseling | and Psychotherapy	3	PCC/PCMF500, 502, 503
PCC/PCMF 603	Human Sexuality	3	
PCC/PCMF 610	Cognitive Behavioral Approaches in Counseling and Psychotherapy	3	PCC/PCMF 500 & 502
PCC/PCMF 611	Insight Approaches in Counseling and Psychotherapy	3	PCC/PCMF 500
PCC/PCMF 612	Group Processes in Counseling and Psychotherapy*	3	PCC/PCMF 500 & 502

PCC/PCMF 614	Working with Families	3	PCC/PCMF 505
PCC/PCMF 624	Marital Therapy	3	PCC/PCMF 505
PCC/PCMF 626	Child in the Family Context	3	
PCC/PCMF 628	Understanding Relationships	3	
PCC/PCMF 641	Counseling Families in the Face of Loss	3	
PCC 644	Career Counseling*	3	PCC/PCMF 500

Total: 60 credits

*Required for NBCC Licensure Examination

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY: COUNSELING & CONSULTING MAJOR

MASTER'S DEGREE PROGRAM (48 Credit Hours)

Core Courses	Credits		Pre-requisites
PCC/PCMF 500	Counseling and Psychotherapy: Theories and Interventions*	3	
PCC/PCMF 502	Counseling Laboratory I*	3	
PCC/PCMF 503	Psychopathology*	3	
PCC/PCMF 504	Human Behavior: A Developmental Perspective*	3	
PCC/PCMF 506	Basic Principles of Research Design, Statistics, Program Development and Evaluation*	3	
PCC 509	Psychological Assessment I: Assessment in Clinical and Career Counseling*	3	PCC/PCMF 506
PCC 512	Addictions Counseling	3	
PCC 533	Business Basics for Industrial Organizational Psycholgy	3	
PCC 653	Consulting in I/O	3	
PCC 654	Organizational Training	3	
PCC 659	Assessment in I/O	3	PCC 509 or equivalent
MBA 810	Self Assessment/Leadership	3	
PCC 660	Counseling Practicum*	2	
PCC 661	Professional/Ethical Issues in Counseling*	1	
PCC 680	Internship I*	2	PCC 660
PCC 681	Internship II*	2	PCC 660 & 680
PCC 682	Internship III*	2	PCC 660, 680 & 681
PCC/PCMF 690	Professional Seminar I*	1	PCC 661
PCC/PCMF 691	Professional Seminar II*	1	PCC 661 & PSY/PCMF 690
PCC/PCMF 692	Professional Seminar III*	1	PCC 661, PSY/PCMF 690 & 691

Total: 48 credits

CERTIFICATE PROGRAM IN PROFESSIONAL COUNSELING (Organizational Major) (Additional 12 Credit Hours)

From the above listed courses not taken or the following courses:

PCC/PCMF 602	Advanced Counseling Lab	3	PCC/PCMF 500 & 502
PCC/PCMF 607	Graduate Research	3	
PCC/PCMF 610	Cognitive Behavioral Approaches in Counseling and Psychotherapy	3	PCC/PCMF 500 & 502
PCC 612	Group Processes in Counseling and Psychotherapy*	3	PCC/PCMF 500 & 502
PCC/PCMF 619	Multicultural Counseling and Therapy*	3	
PCC/PCMF 633	Professional Issues in Addictions Counseling	3	PCC/PCMF 512

PCC 644	Career Counseling*	3	PCC/PCMF 500
PCC/MGMT	Elective	3	

Total: 60 credits

*Required for NBCC Licensure Examination

MARRIAGE AND FAMILY THERAPY MAJOR

MASTER'S DEGREE PROGRAM (48 Credit Hours)*

Core Courses	Credits	Pre-requisites	
PCMF 500	Counseling and Psychotherapy: Theories and Interventions	3	
PCMF 502	Counseling Laboratory I	3	
PCMF 503	Psychopathology	3	
PCMF 504	Human Behavior: A Developmental Perspective	3	
PCMF 505	Systems and Systems Thinking (F/TR)	3	
PCMF 506	Basic Principles of Research Design, Statistics, Program Development and Evaluation	3	
PCMF 602	Advanced Counseling Laboratory (F/TP)	3	PCMF 502
PCMF 603	Human Sexuality	3	
PCMF 614	Working with Families (F/TP)	3	
PCMF 619	Multicultural Counseling & Therapy	3	
PCMF 624	Marital Therapy (F/TP)	3	PCMF 505
PCMF 628	Understanding Relationships (F/TR)	3	
PCMF 634	Addictions and the Family (F/TR)	3	
PCMF 680	Internship I	2	
PCMF 681	Internship II	2	PCMF 680
PCMF 682	Internship III	2	PCMF 680 & 681
PCMF 690	Professional Seminar I	1	
PCMF 691	Professional Seminar II	1	PCMF 690
PCMF 692	Professional Seminar III	1	PCMF 690 & 691

Total: 48 credits

*Degree courses meet the education requirements for MFT license

CERTIFICATE PROGRAM IN MARRIAGE AND FAMILY THERAPY (Additional 12 Credit Hours required for licensure)

From the following courses:

PCMF 509	Assessment in Clinical and Counseling	3	PCMF 506
PCMF 600	Change Processes in Counseling and Psychotherapy	3	
PCMF 607	Graduate Research	3	PCMF 506
PCC 610	Cognitive Behavioral Approaches in Counseling and Psychotherapy	3	PCMF 500 & 502
PCMF 611	Insight Approaches in Counseling and Psychotherapy	3	PCMF 500
PCC/PCMF 612	Group Processes in Counseling and Psychotherapy	3	PCMF 500 & 502
PCMF 616	Contextual Family Therapy (F/TP)	3	
PCMF 626	Child in the Family Context (F/TP)	3	
PCC/PCMF 641	Counseling Families in the Face of Loss (F/TP)	3	
PCC/PCMF 670	Sex Therapy (F/TP)	3	

Total: 60 credits

F/TR = Family Theory

F/TP = Family Therapy

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY: MANAGEMENT AND HUMAN RESOURCES MAJOR

MASTER'S DEGREE PROGRAM (48 Credit Hours)

Core Courses	Credits	Pre-requisites	
PCC/PCMF 500	Counseling & Psychotherapy: Theories and Interventions	3	
PCC/PCMF 502	Counseling Laboratory I	3	
PCC/PCMF 506	Basic Principles of Research Design, Statistics, Program Development and Evaluation	3	
or **MBA 620**	Statistical Thinking for Managers	3	
PCC 509	Psychological Assessment I: Assessment in Clinical and Career Counseling	3	PCC/PCMF 506
PCC 512	Addictions Counseling	3	
PCC 533	Business Basics for Industrial/Organiztional Psychology		
PCC 612	Group Processes	3	PCC/PCMF 500 & 502
or **MGT 742**	Organizational Communications	3	
PCC 653	Consulting in I/O	3	
PCC 654	Organizational Training	3	
PCC 659	Assessment in I/O	3	PCC 509 or equivalent
MGT 736	Organizational Design	3	
MGT 760	Human Resource Management	3	
MBA 810	Self Assessment/Leadership	3	
PCC 685	I/O – MHR Internship 1	2	
PCC 686	I/O – MHR Internship 2	2	PCC 685
PCC 695	I/O – MHR Professional Seminar 1	1	
PCC 696	I/O – MHR Professional Seminar 2	1	PCC 695

Choose one of the Following		Credits	Pre-requisites
PCC 619	Multicultural Counseling and Therapy	3	
or **MGT 739**	Managing Cultural Diversity	3	

Total: 48 credits

Pastoral Counseling

A program in Pastoral Counseling is administered byTheology and MinistryGraduate Studies in cooperation with the Clinical-Counseling Psychology Program. For information, see the Graduate Religion section.

Counseling the Latino Population

In conjunction with the graduate program in Bilingual-Bicultural Studies, we have developed a certificate program to prepare our graduates to serve the Latino population.

Course Descriptions

PCC/PCMF 500 (Main: Fall) (Bucks and Montco: Spring)
INTRODUCTION TO COUNSELING AND PSYCHOTHERAPY: THEORIES AND INTERVENTIONS.
3 credits

This course examines major theories of counseling and psychotherapy and the interventions based on those theories. It includes an emphasis on knowledge, skills, and ethical standards needed to provide direct counseling and psychotherapeutic interventions for individuals, families, and groups.

PCC/PCMF 502 (Main: Fall, Spring) (Bucks and Montco: Spring)
COUNSELING LABORATORY I
3 credits

This laboratory course is designed to develop the basic counseling skills that will enable students to understand the client, to develop a trusting relationship with the client, and to facilitate the client's self-exploration.

PCC/PCMF 503 (Main: Fall, Spring) (Bucks: Fall) (Montco: Summer)
PSYCHOPATHOLOGY
3 credits

This course discusses the major categories of psychological disorders, as well as theory and research regarding etiology, diagnosis, prevention, and treatment. Introduction to the use of the DSM.

PCC/PCMF 504 (Main: Fall, Spring) (Bucks: Fall) (Montco: Summer)
HUMAN BEHAVIOR: A DEVELOPMENTAL PERSPECTIVE
3 credits

This course addresses principles of human development and family processes that form the context for the study of human behavior. Special emphasis will be given to grand theories that have made important contributions, both historically and currently, to the study of human development, as well as recent discoveries in developmental science. Issues of separation, individuation, and integration in life patterns will be studied within the context of these major theories.

PCMF 505 (Main: Fall, Spring) (Bucks: Fall) (MONTCO: Fall)
SYSTEMS AND SYSTEMS THINKING
3 credits

In this course, the student is given an overview of family functioning. Family structure, family development, family health, family dysfunction, and family treatment are considered. Particular emphasis is placed on acquiring a systems perspective and applying that perspective to an understanding of family functioning.

PCC/PCMF 506 (Main: Fall, Spring, Summer) (Bucks: Summer) (Montco: Fall)
BASIC PRINCIPLES OF RESEARCH DESIGN, STATISTICS, PROGRAM DEVELOPMENT, AND EVALUATION
3 credits

This consumer-oriented course focuses on broad concerns common to all forms of social research. Criteria for evaluation and interpretation of various statistical techniques and research designs are covered.

PCC 508 (Main: Fall) (Bucks: Summer) (MONTCO: Summer)
COGNITION AND LEARNING
3 credits

This course details the empirical and theoretical foundations of the present understanding of cognitive psychology and learning psychology and their integration in contemporary social learning theory. Special attention is paid to the application of the theories and research in counseling and psychotherapy.

PCC/PCMF 509 (Main: Fall, Spring, Summer) (Bucks and MONTCO: Spring)
PSYCHOLOGICAL ASSESSMENT I: ASSESSMENT IN CLINICAL AND CAREER COUNSELING
3 credits

This course addresses the basic concepts in the construction, selection, administration, scoring, and interpretation of assessment procedures commonly used in psychology. It uses major reference works for selecting and evaluating assessment procedures and includes supervised experience in selecting, administering, scoring, and interpreting assessment procedures and experience with computer-assisted testing.
Prerequisite: PSY/PCC/PCMF 506.

PCC 510 (Main: As Needed) (Bucks: As Needed)
INFERENTIAL STATISTICS AND RESEARCH DESIGN
3 credits

Analysis of research designs and the inferential statistics appropriate to reaching conclusions when using ordinal or interval data within these designs. Problems set in non-experimental research and the newer statistical procedures developed in reporting such findings. A brief treatment of program-evaluation procedures. Training in accessing programs on computers.
Prerequisite: PSY/PCC/PCMF 506.

PCC 511 (Main: Fall 2010 and alternate (even) years)
RELIGION, PSYCHOLOGY, AND CULTURE
3 credits

This course examines the historical roots of Western psychology theory in the rise of liberalism and capitalism, the myth of progress, and the individualism of John Locke. The struggle to secure a place for psychology as a science is explored with a study of the biographies of the founders of schools of psychology, European and American. The reasons for animosity to religion or for its radical reinterpretation are studied. The impact upon psychology, often not acknowledged, of Jewish and Christian mysticism is a point of departure for a post-modern critique of a discipline that was and is an offspring of modernity. Oriental as well as Semitic religious experience is surveyed in the human quest for the therapeutic.

PCC 512 (Main: Spring, Summer) (Bucks: Summer) (Montco: Fall)
ADDICTIONS COUNSELING
3 credits

This course focuses mainly on chemical substance abuse but considers the etiology and manifestations of other addictions as well. Attention is given to the occurrence of addiction in the family with particular reference

to the physical, behavioral, and attitudinal manifestations of addictive behavior and identification and diagnosis of addiction, as well as the selection of appropriate processes of intervention.

PCC 515 (Main: Fall) (Bucks: Spring 2010 and alternate (even) years) (Montco: Fall 2009 and alternate (odd) years)
PERSONALITY THEORIES
3 credits

This course presents understanding of the development of human personality and social behavior from the perspective of contemporary social psychology. The course gives attention to application of theories and research in counseling and psychotherapy.

PCC 524 (Main: As Needed) (Bucks: As Needed)
HISTORY AND SYSTEMS IN PSYCHOLOGY
3 credits

This course undertakes an examination of the roots of psychology in ancient and modern philosophy, its beginnings in 19th-century science, and its development from early schools and national identities to its contemporary characteristics.

PCC 533 (Main: Fall) (Bucks: Fall)
BUSINESS BASICS FOR INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
3 credits

This promotes an understanding of the fundamentals of the structure and processes of business organizations. Examines the basic business concepts encountered in the development of behavioral interventions. It also provides an overview of the challenges facing staff contributors in designing behavioral interventions in a bottom-line-oriented business environment.

PCC 550 (Main: As Needed) (Bucks: As Needed)
BIOLOGICAL BASES OF BEHAVIOR
3 credits

This course provides an examination of the biological substrates of behavior from the cellular to the systemic to the behavioral level. Demonstrations and laboratory exercises will be included.

PCC/PCMF 570 (Main: Fall, Spring, Summer) (Bucks: Fall, Spring, Summer) (Montco: Fall, Spring, Summer)
STATISTICS AND RESEARCH METHODS
3 credits

This is a foundation course that satisfies the undergraduate prerequisites and does not count toward the 48 hours needed for the M.A. degree.

PCC/PCMF 574 (Main: Fall, Spring, Summer) (Bucks: Fall, Spring, Summer) (Montco: Fall, Spring, Summer)
INTRODUCTION TO GRADUATE RESEARCH AND WRITING
3 credits

This cross-disciplinary seminar introduces students to the latest research technology and databases for advanced work in their major. Emphasis is placed on research and communication skills, including oral presentations and written reports. (Credits in this course do not count toward the 48-hour program requirement.)

PCC/PCMF 600 (Main: Spring 2010 and alternate (even) years) (Bucks: Fall 2011 and alternate (odd) years) (Montco: Summer 2011 and alternate (odd) years)
CHANGE PROCESSES IN COUNSELING AND PSYCHOTHERAPY
3 credits

This clinical skills course introduces the student to the nature and impact of psychotherapy as a change agent. It will incorporate consideration of the process of spiritual change as an element of therapeutic change. The focus will be on client-therapist interaction and how change is experienced and promoted in that context.
Prerequisites: PSY/PCC/PCMF 500, 502, 503.

PCC/PCMF 602 (Main: Spring, Summer) (Bucks: Summer) (Montco: Fall)
ADVANCED COUNSELING LABORATORY
3 credits

This course builds on the basic skills practiced and developed in the first counseling laboratory—PSY 502. It provides the student with an intermediate experience and opportunity (prior to field placement) to develop a range of additional counseling skills and strategies, with particular attention given to distinguishing between the content and the process of therapy. While it emphasizes those skills and techniques common to many, if not most, approaches, it also highlights those emphasized and represented in the respective concentrations of the program. Students are assigned to sections of this course according to their concentration.
Prerequisite: PSY/PCC/PCMF 502.

PCMF 603 (Main: Summer) (Bucks: Spring) (MONTCO: Fall)
HUMAN SEXUALITY
3 credits

This course examines the variety of ways that human sexuality is expressed in attitudes, beliefs, and behaviors in the context of the interplay between social, physiological, and psychological factors. Methods of studying sexual behavior, concepts of variation and difference, psychosexual development in life stages, and sexual dysfunctions and treatment are addressed.

PCC/PCMF 607 (Main: Fall, Spring, Summer) (Bucks: Fall, Spring, Summer) (Montco: Fall, Spring, Summer)
GRADUATE RESEARCH
3 credits–elective

Graduate Psychology Research is designed to provide an opportunity for students to engage in research. Students will be required to complete a literature review and design and complete a research project.
Prerequisite: PSY/PCC/PCMF 506.

PCC 610 (Main: Fall, Summer) (Bucks: Spring 2011 and alternate years) (Montco: Spring 2010 and alternate (even) years)
COGNITIVE-BEHAVIORAL APPROACHES IN COUNSELING AND PSYCHOTHERAPY
3 credits

This is a clinical skills course with a focus on the initial problems addressed in the process of therapeutic intervention, namely the self-regulation of thoughts, feelings, and actions. Training is in a broadly conceived cognitive behavior therapy that includes a variety of specific intervention strategies designed to address problems of self-regulation.
Prerequisites: PSY/PCC/PCMF 500 and PSY/PCC/PCMF 502.

PCC/PCMF 611 (Main: Spring 2011 and alternate (odd) years) (Bucks: Fall 2010 and alternate (even) years) (Montco: Summer 2012 and alternate (even) years)
INSIGHT-ORIENTED APPROACHES IN COUNSELING AND PSYCHOTHERAPY
3 credits

This clinical skills course focuses on the issues addressed in the process of psychological intervention, namely, the client's personal quest for self-understanding, intimacy, maturity, and personal meaning. It includes training in cognitive approaches that emphasize enhanced maturity through insight.
Prerequisite: PSY/PCC/PCMF 500.

PCC/PCMF 612 (Main: Spring, Summer) (Bucks: Summer) (Montco: Fall)
GROUP PROCESSES IN COUNSELING AND PSYCHOTHERAPY
3 credits

This course combines experiential and didactic approaches. The student learns the major theoretical approaches to group counseling and psychotherapy and also participates in group counseling sessions on issues presented by the classroom group. This will illustrate the dynamics of groups and lead to the acquisition of skills needed to assist in the resolution of behavioral problems.
Prerequisites: PSY/PCC/PCMF 500 and PSY/PCC/PCMF 502.

PCMF 614 (Main: Fall) (Bucks: Spring) (MONTCO: Summer)
WORKING WITH FAMILIES
3 credits

This course covers the basic principles, techniques, applications, uses, and contra indicators of the major family therapy systems models. Specifically, the intersystems interface among intrapsychic, interpersonal, and family systems dynamics is addressed. Assessment techniques and intervention rationales are covered along with the role of the therapist and the therapist as person. The concepts of family-of-origin, family functioning, structure, strength, and narratives will be studied through an experiential and didactic approach. Application of theory and research to practice is discussed.
Prerequisite: PCMF 505.

PCMF 616 (Main: As Needed) (Bucks: As Needed) (MONTCO: As Needed)
CONTEXTUAL FAMILY THERAPY
3 credits

This course provides an exploration of the convictions, concepts, strategies, and techniques of Contextual Therapy, a resource-oriented, trust-based modality of healing interventions for individuals, couples, and families.

PCC/PCMF 619 (Main: Fall, Summer) (Bucks: Spring) (Montco: Spring)
MULTICULTURAL COUNSELING AND THERAPY
3 credits

This course explores multicultural counseling theory as well as culture-specific counseling strategies for culturally diverse clients. It is designed to help students develop their multicultural counseling competence and increase their ability to work effectively and ethically in a complex and diverse social world.

PCMF 624 (Main: Summer) (Bucks: Summer) (Montco: Spring)
MARITAL THERAPY
3 credits

Role-playing is used to illustrate couples' treatment dynamics and intervention strategies from initial contacts through the treatment process. Special issues in couples therapy, such as the relationship history, communication patterns, sexual intimacy, and the "couple" relationship vs. the "parenting" relationship, are addressed.
Prerequisite: PCMF 505.

PCC/PCMF 626 (Main: Summer) (Spring 2012 and alternate (even) years) (MONTCO: Spring 2011 and alternate (odd) years)
CHILD IN THE FAMILY CONTEXT
3 credits

This course considers the child in the context of the family. It builds on a knowledge base of individual and family development, and it reviews normative experiences and critical incidents that underscore clinical work with children. A range of problems is examined and the selection and appropriateness of methods of assessment and intervention are highlighted.
Prerequisite: PSY/PCC/PCMF 500.

PCMF 628 (Main: Spring) (Bucks: Fall) (MONTCO: Summer)
UNDERSTANDING RELATIONSHIPS
3 credits

This course is an examination of human relationships with particular reference to their various forms, functions, and patterns of development. The processes of attachment, separation, individuation, and differentiation are highlighted and are used in a contextual (systemic) framework to examine each relationship. Special emphasis is placed on the clinical applications of this knowledge to couples and families. The student is required to complete a study of one of his/her primary dyadic relationships.

PCC/PCMF 633
(Main: Fall 2011 and alternate (odd) years)
(Bucks: Spring 2012 and alternate (even) years
PROFESSIONAL ISSUES IN ADDICTIONS COUNSELING
3 credits

This course provides an in-depth review of the critical issues, pertinent information, and current trends related to addictions counseling. Examples of these issues include: ethics, e.g., confidentiality and code of ethical conduct; dual diagnosis; controversial issues regarding the nature of addictions; professional identity; DSM IV/ICD 10 diagnostic criteria; drug testing; referral strategies and responsibilities; abstinence model of treatment; "wellness" and "professional burnout"; current trends in addictions research; and certification, credentials, and licensing.
Prerequisite: PSY/PCC 512.

PCC/PCMF 634 (Main: Fall, Spring) (Bucks: Spring) (MONTCO: Fall)
ADDICTIONS AND THE FAMILY
3 credits

This course focuses on an understanding of how addictive processes interact with social and family contexts. This allows more effective treatment interventions to be designed. The current research on family dynamics and treatment of codependence, adolescent substance abuse, and children of addicts will also be reviewed

PCC/PCMF 641 (Main: As Needed) (Bucks: As Needed)
COUNSELING FAMILIES IN THE FACE OF LOSS
3 credits

This course addresses issues of loss and mourning experienced by families as a result of physical and mental disability, job loss, aging, illness, and death. It presents an understanding of the psychological and relational impact of loss with particular reference to those who minister to families in face of loss.

PCC 644 (Main: Summer) (Bucks: Fall) (Montco: Summer)
CAREER COUNSELING
3 credits

This course offers an opportunity to help adapt your clinical skills to the critical area of career development. It also relates career success and satisfaction to mental health and life fulfillment, considers theories of career development and the process of career counseling, and utilizes career assessment, career resource information, and job placement requirements. Additionally, it includes career counseling with special populations.
Prerequisite: PSY/PCCC 500

PCC 649 (Main: Spring) (Bucks: Fall) (Montco: Fall 2010 and alternate (even) years)
PERSONALITY ASSESSMENT
3 credits

This course provides students with basic information about the selection, administration, scoring, and interpretation of selected personality assessment procedures used in differential diagnosis. It addresses theoretical, research, psychometric, and ethical issues in clinical assessment and emphasizes the major objective personality inventories, behavioral assessment measures, structured clinical interviews, and projective techniques used in clinical assessment. Class sessions incorporate seminar and didactic methods.
Prerequisite: PSY/PCC 509.

PCC 653 (Main: Summer 2010 and alternate (even) years) (Bucks: Summer 2011 and alternate (odd) years)
ORGANIZATIONAL INTERVENTIONS
3 credits

This course is designed to assist individuals interested in a career in industrial/organizational psychology in learning about the issues involved in implementing organizational change and development programs. These issues include engaging employees in the change process, diagnosing organizational problems, effective methods for implementing change programs, and the techniques needed to evaluate the entire process.

PCC 654 (Main: Spring 2011 and alternate (odd) years (Bucks: Spring 2012 and alternate (even) years
ISSUES IN ORGANIZATIONAL TRAINING
3 credits

This course reviews the issues that need to be addressed when designing and implementing training programs in organizational settings. Special emphasis is given to issues of needs analysis, design of programs, technologies that enhance training, the evaluation of training results, and the transfer of training to the work setting. The course includes review of these issues, as well as hands-on experience in designing and delivering training topics.

PSY 659 (Main: Fall 2011 and alternate (odd) years) (Bucks: Fall 2010 and alternate (even) years)
ASSESSMENT IN ORGANIZATIONAL SETTINGS
3 credits

This course presents methods for assessing skills, emotional problems, and personality in an organizational setting. It provides a) information regarding the review and interpretation of assessment tools as well as the appropriate usage of test results and b) practical experience in using these tools. Instruments are selected from more commonly used tests of skills, emotions, and personality. Training will be provided in the use of computer-assisted testing and with standardized interview instruments.
Prerequisite: PSY/PCC 509 or equivalent

PCC 660 (Main: Fall, Spring, Summer) (Bucks: Fall, Spring, Summer) (Montco: Fall, Spring, Summer)
PRACTICUM
2 credits

This is a practicum at an approved field placement site for a minimum of 100 clocked hours observing and/or practicing clinical skills with individuals, couples, families, and/or groups under the direction of an approved supervisor. The practicum must be taken in conjunction with the on-campus seminar in professional ethics (PSY/PCC 661).
Prerequisite: Successful completion of written comprehensive examination and completion of 18 credit hours, including PSY/PCC/PCMF 502 and one additional skills course. Corequisite: PSY 661.

PCC661 (Main: Fall, Spring, Summer) (Bucks: Fall, Spring, Summer) (Montco: Fall, Spring, Summer)
PROFESSIONAL/ETHICAL ISSUES IN COUNSELING
1 credit

This course examines professional and ethical issues, with particular reference to the everyday issues of practice. The student is encouraged to develop a "critically examined" personal style and stance with which to address these issues. The class focus will be on the development of an understanding and a working knowledge of the Codes of Ethical Conduct of the American Counseling Association, the American Association of Marriage and Family Therapy, the American Psychological Association, and relevant State of Pennsylvania Laws and Statutes.
Prerequisite: Successful completion of written comprehensive examination, completion of 18 credit hours including necessary skills courses.
Corequisite: PSY 660

PCC/PCMF 680-682 (Main: Fall, Spring, Summer) (Bucks: Fall, Spring, Summer) (Montco: Fall, Spring, Summer)
INTERNSHIP
2 credits

An internship takes place in a supervised experience at an approved field placement site for approximately 200 hours per term. By the conclusion of the internship, students are required to accrue a minimum of 600 clock hours, half of which are client contact. PSY/PCMF 502 and two additional skills courses, completion of PSY 660 (for students required to take this course), and practice in clinical skills with individuals, couples, families, and/or groups. Includes on-campus case seminar. (Continued with PSY 681, 682. Each semester is two credits.)
Prerequisites: Completion of 24 credit hours, including successful completion of written comprehensive examination. Corequisite: PSY/PCC/PCMF 680 taken with PSY/PCMF 690; PSY/PCC/PCMF 681 taken with PSY/PCC/PCMF 691; PSY/PCC/PCMF 682 taken with PSY/PCC/PCMF 692.

PCC 685-86 (MAIN: FALL, SPRING, SUMMER) (BUCKS: FALL, SPRING, SUMMER) (MONTCO: FALL, SPRING, SUMMER)
I/O-MHR PROGRAM INTERNSHIP
2 credits

The supervised internship experience is in an approved human resource (or closely related) department of a non-profit or for-profit agency for a minimum of 200 hours per term. (Continued with 686.) Each semester is two credits. Prerequisites: Completion of 24 credit hours, including necessary I/O and MBA courses and successful completion of written comprehensive examination. PSY/PCC 685 taken with PSY/PCC 695; PSY/PCC 686 taken with PSY/PCC 696.

PCC/PCMF 690-692 (Main: Fall, Spring, Summer) (Bucks: Fall, Spring, Summer) (Montco: Fall, Spring, Summer)
PROFESSIONAL SEMINAR/CASE SEMINAR
1 credit

This course addresses the personal, practical, and ethical issues involved in the practice of professional counseling and marriage and family therapy. It also examines professional development, professional associations, continuing education, credentialing, legal responsibilities and liabilities, confidentiality, agency practice, independent practice, consulting, and inter-professional cooperation. (PSY/PCC /PCMF 691, 692—continuation of Professional Seminar—one credit each semester.)
Prerequisite: Same as PSY/PCC/PCMF 680, plus completion of PSY/PCC 661 (for students required to take this course).

PCC 695 - 696 (MAIN: FALL, SPRING, SUMMER) (BUCKS: FALL, SPRING, SUMMER) (MONTCO: FALL, SPRING, SUMMER)
I/O-MHR PROGRAM PROFESSIONAL SEMINAR
1 credit

This seminar addresses the personal, practical, and ethical issues involved in the field of industrial/organizational psychology and human resource management. It examines professional development, professional associations, continuing education, credentialing, legal responsibilities and liabilities, confidentiality, agency practice, independent practice, consulting, and inter-professional cooperation. (One credit each semester.)
Corequisite: PSY/PCC 695 taken with PSY/PCC 685; PSY/PCC 696 taken with PSY/PCC 686. Prerequisite: Same as PSY/PCC 685.

MASTER OF SCIENCE IN COMPUTER INFORMATION SCIENCE

Faculty

Program Director: Margaret McCoey, M.S.

Professors: Longo, McManus

Associate Professors: Blum, Kirsch, Redmond

Assistant Professors: Highley, McCoey, Turk

Associate Faculty: Pasquale, Wiley

Lecturers: Wacey

Description of Program

The field of computer information science continually experiences changes with an emphasis on understanding the business needs and providing the best solution for problems. In order to meet these challenges, the Computer Information Science program provides a Web-centric foundation that focuses on project management and data-driven solutions. The program develops a foundation for problem solving by focusing on core competencies that emphasize project management and software development strategies to analyze, design, and implement technology solutions. The curriculum focuses on requirements gathering, solution implementation, and overall management of the project. Students complete at least 10 courses, six courses in the core competencies, three elective courses, and a capstone project to integrate all course work. The program is delivered in an online format. Some courses may require students attend campus for testing or presentation.

The M.S. in Computer Information Science program provides students with a structured study of applied technical solutions to real-world problems. The program emphasizes the need to understand the program from definition through implementation and review. The program uses real-world cases that develop problem-solving techniques through the software engineering methodologies. The students also learn to manage the problem solution through the gathering of requirements, problem refinement, design modeling, implementation, and user-testing. The curriculum emphasizes group interaction and problem-solving skills through iterative processes and project management from problem definition through solution deployment.

The goals of the program's core are

- project management;
- problem analysis; and
- solution design, implementation, testing, and review.

The program emphasizes group work, presentation skills, and collaboration through the use of technology. The M.S. in Computer Information Science requires that students complete a capstone project to integrate core competencies with specific student goals based on the electives. Examples of capstone projects are development and implementation of a new software solution or a major extension to a completed software project; a research project on new trends or findings in software application development; analysis of network security standards; and policies and policy implementation.

Admission Requirements

To be accepted into the program, a student must present:

1. Evidence of successful academic achievement in the completion of a baccalaureate degree from an accredited institution of higher education with an appropriate major. A minimum undergraduate GPA of 3.0 will normally be required. The applicant must provide official transcripts from all undergraduate and graduate colleges and universities he/she has attended. For studies completed outside the United States, La Salle University requires that you send your transcripts/marksheets to the World Education Service (www.wes.org) or similar credential evaluation service for a course-by-course evaluation. The agency should then directly send the evaluation to the Admission office. A third-party evaluation of your transcript/marksheets is required to process the application. La Salle reserves the right to determine if the third-party agency meets our criteria.
2. Appropriate background in computer science or a related discipline, or other equivalent training. On the basis of admission credentials, students may be required to complete some foundation courses.
3. Two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in the program.
4. Acceptable score in the Graduate Record Examination (GRE) General Test or Miller Analogies Test (MAT). The MAT can be taken at the La Salle University Counseling Center. Call 215.951.1355 for information about the fee and appointment schedule. Original test results are required; photocopies will not be accepted.
5. A resume addressing one's educational and professional background.
6. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University. The fee is waived if the online application is used. See the program Web site.
7. Interview with member(s) of the Admission Committee. These are typically telephone interviews.

The application package is viewed as a whole, and the prevailing criterion is the applicant's capacity for completing the program successfully.

The program is open to applicants without regard to age, creed, race, gender, or national origin. Because oral and written communication is an integral part of many courses, students must communicate clearly in English.

This program is offered in an online format. The curriculum does not meet the requirements for applicants who need to obtain student visas in the United States.

A maximum of six hours of transfer credit may be granted for graduate work at another institution. The student must supply a course description and syllabus in order to facilitate the transfer of credit. After matriculation at La Salle, students must have a course pre-approved by the director (in conjunction with the appropriate faculty member(s)) for it to be considered for transfer purposes.

The Application for Admission may be obtained by contacting:

Margaret McCoey, Director
Graduate Program in Computer Information Science
La Salle University
Philadelphia, PA 19141
Phone: 215.951.1222
Fax: 215.951.1805
E-mail: gradcis@lasalle.edu
Web site: www.lasalle.edu/gradcis

Tuition and Fees 2010-2011

Application Fee	$35
Online Application	free
Tuition, per credit hour	$695
General University Fee, per semester	$85

Tuition Assistance

Partial scholarship grants are offered on the basis of academic credentials and financial need.

Information about other financial aid, payment options, and application forms may be obtained from the Director of Financial Aid, La Salle University, 215.951.1070.

Progression through the Program

Ten to 12 courses (at least 30 graduate credits) are required for the degree. Each student is required to satisfy the foundation courses, all size core courses, three electives, and a capstone project.

The design of this program assumes that the student has a background in computer science or a related discipline or professional training. The total number of credits to fulfill the requirements depends upon the student's academic and professional background. Some students may be required to take one or two foundation courses to supplement their computing expertise. The Admission Committee determines the appropriate number of foundation courses; the foundation courses may be waived, based on the student's academic and professional background. Individual plans for progression will be determined for each student in consultation with the Program Director.

The following is presented as a model for progression through the program. Students take a maximum of two foundation courses (as specified by the Admission Committee), six core courses, three electives, and a capstone project.

Certificate Program in Computer Information Science

This program is designed for students with bachelor's degrees who wish to supplement their knowledge of technical application development.

The certificate is attained by the successful completion of three La Salle University graduate courses in applications technology development. If the candidate lacks sufficient background knowledge in a particular area, he/she may be required to complete one or more foundation courses as part of the certificate program.

Application Development Certificate Requirements:

9 credits (3 courses) and a 3.0 G.P.A.

Courses (3 Courses, 9 credits) from

CIS 621 Client Interface Development
CIS 622 Introduction to Web Programming
CIS 623 Database Services Development using Microsoft Tools

Project Management and Software Engineering Certificate Requirements:

9 credits (3 courses) and a 3.0 G.P.A.

Courses (3 Courses, 9 credits) from

CIS 613 Software Engineering
CIS 615 Project Management
CIS 617 Software Project Development

Warranty Program

Graduates of the M.S. in CIS program can participate in the Warranty Program, which provides the opportunity for them to extend or refresh their skills and knowledge by taking three additional CIS or INL courses on a space-available basis for free. Details and conditions can be found on the program's Web site.

Foundation Courses

The purpose of the foundation courses is to provide students with a background in computing concepts and practice, as well as leadership skills. The following two courses are required but may be waived based on a student's academic and professional training.

CIS 523 Data Processing and Database Management
CIS 540 Network Theory

Core Courses

The core courses provide the essential computing concepts, methodologies, and practical tools for the program. The courses provide a comprehensive study of current Web-centric and data-driven computing concepts and technologies.

CIS 613 Software Engineering
CIS 615 Project Management
CIS 617 Software Project Development
CIS 621 Client Interface Development
CIS 622 Introduction to Web Programming
CIS 623 Database Services Development using Microsoft Tools

Electives

Students are required to complete three electives.

CIS 612 Ethics, Issues, and Government Regulations
CIS 619 LAN Administration
CIS 624 Data Warehouses
CIS 626 Web Services Development
CIS 627 Web Database Services Development
CIS 646 Collaboration Technologies

CIS 658 Data Mining
CIS 67x Special Topics in Computer Information Science
INL 631 Technology Architectures
INL 644 Data Security

Capstone Experience

Students culminate their learning by a capstone project, achieved in one course, under the supervision of a faculty adviser. Students may work on a capstone experience either individually or in a group. Some students partner with an external company or work on a project associated with their employer as a project deliverable for that company. Students may also complete research on new developments in Computer Information Science.

CIS 685 CIS Capstone

Five-Year Bachelor's to Master's in Computer Information Science

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

Students may earn either the B.A. or B.S. in computer science and the Master of Science in Computer Information Science (M.S. in CIS) by participating in the five-year program. The student would satisfy the undergraduate computer science degree requirements for either the Bachelor of Arts or the Bachelor of Science during their first four years at the University, earning a minimum of 120 undergraduate credits and completing a minimum of 38 courses while maintaining a GPA of 3.0 or better. The student would then enter the Master of Science in Computer Information Science program. The M.S. in CIS program is composed of core, elective, and capstone courses. Individual foundation courses may be waived for those students entering with the B.A. or B.S. For successful completion of the master's degree, a student must earn a minimum of 30 graduate credits and maintain a GPA of 3.0 or better.

Course Descriptions

Course descriptions for the INL courses are located in the M.S. Information Technology Leadership section and for the MBA courses in the MBA program section.

CIS 523
DATA PROCESSING AND DATABASE MANAGEMENT
3 credits

This course entails analysis and evaluation of database designs in relation to the strategic mission of the project. Topics include database systems, database architectures, and data-definition and data-manipulation languages. Also included are logical and physical database design, database models (e.g., entity-relationship, relational), normalization, integrity, query languages including SQL, and relational algebra, in addition to social and ethical considerations and privacy of data. This course incorporates case studies and a project using a relational DBMS.

CIS 540
NETWORK THEORY
3 credits

Lecture/theory course considers the current methods, practices, and standards used to enable communication on computer and voice networks. This includes a study of the physical layers, architectural layers, design, operation, management, and ISO standards, with particular consideration given to many of the IEEE 802 standards, various protocols in the TCP/IP suite, and telephony technologies. Both local and wide area networks are examined.

CIS 612
ETHICS, ISSUES, AND GOVERNMENT REGULATIONS
3 credits

This course considers privacy both on- and off-line; legal background of intellectual property and e-mail; ethics and codes of ethics; effects of computers on work and society; and responsibilities and risks of computing, including topics such as accuracy of information, e-waste, and multitasking. This course includes an examination of government policies and regulations related to data security and information assurance.

CIS 613
SOFTWARE ENGINEERING
3 credits

Software Engineering treats the technical and administrative issues of the software development life-cycle process. Models of the software development process, including structured analysis and design as well as object-oriented analysis and design methodologies, are presented. Topics include software milestones, project planning, team management, requirements analysis, specification development, analysis and design, implementation, integration, testing, and maintenance. Software legal issues, including contractual ownership, copyrights, and intellectual property rights, are considered. Additional topics include ethical issues recommended by the IEEE and ACM Code of Ethics as well as ethical responsibility of accurate software. The Unified Modeling Language (UML) and tools will be utilized. This course requires the completion of a team project.

CIS 615
PROJECT MANAGEMENT
3 credits

This course entails standard Project Management (PM) concepts, principles, and practices for information technology (IT) and systems. It considers the various corporate organizational structures, politics, and external influences impacting effective PM for IT projects. It also covers systems development, product and PM life cycles, including the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK). The course incorporates exploration of project phases and processes and how they relate to the disciplines of PM—integration, scope, time, cost, procurement, risk, human resources, quality, and communications. Students will analyze, evaluate, and select appropriate PM systems, tools, and methodologies from a project leader point of view and develop understanding of PM practices through selected project work.

CIS 617
SOFTWARE PROJECT DEVELOPMENT
3 credits

This course will allow students to implement a software project. The students will complete the implementation of a model that was constructed in a previous course or build a system that implements component services from an existing model. Students will use collaborative software development methods. The implementation will follow an iterative and incremental process development, including final delivery of a tested system.

CIS 619
LAN ADMINISTRATION
3 credits

This course will focus on the designing, setting up, and managing of local area networks and intranets. This course will develop network administration with a focus on security issues. The course will provide students with a hands-on experience to install and administer a network and its security system. Data security issues, viruses, and virus protection are also covered. The type of network architecture will be defined during

the course to allow for adaption to current technology trends. Examples of possible network environments include Windows, Linux, and/or Virtualized environment.
Prerequisite: CIS 540

CIS 622
INTRODUCTION TO WEB PROGRAMMING
3 credits

The course focuses on the development of Web services using a popular framework like ASP.NET. The course will build upon and expand basic programming techniques focusing on the server side of the application. The course will use a Windows interface for the tools set. The course will investigate the use of Rich Internet Applications like Silverlight.

CIS 623
DATABASE SERVICES DEVELOPMENT USING MICROSOFT TOOLS
3 credits

This course encompasses programming models that support database access, including ADO.NET. It covers client/server and multitiered architectures; use of components, including COM Class Libraries and .NET Framework; development of database applications using VB.NET and ASP.NET; Internet and intranet database design and implementation; database-driven Web sites; and use of XML syntax related to databases. It also considers privacy of data and data protection on servers.
Prerequisite: CIS 523, CIS 622

CIS 624
DATA WAREHOUSES
3 credits

This course covers the use of large-scale data stores to support decision making; critical success factors in designing and implementing a data warehouse and management of a data warehouse project; requirements analysis; design using the star schema; entire data warehouse integration; infrastructure needs; data staging process, including data cleansing and transformation; and data access, including On-line Analytic Processing (OLAP) tools. Also considered are introduction to data mining and analysis, evaluation, and selection of data warehousing tools, techniques, and methodologies.
Prerequisite: CIS 523

CIS 621
CLIENT INTERFACE DEVELOPMENT
3 credits

This course will require students to design and develop standards-based client interfaces for Web applications. The students will study Web-based standards and using a tool set that supports these standards. Application development in this course will emphasize client Web interface scripting and serve as a general introduction to computer programming. The specific tool set used will depend on the types of interfaces to be developed along with changes in the technology trends. Examples of possible tools include XHTML, CSS, and JavaScript. This course may be waived if the student has prior experience in client interface development.

CIS 626
WEB SERVICES DEVELOPMENT
3 credits

The course focuses on the development of Web services for use by many different types of Web applications. The course would develop basic programming techniques to implement the function on the server side of the application. The course will use a non-Windows interface for the tools set.

CIS 627
WEB DATABASE SERVICES DEVELOPMENT
3 credits

This course is an extension to CIS 623. It encompasses programming models that support database access, including ADO.NET. It covers client/server and multitiered architectures; development of database applications; Internet and intranet database design and implementation; database-driven Web sites; and use of XML syntax related to databases. The tool set for this course will not be Windows based. An example of a possible tool set is PHP and mySQL on either a Linux or Windows server. The course also considers privacy of data and data protection on servers.
Prerequisite: CIS 523, CIS 622, or CIS 626.

CIS 646
COLLABORATION TECHNOLOGIES
3 credits

This course entails collaboration technologies and processes addressing issues such as group process, facilitation, control, data-sharing, privacy, security, consistency, and globalization. Other topics include human-computer interaction, groupware design, architecture, and implementation. This course will consider collaboration technologies such as electronic mail, intranets, portals, online communities, Weblogs, dashboards, location awareness applications, conferencing, forums, meeting rooms, learning management, scheduling, calendars, workflow, document, and knowledge management. Students will design and implement a project using a variety of collaboration tools and technologies.
Prerequisites: CIS 523, CIS 540

CIS 658
DATA MINING
3 credits

This course introduces the field of data mining, with specific emphasis on its use for Machine Learning algorithms. Techniques covered may include conceptual clustering, learning decision rules and decision trees, case-based reasoning, Bayesian analysis, genetic algorithms, and neural networks. The course covers data preparation and analysis of results. Skills in Microsoft Excel are useful.
Prerequisite: CIS 523.

CIS 670-679
SPECIAL TOPICS IN COMPUTER INFORMATION SCIENCE
3 credits

Specialized study in Computer Information Science. Topics vary according to interest of students and faculty.

CIS 685 (Every semester as needed)
CIS CAPSTONE
3 credits

Independent research on an approved topic in Computer Information Science. Students will be directed by a faculty member in this research. The topic must be approved by the Graduate Director and the faculty member who is directing the research. Results of this research should include the preparation of a publishable quality paper or report and an oral presentation on the research.
Prerequisite: All Core courses

GRADUATE EDUCATION PROGRAMS

The Education Department provides a variety of programs:

- M.A. in Education
- Elementary and Special Education Certification with M.A.
- Certification in Special Education and/or M.A.
- Secondary Education Certification with M.A.
- Certificate in Teaching English as a Second Language (ESL)
- Certification as a Reading Specialist and/or M.A.
- Certificate in Autism and/or M.A.
- Certificate in Instructional Leadership and/or M.A.
- Certificate in Classroom Management , Independence and Student Resiliency and/or M.A.

The description and requirements for each program are provided, followed by the Education course descriptions.

MASTER OF ARTS IN EDUCATION

Faculty

Director: Harris Lewin, Ed.D.

Associate Directors: Autism Certificate Program (Patrylo); Reading Specialist Program (Modla); STEM education (Richardson)

Professors: Bednar, Clabaugh, Feden, Sweeder, R. Vogel, Yost

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

Assistant Professor: Patrylo, Lewinski

Lecturers: Baker, Beltz, Buckley, Christidhis, Dougans, Finore, Foote, Gradel, Himes, Huber, Hughes, Keating, Kersul, McGovern, Mollitt, Rosen, Schalk, Sartori, M. Vogel, Volpe-Schalk

Admission Requirements

To be accepted for admission into the program, a student must:

1. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.
2. Obtain acceptable scores on the Miller Analogies Test (MAT). (Arrangements to take this examination may be made with La Salle's Counseling Center. This requirement may be waived for applicants with an overall G.P.A. of 3.4 or above or hold an existing Masters degree.)
3. Provide two letters of recommendation from colleagues or supervisors who can address the candidate's ability and motivation for enrollment.
4. Complete the Application for Admission, accompanied by the stipulated application fee payable to La Salle University.
5. Attend a personal interview with the Director of the program if requested(optional).
6. Provide a personal statement of your interest in the program if requested(optional).
7. Provisionally meet the criteria, both academic and professional, detailed later in this section under the heading "Candidacy Procedures for Teaching Certification."

The Application for Admission may be obtained by contacting:

Megan M. Lawler, B.A.
Graduate Academic Adviser
Graduate Education Program
La Salle University
Philadelphia, PA 19141
Phone: 215.951.1593
E-mail: graded@lasalle.edu

Tuition and Fees 2010-2011

Application Fee	$35
Online Application	free
Tuition, per credit hour	$595
General University Fee, per semester	$85

Tuition Assistance

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215.951.1070.

Eligibility of Non-Matriculated Students for Graduate Courses

Interested students, who are either (a) accepted students in other graduate programs, (b) students who currently hold a master's degree, or (c) students with a minimum undergraduate GPA of 2.75, will be eligible to complete up to six credits of coursework in the Graduate Program in Education without matriculating into a graduate program.

After the completion of six credits, a student may matriculate into the Graduate Program in Education if (a) the student meets the criteria specified for entrance into the chosen program in the Graduate Program in Education and (b) the student has achieved at least a 3.0 GPA in course work completed at La Salle University.

Progression Through the Program

Individual plans for progression will be determined for each student in consultation with the program director and program adviser.

Required for Degree:

- 30 graduate credits
- G.P.A. of 3.0 and higher
- A comprehensive examination. Candidates failing the comprehensive examination will be permitted to retake it only once. Comprehensive examination grades will be final and not subject to appeal.

Core Courses: Required for degree and elementary and special education certification and secondary education certification. (Other programs may have different requirements for the M.A.)

- **EDC 501** Cognitive Development and Education
- **EDC 502** Social Development and Education
- **EDC 510** Human Exceptionalities
- **EDC 601** Foundations of Education
- **EDC 603** Curriculum Development
- **EDC 613** The Developmentally Oriented Teacher

Electives: 12 credits are required (Certification courses can be used as electives for the M.A.). M.A. candidates may choose to specialize in one of the programs listed below (two programs require an additional course for the concentration).

Autism Certificate Concentration (12 cedits):

- **EDC 655**
- **EDC 657**
- **EDC 665**
- **EDC 667**

Instructional Leadership Certificate Concentration (15 credits)
- **EDC 505 (6 CREDITS)**
- **EDC 615**
- **EDC 652**
- **EDC 665**

Certificate in Teaching English as a Second Language (15 credits)
- **BLS 600**
- **BLS 601**
- **BLS 605**
- **BLS 606**
- **EDC 650**

Classroom Management, Student Resilience and Independence Certificate Concentration (12 credits)
- **EDC 682**
- **EDC 683**
- **EDC 684**
- **EDC 685**

Other Elective Courses
- **EDC 602**
- **EDC 612**
- **EDC 615**
- **EDC 616**
- **EDC 617**
- **EDC 618**
- **EDC 619**
- **EDC 642**
- **EDC 644**
- **EDC 650**
- **EDC 670**
- **EDC 673**

Field Experience and Integrated Course Work:

Elementary and Special Education Certification Candidates
- Inclusion Practicum (Combines EDC 643, EDC 645, EDC 661)
- Professional Semester (Combines EDC 662 and EDC 679 or EDC 669 and EDC 679)

Secondary Education (only) Certification Candidates
- Inclusion Practicum (Combines EDC 643, EDC 645, and EDC 661)

Secondary Education Certification Candidates
- Secondary Education Practicum (Combines EDC 647 and EDC 648)
- Professional Semester (Combines EDC 680 and EDC 689 or EDC 680 and EDC 668)

Reading Specialist Certification Candidates
- Literacy Intership Practicum (EDC 651))

TEACHER CERTIFICATION THROUGH LA SALLE'S GRADUATE PROGRAM IN EDUCATION

Pennsylvania Teacher Certification, both Instructional I (Provisional) and Instructional II (Permanent), may be obtained via the Graduate Program in Education. (All Pennsylvania teachers first obtain only Instructional I Certification. They have six years to convert this to Instructional II Certification via further study and experience.)

A Pennsylvania certificate is automatically recognized as valid in more than half the states. La Salle's teacher education requirements are commonly accepted for certification in the remaining states.

Scope

Certification programs are offered to post-baccalaureate students intending to pursue Pennsylvania Instructional I certification in either Secondary Education or Elementary and Special Education. Postbaccalaureate certification candidates commonly take the M.A. degree as part of Secondary or Elementary and Special Education certification. Completion of certification requirements, and successful completion of the Comprehensive Examination, usually fulfills all degree requirements.

Focus

The developmental perspective of the M.A. program is reflected throughout the certification process. Using this focus, the program provides training and experience leading to teacher certification for any one of the following types of students:

1. Those already holding Instructional I or II certification in other areas and currently employed as full-time, tenure-track positions at an accredited school.
2. Those currently employed as full-time, tenure-track teachers in private schools, but not holding teacher certification.
3. Those without teacher certification and without any teaching experience or current employment as a teacher.

Candidacy Procedures for Teacher Certification

Individuals must already be matriculated students in the Graduate Program in Education in order to become accepted as candidates for Commonwealth of Pennsylvania teacher certification. Individualized programs to meet Commonwealth certification requirements are determined on an individual basis by the Director of Elementary and Special Education or the Director of Secondary Education. Candidates must acknowledge by signature that they understand the individual certification requirements listed on their advisement sheet.

Academic Requirements

Those who aspire to teach the young must themselves be accomplished scholars. Therefore, certification candidates must maintain "good academic standing" in the Graduate Program in Education. Good academic standing is defined in the general information portion of the Graduate Student Catalog. Additionally, certification candidates may not earn more than two grades below B level in certification course work, nor may their certification course work GPA fall below 3.0. In their course work they also must demonstrate above-average proficiency in both written and spoken English. Candidates failing to meet these standards are subject to dismissal. The Candidacy Committee monitors academic progress.

Candidates may repeat certification courses already taken (up to a limit of two courses) in order to improve their grades in those courses. However, candidates who repeat certification courses will be permitted to do so only once.

Other Professional Requirements

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

The Graduate Program in Education faculty will determine the degree to which the graduate student fulfills the above criteria. The decision of the faculty on these matters will be final and not subject to appeal.

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

The Graduate Program in Education faculty will determine the degree to which the student fulfills the above criteria. The decision of the faculty in these matters will be final but subject to appeal.

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

The following PRAXIS Examinations are required for certification:

Elementary/Special Education Candidates

Reading	test 10710
Writing	test 20720
Math	test 10730
Content Knowledge	test 30511
Elementary Education Curriculum	test 10011
Special Education Core Knowledge and Application	test 20354

Secondary Education Candidates

Reading	test 10710
Writing	test 20720
Math	test 10730
Fundamental Subject: Content*	test 30511
Content Specialty Tests	
Secondary Education Candidates	test 20300

*required only for those certifying in the areas of Foreign Languages and Environmental Science

Special Education Candidates

Special Education Core Knowledge and Application	test 20354

Reading Specialist Candidates

Reading Specialist (K-12)	test 7650

Summary of Certification Requirements in Elementary and Special Education

General Requirements

Individualized Certification Programs are determined after initial interview.

Commonwealth of Pennsylvania Prerequisites

Studies, or appropriate CLEPs to indicate knowledge of, American history(3 cr), art or music(3 cr), literature(6 cr), and mathematics(6 cr)

Course Work in Pedagogy

Core

- **EDC 501**
- **EDC 502**
- **EDC 510**
- **EDC 601**
- **EDC 603**
- **EDC 613**

Plus

- **EDC 602**
- **EDC 612**
- **EDC 618**
- **EDC 642**
- **EDC 644**

Field Experiences

(Requirements determined on individual basis)

Inclusion Practicum

- **EDC 643**
- **EDC 645**
- **EDC 661**

Professional Semester

- **EDC 662 (ESE candidates with no teaching experience)**
- **EDC 679**

OR

- **EDC 669 (candidates with two or more years' teaching experience currently employed as teachers or teaching assistants and with approval of the Candidacy Committee)**
- **EDC 679**

Summary of Certification Requirements in Secondary Education

Certification Areas

Certification is offered in biology, chemistry, communication, social studies, earth/space science, English, French, general science, German, Italian, Latin, mathematics, physics, and Spanish.

Subject Area Courses

Determined on individual basis

Course Work in Pedagogy

Core

- **EDC 501**
- **EDC 502**
- **EDC 510**
- **EDC 601**
- **EDC 603**
- **EDC 613**

Plus

- **EDC 602**
- **EDC 617**

Field Experiences

(Requirements determined on individual basis)

Secondary Education Practicum

- **EDC 647**
- **EDC 648**

Professional Semester

- **EDC 668 (Candidates with two or more years' teaching experience currently employed as teacher)**
- **EDC 680**

OR

- **EDC 689 (candidates with no teaching experience)**
- **EDC 680**

MASTER OF ARTS IN EDUCATION WITH CERTIFICATION AS A READING SPECIALIST (33 CREDITS)

Using a schedule that accommodates those already employed as teachers, this program is designed to be responsive to requirements promulgated by the Pennsylvania Department of Education (Division of Teacher Education—Bureau of Teacher Certification and preparation) requiring that specialists of reading be certified according to specific competencies set forth in the regulations.

Students can earn either (1) a Master of Arts in Education with Certification as a Reading Specialist or (2) Certification only as a Reading Specialist.

This program has a rolling admission policy. To be admitted to the graduate Reading Specialist Certification program with or without the Master of Arts in Education degree, you must:

1. Complete an application for Graduate Programs in Education. This application can be completed online at no charge. The application is due four weeks prior to the start of the term for which you are applying.
2. Submit a non-refundable application fee of $35. The application fee is waived if you apply online.
3. Submit a valid teaching certificate or evidence of completion of all requirements, including passing scores on all relevant PRAXIS exams.
4. Submit an official transcript from earned baccalaureate and graduate degrees from each college you attended.
5. Submit scores from the MAT or GRE exam (this test may be waived if you are holding another master's degree or hold an undergraduate G.P.A. of 3.4 or higher).
6. Submit two recommendations forms.
7. Candidates for the M.A. in Education with Reading Specialist certification will undergo a predetermined curriculum consisting of five core courses, four specialized courses, and a practicum course. These courses will address in depth the areas of expertise that are required by the regulations:

Core Courses (15 credits)

- **EDC 501**
- **EDC 601**
- **EDC 603**
- **EDC 695**
- **EDC 697**

Specialized Courses (12 credits)

- **EDC 617 OR EDC 618**
- **EDC 620**
- **EDC 640**
- **EDC 649**

Practicum (6 credits)

- **EDC 651** (Summer Intensive Reading Program)
  100-hour minimum

CERTIFICATION (ONLY) AS A READING SPECIALIST (18 CREDITS)

Using a schedule that accommodates those already employed as teachers, this program is designed to be responsive to requirements promulgated by the Pennsylvania Department of Education (Division of Teacher Education—Bureau of Teacher Certification and preparation) requiring that specialists of reading be certified according to specific competencies set forth in the regulations.

Students seeking Certification (only) as a Reading Specialist (18 credits)

Candidates for the M.A. in Education leading to a Reading Specialist Certification will undergo a predetermined curriculum consisting of four specialized courses and a practicum course. These courses will address in depth the areas of expertise that are required by the regulations:

Specialized Courses (12 credits)

- **EDC 617 OR EDC 618**
- **EDC 620**
- **EDC 640**
- **EDC 649**

Practicum (6 credits)

- **EDC 651** (Summer Intensive Reading Program)
  100-hour minimum

MASTERS IN ARTS IN EDUCATION WITH SPECIAL EDUCATION CERTIFICATION (30 CREDITS)

Using a schedule that accommodates those already employed as teachers, this program is designed to be responsive to requirements promulgated by the Pennsylvania Department of Education (Division of Teacher Education—Bureau of Teacher Certification and preparation) requiring that special education teachers be certified according to specific competencies set forth in the regulations. Upon successful completion of this program, candidates are certified to teach N-12 special education.

Students can earn either (1) a Master of Arts in Education with Certification in Special Education (30 credits) or (2) Certification only in Special Education (21 credits).

This program has a rolling admission policy. To be admitted to the graduate Special Education Certification program with or without the Master of Arts in Education degree, you must:

1. Complete an application for Graduate Programs in Education. This application can be completed online at no charge. The application is due four weeks prior to the start of the term for which you are applying.
2. Submit a non-refundable application fee of $35. The application fee is waived if you apply online.
3. Submit a valid teaching certificate or evidence of completion of all requirements, including passing scores on all relevant PRAXIS exams.
4. Submit an official transcript from earned baccalaureate and graduate degrees from each college you attended.
5. Submit scores from the MAT or GRE exam (this test may be waived if you are holding another master's degree or hold an undergraduate G.P.A. of 3.4 or higher).
6. Submit two letters of recommendation.

M.A. DEGREE AND SPECIAL EDUCATION CERTIFICATION (30 credits)

Candidates for the special education certification will take seven courses. This program is accredited by the Pennsylvania Department of Education for special education certification (N-12). The following courses and relevant practicum experiences are required:

- **EDC 503**
- **EDC 510**
- **EDC 615**
- **EDC 643**
- **EDC 644**
- **EDC 645**
- **EDC 661**
- **EDC 667**
- **EDC 620**
- **EDC 676 OR EDC 673**

SPECIAL EDUCATION CERTIFICATION ONLY (21 CREDITS)

Candidates for the special education certification will take seven courses. This program is accredited by the Pennsylvania Department of Education for special education certification (N-12). The following courses and relevant practicum experiences are required:

- **EDC 510**
- **EDC 620**
- **EDC 644**
- **EDC 643**
- **EDC 645**
- **EDC 661 (SUMMER PRACTICUM)**
- **EDC 667 (SUMMER PRACTICUM)**

AUTISM CERTIFICATE (12 CREDITS)

This is a unique, twelve-credit program leading to a certificate in autism. The Pennsylvania Department of Education does not currently have an endorsement in this area. This program is for certified teachers who are interested in learning and gaining additional experience in autism spectrum disorders. Master's degree candidates interested in specializing in autism can apply these courses as electives to the program.

Course Sequence:

- **EDC 655**
- **EDC 657**
- **EDC 665**
- **EDC 667**

THE INSTRUCTIONAL LEADERSHIP CERTIFICATE PROGRAM (15 CREDITS)

This is a 15-credit program for certified teachers who desire to learn more about how to be instructional leaders or teacher leaders in their schools. The program starts with a summer practicum experience and culminates with action research and professional development projects. Regardless of whether the teacher pursues roles as leaders in schools, this program will enhance a teacher's understanding of advanced instructional strategies through course work and action research. Master's candidates may apply these courses to their programs as electives.

- **EDC 505 (6 CREDITS)**
- **EDC 615**
- **EDC 652**
- **EDC 653**

CERTIFICATE IN TEACHING ENGLISH AS A SECOND LANGUAGE (ESL)

Director: Luis A. Gomez, Ph.D.

Using a schedule that accommodates those already employed as teachers, as well as aspiring new teachers, this program is designed to be responsive to requirements promulgated by the Pennsylvania Department of Education (Division of Teacher Education—Bureau of Teacher Certification and preparation) requiring that teachers of English as a Second Language (ESL) be certified according to specific competencies set forth in the regulations.

Candidates for ESL certification will undergo a predetermined curriculum consisting of five Core courses. These courses will address in depth the areas of expertise that are required by the regulations:

- English Usage and the Development of Linguistic Awareness, including instruction on the process of first and second language acquisition, the process of literacy development for second language learners, and the required strategies that will assist English Language Learners (ELLs) in the different stages of second language acquisition.
- English as a Second Language (Instructional Materials and Development), which includes the design and implementation of ESL programs to assist ELLs in the acquisition of English and cognitive academic language skills. The student will be required to learn and be aware of various methods, strategies, research findings, and resources that address the educational need of ELLs in their learning process, including the use of computer technology. The acquisition of very specific knowledge concerning currently accepted/research-based ESL instructional methods and strategies designed to meet the instructional needs of ELLs will be required.
- Support Services for English Language Learners (ELLs), which provides extensive exposure to knowledge concerning effective assessment, including appropriate tools and practices, for identifying levels of language proficiency, acquisition, and content learning, as well as the means to monitor student progress. The student will be required to obtain extensive knowledge concerning the availability of school support services, the promotion of parental/family involvement in the accomplishment and educational needs of ELLs, as well as a complete familiarity with educational programs and instructional activity adaptation for ELLs that require specially designed instruction pursuant to the Individuals with Disabilities Education Act.
- Development of Cultural Awareness and Sensitivity, where students will be required to become thoroughly informed of behaviors, beliefs, and attitudes of multicultural learners and families. Classroom and research activities will include the incorporation of knowledge of current methods and techniques for teaching English as a Second Language within a culturally/linguistic diverse student/family environment. Further, the student will become aware of techniques that may be employed to promote school staff's understanding and sensitivity toward cultures and languages other that the dominant culture/language in the United States.

Admission Requirements

To be accepted for admission into the program, a student must:

1. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.
2. Possess a current and valid teaching certificate in some other area or Have completed an approved teacher preparation program and successfully passed the requisite PRAXIS Exams.
3. Completed the Application for Admission online (free of cost) or the paper Application for Admission, together with the required application fee.

Required Courses:

- **BLS 600**
- **BLS 601**
- **BLS 605**
- **BLS 606**
- **EDC 650**

THE CERTIFICATE IN CLASSROOM MANAGEMENT (12 CREDITS)

The certificate in Classroom Management is a four-course, 12-credit certificate of advanced study that supports teachers as they reflect on classroom and school behavior, providing the knowledge and skills necessary to help students improve self-control. This program can be a stand-alone certificate or as part of a Master of Arts in Education program.

Course Descriptions

Core Courses

EDC 501 (F, S)
COGNITIVE DEVELOPMENT OF THE CHILD AND ADOLESCENT
3 credits

This course addresses cognitive development and the acquisition of knowledge. and explores the implications for instruction. Emphasizes creating more meaningful learning experiences for pupils who are at varying developmental levels and who have different learning styles.

EDC 502 (F, S)
SOCIAL-EMOTIONAL DEVELOPMENT OF THE CHILD AND ADOLESCENT
3 credits

This coursexplores social, moral, and sexual development and the significance of this development to the teacher andmakes explicit the ways that teachers can make the learning environment more responsive to student needs and create a better match between subject matter and student.

EDC 503 (F)
LIFESPAN HUMAN DEVELOPMENT
3 credits

This course provides an overview of the physical, cognitive, psychosocial, emotional, and moral development for humans across the lifespan. Participants will explore theories of learning and development as they pertain to the individual in the home, in schools, the community, at work, individually, with families and with peers. Attention will be paid to both normative and nonnormative developmental trends.

EDC 505 (SUM)
INTRODUCTION TO INSTRUCTIONAL LEADERSHIP I
6 credits

This course provides an overview of adult learning, understanding, and communication as a vehicle to teacher growth and instructional leadership skills as well as an introduction to models of assessment, technology standards, technology in assessment, data-driven decision-making using Excel and other data-based programs, data analysis, supervision and professional development. Opportunities to shadow and observe Practicum supervisory staff will be provided. Students will also get valuable experiences practicing authentic data collection and analysis through the development of an assessment and professional development plan in the graduate practicum.

EDC 510 (F, S, SUM)
HUMAN EXCEPTIONALITIES
3 credits

This course introduces human exceptionalities and surveys the psychological, medical, legal, and social forces influencing the provision of services for exceptional people. Clarifies perceptions of exceptionalities, defines and describes key terms and concepts, and identifies major trends that affect the scope and nature of service to exceptional people.

EDC 601 (F, S)
THE FOUNDATIONS OF EDUCATION
3 CREDITS

This course promotes analysis of the meaning and effects of educational institutions. Provides resources for developing critical understanding of educational thought and practice. Encourages the development of value positions based on critical study. Provides resources for the development of educational policy-making perspectives and skills.

EDC 603 (F, S)
CURRICULUM DEVELOPMENT
3 credits

This course assists students in examining and refining their own concept of the curriculum and provides them with the knowledge and practical skills required to translate that concept into an effective, developmentally based program for learners. Stresses acquiring the knowledge, developing the attitudes, and cultivating the skills that make teachers effective curriculum workers in the schools.
Prerequisites: EDC 501, 502, 602, 613 or permission

EDC 613 (F, S)
THE ROLE OF THE DEVELOPMENTALLY ORIENTED TEACHER
3 credits

This course enables students to more expertly apply child and adolescent developmental concepts to the practice of teaching. Explores strategic instructional planning, teaching styles, presentation skills, cooperative learning, and classroom management systems. Emphasizes the role of the teacher as an educational leader and decision-maker. Uses video-assisted micro-teaches both in the laboratory and the classroom.
Prerequisites: EDC 501, 502 or permission

Certification and Elective Courses

(Certification courses may be used for satisfaction of elective requirements.)

EDC 602 (F, S, SUM)
THE TEACHER AND TECHNOLOGY
3 credits

This course helps teachers incorporate modern technologies of instruction into their classroom practices. Includes visual literacy and design principles, videography, the Internet, videodisc technology, cable in classroom, trends in educational computing, and multimedia. Emphasizes the impact of those technologies on human growth and development. (Students are expected to purchase approximately $50 of materials for this course.)
Prerequisites: EDC 501, 502 or permission

EDC 612 (SUM)
GEOGRAPHY FOR TEACHERS
3 credits

This course provides educators with the knowledge necessary to institute, update, and enrich the teaching of geography. Examines using geography

as an integrative discipline to teach physical and social sciences. Surveys the major research traditions of geography including the earth-science tradition, the culture-environment tradition, the location tradition, and the area analysis tradition. Required of all Elementary and Special Education Certification candidates.

EDC 615 (S)
ADVANCED INSTRUCTIONAL DESIGN
3 credits

This course advances understanding of managing the teaching and learning environment through instructional and management considerations using research-based approaches for practicing teachers and instructional leaders. The use of technology and other methods to enhance in-depth learning are emphasized. Course content includes strategic instructional planning, curriculum mapping, integrated unit development, differentiated instruction, technology integration, authentic assessments, culturally proficient teaching, and the role that classroom management plays in developing a positive climate for learning.
Prerequisite: Instructional I certification; This course may be taken as an elective in the master's program

EDC 616 (SUM)
PLAY, LEARNING, AND EDUCATION
3 credits/ Elective only

This course examines various perspectives on the notion of play in culture, with a particular emphasis on children's play. The course will emphasize the link between theory and practice at the sites in society where children interact with each other and adults.

EDC 617 (F, S)
READING IN THE CONTENT AREAS FOR SECONDARY EDUCATORS
3 credits

This course provides students with the opportunity to understand reading as a strategic interactive process that affects the learner's efforts in all academic areas. Students will explore currently held views of the reading process, instruction techniques, and assessment concerns related to secondary education. Class sessions employ a variety of formats, including lecture, demonstration, discussion, and hands-on experiences. Course projects provide practical application of the theoretical, instructional, and diagnostic issues presented. Required of all certification candidates.
Prerequisites: EDC 501, 502 or permission

EDC 618 (F, S)
READING AND WRITING IN THE ELEMENTARY-SPECIAL EDUCATION CLASSROOM
3 credits

Promotes understanding of reading as a strategic interactive process that affects learners' efforts in all academic areas. Explores currently held views of the reading process, instruction techniques, and assessment concerns related to elementary and secondary education. Employs a variety of formats, including lecture, demonstration, discussion, and hands-on experiences. Course projects provide practical application of the theoretical, instructional, and diagnostic issues presented. Required of all certification candidates.
Prerequisites: EDC 501, 502 or permission

EDC 619 (SUM)
IMAGES OF EDUCATION AND CHILDHOOD IN LITERATURE, HISTORY, PAINTING, AND FILM
3 credits/Elective

The seminar will examine how concepts of schooling and childhood evolved in American and European culture from the 18th century to the present. The course will focus on how literature, painting, and film reflect these changing concepts as they relate to the following: progressive vs. traditional schooling; school as factory, temple, and town meeting; public vs. private schooling; corporal punishment; moral education; childhood, heredity, and environment; and childhood, creativity, and imagination. The course will also include a field trip to the Philadelphia Museum of Art.

EDC 642 (F, S, Winter Intersession)
DEVELOPMENT OF MATHEMATICAL THOUGHT
3 credits

Assists students in understanding how children develop quantitative reasoning and examines implications for teaching math concepts, skills, and problem-solving approaches across content areas. Provides a basis for understanding the changing mathematics curriculum and offers opportunities to plan and evaluate instructional techniques. Required of all Elementary and Special Education Certification candidates.
Prerequisites: EDC 501, 502 or permission

EDC 644 (F, S)
ASSESSING THE LEARNING ABILITIES AND DISABILITIES OF ELEMENTARY AND SPECIAL NEEDS LEARNERS
3 credits

This course provides elementary and special education teachers with knowledge of the meaning, or lack of meaning, of standardized test scores. Also instructs how to gather curriculum-based assessment data in the areas of oral and written language, mathematics, social behaviors, and perceptual motor performance and to develop interventions when indicated. Required of all Elementary and Special Education Certification candidates.
Prerequisites: EDC 501, 502, or permission

EDC 652 (F)
LEADERSHIP AND EDUCATIONAL CHANGE I
3 credits

This course focuses on developing education professionals' ability to critically reflect on problems arising in schools for the purpose of achieving positive school change. Using in-depth research related to instructional practices in a specific content area of interest or expertise (reading, mathematics, social studies, science, etc.) or behavior management, students will conduct needs assessments in their schools and design a professional development project that will result in positive classroom or school change. Approval of the project is required by the school leadership and course instructor prior to progressing to the next course (EDC 651), in which the action research project will be implemented. In order to prepare graduate students for this project they will be exposed to the following 1) school staff development needs and resources based on analysis of data, interviews with teachers and the leadership team, and personal observations; 2) multiple assessments designed to measure program outcomes, and: 3) activities designed to address the needs of the educational program and needs assessment.
Prerequisites: EDC 505, EDC 615

EDC 650 (F, S, SUM)
LANGUAGE ASSESSMENT AND SPECIAL EDUCATION OF ESL LEARNERS
3 credits

Provides an overview of federal, state, and local mandates regarding the assessment of ESL learners. Placement testing, standardized assessment, performance assessment, rubrics, and portfolios will be addressed specifically. Issues in authentic assessment and assessment in the content areas will also be addressed. Helps students to understand the legislation that promotes individual rights for children and adults with disabilities, the special education classification and labeling process, and current trends

in the education of children with disabilities. Students will analyze the impact that a handicapping condition has on the individual in learning and social environments.
Prerequisites: BLS 600, BLS 601, or permission

EDC 653 (S)
LEADERSHIP AND EDUCATIONAL CHANGE II
3 credits

This course is a continuation of EDC 650: Leadership and Educational Change I. Thus, graduate students will be implementing professional development plans in a school environment and analyzing data collected to measure outcomes of the action research project. Students will be mentored and supervised by a La Salle University instructor as they engage in implementing their school-based projects and measuring outcomes.
Prerequisite: EDC 505, EDC 615. EDC 651

EDC 655 (F, S)
DIMENSIONS OF AUTISM

3 credits

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

EDC 665 (SUM)
COMMUNICATION STRATEGIES FOR TEACHERS OF STUDENTS SPANNING THE SPECIAL NEEDS SPECTRUM
3 credits

This course will provide educators with new insights into the communications-related needs of students, enable participants to work more effectively with related services in the delivery of special programming and, teach class members to apply new technologies and strategies to best meet the needs of special needs students including those with Autism Spectrum Disorders (ASD). In collaboration with speech-language pathologists, current practices in monitoring, data-gathering and assessment of students holding communications-related IEPs will be introduced, practiced and applied to the classroom setting in a practicum experience.
Prerequisite: EDC 655

EDC 657 (S)
SYSTEMS APPROACH WITH FAMILIES AND EDUCATORS
3 credits

This course is designed to provide the Marriage and Family Therapy (MFT) Graduate Student, and the Education Graduate Student with an understanding of how family systems, the education system and the community mental health system operate independently and collectively, and the influence each has on the other with regard to the special needs child and family. The goal of the course is to enhance the understanding of the delivery of service, and its impact on the well being of the child and the family. A comprehensive overview of systems approach to family therapy, the educator's role within the education system, and access and understanding of the community mental health system will be examined and explored. Additionally examined will be cultural issues and realities, the ethical considerations in treating a special needs child and family, and how all systems within the child's life can collaborate within the treatment model developed for that child.
Prerequisite: EDC 655

EDC 667 (F or S)
IMPLEMENTING THE IEP IN THE INCLUSIVE CLASSROOM
3 credits

This hybrid course will enhance graduate students' understanding of how to interpret a Comprehensive Evaluation Report (CER) and Individualized Education Plan (IEP) in order to meet the academic, social, and/or behavioral goals of students with disabilities within the context of the general education curriculum. In addition, special consideration of the needs of English language learners and gifted and talented students will be addressed in the course. Application of universal design, differentiated instruction, and specific accommodations and strategies for students with disabilities will be stressed. The majority of classes will be taken on-line, with occasional group meetings on campus.
Prerequisites: (For the special education certification program: EDC 510, EDC 644, EDC 643, EDC 645, EDC 661; For the autism certificate program: EDC 655; EDC 665)

EDC 670
SPECIAL TOPICS IN EDUCATION
3 credits

Permits individual examination of topics of special interest. Requires faculty sponsor and permission of the Director.

EDC 673 LAW (F or S)
SEMINAR IN SCHOOL
3 credits

This course surveys the complex legal environment in which schooling takes place. Explores the variety of laws and regulations that govern the work of educators. Outlines guiding legal principles and summarizes the legal processes whereby conflicts are resolved.

EDC 684
CLASSROOM MANAGEMENT AND SCHOOL DISCIPLINE
3 credits

This course critically surveys various approaches to classroom management and school discipline. It also emphasizes the planning and execution of practical skills.

Field Experience and Integrated Course Work

Elementary and Special Education Certification Candidates

INCLUSION PRACTICUM (COMBINES EDC 643, EDC 645, AND EDC 661)

EDC 643 (SUM)
DEVELOPING AND ADJUSTING INSTRUCTION
3 credits

This course is designed to help elementary and special education teachers use a developmental perspective in order to design instruction that maximizes learning for a diverse groups of pupils. Further, this course will provide the knowledge necessary for teachers to adjust instruction to accommodate the wide variety of needs commonly found among children with and without disabilities and other needs in current elementary and special education classrooms. Education 643 provides the background necessary for understanding developmental levels, learning styles, and research-based instructional strategies that connect to unit development. Education 645 and 661 represents a summer practicum experience necessary to implement instruction in inclusive and non-inclusive educational settings.
Prerequisites: EDC 501, EDC 510 and enrollment in elementary and special education certificate program or EDC 510 and enrollment in the special education certification program for practicing teachers.

EDC 645 (SUM II)
PLANNING AND INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS
3 credits

This course will extend graduate students' understanding of Individualized Education Plan (IEP) planning, including the Individual Transition Plan, and how to collaborate with parents and outside agencies. Included will be IEP interpretation and accommodations for students classified as low incidence students, including autism. In addition, students will learn how to adjust standards-based units of instruction to meet the needs of students with moderate to severe disabilities. Addressed will be the following: functional and basic academics, communication, daily living skills, socialization, community experiences and related services.
Prerequisites: EDC 643

EDC 661 (SUM II)
TEACHING MODERATELY AND SEVERELY HANDICAPPED LEARNERS: A FIELD EXPERIENCE
3 credits

An extension of EDC 645 in which participants design and deliver instruction to moderately and severely handicapped learners. Emphasizes the classroom application of research-based knowledge of child development and individual differences.
Prerequisites: EDC 643, EDC 645

PROFESSIONAL SEMESTER (COMBINES EDC 662 AND EDC 679, OR EDC 669 AND EDC 679)

EDC 662 (F, S)
ELEMENTARY AND SPECIAL EDUCATION STUDENT TEACHING
3 credits

Required of all Elementary and Special Education Certification candidates with no teaching experience.
Prerequisites: Must be taken as final course in certification sequence.

EDC 669 (F, S)
ELEMENTARY AND SPECIAL EDUCATION SUPERVISED TEACHING/ TRANSITIONAL TEACHING
3 credits

This course can, with permission of the Candidacy Committee, replace student teaching for candidates with one or more years teaching experience who are also currently employed as teachers. For one semester, the supervised teacher is observed and guided by University faculty while teaching in his/her own current private or public school position. The supervised teacher also conducts an action research project. Required of all certification candidates who are not required to take student teaching.
Prerequisite: Must be taken as final course in certification sequence.

EDC 679 (F, S)
ELEMENTARY AND SPECIAL EDUCATION SPECIAL METHODS OF TEACHING
3 credits

Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates.
Prerequisite: Must be taken as final course in certification sequence.

Secondary Education Certification Candidates

SECONDARY EDUCATION PRACTICUM (COMBINES EDC 647 AND EDC 648)

EDC 647 (SUM)
DEVELOPING AND ADJUSTING INSTRUCTION FOR SECONDARY LEARNERS
3 credits

This course applies a developmental perspective to the design and implementation of secondary-level instruction.
Prerequisite: Permission of Graduate Director

EDC 648 (SUM)
SECONDARY EDUCATION SUMMER PRACTICUM
3 credits

An intensive summer immersion program for secondary certification candidates. Provides an early full-time classroom teaching experience in a closely supervised and highly supportive clinical setting.
Prerequisite: Permission of Graduate Director

PROFESSIONAL SEMESTER (combines EDC 668 and EDC 679, or EDC 689 and EDC 679)

EDC 668 (S)
SECONDARY EDUCATION SUPERVISED TEACHING (S)
3 credits

This course can, with permission of the Candidacy Committee, replace student teaching for candidates with two or more years teaching experience who are also currently employed as teachers. For one semester, the supervised teacher is observed and guided by University faculty while teaching in his or her own current private or public school position. The supervised teacher also conducts an action research project. (Must meet Commonwealth standards as appropriate for area of certification.) Required of all certification candidates who are not required to take student teaching.
Prerequisite: Must be taken as final course in certification sequence.

Practicum II (combines EDC 668 and EDC 679, or EDC 689 and EDC 679)

EDC 668 (S)
SECONDARY EDUCATION SUPERVISED TEACHING (S)
3 credits

This course can, with permission of the Candidacy Committee, replace student teaching for candidates with two or more years teaching experience who are also currently employed as teachers. For one semester, the supervised teacher is observed and guided by University faculty while teaching in his or her own current private or public school position. The supervised teacher also conducts an action research project. (Must meet Commonwealth standards as appropriate for area of certification.) Required of all certification candidates who are not required to take student teaching.
Prerequisite: Must be taken as final course in certification sequence.

EDC 680 (S)
SECONDARY EDUCATION SPECIAL METHODS OF TEACHING
3 credits

Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates.

Prerequisite: Must be taken as final course in certification sequence.

EDC 689 (S)
SECONDARY EDUCATION STUDENT TEACHING
3 credits

Required of all certification candidates not eligible for Supervised Teaching.
Prerequisite: Must be taken as final course in certification sequence.

Reading Specialized Courses Descriptions

EDC 620
LITERACY DIFFICULTIES: ASSESSMENT AND INTERVENTION

This course prepares reading specialists to meet the needs of students who demonstrate significant problems in reading and writing. It prepares reading specialists to use diagnostic assessments as a basis for planning instruction. Emphasis is placed on understanding and analysis of reading problems and the design and implementation of instructional interventions in reading and language arts.
Prerequisites: EDC 617 or 618.

EDC 640
LITERATURE FOR CHILDREN AND ADOLESCENTS ACROSS THE CURRICULUM
3 credits

This course presents the reading specialist with techniques and strategies for presenting literature to children and adolescents and getting them to respond to it. Students interact with a wide variety of children's literature to recognize notable authors and illustrators and to develop an ability to critically analyze children and young adult literature from diverse perspectives. Students will examine, evaluate, discuss, and use literature and related non-print materials for children and young adolescents and explore strategies for using trade books across the curriculum and for introducing children to literature. Students develop an understanding for ways in which children's literature develops literacy and encourages young people to know the pleasure that can derive from reading good books. Materials for children, adolescents, and adults with limited reading abilities are covered.
Prerequisites: EDC 617 or 618.

EDC 649
THE LITERACY COACH: IMPROVING THE TEACHING OF READING AND WRITING IN THE CONTENT AREAS
3 credits

This course promotes the concept that a specialist, serving as a school's literacy coach, can work effectively with secondary teachers to improve students' literacy skills as they study their content area subjects. Future specialists will learn to collaborate with content teachers as they make learning more lasting and meaningful. Strategies, techniques, and approaches will be demonstrated to show how more effective learning can take place without any appreciable loss of "content time."
Prerequisites: EDC 617 and 618

EDC 651
LITERACY INTERNSHIP PRACTICUM
6 credits

The literacy internship is the capstone experience for the program. Students will complete a minimum of 100 hours in an intensive summer reading program designed for children and adolescents. Students will be expected to apply concepts from their coursework to their work with students who are struggling readers. Students will be expected to conduct literacy evaluations of students with mild, moderate, and severe reading or writing difficulties, design specific literacy instruction to meet student needs, implement instruction, and evaluate the effectiveness of the instructional techniques on literacy growth. Students will also be expected to choose literacy materials that are in line with students' instructional levels and to develop a literacy-rich and positive learning environment. An alternate option for completing the required internship hours exists for those currently teaching in reading/literacy-intensive positions. The director of the Graduate Programs in Education must approve this option.
Prerequisites: EDC 617 or 618, 620, and 640.

EDC 695
ACTION RESEARCH AND EDUCATIONAL CHANGE
3 credits

Focuses on developing education professionals' ability to critically reflect on problems arising in schools through developing, implementing, and analyzing action research projects. Students will be exposed to quantitative and qualitative methods of scientific research, define an area of focus relating to area of study, conduct a literature review, formulate an action research design, collect and interpret data, and synthesize research into a report format. Students will be introduced to publishing opportunities.
Prerequisites: EDC 617 or 618, 620, 640, and 651

EDC 697
MASTER'S ACTION RESEARCH PROJECT
(1 credit, ongoing until project is completed)
3 credits

As a continuation of EDC 695: Action Research and Educational Change, students will be designing, conducting, implementing, and analyzing data collected from action research proposals began during the EDC 605 course. Students will be mentored as they engage in the research process. A final report of the action research will constitute a master's thesis.
Prerequisites: EDC 695 and 601

MASTER OF ARTS IN ENGLISH

Faculty

Director: Stephen P. Smith, Ph.D.

Professors: Bednar, Butler, Harty, Musser, Seydow, Soven

Associate Professors: Allen, Beatty, Busse, Grauke

Assistant Professors: Betz, Franson, Hediger, Narendorf

Description of Program

The MA in English Program offers two tracks:

- The MA in English for Educators (30 credits)
- The MA in English in Literary and Cultural Studies (30 credits)

The M.A. in English for Educators provides middle and secondary school teachers with the opportunity to enhance their credentials through a program that crosses a number of disciplines by combining the study of current critical and pedagogical theory with literary and cultural studies. This combination of traditional and interdisciplinary approaches is designed to give working professionals additional training in their areas of interest, while also allowing them to expand their previous training to include a study of the intersections between literary studies and a variety of disciplines.

For all teachers with Pennsylvania teaching certificates, this program will broaden and deepen their knowledge of English in order to:

- Maintain active certification status (in conformity with Act 48)
- Reach the "highly qualified teacher" category by mastery of content knowledge

The M.A. in English in Literary and Cultural Studies is professional in nature, primarily designed as a terminal degree to prepare students for a variety of professional careers. This curriculum will prepare graduates for careers teaching in private and charter schools, as well as for careers in civil service, theatre, journalism, public relations, law, and numerous other professions requiring critical thinking and communication skills. For those students who may decide to pursue doctoral degrees, the gateway course and the four "readings" courses will extend students' undergraduate preparation in these areas, while the four electives will provide excellent preparation for studies in writing and rhetoric, language studies, the use of media and technology, cultural studies, theatre arts, and the interdisciplinary research skills needed to succeed in doctoral-level courses.

Teachers are not restricted to the first track and may matriculate into the other M.A. track. Neither track leads to Pennsylvania teacher certification, although graduate students in the M.A. Program in Education who need additional English courses to complete certification requirements may take relevant courses in the graduate English program.

Both tracks include a common core of five courses:

1. Eng 501: Proseminar in Critical and Pedagogical Theory
2. Eng 551: Readings in American Literature and Culture
3. Eng 556: Readings in British Literature and Culture
4. Eng 561: Readings in Western World Cultures and Literature in Translation
5. Eng 562: Readings in Non-Western World Cultures and Literature in Translation

Students in the MA in English for Educators track must take one elective in the La Salle graduate Education Program as one of their four required electives.

Students in the English in Literary and Cultural Studies track have the option of taking one of their four required electives in any other La Salle graduate program.

Students in the MA in English for Educators track culminate their studies with a critical-pedagogical project.

Students in the English in Literary and Cultural Studies track culminate their studies with the option of writing an MA thesis or taking a comprehensive MA exam.

Certificate Options

By combining four courses drawn from both within the English program and other graduate programs at La Salle, students can earn certificates in the following areas:

- American Studies
- Global Literature
- Media Studies and the Performing and Visual Arts
- Philadelphia and Regional Studies

Upon completion of a Certificate in one of the four areas, students may, with the approval of the Director, apply these four courses towards either the M.A. in English for Educators or the M.A. in English in Literary and Cultural studies.

Admission Requirements

MA in English for Educators

In most cases candidates for admission should have completed18 hours of undergraduate course work in English or a related discipline, with a GPA of at least 3.0. In addition, candidates must present evidence of one of the following: evidence of a currently valid teaching certificate, an acceptable score on the Graduate Record Examination General Test or the Miller's Analogy test, or an acceptable score on the English section of the Praxis Test (native speakers of a language other than English must submit TOEFL scores). They must also submit transcripts of all undergraduate course work, three letters of recommendation, and a brief personal statement.

MA in English in Literary and Cultural Studies

In most cases candidates for admission should have completed18 hours of undergraduate course work in English or a related discipline, with a GPA of at least 3.0. In addition, candidates must present evidence of an acceptable score on the Graduate Record Examination General Test (native speakers of a language other than English must submit TOEFL scores), transcripts of all undergraduate course work, three letters of recommendation, a brief personal statement (250-500 words), and a writing sample (preferably from an undergraduate research paper).

*It should be noted that the stated admissions requirements are construed as guidelines; the admissions committee fully recognizes that some candidates may present either credentials or prior experiences that lay beyond the parameters described here.

Certificate Options

Candidates must possess an undergraduate degree in English or a related discipline with a GPA of at least 3.0. In addition, candidates must present transcripts of all undergraduate course work and three letters of recommendation.

Tuition and Fees 2010-2011

*Application Fee	$35
Tuition, per credit hour	$595
General University Fee, per semester	$85
University Parking Fee, per semester	$30

* waived for online application

Curriculum

Required Core (both tracks):

ENG 501 Proseminar in Critical and Pedagogical Theory
ENG 551 Readings in American Literature and Culture
ENG 556 Readings in British Literature and Culture
ENG 561 Readings in Western World Cultures and Literature in Translation
ENG 562 Readings in Non-Western World Cultures and Literature in Translation

Electives (four required in each track):

ENG 641 Composition and Rhetoric

ENG 642 Creative Writing
ENG 643 Linguistics and Language Studies
ENG 651 Media and Technology Studies
ENG 661 Cultural Studies
ENG 662 Philadelphia and Regional Studies
ENG 671 Drama and Theatre Practice
ENG 672 Literature and the Other Arts (film, music, visual arts)

MA in English for Educators:

One Graduate Education elective (replaces one English elective)
ENG 791 Critical-Pedagogical Master's Project

M.A. in English in Literary and Cultural Studies:

One Graduate course in any program (optional; replaces one English elective)
ENG 780 Readings for the Comprehensive Examination
OR
ENG 792 M.A. Thesis

Course Descriptions

ENG 501
PROSEMINAR IN CRITICAL AND PEDAGOGICAL THEORY
3 credits

This gateway course to the graduate program examines the comparative and contrastive relationships between critical and pedagogical theory. The course's approach is both historical and international with the dual aims of making students keener readers of literature and of preparing them better to show others how to become such readers.

ENG 551
READINGS IN AMERICAN LITERATURE AND CULTURE
3 credits

Students will apply both practical and theoretical approaches to various texts of American literature. Readings will vary in time period, selection, and genre. Attention will be paid to both the traditional and the ever-expanding canon. Assignments will be writing intensive.

ENG 556
READINGS IN BRITISH LITERATURE AND CULTURE
3 credits

Students will apply both practical and theoretical approaches to various texts of British literature. Readings will vary in time period, selection, and genre. Attention will be paid to both the traditional and the ever-expanding canon. Assignments will be writing intensive.

ENG 561
READINGS IN WESTERN WORLD CULTURES AND LITERATURE IN TRANSLATION
3 credits

Students will apply both practical and theoretical approaches to various texts of Western world literature. Readings will vary in time period, selection, and genre. Attention will be paid to both the traditional and the ever-expanding canon. Assignments will be writing intensive.

ENG 562
READINGS IN NON-WESTERN WORLD CULTURES AND LITERATURE IN TRANSLATION
3 credits

Students will apply both practical and theoretical approaches to various texts of non-Western world literature. Readings will vary in time period, selection, and genre. Attention will be paid to both the traditional and the ever-expanding canon. Assignments will be writing intensive.

ENG 641
COMPOSITION AND RHETORIC STUDIES
3 credits

This course provides various approaches to the writing process and grounds students in the formal history of rhetoric with an eye to the various modes writers use to inform and persuade audiences.

ENG 642
CREATIVE WRITING
3 credits

This course allows students an opportunity for directed practice in creative writing and helps them develop techniques and approaches for offering such directed practice to others. The course is structured to respond to student interest in any of the four major genres: playwriting, fiction writing, non-fiction writing, and writing poetry.

ENG 643
LANGUAGE STUDIES
3 credits

This course studies how language functions in both literary and non-literary contexts. It allows students to examine such issues as the general principles of linguistics, the history of the English language, types of dialects, kinds of grammars, and the use of language in advertising, propaganda, and shifting cultural situations.

ENG 651
MEDIA AND TECHNOLOGY STUDIES
3 credits

This course studies the intersection of the theory and practice of ever-expanding digital technology with literary and pedagogical issues. Seminar emphasis may vary from semester to semester, but one goal will be to provide a framework for teachers expecting to teach Web and print design at the high school or college level. Student projects may be integrated with publications and Web sites of Philadelphia-area organizations.

ENG 661
CULTURAL STUDIES
3 credits

This course allows students to ground literary works within their cultural contexts with attention to the historical circumstances and contemporary issues that inform writers and their works.

ENG 662
PHILADELPHIA AND REGIONAL STUDIES
3 credits

This course examines selected writers from the greater Philadelphia region (such as Benjamin Franklin, Charles Brockdon Brown, Edgar Allan Poe, Walt Whitman, Owen Wister, Christopher Morley, John Edgar Wideman, Lorene Carey, Chaim Potok, Sonia Sanchez, Toby Olsen, David Bradley) in terms of various frameworks and contexts, including the cultural and historical development of the Philadelphia region, the patterns of immigration and migration that have produced the area's ethnic and racial diversity, and the insights into that literature suggested by contemporary critical theories.

ENG 671
DRAMA AND THEATRE PRACTICE
3 credits

This course studies drama from a number of historical and cultural traditions with an eye both to reading and producing the play text. Students will study in detail the production history of both established and cutting-edge dramatic pieces; this course will also suggest ways for students to stage theatrical productions under their own direction. Students will also have the opportunity to interact with professional theatre artists associated with theatres in Philadelphia.

ENG 672
LITERATURE AND THE OTHER ARTS
3 credits

This course studies the relationship between literary texts and works of art, music, and film by allowing students to look at examples of literature that reflect, adapt, or make use of materials from a variety of artistic media.

ENG 780
READINGS FOR THE COMPREHENSIVE EXAMINATION
3 credits

In consultation with the graduate director, students will prepare for a comprehensive examination on a list of readings they have devised in accordance with program policies.

ENG 791
CRITICAL PEDAGOGICAL PROJECT
3 credits

In consultation with the graduate director, students will undertake a substantive critical pedagogical project approved by the graduate director and advisory committee.

ENG 792
M.A. THESIS
3 credits

Under the direction of a graduate faculty advisor, students will write a major critical essay of at least 10,000 words (i.e., 40 pages) on a topic approved by the graduate director and advisory committee.

Five-Year Bachelor's to Master's in English

Students may earn both the BA degree and the MA degree in English by participating in a Five Year Program. Students can satisfy the undergraduate English major requirements during their first four years at the University, earning a minimum of 120 credits, of which a maximum of six may be 500-level graduate credits, completeing a minimum of 38 courses. Upon completion of the BA degree, while maintaining a minimum 3.0 GPA, students may then enter the M.A. in English Program and fulfill the remaining full degree requirements.

THE HISPANIC INSTITUTE AT LA SALLE UNIVERSITY

The Hispanic Institute at La Salle University encompasses an array of programs for study:

- M.A. in Bilingual/Bicultural Studies
- ESL Program Specialists Certificate
- Certificate in Translation
- M.A. in TESOL (Teaching English to Speakers of Other Languages)
- Certificate in Interpretation

The description and requirements for each program are provided, followed by the course descriptions for all courses within the Institute.

MASTER OF ARTS IN BILINGUAL/BICULTURAL STUDIES (ENGLISH/SPANISH)

Faculty

Director: Luis A. Gómez, Ph.D.

Associate Professors: Gómez, Ossa

Assistant Professors: Biehl, Gracia

Lecturers: Ezquerra-Hasbun, Guzman, Hain-Poorman, Hargrow, Jiménez-Corretjer, Kopec, Natalini, Peale, Pérez, Tellez, Toro, Zucker

Description of Program

The Master of Arts degree in Bilingual/Bicultural Studies is a part-time and/or full-time degree program (evenings) for educators and other professionals who work with the ever-growing Latino population of the Philadelphia area and the nation. The program is designed to provide extensive bilingual and bicultural instruction for law enforcement personnel, nurses and doctors, patient care hospital employees, social workers, court employees, human resources professionals, business professionals, lawyers, and paralegals, etc.

The program is flexible and may be tailored to fit the needs and interests of individual students.

The language component is individualized, and students are encouraged to apply regardless of their current proficiency level in the Spanish language.

Admission Requirements

To be accepted for admission into the program, a student must present for consideration the following documents and credentials:

1. Evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education. Only official transcripts will be accepted from U.S. colleges and universities. In the case of applicants who have graduated from foreign colleges and universities, "validating" documentation will be required.
2. Acceptable scores on the Miller Analogies Test (MAT). Arrangements to take this examination may be made with the Counseling Center at La Salle University. Please call 215.951.1355. This requirement may be waived for those applicants who already hold an advanced degree. This requirement may also be waived for those applicants with an undergraduate GPA (grade point average) of 3.5 or better. Proof of an advanced degree will be required (official transcript).
3. Two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in this program.
4. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University. Application for Admission may be filed online at no cost by accessing La Salle's Web site, www.lasalle.edu.
5. The applicant's professional résumé.
6. A language assessment interview with the program's Director or Academic Adviser for the purpose of determining the applicant's current language skill level in Spanish.

A paper Application for Admission may be obtained by contacting:

Luis A. Gómez, Ph.D.
Director, The Hispanic Institute
La Salle University
Philadelphia, PA 19141
Phone: 215.951.1209
Fax: 215.991.3546
E-mail: gomez@lasalle.edu

Retention and Completion Requirements

- The program requires that a minimum of a 3.0 GPA (grade point average) be maintained through the complete curriculum. A student that falls below this standard, at any time, is automatically in academic jeopardy and he/she is subject to academic review by the Director. A student falling below the GPA requirements will be allowed the two following semesters to bring his/her GPA to a 3.0 or better. Failure to accomplish this will result in the dismissal from the program.
- In order to earn the M.A. in Bilingual/Bicultural Studies, students must successfully complete all core and elective courses for a total of 33 credits in the program.
- Once an applicant is accepted into the program, a maximum of seven years will be allowed for the successful completion of the program. Only in extreme circumstances will a "leave of absence" be granted. When a leave of absence is granted, it will not exceed a maximum of one year and the period of leave granted will not count toward the maximum seven years permitted to complete the program.

Application Deadline

Applicants are considered for acceptance into the program throughout the academic year. The application for admission may be obtained electronically (free of charge): lasalle.edu or by contacting: Luis A. Gómez, Ph.D., Director. The Hispanic Institute at La Salle University, 1900 West Olney Ave., Philadelphia, PA 19141 (there is a $35 fee for paper applications). Dr. Gómez may also be reached via e-mail: gomez@lasalle.edu or by phone: 215.951.1209 or by fax: 215.991.3546.

Tuition and Fees 2010-2011

*Application Fee	$35
Online Application	free
Tuition, per credit hour	$620
General University Fee, per semester	$85

* waived for online application

Tuition Assistance

A modest amount of need-based, tuition-reduction funding is available. Consult the Director of the Hispanic Institute for more details.

Information about financial aid and application forms may be obtained from the Student Financial Services Web site, http://www.lasalle.edu/financialaid/, or by calling 215.951.1070.

Core and Electives — Course Requirements

A minimum of 33 credits is required for the degree. All courses are three credits.

Depending on the student's linguistic skills in Spanish, candidates will be classified as "Advanced Language," "Not Advanced Language," or "Intermediate Language Proficient." Classification of a student will depend on past academic background and other linguistic life experiences. The student's classification will also be subject to the judgment of the Director of the program and an assessment interview is required to determine initial linguistic skills.

The curriculum for each of these three classifications will consist of the following courses:

Advanced Language Students:

Core Requirements
- **BLS 508**
- **BLS 511**
- **BLS 512**
- **BLS 520**
- **BLS 600**
- **BLS 639**
- **BLS 651**
- **Any Caribbean Lit. Course**

3 credits

Electives Requirements
- Any three courses (9 credits) offered by any of the programs within The Hispanic Institute (subject to each program's prerequisites)

Intermediate Language Proficient Students

Core Requirements
- **BLS 502** or **503** (depending on proficiency)
- **BLS 504**
- **BLS 505**
- **BLS 508**
- **BLS 511**
- **BLS 520**
- **BLS 600**
- **BLS 651**

Electives Requirements
- For students commencing with **BLS 502**: Any two courses offered within The Hispanic Institute (subject to each program's prerequisites) (6 credits)
- For students commencing with **BLS 503**: Any three courses offered within The Hispanic Institute (subject to each program's prerequisites) (9 credits)

Not Advanced Language Students

Core Requirements
- **BLS 501**
- **BLS 502**
- **BLS 503**
- **BLS 504**
- **BLS 505**
- **BLS 508**
- **BLS 511**
- **BLS 520**
- **BLS 600**
- **BLS 651**

Electives Requirements
- Any one course offered within The Hispanic Institute

CERTIFICATE FOR PROGRAM SPECIALIST—ENGLISH AS A SECOND LANGUAGE (ESL PROGRAM SPECIALIST)

Director
Luis A. Gómez, Ph.D.

Faculty

Associate Professors: Gómez, Ossa

Assistant Professors: Biehl, Gracia

Lecturers: Guzman, Hargrow, Kopec, Zucker

Description of Program

Using a schedule that accommodates those already employed as teachers, as well as aspiring new teachers, this program is designed to be responsive to requirements promulgated by the Pennsylvania Department of Education (Division of Teacher Education—Bureau of Teacher Certification and Preparation) requiring that teachers of English as a Second Language (ESL) be certified according to specific competencies set forth in the regulations.

Candidates for ESL certification will undergo a predetermined curriculum consisting of five Core courses. These courses will address in depth the areas of expertise that are required by the regulations:

- English Usage and the Development of Linguistic Awareness, including: instruction on the process of first and second language acquisition, the process of literacy development for second language learners, and the required strategies that will assist English Language Learners (ELLs) in the different stages of second language acquisition.
- English as a Second Language (Instructional Materials and Development), which includes the design and implementation of ESL programs to assist ELLs in the acquisition of English and cognitive academic language skills. The student will be required to learn and be aware of various methods, strategies, research findings, and resources that address the educational needs of ELL in their learning process, including the use of computer technology. The acquisition of very specific knowledge concerning currently accepted/research-based ESL instructional methods and strategies designed to meet the instructional needs of ELLs will be required.
- Support Services for English Language Learners (ELLs), which provides extensive exposure to knowledge concerning effective assessment, including appropriate tools and practices, for identifying levels of language proficiency, acquisition, and content learning, as well as the means to monitor student progress. The student will be required to obtain extensive knowledge concerning the availability of school support services and the promotion of parental/family involvement in the accomplishment and educational needs of ELLs, as well as a complete familiarity with educational programs and instructional activity adaptation for ELLs that require specially designed instruction pursuant to the Individuals with Disabilities Education Act.
- Development of Cultural Awareness and Sensitivity, where students will be required to become thoroughly informed of behaviors, beliefs, and attitudes of multicultural learners and families. Classroom and research activities will include the incorporation of knowledge of current methods and techniques for teaching English as a Second Language within a culturally/linguistically diverse student/family environment. Further, the student will become aware of techniques that may be employed to promote school staff's understanding and sensitivity toward cultures and languages other than the dominant culture/language in the United States.

Admission Requirements

To be accepted for admission into the program, a student must:

1. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.

2. Possess a current and valid teaching certificate in some other area.

or

Have completed an approved teacher preparation program and successfully passed the requisite PRAXIS exams.

3. Completed the Application for Admission online (free of cost) or the paper Application for Admission, together with the required application fee of $35.

A paper application for Admission may be obtained by contacting:

Luis A. Gómez, Director
The Hispanic Institute
La Salle University
Philadelphia, PA 19141
Phone: 215.951.1209
Fax: 215.991.3546
gomez@lasalle.edu

Retention, Completion and Certificate Requirements

Every student in La Salle University's Graduate programs is required to maintain a cumulative GPA of "B" (3.0). Therefore, a minimum cumulative GPA of 3.0 is required to earn the ESL certificate. A student who, at any time, falls under this standard is automatically in academic jeopardy, and is subject to academic review by the Director of the program. In order to earn the ESL certificate, students must successfully complete all 5 required courses (15 credits in total). There are no electives in this program.

An accepted student to the ESL program will have a total of 4 academic years to complete the program. Only in extreme circumstances is a "leave of absence" granted. No leave of absence will be granted for more than one year. When a leave of absence is granted, the time period encompassing the leave of absence will not count toward the 4 years candidacy max.

Application Deadline

Applicants are considered for acceptance into the program throughout the academic year. The application for admission may be obtained electronically (free of charge): lasalle.edu or by contacting: Luis A. Gómez, Ph.D., Director. The Hispanic Institute at La Salle University, 1900 West Olney Ave., Philadelphia, PA 19141 (there is a $35 fee for paper applications). Dr. Gómez may also be reached via e-mail: gomez@lasalle.edu or by phone: 215.951.1209 or by fax: 215.991.3546.

Tuition and Fees 2010-2011

Application fee	$35
Tuition (per credit)	$620
General University fee (per semester)	$85

Tuition Assistance

Information about financial aid and application forms may be obtained from the Student Financial Services' Web site: http://www.lasalle.edu/financialaid/ or by calling 215.951.1070.

Core Course Requirements

The Certificate for Program Specialist—ESL requires a total of five courses (15 credits). All five courses are Core courses and no elective course is available.

- **BLS 600**
- **BLS 601**
- **BLS 605**
- **BLS 606**
- **BLS 650**

CERTIFICATE IN TRANSLATION: ENGLISH/SPANISH-SPANISH/ENGLISH

Director
Luis A. Gómez, Ph.D.

Faculty

Associate Professors: Gómez, Ossa

Assistant Professors: Biehl, Gracia

Lecturers: Ezquerra-Hasbun, Hain-Poorman, Natalini, Peale, Pérez, Tellez

Description of the Program:

The curriculum for the CIT (Certificate in Translation) is designed to address three of the principal environments in which translations (English/Spanish-Spanish/English) are currently, and more intensely in the future, needed: that is, legal, health care, and business environments. In addition, governing translation principles are also studied for application to language environments not covered by the program.

The program is flexible. A total of 18 credits (six graduate courses) are required to earn the Certificate. The order of the courses is only prescribed at the beginning and the end of the program. Intervening courses may be taken in the order desired by the student.

All courses are offered in the evenings with varied starting times from 5:30 p.m. to 6:15 p.m. All courses (fall and spring) require a minimum of three hours of classroom exposure. The fall and spring semesters have a 14-week duration. Summer sessions have a six-plus-week duration and require a minimum of six hours of classroom exposure per week.

Goals and Objectives of the Program:

The overall goals and objectives of the program are as follows:

- To acquaint students with the relatively new concept of Translation Studies by reading informed criticism in the theoretical field, thereby contextualizing the discipline in general terms.
- To fine-tune the students' knowledge of Spanish.
- To provide limited training in consecutive and simultaneous interpreting, insofar as these skills are required in most fields using translators in the United States, but not the intensive training associated with specialized interpreting work only.
- To develop the specialized vocabulary and concepts needed to work bilingually in law, business, and health care in the U.S.
- To learn how to view both cultures, the Hispanic and the Anglo, from the inside and the outside so as to grasp the translator's place in a professional setting.
- To assist in the training of students in multicompetencies for employment purposes.
- Through the program, to keep pace with the need for linguistic specialists.
- To offer graduate credit, symbolizing academic achievement, to our students for the marketing of their translating skills.

Admission Requirements:

Candidates for admission to the Certificate in Translation program at La Salle University must meet the following admission standards:

- Applicant must have earned a bachelor's degree from an accredited university or college.
- An overall GPA (Grade Point Average) of 3.0 or higher (as an undergraduate) is desirable.
- Two letters of recommendation from former professors (undergraduate or graduate) are required. If the applicant has been out of school for three years or longer, current or past supervisors may issue the letters of recommendation.
- The applicant must provide evidence of an "Advanced Level in Spanish." This may be determined in a variety of ways and, ultimately, it will be left to the discretion of the Program Director. Some typical indicators are: (1) when the applicant achieved, at the undergraduate level, a major, minor or double major in Spanish with a GPA of 3.0 or higher; (2) when the applicant has secured working experience as a translator (Spanish-English); (3) when the applicant is able to demonstrate bilingual competency (Spanish-English) despite a lack of academic credits in language courses; (4) when the applicant has experienced immersion language skill acquisition at a foreign university program sanctioned by an accredited U.S. university and he/she has received a grade of "notable" (B) or better.

It is preferable (but not determinant) that candidates for admission to the CIT have working experience (voluntary or compensated) in a setting involving intercultural interaction. Typical kinds of experiences include community-oriented outreach programs, hospital volunteering, undergraduate/graduate internship at a place where Spanish is spoken and/or written as a matter of routine, part-time or full-time work at a school, business, law firm, or clinic/hospital where the use of Spanish was imbedded in the applicant's duties.

Finally, since the program is also intended to serve professionals that may already have experience in one of the areas of specialization (legal, medical, or business Spanish) but not the others, the recommendations required for these applicants may be supplied by the current/previous employer's appropriate supervisor.

A paper application for admission may be obtained by contacting:

Luis A. Gómez, Ph.D.
Director, The Hispanic Institute
La Salle University
1900 West Olney Ave.
Philadelphia, PA 19141
Phone: 215.951.1209
Fax: 215.991.3546
Email: gomez@lasalle.edu

Please note: Online (free of charge) applications for admission may be filed by accessing La Salle's Web site, www.lasalle.edu. "Paper" applications require a $35 fee.

Retention, Completion and Certificate Requirements

Every student in La Salle University's graduate programs is required to maintain a cumulative GPA of "B" (3.0). Therefore, a minimum cumulative GPA of 3.0 is required to earn the CIT. A student who, at any time, falls under this standard is automatically in academic jeopardy and is subject to academic review by the Director of the program. In order to earn the CIT, students must successfully complete all six required courses (18 credits in total). There are no electives in this program.

An accepted student to the CIT program will have a total of four academic years to complete the program. Only in extreme circumstances is a "leave of absence" granted. No leave of absence will be granted for more than one year. When a leave of absence is granted, the time period encompassing the leave of absence will not count toward the four-year candidacy maximum.

Application Deadline

Applicants are considered for acceptance into the program throughout the academic year. The application for admission may be obtained electronically (free of charge): lasalle.edu or by contacting: Luis A. Gómez, Ph.D., Director. The Hispanic Institute at La Salle University, 1900 West Olney Ave., Philadelphia, PA 19141 (there is a $35 fee for paper applications). Dr. Gómez may also be reached via e-mail: gomez@lasalle.edu or by phone: 215.951.1209 or by fax: 215.991.3546.

Tuition and Fees 2010-2011:

Tuition (per credit)	$620
Reinstatement fee	$50
General University fee (per semester)	$85

Tuition Assistance

A modest amount of need-based, tuition-reduction funding is available. Consult the Director of the Hispanic Institute for more details.

Information about financial aid and application forms may be obtained from the Student Financial Services Web site, http://www.lasalle.edu/financialaid/, or by calling 215.951.1070.

Core Course Requirements:

The CIT has no elective courses.

All accepted students are required to take (as their first course) BLS 639. If a student is deemed to be extremely skillful, he/she may also take BLS 640 at the same time. BLS 641, 642, and 643 may be taken in any order but only after successfully completing BLS 639 and BLS 640. BLS 700 will be taken last as the "capstone" course for the program.

- **BLS 639**
- **BLS 640**
- **BLS 641**
- **BLS 642**
- **BLS 643**
- **BLS 700**

CERTIFICATE IN INTERPRETATION: ENGLISH/SPANISH–SPANISH/ENGLISH

Description of the Program:

The curriculum for the CII (Certificate in Interpretation) is designed to address three of the principal environments where interpretation (English-Spanish and Spanish-English) is currently needed, and will be more intensely needed in the future: that is, legal, healthcare and business environments. In addition, governing interpretation principles are also studied for application to language environments covered and not covered by the program.

The program consists of 7 (3 credits each) courses to be taken in a predetermined fashion. Therefore, a total of 21 credits is required to complete the certificate.

All courses are offered in the evenings with varied starting times from 5:30 pm to 6:15 pm. All courses (fall and spring) require a minimum of 3 hours of classroom exposure/week. The fall and spring semesters have a 14 week duration. Summer sessions have a 6+ week duration and require a min. of 6 hours of classroom exposure per week.

Goals and Objectives of the Program:

The overall goals and objectives of the program are as follows:

- To acquaint participants with the relatively new concept of Interpretation Studies by reading informed criticism in the theoretical field, thereby contextualizing the discipline in general terms.
- To fine tune participants' working languages, so as to bring them up to the same level of proficiency as educated native speakers, and progressively train them to transfer messages from one language to another accurately and fluently.
- To provide training in consecutive and simultaneous interpreting and sight translation, from beginning to advanced levels, in the legal, healthcare and business fields. This training will allow them to perform to the standards of court, healthcare, or conference interpreters, as established by nationally-recognized associations in those fields. This includes a foundation in the standards of ethics and practice in the respective areas.
- To develop awareness of current issues in interpreting studies and practice, and of the importance of professionalizing this occupation as well as educating the public on the importance of and methods for using professional interpreters.
- To introduce participants to real-life working environments through guest speakers, possible on-site visits, and in-class simulations.
- To equip students to continue learning on their own, by teaching self-assessment techniques and reflective practice skills. Participants will also receive guidance on how to further their professional development.
- To enhance their linguistic competence and cultural awareness.
- To offer credits symbolizing academic achievement as well as a marketing tool.
- To create a new standard for interpreters in this geographic area.
- To train individuals for multi-competency employment.
- To keep pace with the need for linguistic specialists.
- To add Philadelphia to the national educational context of Interpretation Studies.

Admission Requirements:

Following La Salle's general admissions standards for graduate programs in liberal arts, candidates for the Certification in Interpretation, Spanish-English/English-Spanish, must meet the following minimum requirements:

1. An undergraduate degree. Either a B.A. or a B.S. is possible, but a B.A. is preferred because it usually indicates interest and training in areas relevant to the CII's content and orientation
2. A GPA of at least 3.0 as an undergraduate is desirable.
3. Two letters of recommendation from professors at the college level. If the applicant has been "out of school" for more that 2 years, the letters of recommendation may be provided by current or past supervisors.
4. Evidence of an "Advanced" Level in Spanish. This may be determined in a variety of ways and will be left to the discretion of the Program Director. Some typical indicators are: as an undergraduate, a Spanish Major, Minor, or Double Major with GPA in Spanish above 3.0; working experience as a translator/interpreter, bilingual competency despite the lack of academic credits specifically in language courses; successful completion (evidenced by official transcript) of studies in a Spanish-speaking country at the University level (grading system will be comparable, and the level expected is "notable" or higher = B). Finally, demonstrated language skills with Spanish and English as determined, through interview, by the Director of the program. All students will be interviewed by the Director or the Academic Advisor, or both, for language assessment purposes. Inability to show sufficient linguistic competency with the English/Spanish language pair will result in a "no admission" decision irrespective of academic achievement up to that point.

It is preferable (but not required) that candidates for admission to the CII have done some kind of work, voluntary or compensated, in a setting involving intercultural interaction. Typical kinds of experience are community-oriented outreach, hospital volunteering, undergraduate internship at a place where Spanish is spoken or written as part of the normal routine, part time work in a school, business, law firm or clinic where Spanish is used routinely.

The program is also intended to serve working professionals who may have already had formal experience in one of the areas of specialization (legal, healthcare and business Spanish). For these individuals the letters of recommendation required could come from employers, past and present.

The application for admission may be obtained by contacting:

Luis A. Gómez, Ph.D.
Director, The Hispanic Institute
La Salle University
1900 West Olney Ave.
Philadelphia, PA 19141
Phone: 215.951.1209
Fax: 215.991.3546
Email: gomez@lasalle.edu

Please note: Online (free of charge) applications for admission may be filed by accessing La Salle's Web site, www.lasalle.edu. "Paper" applications require a $35 fee.

Retention, Completion and Certificate Requirements

Every student in La Salle University's Graduate programs is required to maintain a cumulative GPA of "B" (3.0). Therefore, a minimum cumulative GPA of 3.0 is required to earn the CIT. A student who, at any time, falls under this standard is automatically in academic jeopardy, and is subject to academic review by the Director of the program. In order to earn the CIT, students must successfully complete all 6 required courses (18 credits in total). There are no electives in this program.

An accepted student to the CIT program will have a total of 4 academic years to complete the program. Only in extreme circumstances is a "leave of absence" granted. No leave of absence will be granted for more than one year. When a leave of absence is granted, the time period encompassing the leave of absence will not count toward the 4 years candidacy max.

Tuition and Fees 2010-2011:

Tuition (per credit) $620
General University fee (per semester) $85

Tuition Assistance

A modest amount of need-based, tuition-reduction funding is available. Consult the Director of the Hispanic Institute for more details.

Information about financial aid and application forms may be obtained from the Student Financial Services' Web site, http://www.lasalle.edu/financialaid/, or by calling 215.951.1070.

Core Course Requirements:

There are seven courses, 3 credits each, and all are required, for a total of 21 credits. The minimum grade point average required for certification is 3.0, and the time limit for completion of all courses is 4 years. The recommended pace is 1-2 courses per semester/summer session so as to finish in 4-6 semesters/summer sessions, but the actual pace may be individually driven within the limits set.

The required courses are as follows:

- **BLS 610:** Comparative Analysis English/Spanish
- **BLS 611:** Fundamentals of Interpretation
- **BLS 612:** Consecutive Interpretation and Sight Translation
- **BLS 613:** Simultaneous Interpretation
- **BLS 614:** Legal Interpretation
- **BLS 615:** Healthcare Interpretation
- **BLS 616:** Business Interpretation

The successful completion of BLS 610 and BLS 611 is a requirement to continue with the program. The first four courses (BLS 610, 611, 612 and 613) must be taken sequentially or simultaneously in pairs: BLS 610-611& BLS 612-613, the remaining three courses (BLS 614, 615 and 616) can be taken in any order.

The rationale for the sequence is that basic interpreting skills and a theoretical base in interpreting should be acquired in order to further develop skills in the specific areas of legal, healthcare and business interpreting. All courses focus on the language combination English-Spanish.

MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (M.A. IN TESOL) INCLUDING: ESL PROGRAM SPECIALIST CERTIFICATION (PA.)

Director: Luis A. Gómez, Ph.D.

Faculty:

Associate Professors: Gómez, Ossa
Assistant Professors: Biehl, Gracia
Lecturers: Guzman, Hargrow, Kopec, Pérez, Zucker

Description of the program:

Changing national systems and global concerns in an increasingly interdependent world have resulted in a growing demand for Teachers of English to Speakers of Other Languages (TESOL). The Master of Arts program offered by La Salle University is unique in its practical approach to learning, interaction with other cultures and the integration of community involvement. With most courses being offered at convenient times in the evenings, attendance can be on a full-time or part-time basis.

The program offers advanced and up-to-date knowledge in ESL/EFL (English as a Second Language and English as a Foreign Language) methodologies, techniques, strategies and critical thinking teaching across the curriculum. It also includes the use of multimedia technology in the second language acquisition process, and the application of multiple forms of assessment.

The program explores research design methods and writing conventions in the field of TESOL. It also delves deep into the social, cultural, historical, and very personal arenas within sociolinguistics, educational leadership and community involvement. Equally, it explores the practical foundation in linguistics, and its sub-branches, for teachers who want to apply basic linguistic knowledge and research findings to their practice in the classroom or in course and curricula design.

The program has been designed to complement and expand upon the ESL certification requirements in Pennsylvania and other states. This program also will provide an unquestionable "highly qualified" status to its graduates.

The program consists of 12 courses of three credits per course, to be taken in a predetermined fashion. Therefore, a total of 36 credits are required to complete the M.A. in TESOL program. There are 9 required courses including a Practicum and Masters Project/Thesis, supplemented by 3 elective courses to be selected from the menu of such courses offered at various times.

Note: Students earning the M.A. in TESOL will also receive ESL certification in Pennsylvania—provided that the student meets state requirements. To be ESL certified in Pennsylvania, a teacher must first hold a currently valid teaching certificate (Instructional Level 1 or 2) or, alternatively, the student must have successfully completed all required PRAXIS exams in Pennsylvania in pursuit of his/her teaching certificate

Goals and Objectives of the Program:

The M.A. in TESOL program at La Salle University has been designed to provide students with the theoretical foundation and contemporary research in linguistics, sociolinguistics, psycholinguistics (second language acquisition), and related fields in order to:

1. Understand the nature of second language learning, interpret current research as it applies to language teaching and develop the capacity to apply principles of language teaching in a variety of contexts.
2. Have an ability to critically examine one's own teaching as well as current language teaching materials and practices.
3. Think creatively about teaching English as a second language and providing leadership in the field of language teaching.
4. Understand and critically assess issues around educational changes, cultural identity, as well as second language acquisition and use in multilingual societies and communities.

Admission Requirements:

Candidates for La Salle's M.A. in TESOL program must meet the following admission standards:

- The applicant must complete an Application for Admission. This may be accomplished via La Salle's Web site (lasalle.edu) free of charge. Alternatively, the applicant may obtain a paper application from the Director of the program. There is a $35 charge for paper applications.
- Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education. A GPA of 3.0 or better is desirable. An "official" transcript from the college/university where the baccalaureate degree was earned is required.
- Acceptable scores on the Miller Analogies Test (MAT). GRE (Graduate Record Exam) results are also acceptable. Arrangements to take the MAT may be made with the Counseling Center at La Salle University. Please call: 215-951-1355. This requirement may be waived for those applicants that already hold an advanced degree. This requirement may also be waived for those applicants with an undergraduate GPA (Grade Point Average) of 3.5 or better. Proof of an advanced degree will be required (official transcript).
- Generally, applicants to this program should already posses a currently valid teaching certificate (Instructional Level 1 or 2 in the case of Penna. issued teaching certificates). A copy of the teaching certificate is required.
- The applicants must submit two letters of recommendation from former professors or current supervisors who can provide insight about his/hers abilities and talents, as well as comments on his/her aptitude/capacity for graduate level studies.
- The applicant must submit an 500-1,000 words essay stating why is he/she interested in the program and what are his/her goals related to this program including those goals related to: career, research and academic accomplishments.

Application Deadline:

Applicants are considered for acceptance into the program throughout the academic year. The application for admission may be obtained electronically (free of charge): lasalle.edu or by contacting: Luis A. Gómez, Ph.D., Director. The Hispanic Institute at La Salle University, 1900 West Olney Ave., Philadelphia, PA 19141 (there is a $35 fee for paper applications). Dr. Gómez may also be reached via e-mail: gomez@lasalle.edu or by phone: (215) 951-1209 or by fax: (215) 991-3546.

Tuition and Fees:

Tuition (per credit): $620
General University Fee per semester: $85

Tuition Assistance:

A modest amount of need-based, tuition-reduction funding is available. Consult the Director of the Hispanic Institute for more details.

Information about financial aid and application forms may be obtained from the Student Financial Services Web site, http://www.lasalle.edu/financialaid/, or by calling 215.951.1070

Retention and Completion Requirement:

- The program requires that a minimum of a 3.0 GPA (grade point average) be maintained through the complete curriculum. A student who falls below this standard at any time is automatically in academic jeopardy and he/she is subject to academic review by the Director. A student falling below the GPA requirements will be allowed the two

following semesters to bring his/her GPA to a 3.0 or better. Failure to accomplish this will result in dismissal from the program.

- In order to earn the M.A. in TESOL, students must successfully complete all core and elective courses for a total of 36 credits in the program.
- Once an applicant is accepted into the program, a maximum of seven years will be allowed for the successful completion of the program. Only in extreme circumstances will a "leave of absence" be granted. When a leave of absence is granted, it will not exceed one year and the period of leave granted will not count toward the maximum seven years permitted to complete the program.

Academic requirements:

A total of 36 credits are required to complete the M.A. in TESOL program. The student must maintain a 3.0 GPA throughout the program (see Retention and Completion Requirements for details).

There are a number of core (required/specified) courses and a number of electives where the student may choose from the menu of courses offered in any one semester. The capstone courses (Practicum and masters Project/Thesis) are required at the end of the program. Students are required to complete the following courses first: BLS 600, BLS 601, BLS 605, BLS 606 and EDC 650 (see below for course descriptions). Completion of these courses leads to the "ESL Program Specialist Certificate" for certified teachers in Pennsylvania.

CORE COURSES

All Students must take these courses and meet any prerequisite indicated.

- **BLS 600** Dynamics of Cross-Cultural Communications.

3 credits

- **BLS 601** Techniques of Teaching English to Speakers of Other Languages

3 credits

- **BLS 605** Curriculum and Development of Bilingual Programs

3 credits

- **BLS 606** Making Language Connections Through Content in ESOL and Bilingual Classrooms

3 credits

- **TSOL 608** Research Methods in TESOL

3 credits

- **TSOL 609** Language Study for Educators.

3 credits

- **EDC 650** Language Assessment and Special Education of ESL Learners

3 credits

Total required Core courses: 21 credits

ELECTIVE COURSES:.

- **BLS 604** Cultural Pluralism and Problems of Minority Groups in the U.S.A."

3 credits

- **TSOL 610** Teaching Second Language Writing in TESOL.

3 credits

- **TSOL 611** Multimedia Approaches to TESOL.

3 credits

- **TSOL 612** Sociolinguistics for Educators.

3 credits

- **TSOL 613** Special Projects in English Education.

3 credits

Three elective courses required: 9 credits

PRACTICUM (REQUIRED):

- **TSOL 701** MA in TESOL Practicum."

3 credits

All students are required to take this course: 3 credits

MASTERS THESIS/PROJECT (REQUIRED)

- **TSOL 751** M.A. in TESOL Masters project/Thesis

All students are required to take this course: 3 credits

Total required credits for program: 36

Course Descriptions

BLS 501 Urban Spanish 1
BLS 502 Urban Spanish 2
BLS 503 Urban Spanish 3
BLS 504 Urban Spanish 4
BLS 505 Urban Spanish 5

These courses are intensive language courses taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. The courses use current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Instructors and others from the Latino community will develop new materials for the teaching of these courses. Tests evaluate oral and written competency of the candidate at each level.

BLS 508
WORKSHOPS AND SYMPOSIA

Offered during the six-week Summer I session (May-June) only, this course of study consists of a series of symposia and practical workshops presented by specialists chosen from bilingual schools, the fine arts, medical agencies, law enforcement facilities, and social agencies, as well as local universities, including La Salle.

BLS 511
LANGUAGE AND CULTURE OF PUERTO RICO I

This course is for advanced students of Spanish who need development in understanding the spoken and written language of Puerto Rico. Special attention is given to colloquial expressions of the Caribbean. Reading materials in this course not only represent special linguistic characteristics of Puerto Rico, but also reflect the cultural roots and values of the Puerto Rican community in urban mainland settings. (In Spanish)

BLS 512
LANGUAGE AND CULTURE OF PUERTO RICO II

This is an intensive language course for advanced Spanish students. Emphasis is placed upon group work in which students gain practice in listening and speaking in Caribbean Spanish. Students discuss contemporary themes and cultural characteristics of Puerto Rican society. Readings are from Puerto Rican short stories, essays, poems, and periodicals. This course forms part of the Immersion Program and meets four times a week for five weeks in the May-June period. (In Spanish)

BLS 520
FIELD EXPERIENCE IN THE LATINO COMMUNITY

During the academic year, each student will find placements in a field experience directly related to his or her profession in the Greater Philadelphia/New Jersey Latino community. Teachers will assist in

bilingual schools; police in districts in bilingual neighborhoods; and social workers in social agencies dealing with Latinos, etc.

BLS 600
DYNAMICS OF CROSS-CULTURAL COMMUNICATION

The major objectives of this course are to develop an appreciation of diverse cultural backgrounds, especially among Latinos and Anglos, and to develop awareness of the complexity of cross-cultural communication. The following areas are considered as they relate to the dynamics of cross-cultural communication: the communication process; group properties and communication; linguistic approaches; the nonverbal element of communication systems, especially related to Anglos and Latinos; language and culture; language as social behavior; and channels of communication. Required for the M.A.

BLS 601
TECHNIQUES OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Analysis of various methodologies used in teaching English as a second language. Emphasis upon methods in teaching, listening, and speaking. Microteaching of difficult points of pronunciation and grammar. Attention given to effective techniques in second language learning.

BLS 602
HISTORY OF THE AMERICAS

This course treats the history and culture of the major Latino groups in the United States, especially those from the Caribbean. Emphasis on such topics as Puerto Rico's special relationship with the United States, Latino immigrants in the United States and their special problems, Cuban exiles, and the historical relationship between Latino and Anglo communities.

BLS 603
LITERATURE OF THE SPANISH CARIBBEAN

This course is designed to familiarize the student with the problems of the Caribbean individual as seen through major literary works. Students read novels, short stories, essays, and poetry of such writers as Julia de Burgos, González, Soto, Figueroa, Díaz Valcarcel, Marqués, and Luis Rafael Sánchez. Emphasis is given to a cultural, sociological approach as well as a literary one in order to understand better the problems of the Caribbean individual and his or her perception of society. (In Spanish)

BLS 604
CULTURAL PLURALISM AND PROBLEMS OF MINORITY GROUPS IN THE U.S.A.

Emphasizing Latinos but also focusing in general on race, ethnicity, language, and cultural and social stratification, this course analyzes contemporary American opportunity, family and class structures, social mobility, migration, the so-called "culture of poverty," urbanism, and related concepts and issues. Certain psychological dimensions, such as self-concept and the self-fulfilling prophecy, are also examined.

BLS 605
CURRICULUM AND DEVELOPMENT OF BILINGUAL PROGRAMS

This course discusses the historical background of the bilingual movement, especially pertinent legislation, as well as the organization of a bilingual program. Topics of lecture and discussion include needs assessment of pupils, staff, and community; various types of curriculum models of bilingual and school organizations; selection of instructional materials for training bilingual students; and proper evaluative procedures.

BLS 606
MAKING LANGUAGE CONNECTIONS THROUGH CONTENT IN ESOL AND BILINGUAL CLASSROOMS

The major objectives of the course are to provide mechanisms for second language content delivery utilizing the sheltered class model, SIOP, "learning to learn" methods. The curriculum analyzes academic language in content and texts and discusses metacognitive processes and strategies that may be used in the classroom. Further, the role of learning styles and multiple intelligences are also examined and discussed; together with the rationale and structure of thematic units for lesson planning purposes. The integration of language objectives and "what's difficult" for language learners is directed toward an authentic assessment of content and language.

BLS 607
ART AND CULTURE OF THE SPANISH CARIBBEAN

This course traces the history of art in the Spanish Caribbean, emphasizing the major influences on its evolution and contemporary manifestations. Taino, Spanish, and African contributions to art in Puerto Rico, Cuba, and the Dominican Republic will be explored in detail and in all expressive forms: paintings, broadcasting, cinematography, theater, and popular culture. (In Spanish)

BLS 610
COMPARATIVE ANALYSIS ENGLISH/SPANISH

This course studies the comparative/contrastive grammar in the English-Spanish language pair. The course includes intensive practice in reading comprehension *skim, scan, main idea, key words* sequence of events, usage, error detection, synonyms, and most common translation problems in terms of grammar, vocabulary, idioms, slang. Explore register.

BLS 611
FUNDAMENTALS OF INTERPRETATION

This course is designed to introduce the basic skills of interpretation: public-speaking, memory work, and text analysis, as well as the theoretical foundations of interpretation. In addition, the students will learn terminology research and professional skills: general business practices and ethics. Practicum emphasis is on public-speaking skills, as well as the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner.

BLS 612
CONSECUTIVE INTERPRETATION AND SIGHT TRANSLATION

This course builds on the practical and theoretical foundation laid in Fundamentals of Interpretation. In consecutive interpreting, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. Reinforces ability to perceive essential meaning and introduces note-taking techniques. Emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Note taking and sight translation are introduced in the latter part of the course.

BLS 613
SIMULTANEOUS INTERPRETATION

In simultaneous interpreting, students are introduced to basic strategies of interpreting in this mode. The course begins with a general introduction and follows up with a series of preparatory exercises helping students develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while

rendering a coherent version in the TL with correct grammar, diction and style.

BLS 614
LEGAL INTERPRETATION

This one-term course seeks to further develop skills in consecutive with note-taking, sight translation, and simultaneous interpreting. Students are expected to apply the knowledge and skills acquired during the introductory courses, and produce interpretations that would be of acceptable quality in a professional setting.

Students will be introduced to the procedures in criminal and civil law, legal language, the courtroom, and the Interpreter's Code of Ethics. Practice in the classroom will strive to recreate the most common scenarios in which legal interpreting takes place while developing the interpreting skills needed to work as a court interpreter. Students will refine their note-taking skills and special attention will be given to develop stamina and maintain concentration while under stress in the courtroom. Assessment will take into account both accuracy and fluency in delivery.

BLS 615
HEALTHCARE INTERPRETATION"

This course will provide information on the healthcare system in the United States, medical terminology, code of ethics for medical interpreters, and the use of interpreters in healthcare situations. In consecutive interpreting, students will continue to enhance their memory and note-taking skills. They will work on detecting and correcting problems from the listening stage to the delivery stage. In simultaneous interpreting, students will work in polishing their delivery and language register. In sight translation, students will get familiar with the different forms used in hospitals and healthcare centers. Peer-assessment and self-assessment will be encouraged in order to bring awareness of the importance of self-monitoring in interpreting.

Furthermore, this course will discuss current issues in healthcare interpreting and will provide information for further developing in the profession.

BLS 616
BUSINESS INTERPRETATION

In this one-semester course, students will be introduced to simultaneous interpreting with text, so that they will learn to use appropriately any visual or written material to enhance their accuracy and completeness when interpreting. Conference interpreting will be practiced in class, with students carrying on research and preparation for "conferences", including compilation of glossaries and topic research. A code of ethics for conference interpreters will be discussed as well as booth etiquette. In consecutive interpreting, students will strive to continue developing their note-taking and interpreting longer utterances without interruption. Speech production aspects such as voice, fluency and pacing will be assessed as well.

Material for practice will come from diverse business areas such as banking, finance, world economic issues and insurance, among others. Students are expected to read and research topics, make presentations, practice, grade their peer exercises and provide self-assessment. The purpose of all these aspects is to develop confidence, assertiveness and resources in students so that they will be able to deal with nuances of meaning and accuracy in interpretation while delivering smoothly and naturally in their target language.

BLS 620
INDEPENDENT STUDY

Independent study in Caribbean history, language, or literature must be approved by the Director of the program.

BLS 635
MYTHS AND LEGENDS IN CARIBBEAN AND LATIN AMERICAN LITERATURE

This course explores mythic patterns and archetypes in Caribbean and Latin American literature. Readings include works by such prominent figures as Luis Rafael Sánchez, Alejo Carpentier, Juan Rulfo, Miguel Angel Asturias, Gabriel García Márquez, and others. In addition, there will be supplementary readings from the work of Carl Jung, Joseph Campbell, and other theorists on myth. (In Spanish)

BLS 639
ADVANCED SPANISH GRAMMAR AND SYNTAX

Designed to provide a review of standard Spanish grammar and syntax for advanced students of the language. Includes intensive oral and written practice with a view toward improving native and non-native students' speaking and writing skills. The course also intends to make all speakers aware of standard Spanish cultivated in schools of the Spanish-speaking world.

BLS 640
TRANSLATION STUDIES: THEORY AND PRACTICE

The first stage of the course is theoretical. Surveying statements on the art of translation will acquaint students with typical issues experienced by literary translators. Focusing on individual solutions to translation problems will heighten awareness of the challenges of working interculturally and independently. Reading essays on the process of translation will help students understand what the field of Translation Studies has come to mean in abstract terms. Using explanations of the history of translation and of current theories will help students to develop a broad perspective on the field as a whole as they begin to incorporate standard terms in their own usage.

The second stage of the course is practical. Newspaper articles will be examined as types of language posing different challenges that, when identified, prompt the appropriate stylistic choices for a translator. Discussion and collaborative in-class translations of examples of each type will complement the individual work done outside of class. (In Spanish)

BLS 641
PROFESSIONAL USES OF SPANISH: MEDICAL

The topics and linguistic skills covered in this course include the following: vocabulary, oral practice (Spanish-English and English-Spanish), ethnical norms, health-care practices in the U.S., the Hispanic culture of the patient, role-playing, writing of a short medical script, observation at a local hospital with bilingual services, and supplemental readings on specific diseases or community health problems. (In Spanish)

BLS 642
PROFESSIONAL USES OF SPANISH: BUSINESS

This course provides students the opportunity to translate a variety of texts, with emphasis on current world economic and financial issues, international trade, and business and economic forecasts. Students learn to apply basic concepts of economics and business to real-world texts, thereby improving their command of the technical terminology of these fields. Texts include printed and online promotional and informational material, as well as various types of business correspondence and transactions. The course also covers sectors of the business world in which consecutive interpretation is frequently used and emphasizes also sequential logic in note-taking and accurate terminology in delivery. (In Spanish)

BLS 643
PROFESSIONAL USES OF SPANISH: LEGAL

A series of legal documents will be analyzed for their technical features in order to grasp some of the systemic and cultural complexities that need to be understood in order to bridge the gap between lawyer and client when Spanish and English are both involved in a common legal proceeding.

Deeds, lease agreements, liens, living wills, and power of attorney, all commonly used documents in the U.S. today, will be translated. Students will learn how to efficiently communicate with Spanish-speaking clients as well as to relay their verbal messages to a lawyer or a court. Through sight translation of written testimony, for example, letters or statements from clients, students will practice basic skills of court translating. Attention will be given to registers of speech (slang, police jargon, legal terms, norms for courtroom testimony). Typical sessions of client counseling and contract negotiations will be simulated in class, in teamwork, to practice this aspect. (In Spanish)

EDC 650
LANGUAGE ASSESSMENT AND SPECIAL EDUCATION OF ESL LEARNERS
3 credits

This course provides an overview of federal, state, and local mandates regarding the assessment of ESL learners. Placement testing, standardized assessment, performance assessment, rubrics, and portfolios will be addressed specifically. Issues in authentic assessment and assessment in the content areas will also be addressed. This course also helps students to understand the legislation that promotes individual rights for children and adults with disabilities, the special education classification and labeling process, and current trends in the education of children with disabilities. Students will analyze the impact that a handicapping condition has on the individual in learning and social environments.
Prerequisites: BLS 600 and BLS 601

BLS 651
MASTER'S PROJECT

A supervised, individual project that may be related to the student's fieldwork in the Latino community. All project topics must relate to the mission and goals of the Bilingual/Bicultural Program. The project is the required capstone experience of all members of the M.A. program.

BLS 678
TEXTO EN CONTEXTO: A PANORAMA OF PRESENT-DAY PUERTO RICO THROUGH SELECTED TEXTS

A survey of contemporary Puerto Rican thought, this course explores issues critical to the Caribbean Island Nation's social, cultural, historical, and political identity. Texts hail from a multiplicity of academic disciplines, literary genres, and popular cultural forms. Among the social sciences covered are Sociology, Anthropology, Economics, and Political Science. Literary genres covered include the essay, poetry, and fiction. Popular cultural forms include folkloric and popular music.

BLS 700
CONSECUTIVE AND SIMULTANEOUS INTERPRETING

The purpose of this capstone course is to acquaint translation students with the variety of ways they may be expected to handle language in the profession. Sight and speed translation, oral summary of a written text, conference interpreting of speeches, consecutive interpreting of interviews, dubbing, and simultaneous interpreting of various sorts will all be practiced. Whether treating familiar texts from previous coursework or handling new, unfamiliar texts (from the areas studied), students will use the same intensive approach. "Best practices" with problematic aspects will be stressed so as to train participants to resolve issues. In this final stage students will draw on knowledge and techniques taught as they also develop their note-taking methods and public-speaking skills.

TSOL 608
RESEARCH METHODS IN TESOL
3 credits

The purpose of this course is to explore research design methods and writing conventions in the field of TESOL. It will provide experience in using research materials and constructing logically coherent and professionally documented research in the discipline. The course will connect sociolinguistics and language teaching by researching and reflecting on the social, historical, legal, and cultural issues influencing language learning in the context of cultural and linguistic diversity. The course will also explore micro and macro levels of context in a variety of sites for learning a second and foreign language (U.S., international, university-based, community-based, public school-based) and with a variety of types of learners (varying age, ethno linguistic background, educational experiences, socioeconomic class, etc).

TSOL 609
LANGUAGE STUDY FOR EDUCATORS
3 credits

This course serves as a practical foundation in linguistics and its sub-branches for teachers who want to apply basic linguistic knowledge and research findings to their practice. The course begins with an overview of phonology and sounds, and moves gradually through to morphology, syntax, semantics, pragmatics, and gives special focus to first and second language acquisition research. Attention is given to developmental sequences of language acquisition and implications from research findings in first and second language acquisition literature as well as interlanguage research for designing lessons for the English Language Learner (ELL). During each unit, comparisons will be made between languages from around the world with English, with special attention given to Spanish.

TSOL 610
TEACHING SECOND LANGUAGE WRITING IN TESOL
3 credits

The purpose of this course is to provide teachers with a wide range of strategies for teaching ELLs (English language Learners)the art of writing for different audiences, examining the English grammar as it applies to curriculum and instruction. Methods used in current approaches to teaching of grammar are examined and appraised

TSOL 611
MULTIMEDIA APPROACHES TO TESOL
3 credits

The purpose of this course is to study the application of multimedia technology in the second language acquisition process. The course will consider the effect of the use of technology-based centers to the development of listening, viewing, talking, reading and writing skills in English within the context of Content Based Instruction (CBI) Students taking this course will explore the use of cassette/CD players, movies and shows, computers and the internet, video cameras, cassette recorders, newspapers and magazines to develop the second language acquisition continuum at a faster pace.
Prerequisite: BLS 609: Language Studies for Educators.

TSOL 612
SOCIOLINGUISTICS FOR EDUCATORS

This course delves deep into the social, cultural, historical, and very personal arenas within sociolinguistics. Students will engage in readings and projects around such issues as language identity, language variation and education, bilingualism, multilingualism, the impact of language planning and policy on education, codes switching, dialects, standard and non-standard languages, language contact, diglossia, language maintenance and language loss. The purpose of the course is to move

beyond viewing language as an isolated subject so that one can take into account the many factors that make communication in multilingual societies so complex. Examples from multilingual environments from all over the world will be used as a basis for discussion of such topics, although special attention is given to the impact of these factors on language instruction and interaction in the classroom.
Prerequisite: BLS 609: Language Studies for Educators.

TSOL 613
SPECIAL PROJECTS IN ENGLISH EDUCATION
3 credits

This is a course that will focus on current issues of second language acquisition and can be taken as an independent study.

TSOL 701
M.A. TESOL PRACTICUM

The purpose of the TESOL Practicum is to have the M.A. in TESOL student apply what they have learned during their studies in a new setting such as a school or non-profit organization. The student will select the organization with the Director's approval and will provide the Director with a supervisor who will oversee the practicum at the organization. It is expected that students take advantage of the practicum as a way of not only putting to use what they have learned but also of combining service and learning to search for deeper meaning in activities which strive for social justice and raise profound questions about issues facing many students the M.A in TESOL is designed to serve.

A Practicum Handbook is available to provide guidance to the student through the Program Director
Prerequisite: Successful completion of all Core and Elective courses, M.A. in TESOL program.

TSOL 751
M.A. TESOL MASTERS PROJECT/THESIS

Students must complete a Masters Project/Thesis as a capstone project that reflects their practicum, student teaching, and/or teaching practice as a culminating experience geared to provide the opportunity to apply, synthesize, and evaluate knowledge and skills acquired during their graduate studies. Students should consult their faculty advisor for a description of options and guidelines to meet the requirements of the M.A. in TESOL Program.

Students should register for the capstone master thesis in the semester in which they plan to complete the project. Students must successfully complete ALL required and elective courses (including the Practicum) before they would be allowed to register for TSOL 751.

Research which involves human subjects will be reviewed by the University's Institutional Review Board (IRB) and may not proceed until approval is granted by the IRB.

A Project/Thesis Manual is available to the student through the Program Director.

Special Topics

As interest dictates, special courses may be introduced into the curriculum, treating specialized areas of study in bilingual/bicultural issues. In the past, these courses have included such topics as Techniques of Teaching English to Speakers of Other Languages (Reading and Writing Skills), Latinos and Mental Health, Latinos and Urban Economies, Special Programs in Teaching English to Speakers of Other Languages, Special Topics in Caribbean Literature, Language and Prejudice, and Introduction to Graduate Research.

MASTER OF ARTS IN HISTORY

Faculty

Director: George B. Stow, Ph.D.
Professors: Gleber, Rossi, Ryan, Stow
Associate Professors: Allen, Desnoyers, Fair, Leibiger
Assistant Professors: Jarvinen, McInneshin
Lecturers: Presnall, Rosina Ryan, Vendelin

Description of Program

La Salle's M.A. in History program is different from all others in the Mid-Atlantic region in four distinct ways:

1. A Three-Track Program
   - M.A. in History for Educators (33 credits)
   - M.A. in History (30 credits)
   - M.A. in Public History (30 credits)
2. A blending of traditional "readings" courses with primary-source based, historical analysis courses
3. A common required Core of five courses
   1. HIS 510: Historiography
   2. HIS 610: Readings in American History
   3. HIS 640: Visualizing History
   4. HIS 650: Oral History
   5. HIS 660: Handling History
4. Students in the M.A. in History track have the option of either a comprehensive exam or writing a thesis.

These unique features of La Salle's M.A. program provide distinct opportunities to advance the careers of both practicing social studies teachers and aspiring graduate students in History. The appeal for all teachers with teaching certificates is that this program will broaden and deepen their knowledge of History in order to:

- Maintain active certification status (in conformity with Act 48).
- Reach the "highly qualified teacher" category by mastery of content knowledge.

Those students in pursuit of a traditional M.A. in History will also find La Salle's program attractive.

- The proposed M.A. curriculum in History is professional in nature and is designed as preparation for the doctorate and numerous professional careers.
- The historiography course, the three "readings" courses, and the two history electives will extend students' undergraduate preparation in these areas, and the three primary source-based historical analysis courses will provide excellent preparation for archival analysis, visual history, material culture, oral history, and interdisciplinary research that, collectively, has become the hallmark of doctoral-level courses in history, as well as most doctoral dissertations.

Certificate Option

Non-matriculating degree students will have the option of enrolling in a series of courses leading to a Certificate in one of four areas:

- European History
- American History

- World History
- Teaching Advanced Placement History

Under this plan, students will complete the following four courses:

History 510 (Historiography)

History 610, 620, 630 (one course in chosen area)

History Elective (area-specific)

History Elective (area-specific)
or
Teaching of Advanced Placement History

Students who earn a Certificate in one of the above areas may, with the approval of the Director, apply these four courses toward either the M.A. in History for Educators or the M.A. in History.

The Certificate option will appeal especially—but not exclusively—to those educators already well along in their teaching careers and interested in qualifying for either Act 48 or "Highly Qualified" status.

Admission Requirements

M.A. in History for Educators*

In most cases, candidates for admission to the M.A. program in History for Educators should have taken 18 hours of undergraduate course work in History or a related discipline, with a GPA of at least 3.0. In addition, candidates must present transcripts of all undergraduate and previous graduate course work, two letters of recommendation, and a brief personal statement (250 to 500 words), along with evidence of one of the following: a currently valid teaching certificate; an acceptable score on the Graduate Record Examination General Test or the Miller Analogy Test; and an acceptable score on the Professional Knowledge section of the PRAXIS Test. (Native speakers of a language other than English must submit TOEFL scores.)

M.A. in History and M.A. in Public History*

In most cases, candidates for admission to the M.A. program in History and the M.A. in Public History should meet the following admission criteria: 18 hours of undergraduate course work in history or a related discipline with a GPA of at least 3.0; an acceptable score on the Graduate Record Exam General Test (native speakers of a language other than English must submit TOEFL scores); transcripts of all undergraduate and previous graduate course work; two letters of recommendation; a brief personal statement (250 to 500 words); and a writing sample (preferably from an undergraduate research paper).

* It should be noted that the stated admission requirements are construed as guidelines; the graduate admission committee fully recognizes that some candidates may present either credentials or prior experiences that lie beyond the parameters described above.

Certificate Option (12 credits)

Criteria for admission are an undergraduate degree in history, social studies education, or a related discipline. In addition, candidates will submit two letters of recommendation and complete an interview with the Program Director.

The Application for Admission may be obtained by contacting:

Dr. George B. Stow, Director
Graduate Program in History
La Salle University
Philadelphia, PA 19141
215.951.1097
E-mail: stow@lasalle.edu

Tuition and Fees 2010-2011

Application Fee	$35
Online Application	free
Tuition, per credit hour	$595
General University Fee, per semester	$85

Progression through the Program

Required for M.A. in History for Educators (33 Credits)

HIS 510 Historiography
HIS 610 Readings in American History
HIS 620 Readings in European History
HIS 630 Readings in World History
HIS 640 Visualizing History*
HIS 650 Oral History*
HIS 660 Handling History*
HIS 690 Current Issues and Practices in Teaching
HIS 700 History Elective: Titles Vary
HIS/EDC History/Education Elective
HIS 750 M.A. Project in Historical-Pedagogical Research

N.B.: HIS 700/710 may be subtituted for HIS 640, 650, or 660.

Required for M.A. in History (30 Credits)

HIS 510 Historiography
HIS 610 Readings in American History
HIS 620 Readings in European History
HIS 630 Readings in World History
HIS 640 Visualizing History*
HIS 650 Oral History*
HIS 660 Handling History*
HIS 700 History Elective
NB: For comprehensive option: HIS 710 and HIS 760
NB: For thesis option: HIS 770 and HIS 780
HIS 710 History Elective
HIS 760 Seminar: Integration and Applications of Research Strategies Presented in Core Courses
HIS 770 Thesis Direction I
HIS 780 Thesis Direction II

N.B.: HIS 700/710 may be subtituted for HIS 640, 650, or 660.

Required for Certificate Option (12 Credits)

HIS 510 Historiography
HIS 610, 620, or 630 (one course in chosen area)
History Elective (area-specific)
History Elective (area-specific)

Required for M.A. in Public History (30 Credits)

HIS 505 Introduction to Public History
HIS 510 Historiography
HIS 610 Readings in American History
HIS 615 History of Philadelphia
HIS 640 Visualizing History*
HIS 650 Oral History*
HIS 660 Handling History*
HIS 665 Museum Studies
HIS 680 Techniques in Public History
HIS 705 Internship in Public History

Five-Year Bachelor's to Master's In History

Students may earn both the B.A. degree and the M.A. degree in History by participating in the University's Five-Year Program. Students would satisfy the undergraduate History major requirements during their first four years at the University, earning a minimum of 120 credits, of which a maximum of six may be graduate credits, completing a minimum of 38 courses, while maintaining a GPA of 3.0 or better. Upon completion of the B.A. degree, students may then enter the M.A. in History program by completing the remainder of the full degree requirements

Course Descriptions

HIS 510
HISTORIOGRAPHY: INTRODUCTION TO RESEARCH AND HISTORIOGRAPHY
3 credits

HIS 610
READINGS IN AMERICAN HISTORY
3 credits

This seminar, which covers central themes and developments from 1607 to the present, will focus on the growth of national identity, the founding and preservation of the American republic, the crucible of slavery and its aftermath, the rise of the United States as a military and industrial power, and the struggle to create an inclusive society.

HIS 620
READINGS IN EUROPEAN HISTORY
3 credits

This seminar follows the contours of an advanced course in the development of Western Civilization. The seminar is divided into two segments: from antiquity to the Renaissance and from the Renaissance to the modern era. Readings will focus on principal themes and developments in the following areas or disciplines: political and social; economic; religious; scientific; diplomatic and military; intellectual and cultural.

HIS 630
READINGS IN WORLD HISTORY.
3 credits

While there will be appropriate selected readings taken from the classical civilizational cores of Egypt, Southwest Asia, India, China, and the Mediterranean, less studied areas (e.g., the Pre-Columbian Americas and Africa) will be examined as well. Much of the work will concentrate on the post-1500 world, generally—but by no means universally—agreed to be the true realm of global history. Political, social, economic, religious, and gender issues will be examined, with a particular emphasis on cross-cultural connections and patterns.

HIS 640
VISUALIZING HISTORY
3 credits

Analysis of historical themes and topics (e.g., American immigration; 20th century American social and intellectual history; the Greco-Roman World; World Wars I and II) through readings, photography, painting, and film documentaries.

HIS 650
ORAL HISTORY: THEORY AND PRACTICE
3 credits

Theme-based readings and practice in oral history (e.g., family history, labor and class history; gender history; African-American history; military history).

HIS 660
HANDLING HISTORY: MATERIAL CULTURE AND ARCHIVAL ANALYSIS
3 credits

Theme-based or chronologically-based readings complemented by analysis of material culture and archival research (e.g., studies of the history of printing, deconstruction of broadsides, visits to the University Archives, lecturers from the Philadelphia Museum of Art).

M.A. in History for Educators Only

HIS 690
CURRENT ISSUES AND PRACTICES IN TEACHING HISTORY
3 credits

Critical examination of various pedagogies used in the middle and secondary school classroom (from instructivism through constructivism); analysis of character education, gender education, and multicultural education; practice in applying these pedagogies and topics to a specific historical theme.

HIS 700
HISTORY ELECTIVE: TITLES VARY
3 credits

Samples include "George Orwell: The Man and His Times"; "The Ordeal of Total War: World War II"; "Fourteenth-Century England: Calamity and Creativity"; "China and Japan"; "The American Intellectual Tradition"; "Re-Imagining Colonialism and Imperialism"; "Madison and the Founding of the American Republic"; "Colonial Latin America."

EDC Education Elective: (open)

HIS 750
M.A. THESIS IN HISTORICAL-PEDAGOGICAL RESEARCH (CONTINUATION OF HIS 690)
3 credits

M.A. in History Only

HIS 700
HISTORY ELECTIVE: TITLES VARY
3 credits

Samples include "George Orwell: The Man and His Times"; "The Ordeal of Total War: World War II"; "Fourteenth-Century England: Calamity and Creativity"; "China and Japan"; "The American Intellectual Tradition"; "Re-Imagining Colonialism and Imperialism"; " "Madison and the Founding of the American Republic"; "Colonial Latin America."

HIS 710
HISTORY ELECTIVE: TITLES VARY
3 credits

See History 700 (or related course in another La Salle University Graduate program).

HIS 760
SEMINAR: INTEGRATION AND APPLICATION OF RESEARCH STRATEGIES PRESENTED IN CORE COURSES
3 credits

HIS 770
THESIS DIRECTION I
3 credits

Supervised research for students writing the M.A. thesis.

HIS 780
THESIS DIRECTION II
3 credits

Supervised research for students writing the M.A. thesis.

M.A. in Public History Only

HIS 505
INTRODUCTION TO PUBLIC HISTORY
3 credits

An introduction to the theoretical and methodological practices of public history. It serves as a foundation for considering the implications of shared practices of history in which professionals consider and collaborate on the meaning of the past for the present.

HIS 615
HISTORY OF PHILADELPHIA
3 credits

A survey of the history of Philadelphia from its founding to the present through an examination of the peoples who imagined it, built it, and struggled for and over it.

HIS 665
MUSEUM STUDIES
3 credits

An introduction to basic object theory and practice as central to every history museum and historical society. Students will gain practical hands-on knowledge through various assignments such as developing exhibitions and creating clear and proper documentation for researchers and future generations.

HIS 680
TECHNIQUES IN PUBLIC HISTORY
3 credits

An introduction to the basic concepts of various digital media processes (e.g., the design and publishing of public history projects by using Web sites, audio, and video content). Students will also review and evaluate public history Web sites and other media based on criteria used by professional public history organizations.

HIS 705
INTERNSHIP IN PUBLIC HISTORY
3 credits

An internship experience that allows students to combine theory and course content knowledge with practice through a hands-on experience in one of several public history venues in the Philadelphia area.

MASTER OF SCIENCE IN INFORMATION TECHNOLOGY LEADERSHIP

Faculty

Program Director: Margaret M. McCoey, M.S.
Professor: Longo, McManus, Miller, Seltzer, Smither
Associate Professors: Blum, Kirsch, Redmond, Tavana
Assistant Professors: Highley, McCoey, Szabat, Turk
Associate Faculty: Wiley, Pasquale
Lecturers: Julian, Wacey, Grosso

Description of Program

In the Master of Science in Information Technology Leadership (M.S. in ITL) program, students examine the foundation of information technology and the leadership skills needed for mid- to high-level information technology or systems managers. There is ample evidence that companies have a significant need for such leaders with the widespread use of information technology. Industry studies report that it is important for both the technical and the business sides to better understand each other's jobs and functions, especially as technical people assume project management roles.

Recommended by industry leaders, the program's curriculum in current information technologies and management of human and technology resources is meant for professionals who wish to become leaders in information technology. The program builds upon the strengths of the University's M.S. in Computer Information Science and MBA programs, enabling students to acquire the foundation of leadership skills and technology concepts.

The M.S. in Information Technology Leadership program focuses on three main competency areas:

- Managerial Competencies: leadership, human resource management, and process management
- Technical Competencies: architecture, data communication, application development, data management, and security
- Technology Management Competencies: Policy and Organizational Competencies—mapping IT to mission, budget process, organizational processes; capital planning competencies, investment assessment, acquisition; and implementation, legacy, migration, and integration issues and performance measures.

Additionally, these areas are extended through electives in current information technologies. Finally, the program is completed with an integrative capstone experience.

The program emphasizes teamwork, interpersonal communication, and presentations. To address the dynamic nature of the field and the realization that there will always be a need for some self-training, this program encourages active student involvement and collaborative learning. Students are expected to participate in class discussions, to evaluate new software packages, to make formal presentations, and to do independent projects. The program prepares individuals for end-user computing services by addressing both technical challenges and management skills. The program promotes the professional development of the student in the field of Information Technology Leadership.

A strength of the program is its practical focus, built upon a strong conceptual foundation.

The program is offered mainly in an online format. Some courses are still offered in the traditional format and are offered at three convenient locations in Pennsylvania: at the Main Campus in Philadelphia, at the Bucks County Center in Newtown, and at the Montgomery County Center at Metroplex Corporate Center in Plymouth Meeting.

Admission Requirements

To be accepted into the program, a student must present:

1. Evidence of successful academic achievement in the completion of a baccalaureate degree from an accredited institution of higher education with an appropriate major. Appropriate undergraduate majors include, but are not limited to, management science, business administration, electrical engineering, systems engineering, mathematics, computer science, physics, or psychology. A minimum undergraduate GPA of 3.0 will normally be required. The applicant must provide official transcripts from all undergraduate and graduate colleges and universities he/she has attended. Students whose undergraduate transcripts are from institutions outside the U.S.: Transcripts/marksheets must be sent to the World Education Service (www.wes.org) for a course-by-course evaluation. An appropriate background in management science, systems analysis and design, computer science, or a related discipline, or other equivalent training is required. On the basis of admissions credentials, students may be required to complete a few foundation courses.
2. Two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in the program.
3. Acceptable score in the Graduate Management Admission Test (GMAT), Graduate Record Examination (GRE) General Test, or Miller Analogies Test (MAT). The MAT can be taken at the La Salle University Counseling Center. Call 215.951.1355 for information about the fee and appointment schedule. Original test results are required; photocopies will not be accepted.
4. A resume addressing one's educational and professional background.
5. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University. The fee is waived if the online application is used. See the program Web site.
6. Interview with member(s) of the admission committee. These are typically telephone interviews.

The application package is viewed as a whole, and the prevailing criterion is the applicant's capacity for completing the program successfully.

The program is open to applicants without regard to age, creed, race, gender, or national origin. Because oral and written communication is an integral part of many courses, students must communicate clearly in English. Since this program is offered in an online format, it does not meet the requirement for a U.S. student visa.

A maximum of six hours of transfer credit may be granted for graduate work at another institution. The student must supply a course description and syllabus in order to facilitate the transfer of credit. After matriculation at La Salle, students must have a course pre-approved by the director (in conjunction with the appropriate faculty member(s)) for it to be considered for transfer purposes.

The Application for Admission may be obtained by contacting:

Margaret McCoey, Director
Graduate Program in Information Technology Leadership
La Salle University
Philadelphia, PA 19141
Phone: 215.951.1130
Fax: 215.951.1805
E-mail: itleader@lasalle.edu
Web site: www.lasalle.edu/itleader

Tuition and Fees 2010-2011

Application Fee $35
Online Application . . . . . free
Tuition, per credit hour $725
General University Fee, per semester $85

Tuition Assistance

Partial scholarship grants are offered on the basis of academic credentials and financial need.

Information about other financial aid, payment options, and application forms may be obtained from the Director of Financial Aid, La Salle University, 215.951.1070.

Progression Through the Program

Students must complete between 36 and 48 graduate credits in the program to complete the M.S. I.T.L. degree. Each student is required to complete up to four foundation courses, nine core competencies courses, two elective courses, and the capstone experience. The total number of credits to fulfill the requirements depends upon the student's academic and professional background.

The design of this program assumes that the student has a background in information science, information systems, or business administration. Some students may be required to take one to four foundation courses to supplement their experience.

Certificate Program in Business Systems Technology Management

This program is designed for students with bachelor's degrees who wish to supplement their knowledge of business systems technology management.

The certificate is attained by the successful completion of three La Salle University graduate courses. If the candidate lacks sufficient background knowledge in a particular area, he or she may be required to complete one or more foundation courses prior to beginning the certificate program. Each foundation course adds an additional course requirement to the certificate program.

Certificate Requirements: 9 credits (3 courses) and a 3.0 GPA

CIS 615 Project Management (may be waived for student with Project Management Professional (PMP) status)
INL 631 Technology Architecture
INL 660 Planning and Effective Management of IS/IT Resources

Students who have been waived from CIS 615 will be required to choose one course from the elective list of M.S. in ITL curriculum.

Business Intelligence Certificate Requirements: Nine credits (three courses) and a 3.0 GPA

CIS 523 Data Processing and Database Management Systems
CIS 624 Data Warehouses
CIS 658 Data Mining

Warranty Program

Graduates of the M.S. ITL program can participate in the Warranty Program, which provides the opportunity for them to extend or refresh their skills and knowledge by taking three additional CIS or INL courses

on a space-available basis for free. Details and conditions can be found on the program's Web site.

Masters Degree Requirements

Twelve to 16 courses (at least 36 graduate credits) are required for the degree. The following outline specifies the program requirements regarding the foundation, core, electives, and capstone courses. Individual plans for progression will be determined for each student in consultation with the Program Director.

Foundation Courses

The purpose of the foundation courses is to provide students with a broad-based background in research and writing, networks, databases, and statistics. The following four courses (three credits each) are required but may be waived based on a student's academic and professional training.

Research and Writing
- **INL 574** Graduate Research and Writing

Databases
- **CIS 523** Data Processing and Database Management

Networks
- **CIS 540** Network Theory

Statistics
- **MBA 620** Statistical Thinking for Managers

Core Competencies Courses

The core curriculum focuses on managerial, technical, and technology management competencies. Students are required to take a total of nine courses in these core competencies: three courses from the Managerial Competencies area, three courses selected by the student from the Technical Competencies area, and three courses from the Technology Management area.

Managerial Competencies (all three required)
- **CIS 612** Ethics, Issues, and Government Regulations (originally CIS 610)
- **CIS 615** Project Management
- **MBA 810** Self-Assessment for Leadership

Technical Competencies (three courses; one required and two selected)
- **INL 631** Technology Architecture (required)
- **CIS 624** Data Warehouses
- **INL 644** Data Security Technologies
- **INL 650** User-Interface Technologies

Technology Management (all three required)
- **INL 632** Technology Development Management
- **INL 660** Planning and Effective Management of IS/IT Resources
- **INL 736** Organizational Effectiveness: Beyond the Fads

Electives (two selected)

Electives provide the framework for keeping pace with the rapid advancements in technology. Students are required to take two elective courses in new technologies.
- **CIS 646** Collaboration Technologies
- **CIS 658** Data Mining
- **INL 743** Entrepreneurship
- **INL 760** IS/IT Human Resource Management
- **MIS 705** Emerging Information Technologies (This is a special topics course in Management Information Systems.)

Capstone Experience (one course)

Students culminate their study with an integrative three-credit capstone experience, taken in the final semester of the program. This course is completed with a team of students and provides the opportunity to integrate what has been learned in the core and elective courses.
- **INL 880** IT/IS Capstone Experience

CIO University Certification

La Salle offers students enrolled in the Information Technology Leadership degree program the opportunity to become certified as a member of the Chief Information Officer (CIO) University. The CIO University consists of nationally accredited institutions of higher learning that meet established requirements and are identified by the Government Services Administration (GSA) as academic partners. Students participating in this program are identified as potential CIOs for government agencies.

To attain certification in the CIO University, students are required to complete the Information Technology Leadership program requirements.

Course Descriptions

Course descriptions for the CIS courses are located in the M.S. Computer Information Science section. MBA course descriptions are located in the MBA program section.

INL 574
GRADUATE RESEARCH AND WRITING
3 credits

A cross-disciplinary seminar that introduces students to the latest research technology and databases for advanced work in their major. Emphasis on research and communication skills, including oral presentations and written reports.

INL 631
TECHNOLOGY ARCHITECTURE
3 credits

This course will examine the relationships among business models and processes, communications architectures and infrastructures, applications architectures, security architectures and the data/information/knowledge/content that supports all aspects of transaction processing. It will examine alternative computing and communications platforms, major support technologies, and the issues connected with aligning technology with business goals, as well as issues associated with legacy systems, migration and integration. Course work will include class presentations and plans to implement, modify or supplement technology infrastructures.

INL 632
TECHNOLOGY DEVELOPMENT MANAGEMENT
3 credits

This course examines technology development and maintenance methodologies including testing, configuration management, and quality assurance strategies used to manage IT projects. Discussion topics include the business value of the project, as well as the development, collection, and analyses of metrics for technology management. Students investigate development methodologies, such as Waterfall and Rapid Application Development (RAD), technology maintenance, and evolution planning. Case studies are used to evaluate technology management strategy in specific business areas.

INL 644
DATA SECURITY TECHNOLOGIES
3 credits

This course will explore all aspects of computing and communications security, including policy, authentication, authorization, administration, and business resumption planning. It will examine key security technologies, such as encryption, firewalls, public-key infrastructures, smart cards, and related technologies that support the development of an

overall security architecture. Course work will include plans for developing and implementing a technology security strategy focused on the business needs.
Prerequisite: CIS 540

INL 650
USER-INTERFACE TECHNOLOGIES
3 credits

This course will examine the issues associated with human-computer interaction, including interface-design principles, human-computer task allocation, and interface technologies, such as GUIs, speech, virtual reality, body interfaces, and mimetics. It will also address how to design interfaces likely to enhance performance. Discussion of interface technologies support for good interface design, so technology managers can understand interface issues in technology choice. Evaluation methods will also be examined, so UI designers can determine if their interfaces are enhancing or degrading human performance. Course work will include a significant team project in which end-user needs are understood, a prototype is developed using a chosen user-interface technology, and persuasive presentation is delivered.

INL 660
PLANNING AND EFFECTIVE MANAGEMENT OF IS/IT RESOURCES
3 credits

This course investigates the management issues surrounding information and telecommunications systems. Business/IT alignment is explored through alternative methods, tools, and techniques for planning optimal IT investments are explored. Discussions address frameworks and management principles to cope with the challenges inherent in the implementation of rapidly advancing technology, strategic and operational issues, and human and organizational issues related to technology introduction and use. Additional topics include problem management, change management, recovery management, contingency management, disaster recovery planning, telecommuting, small office home office (SOHO), offshore and outsourced resources. Students gain experience in identifying current trends related to effective management of IS/IT resources.
Pre-requisite: INL 574 Graduate Research and Writing

INL 736
ORGANIZATIONAL DESIGN: BEYOND THE FADS
3 credits
This course is cross-listed with MGT 736.

INL 743
ENTREPRENEURSHIP
3 credits

This course is cross-listed with MGT 743. Please refer to the course description for MGT 743, located in the MBA section.

INL 760
IS/IT HUMAN RESOURCE ADMINISTRATION
3 credits
This course is cross-listed with MGT 760

INL 880
INTEGRATIVE CAPSTONE
3 credits

The capstone experience provides an opportunity for students to work in a team to apply the leadership skills and tools learned in other required courses to analyze, design, and evaluate a solution for an information technology management environment. The students will work in a team, in partnership with an external company. This course requires a paper or report and a presentation. Further guidelines can be found on the program Web page.

MASTER OF SCIENCE IN INSTRUCTIONAL TECHNOLOGY MANAGEMENT

Faculty

Program Director: Bobbe G. Baggio, Ph.D.

Faculty: Archambeau, Ayscue, Baggio, Beldarraqin, Bruce,Casey, Ellis, Gairo, McManus, Minaya

Description of Program

The future of learning is on a screen, online, or on a device. Learning and training organizations require managerial leadership that can devise and implement enterprise solutions. Learning executives, instructional architects, and designers occupy many roles within a company. They assess performance goals; develop learning objectives; design instructional materials; deliver curriculum in classrooms, online, and in blended environments; and use new and ever-evolving technologies to reduce costs. These are the people who are responsible for the human capital performance required to increase profitability. La Salle's M.S. in Instructional Technology Management program combines theory, hands-on design experience, and management skills to provide learners with a theoretical and intellectual foundation of instructional design principles, methods, and techniques. It provides an understanding of adult learning theories and provides the training to evaluate software, applications, programs, and methods in the context of the corporate training environment. This program provides opportunities to design, build, and implement multimedia and online projects for e-learning in corporate, government, or educational settings with an understanding of assessment and evaluation techniques. It also equips the learner with the leadership skills necessary to provide the vision, strategies, and solutions needed to create and sustain a learning culture. The goals of this program are designed in the context of the global corporate training environment.

Graduate education at La Salle emphasizes students' ability to apply universals and specifics to actual situations, to distinguish relationships, to analyze critically, to rearrange component ideas into new wholes, and to make judgments based on external criteria. The M.S. in Instructional Technology Management program is offered through the College of Professional and Continuing Studies because it is a field that attracts people of many backgrounds and experiences, as well as those who are looking to enter into a new field. Also, the field of instructional technology supports La Salle's mission that education should be useful and of service by placing individuals in positions in corporations where they will have the means to build an educated, able, and productive national and international workforce.

The Instructional Technology Management program uses a blended learning model, replicating the types of learning that graduates of our program in their prospective fields will use to train employees. Learners will take classes using the latest learning technologies and will work within a cohort to take all courses. This strengthens teamwork, communication, and professional bonding. The entire curriculum "walks the walk" and uses the ADDIE model as a base for each course and evaluation.

La Salle's M.S. in Instructional Technology Management program uses an interdisciplinary approach, drawing on the strengths and knowledge of La Salle's already-established programs in the departments of Education, Communication, and Business and the Digital Arts and Multimedia

Design, Computer Information Science, and Information Technology Leadership programs. La Salle's program in Instructional Technology Management provides students with access to state-of-the-art video and audio production facilities in the Communication Department's production studios and media arts laboratories and expertise from the School of Business regarding management and leadership development. In addition, the program has several courses taught by professionals currently working in multinational corporations to provide students with real insight into the field.

The strength of the program is its emphasis on practical and professional application, built on strong interdisciplinary foundations.

The program is offered using a blended approach combining online with the convenient Main Campus in Philadelphia and Montgomery County Center in Plymouth Meeting, Pa.

Program Goals

Theory

Goal #1:

To provide students with a theoretical and intellectual foundation of instructional design principles, methods, and techniques.

Goal #2:

To provide students with an understanding of adult learning theories as they relate to a corporate and increasingly global workforce.

Hands-on Design Experience

Goal #3

To enable students to evaluate software, applications, programs, and methods in the context of the corporate training environment.

Goal #4

To provide students opportunities to design, build, and implement multimedia and online projects for e-learning in corporate, government, or educational settings.

Goal #5

To provide students with an understanding of assessment and evaluation techniques commonly used in the field by instructional designers.

Goal #6

To prepare students to develop e-learning modules and teach online classes geared to a global workforce.

Management

Goal #7

To enable students to understand the challenges that face instructional designers working in a corporate environment and to be able to work successfully to meet the training needs of any business.

Goal #8

To develop the leadership capacities of students.

Goal #9

To develop student communication skills necessary for a position as an instructional designer working with large teams within multinational companies.

Instructional Technology Management Admission Requirements

To be accepted into the program you need:

1. A baccalaureate degree from an accredited institution of higher education with an appropriate major. Appropriate undergraduate majors include, but are not limited to, management science, business administration, education, information technologies, organizational development, leadership, instructional design, computer science, or psychology. Official transcripts from all educational institutions attended.
2. A resume showing demonstrated professional experience.
3. Three to five years professional experience in corporate training, human resources, information technology or business.
4. A completed Application form
5. Two letters of recommendation from professional and/or technology references.

If you are an international student, an acceptable TOEFL test score a statement of financial responsibility, and official documentation from your sponsor's financial institution are required. La Salle University also requires that you send your transcripts/marksheets to the World Education Service (www.wes.org), or a similar credential evaluation service for an evaluation. For more details see the information below.

The program is open to applicants without regard to age, creed, race, sex or national origin. Because oral communication is an integral part of many courses, students must communicate clearly in English.

All admission materials should be sent to:

La Salle University
Office of Graduate Admission – Box 826
1900 West Olney Avenue
Philadelphia, PA 19141

When applications are complete, candidates will be interviewed by member(s) of the Admission Committee. This committee will consist of the Director of the Instructional Technology Management program and another member of the College of Professional and Continuing Studies.

Strong consideration will be given to learners with demonstrated professional experience, although it is expected that all credentials will be met.

The program is open to applicants without regard to age, creed, race, sex, or national origin. Because oral communication is an integral part of many courses, students must communicate clearly in English.

This program is designed to be a terminal program and is not designed to solely prepare learners for doctoral programs. This program is focused as a professional degree intended to position graduates in corporations, organizations, institutions, or business enterprises in the area of instructional technologies management.

The Application for Admission may be obtained by contacting:

College of Professional and Continuing Studies
La Salle University
1900 W. Olney Ave.
Philadelphia, PA 19141-1199
215.951.1235

Or online at: www.lasalle.edu/schools/cpcs/

Tuition

Tuition (per credit) $600
General University fee $85

(*Tuition rates effective May 1, 2010)

We will be happy to help you with financial aid and discuss alternate payment options.

Tuition Assistance

Practical Scholarship grants are offered on the basis of academic credentials and financial need.

Information about other financial aid, deferred payments, and application forms may be obtained from the Director of Student Financial Services, La Salle University, 215.951.1070

Progression Through the Program

La Salle's M.S. in Instructional Technology Management will follow the traditional academic calendar at La Salle. The typical length of the semester is 15 weeks. A full-time student carries a minimum of 6 semester credit hours. A student's program may require more hours per week in some areas of instruction. A full-time graduate student is one who is matriculated and registered for six or more hours of credit for the semester. All courses are three credits and will be held for 12 or 15 weeks.The courses will be online, they will meet both synchronously and asynchronously and will not follow traditional credit hours. Students will be required to participate in chat sessions and/or discussion boards, which will take the place of classroom meetings and may be frequented by students depending on their personal schedules. All online will also meet for the duration of 12 or 15 weeks. The fall and spring terms are 15 weeks and the summer seesions is 12 weeks.

In order to earn the degree, students must successfully complete all courses for a total of 36 credits in the program. Once an applicant is accepted into the program and registers for his or her first course, a maximum of seven years will be allowed for the successful completion of the program. Only in extreme circumstances will a leave of absence be granted. When a leave of absence is granted, it will not exceed a maximum of one year and the period of leave granted will not count toward the maximum seven years permitted to complete the program.

Method of Graduate Instruction/Nature of Research Requirements

Courses are scheduled online to allow students to fulfill their employment or other obligations. Course syllabi specify methods for each course in the program.

Course Sequence

ITM 600	Principles of Instructional Design
ITM 605	The Adult as Learner
ITM 615	Web Design, Usability, and Visual Literacy
ITM 620	Professional Media Production
ITM 625	E-Learning in the Corporate Environment
ITM 635	Evaluation and Assessment of Learning Programs
ITM 630	Client Commications and Consulting
ITM 645	Training a Global Workforce
ITM 610/CIS 615	Project Management
ITM 640	E-Collaboration for Instructional Technology
ITM 650/MBA 810	Self-Assessment for Leadership
ITM 700	Capstone Project

Capstone Project

The capstone course will provide students with a chance to integrate the principles of Instructional Design that they have learned over the course of two years with real-life, industry-specific instructional design problems. Using guest lecturers from various regional industries, students will analyze a problem and work together to come up with a plausible training solution. Either through interning or through collaborative discussions with those in the field, students will select a training problem of interest to them and complete an instructional design process, whereby they assess the situation, develop a strategic plan, design the type of training, and begin implementation of the training. Additionally, the capstone will be taught entirely online, so that students may have flexibility in their schedules to intern at a corporate office. As an online course the capstone itself will be a breeding ground for the students to consider new ideas in online learning and discover for themselves what works and what does not work. The online guest speakers, as well as the readings and discussions, will offer students a chance to explore critical topics in the field that may impact the design of their projects.

Course Descriptions

ITM 600
PRINCIPLES OF INSTRUCTIONAL DESIGN

Overwhelmingly, corporations are interested in managers of learning and training with strong backgrounds in principles of instructional design, and they want their employees to be able to tie learning outcomes to productivity rates and product growth. This course will begin with instructional design's background in developmental psychology and will cover several working theories, such as the 1-4 Kirkpatrick and ADDIE models, as well as cognitive, social, behavioral, and constructivist learning theories as they apply.

ITM 605
THE ADULT AS LEARNER

This course will specifically focus on adult learners as they exist in the workforce. It will present theories of androgogy used for designing curriculum for adults and teaching techniques to engage this type of learner as they relates to the corporate environment. Tracing the history of androgogy from adult developmental psychology, this course will address the wide range of adult learners an instructional designer might have to provide training for, including top management, support personnel, and potential customers.

ITM 610
PROJECT MANAGEMENT

This course entails standard Project Management (PM) concepts, principles, and practices for information technology (IT) and systems. It considers the various corporate organizational structures, politics, and external influences impacting effective PM for IT projects. It also covers systems development and product and PM life cycles, including the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK). The course incorporates exploration of project phases and processes and how they relate to the disciplines of PM°Xintegration, scope, time, cost, procurement, risk, human resources, quality, and communications. Students will analyze, evaluate, and select appropriate PM systems, tools, and methodologies from a project leader point of view and develop understanding of PM practices through selected project work.

ITM 615
WEB DESIGN, USABILITY, AND VISUAL LITERACY

This course is a survey course intended to provide students with generalized knowledge of Web design, aspects of visual literacy, and usability and accessibility concerns. With much of learning going online, and customized learning built into Learning Management Systems, this

class should allow students to understand usability principles to be able to communicate with Web designers and build their own pages. Knowledge of file structure and types, images, tables, and use of industry-standard software, such as Dreamweaver, will be covered. Students will gain basic knowledge of HTML in order to develop learning programs online, This course will discuss how visual media is used to convey messages, both in print and online, and the differences inherent in them. Students will finish the course with ample practice in production, selection, and use of visual imagery and associated software and file types.

ITM 620
PROFESSIONAL MEDIA PRODUCTION

This course presents current audio and video practices and technologies used in corporate and institutional communications. Students will implement these pre-production, production, and post-production practices in developing messages for corporate and institutional audiences. Students will gain a general understanding of script-writing, lighting, audio, and editing tools used in media production to enable them to best communicate with professional videographers and audio technicians.

ITM 625
DEVELOPING AND TEACHING IN ONLINE DISTANCE EDUCATION

This course will have students design curriculum and teach each other using various Learning Management software and Collaborative Learning software. Students will be introduced to concepts of delivering content across distance and time, use of synchronous vs. asynchronous models, global challenges, and how to create online communities of learners that may not ever meet in person. This course will be taught entirely online.

ITM 630
CLIENT COMMUNICATIONS AND CONSULTING

This course provides students with the skills needed to effectively communicate with clients, including those of large and small corporations, working with global partners and widespread teams. Drawing on real-world case studies, students will learn how to do a comprehensive needs analysis for any potential client, the art of persuasion, and how to satisfy a client despite budget and methodology restrictions.

ITM 635
EVALUATION AND ASSESSMENT OF LEARNING PROGRAMS

Assessment and evaluation of curriculum, multimedia, and programs developed for learning are constantly tied to corporate performance outcomes and, ultimately, profits. This course will cover formative and summative evaluation of products and curriculum. Students will use real-life examples to survey a product or program by conducting focus groups, developing evaluation and survey instruments, analyzing the findings, and presenting suggestions for improvements.

ITM 640
E-COLLABORATION FOR INSTRUCTIONAL TECHNOLOGY

This course provides an overview of electronic collaboration processes, design, issues and applications. This course will consider the usage of collaboration tools both for instructional design and as courseware. Types of electronic collaboration tools will include electronic mail, intranets, portals, online communities, Weblogs, dashboards, conferencing, forums, meeting rooms, learning management, calendars, workflow, and knowledge management. Students will critique different types of collaboration tools.

ITM 645
TRAINING A GLOBAL WORKFORCE

This course will explore the current globalization and market forces that will affect training and development in the future of multinational corporations. Students will learn how to use communication tools to meet with a global team and will gain knowledge about cultural differences that may affect how training is designed and implemented. Students will gain a richer understanding of the barriers that still affect the training of global employees and customers.

ITM 650/MBA 810
SELF-ASSESSMENT FOR LEADERSHIP

This experiential course emphasizes the importance of feedback and self-assessment for leadership development. It includes extensive assessment of each participant's management style and skills based on self-evaluations (using structured questionnaires) and feedback from coworkers, faculty, and other participants. Leadership development experiences emphasize time and stress management, individual and group problem solving, communication, power and influence, motivation, conflict management, empowerment, and team leadership. Each participant identifies skills he or she needs to develop and reports on efforts to develop those skills.

ITM 700
CAPSTONE

Students will use the capstone to select a real-life, industry-specific instructional design problem. Students will go through an instructional design process, assess the situation, develop a strategic plan, design the type of training, implement the training, and evaluate the results. Students may work or in collaboration with or intern at a specific company or organization to gain experience in the field.

Certificate Program in Instructional Technology Management

Add certificate program...

Research shows that the field of e-learning is growing and many new professionals will be needed in the future. This certificate, which is comprised of six courses from the Master of Science degree from the Instructional Technology Management could lead to a jobs like: a chief learning officer, instructional architect and or designer or enter many other exciting and well paying positions. The certificate in Instructional Technology Management would provide the opportunity for graduates to occupy many roles within a company; assessing performance goals, developing learning objectives, designing instructional materials, delivering curriculum in classrooms, online or in blended environments, and using new and ever evolving technologies to improve human performance and reduce costs.

The certificate is half of (or 18 hours/6 courses) the M.S. in Instructional Technology Management (ITM). Just like ITM it combines theory, hands-on design experience, and management skills to provide learners with a theoretical and intellectual foundation of instructional design principles, methods, and techniques. It provides an understanding of adult learning theories and the training to evaluate software, applications, programs, and methods in the context of the corporate training environment. This program provides opportunities to design, build, and implement multimedia and online projects for e-learning in corporate, government, or educational settings with an understanding of assessment and evaluation techniques. It would also equip the learner with the leadership skills necessary to provide the vision, strategies and solutions needed to create and sustain a learning culture. This certificate program is designed in the same context as the ITM M.S. degree that of the global corporate, organizational or government training environment.

The ITM graduate certificate provides an entry vehicle for those who want to pursue their education in ITM but may not be ready to commit to a full M.S. degree.

The certificate includes 6 Courses:

The foundation course of either ITM 600: Principles of Instructional Design or ITM 605: The Adult as Learner, ITM 610: Principles of Project Management, and ITM615 Web Design, Usability, and Visual Literacy are required.

The other three courses are electives and can include anything but ITM 700 which is the M.S. capstone project.

MASTER OF ARTS IN PROFESSIONAL AND BUSINESS COMMUNICATION

Faculty

Director: Marianne Dainton, Ph.D.

Professors: Dainton, Molyneaux

Associate Professors: Aylor, Goedkoop, M. Smith, Texter, Zelley

Assistant Professors: Collins, Dunleavy, Kennedy, Pampaloni

Description of Program

The Master of Arts in Professional and Business Communication is a 36-credit program for people who wish to improve their communication skills and understanding of communication issues and practices within business and professional organizations. It is designed to be broad in scope but provides sufficient depth for students to explore issues that are germane to their interests or needs.

Students may elect to do the program full time during the day, which can be completed in one calendar year. Alternatively, the part-time program allows working adults to take classes at night and in the evening, progressing through the program at a pace of their choosing.

A strength of the program is its practical focus. While emphasizing theory and methods in the core courses, students are invited throughout the program to apply the communication principles and practices that they learn to real-life situations.

The program features three tracks that allow students to focus on particular areas—Communication Management, Communication Consulting and Development, and Public Relations—plus a General Professional Communication track that allows the program to be tailored to the individual student's goals.

Admission Requirements

To be accepted into the program, a student must present:

1. Evidence of successful academic achievement in completion of a Bachelor's degree from an accredited institution of higher education. The student's record must show a completion of 24 credit hours in any combination of communication, humanities, and social science courses, and an overall "B" average (3.0/4.0). International students must possess the equivalent of a 4-year Bachelor's degree.
2. The Application for Admission.
3. A Professional Resume.
4. A 30-minute interview with the program director, which will focus on professional goals.
5. A 30-minute on-demand writing assessment, evaluated by an admissions subcommittee.
6. For students with an undergraduate g.p.a. below 3.25, two letters of recommendation from professors and/or supervisors who can address the candidate's ability and motivation for enrolling in the program.

The program is open to applicants without regard to age, creed, race, gender, national origin, disability, or sexual orientation. Because oral communication is an integral part of most courses in the program, students must be able to communicate clearly in English. International students must achieve a minimum TOEFL score of 250. A maximum of six credit hours are eligible for transfer from another institution or from another La Salle graduate program.

The Application for Admission may be obtained by contacting:

Marianne Dainton, Ph.D., Director
Graduate Program in Professional Communication
La Salle University
Philadelphia, PA 19141
215.951.1155

E-mail: comm@lasalle.edu

Web site: http://www.lasalle.edu/admiss/grad/profcomm/

Tuition and Fees 2010-2011

Application Fee	$35
Online Application	free
Tuition (per credit hour, part-time program)	$625
Tuition (per semester, full-time program)	$10,400
General University Fee, per semester	$85

Tuition Assistance

Partial scholarships are available for the fall and spring semesters based upon a combination of need and merit. In addition, there are a limited number of work-study positions and graduate assistantships available for full-time students. Consult the Director of the Professional and Business Communication program for more details. Information about financial aid and application forms may be obtained from the Director of Student Financial Services, La Salle University, Philadelphia, PA 19141, 215.951.1070.

Progression Through the Full-Time Program

The full-time Master of Arts in Professional Communication degree is a 36-credit program intended to be completed within one calendar year, requiring all degree recipients to:

1. Take Com 601 during the first Summer intersession.
2. Take two core courses and two electives during the Fall semester.
3. Take Com 616 during the Winter intersession.
4. Take two core courses and two electives during the Spring semester.
5. Take 6 credits of Com 605 (practicum) during the second summer.

Students must complete the program with a minimum 3.0 G.P.A. Students may be required to continue their studies beyond one year if they withdraw from a course or if their grades require courses to be repeated. Students complete the program in a cohort and will have few (if any) choices in electives.

Core (8 courses, 24 credits)

Com 600 Applied Communication Theory
Com 601 Professional Communication Ethics
Com 602 Effective Presentations
Com 603 Strategies for Professional Writing
Com 604 Applied Communication Research Methods
Com 605 Practicum (6 credits; may only be taken after at least 27 graduate credits and completion of Com 604)

Some Possible Electives (4 courses, 12 credits)

Com 608 Intercultural Communication and Organizational Life
Com 610 Leadership and Interpersonal Communication
Com 612 Organizational Communication
Com 614 Communication and Conflict
Com 615 Persuasion

Track Descriptions

In addition to the core courses, students can complete concentrations in the following tracks: Communication Management, Communication Consulting and Development, Public Relations, and General Professional Communication.

Communication Management

The Communication Management track provides students with advanced theoretical understanding and practical skills needed for successful leadership in interpersonal, group, and organizational communication. Coursework emphasizes how communication competence is achieved through analysis, problem-solving, teamwork, and conflict management. This track meets the needs of students in a variety of organizations who seek to improve their effectiveness as managers and leaders.

Communication Consulting and Development

The Communication Consulting and Development track provides students with the theoretical knowledge and technical skills necessary for assessing and enhancing the performance of organizational leaders, members, and teams. Broadly, coursework focuses on organizational communication consulting and training and development. Specifically, students will learn to improve organizational communication processes by assessing communication needs and patterns, crafting and implementing plans for individual and team development, and assessing organizational or individual outcomes. This track is best suited to experienced students who wish to develop careers in organizational and change management consulting, training and development, meeting facilitation, and executive coaching.

Public Relations

Public relations is the management of communication between an organization and the publics upon which it depends and influences. This track seeks to develop students' theoretical understanding of public relations as a strategic communication process and to enhance the practical skills necessary to implement and manage public relations activities. Students in this track typically are pursuing careers in corporate, nonprofit, or agency public relations.

General Professional Communication

This option is intended for students interested in advanced study in the broad field of communication. Students who opt for this track can combine elective courses from across tracks to create a program that meets their personal and professional needs. In addition to the career paths identified in the other tracks, students may prepare for additional study at the doctoral level.

Track Requirements

Communication Management Track Requirements

Four required courses (12 credit hours)
COM 610
COM 616
COM 612
Choice of COM 608, COM 614, or COM 615

Elective courses totalling six hours: This requirement may be satisfied by taking two 3-credit courses from the other tracks or by taking a maximum of two 1.5-credit modules of COM 632-633 plus one 3-credit course.

Communication Consulting and Development Track Requirements

Four required courses (12 credit hours)
COM 612
COM 620
COM 621
Choice of COM 610 or COM 616

Elective courses totalling six hours: This requirement may be satisfied by taking two 3-credit courses from the other tracks or by taking a maximum of two 1.5-credit modules of COM 632-633 plus one 3-credit course.

Public Relations Track Requirements

Four required courses (12 credit hours)
COM 613
COM 619
COM 615
Choice of COM 612 or COM 623

Elective courses totalling six hours: This requirement may be satisfied by taking two 3-credit courses from the other tracks or by taking a maximum of two 1.5-credit modules of COM 632-633 plus one 3-credit course.

General Professional Communication Track Requirements

Six courses (18 credit hours) selected from among the courses in any of the tracks.

Students may not take more than two 1.5-credit modules to complete the track.

Certificate Program in Professional Communication

This program is designed for students with bachelor's degrees who wish to upgrade their communication skills and understanding of how communication works and can be utilized in the professional and business world.

The certificate is attained by the successful completion of six La Salle University graduate courses in communication, including COM 601, Professional Communication Ethics, COM 602, Strategies for Professional Writing, and COM 603 Effective Presentations, with a 2.75 GPA or higher. Students can specialize in the following areas: Public Relations, Communication Management, Communication Consulting and Development, and General Professional Communication.

Certificate Requirements:

18 credits (six courses) and a 2.75 GPA

Required (Three courses, 9 credits)

COM 601 Professional Communication Ethics
COM 602 Effective Presentations
COM 603 Strategies for Professional Writing

Electives: (Three courses, 9 credits))

COM 608 Intercultural Communication and Organizational Life
COM 610 Leadership and Interpersonal Communication
COM 612 Organizational Communication
COM 613 Approaches to PR
COM 614 Communication and Conflict
COM 615 Persuasion
COM 616 Group and Team Communication
COM 619 PR Campaigns (prerequisite: COM 613)
COM 621 Communication Training and Development
COM 623 Public Relations Writing and Media Relations

Admission Requirements for the Certificate Program:

To be accepted into the program, the student must present:

- Evidence of successful academic achievement in completion of a Bachelor's degree from an accredited institution of higher education. The student's record must show a completion of 24 credit hours in any combination of communication, humanities, and social science courses, and an overall "B-" average (2.75/4.0). International students must possess the equivalent of a 4-year Bachelor's degree.
- The Application for Admission.
- A Professional Resume.
- A 30-minute interview with the program director, which will focus on professional goals.
- A 30-minute on-demand writing assessment, evaluated by an admissions subcommittee.

Course Descriptions

COM 600
APPLIED COMMUNICATION THEORY
3 credits

This course focuses on the nature and function of communication theory. It examines the role of theory in understanding communication events and explores various advanced communication theories as they apply to professional communication.

COM 601
PROFESSIONAL COMMUNICATION ETHICS
3 credits

This course is designed to examine and critique a range of ethical theories regarding human behavior in interpersonal, group, professional, and mediated contexts. It also is designed to give the students a number of opportunities to apply and critique those theories to a range of hypothetical and real-life situations.

COM 602
EFFECTIVE PRESENTATIONS
3 credits

This course focuses on the development and enhancement of public presentation skills. It presents theoretical background for speaking in different types of public situations, but concentrates primarily on speech preparation and skill development. Use of presentation graphics will be included.

COM 603
STRATEGIES FOR PROFESSIONAL WRITING
3 credits

This is an advanced writing course designed to show participants how to write the documents commonly usedin business and in the professions. The course is designed to develop writing and editing skills that participants can use in their professional lives. In addition, the course provides practical instruction in how to effectively manage the writing of others.

COM 604
APPLIED COMMUNICATION RESEARCH METHODS
3 credits

This course introduces graduate students to qualitative and quantitative research methods, particularly the practical aspects of designing and implementing surveys, focus groups, and content analysis. The course will examine how research can be applied in professional settings.
Prerequisite: COM 600

COM 605
PRACTICUM
3 credits

This course will provide students with the opportunity to integrate classroom learning with professional employment through a supervised experience at an approved placement site. The practicum stresses the development of the student through enhanced opportunities and challenges in a professional setting. Choice of practicum site and project will be developed by the student through consultation with a faculty member and with the cooperating company or institution.
Prerequisite: 30 credit hours in Professional Communication and completion of COM 600, 601, 602, 603, and 604.

COM 608
INTERCULTURAL COMMUNICATION AND ORGANIZATIONAL LIFE
3 credits

This course explores the issues that surround the notion of cultural diversity and form the basis for the study of intercultural communication. Special emphasis will be given to how culture is communicated and interpreted by persons of diverse backgrounds. Within this matrix, the course will explore a variety of communication issues pertinent to professional and organizational life.

COM 610
LEADERSHIP AND INTERPERSONAL COMMUNICATION
3 credits

This course focuses on the nature and function of interpersonal communication. Content incorporates advanced theories and research on interpersonal communication and their application to the practice of effective interpersonal communication in everyday and professional life.

COM 612
APPROACHES TO ORGANIZATIONAL COMMUNICATION
3 credits

This course provides advanced study of the theoretical and conceptual aspects of organizations and organizational communication and of their application to practice. The course explores methods for the analysis and evaluation of organizational communication networks and for the planning and development of communication intervention strategies.

COM 613
APPROACHES TO PUBLIC RELATIONS
3 credits

This course explores public relations as the management of communication between an organization and its various internal and external stakeholders. It examines theoretical and conceptual frameworks with an eye toward the practical application of appropriate ethics, decision-making, research analysis, design, implementation, and evaluation strategies.

COM 614
COMMUNICATION CONFLICT MANAGEMENT
3 credits

This course focuses on the nature and function of healthy and unhealthy communication conflict. Content incorporates theories of conflict and the application of effective conflict management techniques.

COM 615
PERSUASION
3 credits

The ability to win support for ideas and motivate others to action is an essential skill for communication professionals and managers. This course will explore the persuasion process in public, organizational, and interpersonal settings. Students will develop practical skills in message design and other techniques to become ethical persuaders.

COM 616
GROUP AND TEAM COMMUNICATION
3 credits

This course weds theory of small group interaction with a focus on the practice of participating in groups. Emphasis is placed on factors affecting and affected by symbolic exchanges in task groups. Specific topics include group climate, group decision-making, and leading groups.

COM 619
PUBLIC RELATIONS CAMPAIGNS
3 credits

The course will introduce students to the process of planning and implementing public relations campaigns. Students will examine techniques for developing and managing public relations campaigns for internal and external audiences. Students will also review historic and contemporary public relations campaigns for both their effectiveness and their social implications.

COM 620
STRATEGIC COMMUNICATION CONSULTING
3 credits

This course will provide an introduction to the field of communication consulting. The primary aim of the course is to provide students the opportunity to explore the main aspects of communication consulting, in particular, communication strategy development. The course will focus on the key elements of communication strategy development, including determining objectives, identifying stakeholders, conducting research, crafting key messages, selecting appropriate media, branding the campaign, drafting a comprehensive work plan, and managing the overall project. Throughout, students will be challenged to apply communication best practices to case study assignments.

COM 621
COMMUNICATION TRAINING AND DEVELOPMENT
3 credits

This course provides students with a theoretical and practical overview of training and development. As a complement to the study of organizational communication, students will learn how professionals identify communication needs, and then design, deliver, and assess employee learning, training, and development initiatives.
Prerequisite: COM 612

COM 623
PUBLIC RELATIONS WRITING AND MEDIA RELATIONS
3 credits

Public relations strategists also must understand and master the primary public relations skill—writing. This class will develop students' public relations writing and editing skills for the media and various business segments. An emphasis will be placed on the strategic use of various communication tools.
Prerequisite: COM 613

COM 632-633
TOPICS IN PROFESSIONAL DEVELOPMENT
1.5 credits

The field of communication is rapidly changing, with new issues and technologies emerging constantly. Moreover, there are some professional communication topics that require more depth than in a traditional course, but do not warrant a full-semester course by themselves (such as crisis communication). It is assumed that the topics covered will relate to each of the tracks or be of general interest to all professional communication students. Students may repeat a module for credit as long as the topic is sufficiently different.

MASTER OF ARTS IN THEOLOGY AND MINISTRY

Faculty

Director: Francis Berna, O.F.M., Ph.D.

Professors: Efroymson (emeritus), Kelly, McGuinness, Ramshaw

Associate Professor: Pastis

Assistant Professors: Copeland, Crawford, Dougherty, McDougall

Lecturers: Bartle, Dix, Dolan, Hallahan, Legere, Raphael

Description of Program

La Salle's Master of Arts in Theology and Ministry provides a solid theological education, preparing students for lay ministry in the church, as well as providing a foundation for more advanced studies. Roman Catholic in its orientation, the program seeks to foster a truly ecumenical spirit with a faculty and student body representing various Christian churches and faith traditions.

Most students pursue the degree on a part-time basis. Classes are held in the evenings and on Saturdays during the Fall and Spring semesters and in the morning, afternoon, and evening during the Summer sessions.

Concentrations are available in three distinct areas: Theology, Pastoral Ministry, and Liturgical Practice. Each is characterized by a distinct Lasallian methodology combining academic excellence, theological reflection, and practical application.

The Theological Studies track concentrates on research and the systematic study of biblical, dogmatic, and spiritual theology. Graduates are able to articulate a sound contemporary theology that takes into account the cultural and socio-economic context of people's lives.

The Pastoral Ministry track helps students investigate the issues and develop the skills that will enable them to become effective in the work of religious education and youth ministry The concentration in pastoral care prepares the graduate for lay parish ministry and chaplaincy.

The concentration in Liturgical Practice provides for the needs of those whose ministry intersects with liturgical planning for diocesan, parish, and school ministries. Within a theological, theoretical, and historical framework, the program focuses on the practical concerns of the liturgical life and worship in a Christian community.

In partnership with the Diocese of Trenton, the program offers a concentration in Church Ministry. Students who successfully complete the Institute for Lay Ecclesial Ministry or a similar program as determined by the director, are required to complete only 30 credits for the master's degree. Other students can complete this concentration for the degree with the addition of six hours of practicum or elective courses.

Post-Master's Certificate in Pastoral Counseling

Individuals holding a graduate degree in Counseling Psychology or Social Work with an emphasis on Counseling can pursue a post-Master's certificate in Pastoral Counseling. The program requires the completion of 18 credits at La Salle. The certificate can be pursued while seeking the M.A. in Clinical-Counseling Psychology at La Salle University.

Admission Requirements

To be accepted for admission, an applicant must present:

1. Evidence of successful academic achievement in completing a baccalaureate degree from an accredited institution of higher education. The transcript should be sent directly from the institution to the Graduate Theology and Ministry Office at La Salle.
2. Unless a waiver is granted, a minimum of 26 credits in a combination of religion, theology, humanistic subjects, or ministry-related work.
3. The Application for Admission can be completed online at www.lasalle.edu. Alternatively, a paper application can be submitted with the stipulated fee and an accompanying essay describing one's educational and professional goals.
4. Two letters of recommendation.

The Application for Admission and further information may be obtained by contacting:

Theology and Ministry Program
La Salle University
Philadelphia, PA 19141-1199
215.951.1335
E-mail: religion@lasalle.edu

Tuition and Fees 2010-2011

Application Fee	$35
Online Application	free
Tuition, per credit hour	$380
General University Fee, per semester	$85

Tuition Assistance

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215.951.1070.

Progression Through the Program

Students need to maintain a cumulative scholastic average of "B" (3.0). Only two courses of "B-" or lower can be used to fulfill degree requirements. With the exception of students who complete the Institute for Lay Ecclesial Ministry of the Diocese of Trenton, or a similar program approved by the director, are required to complete 36 credit hours (12 courses) for the degree. ILEM and other similarly approved students need to complete 30 credit hours (10 courses) for the degree with a concentration in Church Ministry. The *Curriculum Guide* published by the office of the graduate program in Theology and Ministry details the specific courses for each concentration. Students can obtain the guide by contacting the office at 215.951.1335.

Course Descriptions

Foundation Courses

RLE 500
INTRODUCTION TO THEOLOGY

This course will employ and intensive online format introducing students to fundamental philosophical concepts, an overview of church history, the historical-critical method of biblical scholarship, and key concepts in systematic theology. The course requires the students to employ online and traditional research skills to complete a short research paper for each of the four main topics.

RLE 501
INTRODUCTION TO BIBLICAL STUDIES

This course introduces students to the theory and application of biblical interpretation methods. Students will come to understand and learn to use historical-critical method: form, redaction, source, feminist, and post-modern criticism, along with other recent approaches. Internet resources for biblical studies and biblical studies software will be introduced and evaluated.

RLE 503
FOUNDATIONS OF CHRISTIAN FAITH

This course offers the fundamental methods that will enable students to engage in the lifelong process of articulating a theology rooted in a developing personal and communal experience that continually dialogues with Scriptures, with diverse historical, religious, philosophical, and theological traditions, and with the physical and social sciences.

RLE 505
RELIGION, PSYCHOLOGY, AND CULTURE

Mindful of the recommendation of Vatican II to "read the signs of the times," this course examines the place of religious imagination in a world vastly changed by recent scientific, sociopolitical, and economic revolutions. Particular attention is given to the impact of modern psychology. The accompanying global shift in human consciousness and understanding not only affects the secular context of people's lives, but has far-reaching implications for the theological and pastoral enterprises as

well. The course will examine the rise of modernism and the modern self, religious imagination, questions of social justice, and a global ethics.

RLE 507
CHURCH AND MINISTRY

This course will critically examine the identity and praxis of the community called Church. Particular attention will be devoted to the ways in which the church has understood and expressed itself in the past, to the issue of leadership structures and their relation to the ministry of all the baptized, to the initiatives for ecumenical unity, and to the scope of the mission of a "world church" acting as a critical dialogue partner with the pluralist and secular world of our time.

RLE 509
CHRISTOLOGY

Using the contributions of critical biblical scholarship, this course will first reconstruct, from the various Gospel accounts, the traces of what Jesus said and did during his ministry. The way Jesus seems to have faced death will be compared with the way his death and resurrection were interpreted by the early church. Moving through the Christological developments of the second to the eighth centuries, the course will finally consider how contemporary human experience impacts on current theological interpretations of Jesus and his meaning for our times.

RLE 511
RITUAL AND SACRAMENTS

After exploring the social and psychological foundations for human ritual, the course will consider the sacramental character of creation and incarnation. Particular attention will be given to developing an understanding of Jesus as the primordial sacrament, and on Church as the continuing sacrament of Jesus. Consideration of the sacraments as actualizations of the Church will be complemented with a study of the historical development of the sacraments in the different Christian traditions. Students will apply theology to sound liturgical practice in parish, school, and family.

RLE 513
PRINCIPLES OF MORAL THEOLOGY

Participants will explore the foundation of Christian ethics, with a concentration on these and similar questions: On what basis do people decide how to make moral choices? Why do we take the moral stands we do on issues facing the churches and society? Do Christians have different ways of making decisions than people from other religious or secular traditions? The course examines philosophical, sociological, and theological perspectives to these questions.

Advanced Courses – Biblical and Theological Studies

RLE 600
THE HEBREW SCRIPTURES

In this course students will be provided with an overview of the canon of Scripture commonly referred to as the "Old Testament." Students will explore the general history of Ancient Israel as well as employ the historical-critical method for the interpretation of the text.

RLE 601
TORAH AND EARLY ISRAEL

The history and faith of Israel are examined from the earliest beginnings through the reign of Solomon. The text is interpreted with regard to the cultural context of the Ancient Near East. The early prophetic tradition is explored in light of Torah and the historical writings of the Hebrew Scriptures. Special attention is given to the theological significance for Christian faith.

RLE 602
THE PROPHETS

This course studies the prophets of Israel and the world in which they lived, from the division of the Israelite kingdom to the Maccabean period, to understand their message as well as the nature of the prophetic tradition and its relevance for the church today.

RLE 603
THE WRITINGS

While giving special emphasis to the book of Psalms, the Five Scrolls, Job and other wisdom materials, this course offers a study of the cultic and wisdom traditions in Israel. Special attention is given to the significance of the Psalms and Wisdom for Christian theology and devotion.

RLE 610
THE CHRISTIAN SCRIPTURES

This course includes an introduction to Gospel literature, the writings of Paul, the text of Revelation, and other writings forming the Christian canon of Scripture. Students will gain a knowledge of the origin of the texts, their historical context, and their interpretation through the use of the historical-critical method.

RLE 615
THE SYNOPTIC GOSPELS

This course explores the origins, structure, and general character of Matthew, Mark, and Luke with special emphasis on the theological thrusts of each gospel. Select pericopes, chosen to create an awareness of the difficulties and problems of New Testament interpretation, are taken for extensive exegesis.

RLE 616
JOHANNINE WRITINGS

With consideration of the context of the historical situation of the community in which and for which the Johannine texts were written, this course offers an examination of the Gospel and Letters of John. Emphasis is given to the theology (Christology, Ecclesiology, Eschatology, Ethics) of the texts and their significance for contemporary Christian faith.

RLE 617
THE LETTERS AND THEOLOGY OF PAUL

The central topic of this course is an analysis of the authentic Pauline letters, the situation and conflicts that provoked them, and the theology in and behind them. Other letters attributed to Paul (the "deutero-Pauline" literature) will also be considered.

RLE 631
THE DOCUMENTS AND THEOLOGY OF VATICAN II

Students will review the historical context that gave rise to the Council as well as the most important documents produced by Vatican II. After a thorough consideration of the theologies present in conciliar texts, students will explore the implementation and development of the Council's teachings in the contemporary Church.

RLE 632
THEOLOGIES OF LIBERATION

While offering an in-depth consideration of the Liberation theology developed in Central and South America, the course will also provide an overview of feminist and Black theologies. Some attention will be given to the foundation of liberation theologies in the political theology of Western Europe and the general struggle for human freedom as an essential component of Gospel faith.

RLE 633
WOMEN AND RELIGION

Students will explore questions of method and concepts of gender, patriarchy, feminism, and liberation as they appear in studies of women and religion. Emphasis will be given to the perspectives that feminist theologians contribute to the theological enterprise based on a critical analysis of established feminist authors. Consideration will be given to the ways in which feminist thought provide renewed understandings of male and female identity.

RLE 641
SACRAMENTS OF INITIATION

This course investigates the sacramental dimensions of Christian Initiation in the Early Church and the historical factors that contributed to the dissolution of the rite in the West. The biblical foundations and theology of Baptism, particularly as developed in the letters of Paul, will be complemented with a study of the development of Confirmation. A consideration of the New Testament theology of the Eucharist and an exploration of the implications of restoring the process of the rites in the contemporary Church will complete the course.

RLE 643
THE EUCHARIST

This course has two aims. The first is to offer a solid historical and theological understanding of Eucharist as a sacrament of the Christian community. The second aim is to apply the insights offered by a historical perspective and the work of contemporary theologians to the work of celebrating the Eucharist in today's parish. Consideration will also be given to topics such as Eucharistic devotion and the Sunday gathering of the Catholic community in the absence of a priest.

RLE 645
SACRAMENTS OF RECONCILIATION AND VOCATION

Attentive to the historical development of the sacraments of Reconciliation, Marriage, Holy Orders, and the Anointing of the Sick, the course will also highlight the particular theology operative in the contemporary practice of the rites. The themes of relationship, commitment, forgiveness, service, and leadership will be explored as dimensions of Christian living in faith and hope.

RLE 647
HUMAN SEXUALITY AND CHRISTIAN MARRIAGE

Drawing on the contributions of contemporary natural and social sciences, the course will provide a critical investigation of the historical and ideological understandings of human sexuality. Building upon the notion of human sexuality and love as dimensions of human holiness, attention will be given to considering Christian marriage as a sacramental event in contemporary theological reflection as well as in historical expression.

RLE 651
MORAL ISSUES IN TODAY'S HEALTH CARE

Although health care began as a ministry of the Church, it is now secularized and commercialized, especially in the United States. Ethical questions arise as a result of this shift and the course will examine them. Topics, among others, include patient autonomy, the right to life, euthanasia, reproductive technologies, abortion, genetic engineering, research ethics, and the cost of health care. Secular as well as religious approaches will be studied.

RLE 653
PROFESSIONAL AND BUSINESS ETHICS

Catholic social teaching in general and the U.S. bishops' pastoral letter on the economy, in particular, provide a perspective for the practice of corporate business in the present culture of the United States. This course intends to explore the ethical implications of social teaching that upholds the rights of labor, insists on the dignity of the worker, and advocates a responsible distribution and use of the world's goods. While the major emphasis is on responsibility in corporate enterprise the course also gives perspective to other professionals who provide service through profit and not-for-profit structures.

RLE 661
THE TRADITION OF THE MYSTICS

This course includes both a study of the nature of mysticism in the Judeo-Christian tradition and the study of selected writings from representatives of that tradition. Consideration will be given to the physical, psychological, and social dimensions of mystical experience as well as a theological understanding of the mystic's encounter with the Holy.

RLE 663
THE SPIRITUAL CLASSICS

The human search for God takes a variety of forms in the Christian tradition. This course explores the path of holiness given in the writings of significant men and women from the early and Medieval periods of Christianity through the Reformation.

RLE 665
CONTEMPORARY SPIRITUALITY

This course focuses on the dynamics and authors on the spiritual life in post-Reformation Christianity. Consideration will be given to European spiritualities of the 17th through 20th centuries and to American movements. Beyond what is generally deemed traditional Christian spirituality, the course will propose some examination of Creation and New Age spiritualities, modern Evangelical Christianity, and feminist and liberation spiritualities.

RLE 670-671
SPECIAL TOPICS: BIBLICAL STUDIES

RLE 675-676
SPECIAL TOPICS: THEOLOGICAL STUDIES

Advanced Courses: Pastoral Studies

RLE 701
SERVING AND ADMINISTERING FAITH COMMUNITIES

This inter-disciplinary course provides insights from the secular disciplines on administration and management of groups of people as well as pastoral principles on the nature and function of leadership in Christian

communities. It will address the various types and goals of communities of faith, the diversity of interactive and relational dynamics, the multiplicity of human needs and services, and, correspondingly, the various ways in which the ministry of leadership can be implemented.

RLE 703
MULTICULTURAL PERSPECTIVES ON MINISTRY

Major cultural, ethnic, racial, and religious traditions co-existing in contemporary American communities are challenging Church and ministry. The purpose of this course is to appreciate their potential reciprocal contribution to the development of a global, interdependent Christian community. Emerging leadership insights as to how to create and empower a multicultural Christian community around issues and interests will be explored.

RLE 705
CHURCH ACCOUNTING AND FINANCE

This course reviews some fundamental principles of accounting and finance with a particular emphasis on not-for-profit regulations. In addition, the course helps the manager of church finances to understand his or her contribution to church ministry. Attention will be given to dealing effectively with voluntary and compensated church ministers, church structures, and canon law.

RLE 707
CANON LAW FOR PARISH MINISTRY

After reviewing the basic principles of the Revised Code of Canon Law, students will examine the sections of the Code that pertain most directly to parish ministry. These sections include regulations concerning the celebration of the sacraments, parish administration, pre-marriage requirements, and procedures for nullity.

RLE 710
RELIGIOUS IMAGINATION AND MODELS OF RELIGIOUS EDUCATION

Dynamic images, metaphors, and visions guide the theory and practice of church life. This course seeks to explore the development of appropriate models of religious education relative to the distinct visions of the Church in contemporary culture. Various models will be explored in terms of their conceptual framework, operating principles, strengths, and limitations.

RLE 711
LEADERSHIP AND THE MINISTRY OF RELIGIOUS EDUCATION

The communication, decision-making, and evaluative skills needed by educational leadership to meet the challenges of personal and community conversion are the central themes of this course. Participants will examine contemporary spirituality and leadership skills that promote community advancement. Strands of spirituality and systems of reflective group process will be examined for their underlying energizing principles that nurture shared responsibility, curricular interdependence, creative problem-solving, and the empowerment of people. Participants will articulate a personal and community vision reflecting transforming spirituality and enlightened leadership.

RLE 713
THE TEACHING AND HEALING MINISTRY OF JESUS

This course is designed to offer a theological examination of the most recent developments in contemporary Christology. Emphasis will be given to his most characteristic title "Teacher" and to the most attractive feature of his ministry, his power to heal spiritual and physical ills. Throughout the course there will be a constant reference to the implications of a lived, prayerful relationship with Jesus the Christ for personal commitment and for one's ministry in parish, classroom, and home.

RLE 715
SACRAMENTAL CATECHESIS

The course examines the process called "catechesis," its functions and dynamics, and applies the conclusions to sacramental preparation and formation programs for all ages throughout a lifetime. Its primary purpose is to help students develop programs by which the sacramental preparation of Christians of all ages is made more effective personally, and more conducive to the emergence of community.

RLE 717
PARISH YOUTH MINISTRY

Parish youth ministry is moving beyond youth group and religious education models. The ministry requires a comprehensive approach. This course will provide a renewed vision for youth ministry and practical programmatic approaches and strategies for proclaiming the Gospel, connecting young people to the faith community, and calling youth to discipleship.

RLE 719
PASTORAL CARE OF THE ADOLESCENT

An exploration of the developmental stage called Youth from a psychological, behavioral, social, emotional, and moral perspective serves as the foundation for this course to explore the faith and views of young people. Attention will be given to skills needed for youth to develop healthy personal, social, and professional relationships. Practical interventions and guidelines are stressed throughout the course.

RLE 721
INTRODUCTION TO PASTORAL COUNSELING

This course will address the issues that make Pastoral Counseling a unique orientation to counseling psychology. The totality of human experience is addressed, the spiritual as well as the psychological, as the basis for therapeutic intervention. The basic dynamics and approaches are reviewed along with a brief history of the model. It challenges students to identify their resources of faith, meaning, and value.

RLE 723
COUNSELING THE ADOLESCENT

After identifying the particular developmental tasks for adolescence and young adulthood, this course introduces various counseling approaches to help young people achieve their desired goals. Attention will be given to individual and systems approaches for the troubled adolescent as well as developing a supportive relationship to assist in the more general patterns of growth.

RLE 725
MINISTRY TO FAMILIES IN THE FACE OF LOSS

The course will address issues of loss and mourning experienced by families as a result of physical and mental disability, job loss, aging, illness, and death. It will present an understanding of the psychological and relational impact of loss with particular reference to those who minister to families in the face of loss.

RLE 730
UNDERSTANDING THE HUMAN ENCOUNTER WITH DEATH

This experientially oriented course will explore contemporary psychological approaches to death, dying, and bereavement from a

spiritual perspective. Through a variety of learning modalities, including lectures, discussion, guest speakers, videos, personal sharing, journal writing, meditation, and other self-awareness exercises, we will focus on four interrelated areas: 1) personal grief journey; 2) the psychology of death and bereavement; 3) specific skills in ministering to the dying and bereaved, and; 4) human mortality, life after death, and questions of "ultimate concern."

RLE 731
PSYCHE, SPIRIT, AND THE QUEST FOR WHOLENESS

The course explores the meeting of psychology and religion in the works of C.G. Jung, Abraham Maslow, and other contemporary transpersonal psychologists. The course investigates specific methods for actualizing one's spiritual potential. Through lectures, readings, class discussions, and journal writing, students will examine the process of coming to wholeness in their lives, in their ministry, and with the culture as a whole.

Liturgical Studies

RLE 740
PERSONAL, COMMUNAL, AND LITURGICAL PRAYER

This course will investigate the theological foundations of prayer, while studying the biblical roots of prayer, the prayer of Jesus, and the major traditions of personal, communal, and liturgical prayer in the historical Christian communities. It will confront the distinct problems faced by contemporary men and women in their lives of prayer. It will offer guidance to ministers intent on helping people develop personal and communal models of prayer and involving them specifically in the liturgical prayer of the Church.

RLE 743
CELEBRATING THE RITES OF THE CATECHUMENATE

The rites of the process of Christian initiation of adults will be studied from historical, theological, liturgical, and pastoral perspectives. Beginning with the text of the Rite of Christian Initiation of Adults, students will reflect on the order and integrity of each of the rites. Working from this foundation, they will explore appropriate ritual adaptation and will receive guidance for the adapting and enrichment of the rites.

RLE 745
AMERICAN WORSHIP

Students will investigate American worship patterns. The course will be based on regular visiting of Sunday and midweek liturgies. Students will analyze diverse Christian worship patterns in order better to understand the strengths and weakness of their own patterns. Particular attention will be given to worship services in Christian denominations that are usually considered non-liturgical.

RLE 749
MULTICULTURAL TRADITIONS ON LITURGY

With the increasing cultural diversity of traditional Christian churches, this course attempts to help the student explore ways to integrate various cultural traditions in the community's worship. Appreciating the directive for inculturation of the liturgical rites in the Roman Church, students will apply the fundamental dynamic to other churches as well. The topic of incorporating different cultural traditions and offering separate worship opportunities will be explored.

RLE 751
LITURGICAL ART AND ENVIRONMENT

Focusing on both church design as well as church art, liturgical objects, and vesture, this course will examine the theology and spirituality suggested by the environment and art of different historical periods. The question will be raised, "What is appropriate art and architecture for 21st-century America?" Issues regarding contemporary church design, the reordering of space, and art appropriate to a particular community will be explored. Visits to local churches and liturgies will afford considerations of historic design and liturgical adaptation.

RLE 753
LITURGICAL MUSIC

This course offers a study of both the history of liturgical music and the practical considerations for the use of music in contemporary worshipping communities. Students will have the opportunity to apply general theory to a variety of liturgical settings.

RLE 770
SPECIAL TOPICS: MINISTRY

RLE 771
SPECIAL TOPICS: MINISTRY

RLE 775
SPECIAL TOPICS: LITURGY

RLE 776
SPECIAL TOPICS: LITURGY

RLE 780
INDEPENDENT STUDY

In consultation with the program director, a student can contract to study independently a topic not offered in the regular curriculum. The student will propose a topic, develop a tentative bibliography, and identify a faculty member from the University willing to direct the course of study. The course may be for three or six credits.

RLE 785
MINISTRY PRACTICUM

With the approval of the Program Director, a student can contract for a supervised ministry practicum. The ministry may be the student's regular employment or a temporary position. The student will outline goals for the experience, develop a reading list, and propose a final project. A regular member of the faculty will serve as the practicum supervisor and evaluate the final project. The course may be taken for three or six credits.

RLE 790
INTEGRATIVE PROJECT AND SEMINAR

Students complete a major project exploring a topic related to their concentration in theology, pastoral ministry, or liturgical studies. The project may take the form of a major research paper, a methodological reflection on supervised experience, or a creative presentation. Students work independently with a faculty mentor and are required to meet with other participating students and mentors for periodic seminars. An initial plan for the project must be approved by the director of the program prior to establishing an agreement with a faculty member for the independent study. Students will have one year from the time of registration to complete the project. The course is for three credits.

MASTER OF SCIENCE IN NURSING (MSN)

Faculty

Director: Kathleen E. Czekanski, Ph.D., R.N., CNE

Professors: Beitz, Wolf, Zuzelo

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

Assistant Professors: Altmiller, Bailey, Bicknell, Gies, Goldberg, Gurmankin, Harkins, Hoerst, Kavanaugh, Kinder, Matecki, McGrorty, Sipe, Strayer, Suozzo, Wilby

Lecturers: Grosshauser, McGovern, Neumeister, Smith, Terrell

Mission of the Nursing Programs

Mission

Consistent with Lasallian values, the Mission of the Nursing Programs is to provide excellent nursing education and service-learning opportunities to develop culturally and clinically competent, caring nursing professionals who are prepared for a life of service, continued learning, leadership, and scholarship.

Vision

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

Philosophy for Nursing Programs

Nursing is an art, science, and profession in which the relationships between nurses and those cared for are essential. The foundation of basic and advanced nursing education includes the humanities and sciences. Nursing Programs prepare students to become self-aware and sensitive to the complexity and diversity of human systems and their environments. The roles of the nurse include direct and indirect caregiver, advocate, collaborator, teacher, manager, coordinator, researcher, consultant, and administrator.

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

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

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

Purpose of the Graduate Nursing Program

The purpose of the Master in Science in Nursing degree program is to educate baccalaureate-prepared nurses for leadership roles in clinical nursing, advanced practice, nursing education, or administration to meet the health needs of diverse individuals, families, groups, communities, and populations across various environments.

Description of Program

The program of study may be completed in any of seven tracks: Adult Health and Illness - Clinical Nurse Specialist, Clinical Nurse Leader, Nursing Administration/MBA (dual degree), Nursing Service Administration (for those with a prior MBA), Nursing Administration, Nurse Anesthetist, Primary Care of Adults - Nurse Practitioner, Primary Care of Families--Nurse Practitioner, and Public Health Nursing. The Adult Health and Illness - Clinical Nurse Specialist track includes an option for preparation as a Gerontology Clinical Nurse Specialist. The curriculum reflects a balance between liberal and professional education and is designed to foster intellectual inquisitiveness, analytical thinking, critical judgment, creativity, and self-direction under the guidance of quality faculty. Students are adult learners from diverse backgrounds who participate in the development of their own agendas for learning within a planned program of studies.

Learning Goals of the Graduate Nursing Program:

At the completion of the program the student will:

1. Integrate advanced theoretical, research-based, scientific, and clinical knowledge into clinical practice or at the point of care to provide nursing care to diverse clients.
2. Practice independently while delivering direct and indirect care services in various types of health-care systems.
3. Use research findings from nursing and other disciplines as a basis for clinical decision making to improve practice and to formulate health policy.
4. Use ethical decision making to promote the well-being of individuals, families, health-care professionals, and in local, national, and international communities.
5. Utilize evidence-based practice recommendations and professional standards of care to improve the health status of individuals, families, groups, communities, and populations.
6. Value life-long learning and continuing professional development.
7. Demonstrate communication skills, including computing and health information management, that enhance the quality of care provided at the individual and aggregate level.
8. Demonstrate safe, effective assessment, planning, implementation, and evaluation skills in caring for individuals and groups.
9. Provide culturally competent care to all persons regardless of race, sex, sexual orientation, age, socioeconomic status, culture, health-care beliefs, and religion.
10. Function as a leader and change agent in nursing and in health-care-delivery systems, particularly to insure quality care for vulnerable and under-served populations.

Accreditation

The Master of Science in Nursing degree program is accredited by the Commission on Collegiate Nursing Education.:

Admission Requirements

To be accepted for admission into the program, a student must present:

1. Evidence of successful academic achievement in completing a baccalaureate degree in nursing from an NLNAC- or CCNE-accredited program or the MSN Bridge program for those R.N.s with a non-nursing baccalaureate degree. Undergraduate coursework must include an introductory statistics course (including inferential and descriptive) and an undergraduate nursing research course. Students who have earned a GPA of 3.0 or higher in their undergraduate program may be formally accepted into the Master of Science program upon receipt of all required documents for admission and review by the Graduate Nursing Admissions and Progressions committee (except for those applicants in the MSN/MBA track and Nurse Anesthetist track). Students with an undergraduate GPA of less than 3.0 **may be** provisionally accepted and may take up to three courses under provisional acceptance status. Students who are provisionally accepted must achieve a B or better in their first three graduate nursing courses in order to be considered for formal acceptance. In addition, those students applying to the MSN/MBA dual-degree track must take the Graduate Management Aptitude Test (GMAT) and be accepted by the MBA Program. The Frank J. Tornetta School of Anesthesia at Montgomery Hospital must first accept those students applying to the Nurse Anesthetist Track.

   Please contact the Frank J. Tornetta School directly at 610.270.2139 for an application packet.
2. Current R.N. licensure in the United States.
3. Acceptable scores in the Graduate Management Aptitude Test (GMAT) for students entering the MSN in Nursing Administration/MBA dual-degree track. For inquiries, contact mba@lasalle.edu.
4. Two letters of reference from professors or supervisors. At least one reference must be an academic reference.
5. A statement of philosophy related to your beliefs about the profession of nursing, your values, and then how this philosophy fits with your career and educational goals.
6. One year of work experience as a registered nurse.
7. The online Application for Admission.

For further information, contact:

Kathleen E. Czekanski, Ph.D., R.N., CNE
Director, Graduate Nursing Program
La Salle University
Philadelphia, PA 19141
215.951.1413
msnapn@lasalle.edu

Tuition and Fees 2010-2011

Online Application . . . . . free
Tuition, per credit hour $735
General University Fee, per semester $85

Tuition Assistance

Advanced Nurse Traineeship funding and Graduate Assistantships are available. Consult with the Director of the Graduate Nursing Program regarding eligibility.

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215.951.1070.

Progression Through the Program

The following is presented as a model for progression through the Master of Science in Nursing program. Individual plans for progression will be determined for each student in consultation with the Program Director. Please see the Nursing Student Handbook and the University Student Handbook and Student Guide to Rights and Responsibilities for additional information. These handbooks are both available on the University Web site and as printed copy.

Required for all M.S.N. Degrees: 34 to 59 graduate credits (depending on track)

Core: Required of students in all tracks (12 credits)

NUR 604 Research and Theory I
NUR 605 Research and Theory II
NUR 607 Advanced Practice Nursing and Administration in Health Care Delivery Systems
NUR 608 Population-Based Care and Advanced Practice Nursing

Track: Requirements vary with specialization chosen.

Clinical Nurse Leader

NUR 512
NUR 616
NUR 617
NUR 618
NUR 631
NUR 633
NUR 634

Adult Health and Illness—Clinical Nurse Specialist

NUR 512
NUR 616
NUR 617
NUR 618
NUR 623
NUR 624
NUR 625
NUR 626
one elective

Nurse Anesthetist

NUR 616
NUR 617
NUR 618
NUR 681
NUR 682
NUR 683
NUR 684
NUR 685
NUR 686
NUR 687
NUR 688
NUR 689
NUR 690 (elective)
NUR 691

Primary Care of Adults—Nurse Practitioner

NUR 616
NUR 617
NUR 618
NUR 660
NUR 661
NUR 665
NUR 666
Two electives

Primary Care of Families—Nurse Practitioner

NUR 615
NUR 616
NUR 617
NUR 618
NUR 660
NUR 661
NUR 663
NUR 664
NUR 665
NUR 667
NUR 668
NUR 669

Public Health Nursing

NUR 635
NUR 637
NUR 655
NUR 656

NUR 650	**NUR 610 or NUR 611**
NUR 651	**One electives**

Nursing Service Administration (with prior MBA)

NUR 512	**NUR 645**
NUR 565	**NUR 646**
NUR 635	
NUR 640	**MBA (transfer nine credits)**

Nursing Administration

NUR 512	**NUR 640**
NUR 565	**NUR 641**
MBA 615	**NUR 645**
MBA 691	**NUR 646**
MBA 810	**no electives**

Master of Science in Nursing/Master of Business Administration (MSN/MBA)

This dual-degree program prepares nurses for leadership positions in a reformed health-care system in all types of nursing and health-care practice settings. The curriculum focuses on the discipline of nursing, management, and business and emphasizes the delivery of quality health-care services. Graduates participate fully in the strategic and operational activities of health-care agencies.

Nursing Courses	MBA Courses
NUR 604	**MBA 610**
NUR 605	**MBA 615**
NUR 607	**MBA 625**
NUR 608	**MBA 630**
NUR 640	**MBA 690**
NUR 645	**MBA 691**
NUR 646	**MBA 692**
	MBA 810
	MBA 820
	MBA 830
	MBA 901
	MBA 902

Course Descriptions

identifies courses that have been designated as having a service-learning component.

Core Courses

NUR 604
RESEARCH AND THEORY I
3 credits

This course explores the relationships among research, theory, and practice. Students examine the integration of theory in clinical, educational, and administrative areas of nursing. Critique of published studies focuses students on research methods and the applicability of research findings to practice situations. Principles of evidence-based practice guide students' development of a researchable question. Development of the question guides students to a critical review of the literature. Various research designs are contrasted.

NUR 605
RESEARCH AND THEORY II
3 credits

This course is a continuation of Research and Theory I (NUR 604). Students develop research proposals, generated by research questions and the literature review, completed in NUR 604. They also examine treatment of variables, sampling, measurement theory, probability theory, qualitative and quantitative analysis, and the use of the computers in data analysis. Ethical and legal principles related to the conduct of nursing research will be discussed. The course emphasizes the links between theory, research, and evidence-based practice.
Prerequisite: NUR 604

NUR 607
ADVANCED EDUCATION NURSING ADMINISTRATION IN HEALTH CARE DELIVERY SYSTEMS
3 credits

This course examines the evolution of advanced education nursing in the context of changing health care delivery systems. Students explore health care policy development and examine systems of delivering patient care in relation to financial, ethical, legal, sociocultural, legislative-political, and professional concerns. Program development, informatics, fiscal management of health care services, budgeting, and reimbursement issues are emphasized. Students practice interdisciplinary collaboration and coalition-building skills in leadership roles extending beyond the traditional health care environment.

NUR 608
POPULATION-BASED CARE AND ADVANCED EDUCATION NURSING
3 credits

In this course, students develop cultural competence regarding the role of the advanced education nurse by meeting the health-care needs of diverse groups and populations. Health promotion, disease prevention, resource utilization, and health education responsibilities are examined. Students utilize basic epidemiological concepts, group theories, and needs-assessment approaches for vulnerable populations. They explore the varying needs of diverse groups in community settings through a cultural blueprint..

Track Courses

Adult Health and Illness-Clinical Nurse Specialist

NUR 512
INFORMATICS
3 credits

This course focuses on understanding the fundamentals of computer systems and how they might be applied to support nursing and health-care administration. It emphasizes the use of computer applications software for Internet research as well as data analysis and reporting. Content incorporates theoretical and "hands-on" exposure to word processing, spreadsheet, database management, presentations graphics, electronic mail, and Web page authoring. While no prior knowledge of Microsoft Office is required for this course, it is expected that the student will have a familiarity with using a keyboard and mouse in a Windows environment. Students with light computer backgrounds will be expected to maintain pace with the instructor and with the rest of the class. Basic computer knowledge required.

NUR 616
ADVANCED ASSESSMENT IN HEALTH AND ILLNESS
3 credits

This course addresses the health assessment of clients using a framework of physiologic, psychological, socio-cultural, and physical examination data. Students explore history-taking methods, principles of physical assessment, and concepts of clinical diagnosis to determine clients' potential and actual health problems. The purpose of the course is to enable students to develop skills necessary to evaluate the holistic health status of children and adults through assessment of normal and abnormal physical findings. Students combine principles of nursing and other related sciences to analyze clinical problems and provide safe, competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis, and decision-making skills.
Prerequisites: Core, NUR 617, NUR 618

NUR 617
PHARMACOLOGY
3 credits

This course examines the actions and effects of drugs on the human system. Students analyze the scope of legal and professional nursing responsibilities related to pharmacology in expanded nursing roles. They study principles of drug therapy, mechanisms of action, and evaluation of drug therapy in current practice, as well as the selection of pharmacologic agents in clinical practice.
Prerequisite: NUR 618

NUR 618
PATHOPHYSIOLOGY
3 credits

This course integrates physiological principles, physical manifestations, and clinical practice implications with pathological interferences. Students focus on recognizing changes in client status, interpreting physiologic, pathologic, psychologic, and sociocultural data, and utilizing this information in formulating safe, culturally competent advanced practice nursing care. Advanced practice nursing implications of current diagnostic studies and prototype pharmacological interventions will also be addressed.
Prerequisite: Core

NUR 623
THEORIES AND PRINCIPLES FOR ADULT CLINICAL NURSE SPECIALISTS/ CLINICAL EDUCATORS IN HEALTH CARE SYSTEMS
3 credits

This course focuses on the complex needs of chronically and acutely ill adults and their families. Needs assessment and program evaluation for specific medical-surgical patient groups are emphasized, as are topics on systems improvement, health-care mistakes and injuries, patient safety initiatives, standards of care, and evidence-based practice initiatives. Culturally competent approaches to the care of vulnerable, urban populations are integrated into plans of care. Safety-net services are examined from the perspective of continuity of care. The National Association of Clinical Nurse Specialists (NACNS) practice and education standards are emphasized.
Pre-requisites: Core, NUR 512, NUR 616
Co-requisite: NUR 625

NUR 624
CARE DELIVERY AND STAFF EDUCATION: INTEGRATION OF PATIENT PROGRAMS
3 credits

This course explores health-care needs of chronically and acutely ill adults and families and the corresponding teaching/learning needs of nursing staff caring for them. Course learning opportunities develop student expertise in utilizing teaching strategies designed to advance the practice of other nurses via formal and informal educational encounters. Collaborative teaching arrangements are evaluated. Competence assessment, educational program creation and evaluation, and organization-wide quality initiatives are emphasized. The relationship between nursing education and patient outcomes is appraised. Strategies to teach at-risk patients, including vulnerable and under-served, are investigated.
Pre-requisites: Core, NUR 623, NUR 625
Co-requisite: NUR 626

NUR 625
FIELD STUDY IN ADULT HEALTH AND ILLNESS I
4 credits

This seminar and preceptored practicum course is designed to integrate theory, practice, and research as the basis for advanced clinical practice for clinical nurse specialists (CNS). Nursing care needs of adults and their responses to health and illness are explored within the context of health promotion, maintenance, and restoration health-care services. Clinical practica are structured according to the needs of the graduate student. The seminars provide a forum for discussion of the roles of the advanced practitioner. Practica and seminars enhance knowledge, skills, and attitudes relevant to advanced nursing practice in a variety of settings. This course requires 267 hours of clinical practicum.
Pre-requisites: NUR 616, Core
Co-requisite: NUR 623

NUR 626
FIELD STUDY IN ADULT HEALTH AND ILLNESS II
4 credits

A continuation of NUR 625 in which graduate students explore the needs and responses of diverse healthy and ill adults during preceptored clinical practica and seminars. The course views theory and research as foundations of nursing practice. Advanced nursing practice is examined within the context of health promotion, maintenance, and restoration services. Students investigate the characteristics and functions of the clinical nurse specialist role in relation to clinical problems. Practica are structured according to the needs of graduate students. The seminars provide a forum for discussion of various roles and clinical issues of advanced nursing practice in clinical nurse specialist roles in diverse settings. The practica and seminars enable students to expand knowledge, skills, and attitudes relevant to culturally competent advanced nursing practice for diverse clients. The National Association of Clinical Nurse Specialists (NACNS) practice and education standards are integrated. This course requires 256 hours of clinical practicum.
Prerequisite: NUR 625
Co-requisite: NUR 621

Please note: Students may complete both the Adult Health and Illness Track and the Certificate in Gerontology as an option for the Clinical Nurse Specialist in Gerontology.

Adult Nurse Practitioner

NUR 660
PRIMARY CARE OF ADULTS I
3 credits

This course focuses on primary-care health concerns of diverse adult clients and develops the advanced practice nursing role reflecting evidence-based practice. Using national health-care guidelines and professional standards, students evaluate health behaviors and implement culturally competent strategies for health promotion and disease prevention. Health maintenance and health restoration principles are explored in light of the traditional and contemporary managed care

environments especially for vulnerable and under-served populations. Client education and counseling techniques relevant to advanced nursing practice are emphasized.
Prerequisites: Core, NUR 616, NUR 617, NUR 618
Co-requisite: NUR 665

NUR 661
PRIMARY CARE OF ADULTS II
3 credits

This course focuses on the theories, principles, and processes necessary to diagnose and manage primary-care clients. Using evidence-based practice standards and ethical principles, students gain the knowledge base to evaluate and manage diverse clients with complex primary-care health needs. Students explore health risks and behaviors, health promotion strategies, disease prevention and health restoration in the context of traditional and contemporary managed care environments, especially for vulnerable and under served clients. Legal, ethical, financial, and cultural concepts related to advanced practice nursing and professional certification requirements are integrated.
Prerequisite: NUR 660
Co-requisite: NUR 666

NUR 665
FIELD STUDY IN PRIMARY CARE OF ADULTS I
4 credits

This seminar course focuses on knowledge and skills necessary to provide primary care to adults at varied developmental stages, especially those from vulnerable and under served populations. Seminars focus on the application of physiologic, pharmacologic, and psychosocial principles in the role of the nurse practitioner within the health-care delivery system. Students integrate research-based knowledge of health assessment, health promotion, and disease prevention, pathophysiology, pharmacology, and family theory into preceptored clinical experiences in primary-care settings. Case presentations focus on the process of clinical reasoning for accurate diagnosis and management of illness. This course requires 256 hours of clinical practicum.
Co-requisite: NUR 660

NUR 666
FIELD STUDY IN PRIMARY CARE OF ADULTS II
4 credits

This course provides the opportunity for further development and refinement of primary-care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary-care activities through integration of theory and principles of nursing and other related fields and preceptored clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring, and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease in diverse primary-care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness. This course requires 256 hours of clinical practicum.
Prerequisite: NUR 665
Co-requisite: NUR 661

Clinical Nurse Leader

NUR 631
CLINICAL OUTCOMES MANAGEMENT
3 credits

This course addresses clinical decision-making, management of patient care, evidence-based practice, and outcomes management. Students participate in the process of developing best practice guidelines for promoting, maintaining, and restoring health. Quality assurance, safety and risk reduction will be examined. Students begin to develop a leadership portfolio.

NUR 633
CARE ENVIRONMENT MANAGEMENT
3 credits

This course investigates knowledge of complex health care systems including health care delivery models, financing, organization of health care systems, legislation affecting health care, and the role of professional nursing organizations in the health care environment. Students analyze the role of the CNL in health care systems.

NUR 634
FIELD STUDY IN CLINICAL NURSE LEADERSHIP

This course provides students the opportunity to participate in a leadership practicum with a mentor from a practice setting. Students complete their leadership portfolio that includes a capstone project demonstrating implementation of the leadership skills they have developed during their course of study.

Family Nurse Practitioner

NUR 615
FAMILY HEALTH NURSING
3 credits

This course explores theoretical perspectives on the family system and analysis of factors influencing family health, especially those of vulnerable and under-served populations. Students examine the life cycle of the family, including transitions of child bearing, the prenatal period, childrearing, and bereavement. Health promotion interventions are proposed for families with chronically ill and acutely ill members. Family responses to and coping mechanisms associated with acute and chronic illness are scrutinized. Students apply family theory as enacted by the advanced practice nurse in diverse community settings. Family assessment strategies are introduced as they relate to family nursing interventions. Principles of cultural competence and leadership/change agency are explored. Course may be taken as an elective in other MSN tracks.

NUR 616
ASSESSMENT OF THE ADULT IN HEALTH AND ILLNESS
3 credits

This course addresses the health assessment of clients using a framework of physiologic, psychologic, sociocultural, and physical examination data. Students explore history taking methods, principles of physical assessment, and concepts of clinical diagnosis to determine clients' potential and actual health problems. The purpose of the course is to enable students to develop skills necessary to evaluate the holistic health status of adults through assessment of normal and abnormal physical findings. Students combine principles of nursing and related sciences to analyze clinical problems and provide safe, competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis, cultural competence, and decision-making skills.
Prerequisites: Core, NUR 617, NUR 618

NUR 617
PHARMACOLOGY
3 credits

This course examines the actions and effects of drugs on the human system. Students analyze the scope of legal and professional nursing responsibilities related to pharmacology in expanded nursing roles. They

study principles of drug therapy, mechanisms of action, and evaluation of drug therapy in current practice, as well as the selection of pharmacologic agents in clinical practice.
Prerequisite: NUR 618

NUR 618
PATHOPHYSIOLOGY
3 credits

This course integrates physiological principles, physical manifestations, and clinical practice implications with pathological interferences. Students focus on recognizing changes in client status, interpreting physiologic, pathologic, psychologic, and sociocultural data, and utilizing this information in formulating safe, culturally competent advanced practice nursing care. Advanced practice nursing implications of current diagnostic studies and prototype pharmacological interventions will also be addressed.
Prerequisite: Core

NUR 660
PRIMARY CARE OF ADULTS I
3 credits

This course focuses on primary-care health concerns of diverse adult clients and develops the advanced practice nursing role reflecting evidence-based practice. Using national health-care guidelines and professional standards, students evaluate health behaviors and implement culturally competent strategies for health promotion and disease prevention. Health maintenance and health restoration principles are explored in light of the traditional and contemporary managed-care environments, especially for vulnerable and under-served populations. Client education and counseling techniques relevant to advanced nursing practice are emphasized.
Prerequisites: Core, NUR 616, NUR 617, NUR 618
Co-requisite: NUR 665

NUR 661
PRIMARY CARE OF ADULTS II
3 credits

This course focuses on the theories, principles, and processes necessary to diagnose and manage primary-care clients. Using evidence-based practice standards and ethical principles, students gain the knowledge base to evaluate and manage diverse clients with complex primary-care health needs. Students explore health risks and behaviors, health promotion strategies, disease prevention, and health restoration in the context of traditional and contemporary managed-care environments, especially for vulnerable and under-served clients. Legal, ethical, financial, and cultural concepts related to advanced practice nursing and professional certification requirements are integrated.
Prerequisite: NUR 660
Co-requisite: NUR 666

NUR 663
PRIMARY CARE OF WOMEN

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for both the pregnant and non-pregnant woman. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of adult women will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the female patient in the ambulatory care setting.

NUR 664
PRIMARY CARE OF CHILDREN

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for the child from birth to adolescence. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of children will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the pediatric patient in the ambulatory care setting.

NUR 665
FIELD STUDY IN PRIMARY CARE OF ADULTS I
4 credits

This seminar course focuses on knowledge and skills necessary to provide primary care to adults at varied developmental stages, especially those from vulnerable and under-served populations. Seminars focus on the application of physiologic, pharmacologic, and psychosocial principles in the role of the nurse practitioner within the health-care delivery system. Students integrate research-based knowledge of health assessment, health promotion, and disease prevention, pathophysiology, pharmacology, and family theory into preceptored clinical experiences in primary-care settings. Case presentations focus on the process of clinical reasoning for accurate diagnosis and management of illness. This course requires 256 hours of clinical practicum.
Co-requisite: NUR 660

NUR 667
FIELD STUDY IN PRIMARY CARE OF ADULTS II FOR THE FNP STUDENT

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness.

NUR 668
FIELD STUDY IN PRIMARY CARE OF WOMEN

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pregnant and non pregnant woman through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pregnant and non pregnant women.

NUR 669
FNP FIELD STUDY II

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pediatric client through integration of theory and principles of nursing and other

related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pediatric client.

Nursing Anesthesia

NUR 616
ASSESSMENT OF THE ADULT IN HEALTH AND ILLNESS
3 credits

This course addresses the health assessment of clients using a framework of physiologic, psychologic, sociocultural, and physical examination data. Students explore history-taking methods, principles of physical assessment, and concepts of clinical diagnosis to determine clients' potential and actual health problems. The purpose of the course is to enable students to develop skills necessary to evaluate the holistic health status of adults through assessment of normal and abnormal physical findings. Students combine principles of nursing and related sciences to analyze clinical problems and provide safe, competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis, cultural competence, and decision-making skills.
Prerequisite: NUR 617 or special permission

NUR 617
PHARMACOLOGY
3 credits

This course examines the actions and effects of drugs on the human system. Students analyze the scope of legal and professional nursing responsibilities related to pharmacology in expanded nursing roles. They study principles of drug therapy, mechanisms of action, and evaluation of drug therapy in current practice, as well as the selection of pharmacologic agents in clinical practice.
Prerequisite: NUR 618, Core, or special permission

NUR 618
PATHOPHYSIOLOGY
3 credits

This course integrates physiological principles, physical manifestations, and clinical practice implications with pathological interferences. Students focus on recognizing changes in client status, interpreting physiologic, pathologic, psychologic, and sociocultural data, and utilizing this information in formulating safe, culturally competent advanced practice nursing care. Advanced practice nursing implications of current diagnostic studies and prototype pharmacological interventions will also be addressed.
Prerequisites: Core or special permission

NUR 681
ORIENTATION TO STUDY AND PRACTICE OF ANESTHESIA
4 credits

This orientation course is required for all students enrolled in the nurse anesthesia track. It is designed to familiarize students with department management, policies, and procedures, the history of nurse anesthesia, the role of the anesthesiologist as an anesthesia care team member, the history of anesthesia, and issues related to anesthesia administration. In addition, this course acquaints students with the physical plant, surgical suite, and critical care area. Program requirements and accreditation requirements of the Council on Accreditation of Nurse Anesthesia Educational Programs are presented. A broad field orientation to clinical practice includes legal implications of anesthesia care, preoperative patient assessment, airway management, and patient positioning. This course provides the basis for meeting the anesthesia-related needs of culturally diverse patients in acute-care settings. Topics included are: (1) Orientation to Anesthesia Department, Care Plans, and Records, (2) Orientation to the Operating Room, (3) Preoperative Patient Assessment, (4) Substance Abuse, Application to Nurse Anesthesia Practice, (5) Airway Management, (6) Patient Positioning, and (7) Basic Principles of Anesthesia Practice.
Prerequisite: Graduate Core, Advanced Core, special permission

NUR 682
ANATOMY, PHYSIOLOGY, AND PATHOPHYSIOLOGY I
4 credits

Nurse Anesthesia students are presented with specific anatomic and physiologic considerations of the cardiovascular, respiratory, and fluid/electrolyte systems. Cellular physiology as it applies to Nurse Anesthesia practice is presented. Cardiovascular segments provide monitoring modalities, cardiovascular pharmacology, and the effects of the anesthetic agents on the cardiovascular system. The respiratory segment provides an in-depth examination of anatomy, physiology, respiratory reflexes, lung volumes, respiratory sounds, rates, and types as they apply to anesthesia. Pathophysiologic disease processes associated with culturally diverse patient populations are presented and clinically applied. Topics included are (1) Cell Physiology, (2) Respiratory I, and (3) Cardiovascular I.

NUR 683
PHARMACOLOGY I
2 credits

The purpose of this course is to help students understand the actions and effects of specific anesthetic medications on the human system. Students analyze the nursing responsibilities related to anesthetic pharmacokinetics and pharmacodynamics for the advanced practice nurse. Students study principles of drug therapy, mechanisms of action, and selection of pharmacologic agents specific to anesthesia practice. Regional anesthetics, intravenous and inhalational anesthetic agents, and their clinical applications are incorporated. In addition, students examine pharmacologic considerations associated with diverse patient populations, especially those in urban medically under-served areas. Topics included are (1) Introduction to Pharmacology, (2) Regional Anesthesia, and (3) Inhalational Anesthesia.

NUR 684
PHYSICS AND CHEMISTRY I
2 credits

This course introduces the student to the principles of inorganic chemistry that are applicable to anesthesia practice. The core portion of this course encompasses the critical elements of design, purpose, operation, and safety principles associated with anesthesia machine use. The FDA checklist is incorporated into the didactic portion of the curriculum. Topics included are (1) Anesthesia Machine and (2) Patient Monitoring.

NUR 685
PHARMACOLOGY II
3 credits

The purpose of the course is to expand students' pharmacologic knowledge base related specifically to nurse anesthesia practice while continuing to build on the principles of NUR 683. Students continue to build on the pharmacokinetics and pharmacodynamics related to local anesthetics, muscle relaxants, and intravenous anesthetic agents. The course continues to focus on the pharmacologic considerations and pathophysiologic disease processes of persons in medically under-served areas and with high-risk urban populations. Topics included are (1) Local Anesthesia, (2) Muscle Relaxants, and (3) Intravenous Anesthesia Agents.

NUR 686
ANATOMY PHYSIOLOGY AND PATHOPHYSIOLOGY II
4 credits

The anatomy, physiology, and pathophysiology of the cardiovascular and respiratory systems are expanded upon from NUR 682. In addition, the physiology, anatomy, and pathophysiology of the hepatic, endocrine, excretory, and autonomic nervous systems are presented. The effects of the inhalational and intravenous anesthetic agents on the hepatic, renal, and endocrine systems are featured with a focus on biotransformation and excretory processes. Pathophysiologic disease processes specific to culturally and racially diverse patient populations are applied. Topics included are (1) Cardiovascular II, (2) Respiratory II, (3) Hepatic System, (4) Endocrine System, (5) Excretory System, and (6) Autonomic Nervous System.

NUR 687
CHEMISTRY AND PHYSICS II
2 credits

The physical laws of physics as they apply to anesthesia practice are presented. Organic and inorganic chemistry principles as they apply to nurse anesthesia practice are examined. Electrical safety and electrical principles related to the physical environment and surgical suite are integrated into this dynamic course.

NUR 688
ADVANCED PRINCIPLES OF PRACTICE
4 credits

An in-depth presentation of the respective anesthesia subspecialties is presented. Surgical subspecialties explored include obstetrics, pediatrics, CT surgery, geriatrics, neuroanesthesia, trauma, burns, orthopedics, ENT, plastic surgery, GI surgery, pain management, laser surgery, and hematology. Specific techniques, monitoring devices, complications, physiologic alterations, and anesthesia provider considerations associated with each subspecialty are extensively reviewed and applied clinically. Subspecialty practice applicable to the medically under-served is included in conjunction with cultural issues that affect health care in the urban setting. Topics included are (1) Obstetrics, (2) Pediatrics, (3) Cardiothoracic, (4) Geriatrics, (5) Neuroanesthesia, (6) Trauma/Burns, (7) Orthopedics, (8) ENT/Plastics, (9) GI Surgery, (10) Pain Management, (11) Laser Surgery, and (12) Hematology.

NUR 689
PROFESSIONAL ASPECTS
2 credits

This culminating course is designed to prepare students for the professional responsibilities they will assume as nurse anesthetists following graduation. Medical-legal considerations associated with nurse anesthesia are incorporated and selected medical malpractice cases are analyzed. This course provides students with the ability to evaluate journal clubs and prepare professional reports for presentation. Topics included are (1) Medical-Legal Considerations in Anesthesia Practice, (2) Seminar Workshop, Educational Meetings, Morbidity, and Mortality Conferences, and (3) Journal Club.

NUR 690
CLINICAL PRACTICUM I
3 credits

This clinical practicum is developed to allow the student to gain exposure to the induction, maintenance, and emergence phases of anesthesia. Students focus on pre-anesthesia assessment, anesthesia induction techniques, emergence, and proper postprocedure care. This is a Pass/Fail course. Objectives included are (1) Room Preparation, (2) Pre-Anesthetic Assessment, (3) Anesthesia Record, (4) Induction, (5) Maintenance, Emergence, and Post-operative Periods, and (6) Interpersonal Behavior.

NUR 691
CLINICAL PRACTICUM II
6 credits

This clinical capstone course is the final culmination of the student's clinical experience. Senior nurse anesthesia students utilize their didactic preparation and clinical anesthesia foundation from the preceding six semesters. Topics included are (1) Room Preparation, (2) Preanesthetic induction, (3) Anesthesia Record, (4) Induction, (5) Maintenance, Embergence, and Post-operative rounds, and (6) Interpersonal Behavior.

Public Health Nursing

NUR 610
NURSING AND HEALTH EDUCATION
3 credits

This is the first graduate nursing education course in a three-course sequence designed to prepare the master's-level nurse for beginning teaching roles in nursing education, staff development, and public/health education. The course explores the historical and philosophical underpinnings of education and their relevance to the education of nurses and the public. Emphasis is given to nursing education theory, critical analysis of theories of learning and teaching strategies, and exploration of current issues in nursing education, nursing practice, and public/health education.
Prerequisite: None

NUR 611
METHODS OF EDUCATION IN NURSING
3 credits

This course builds on the content of NUR 610 and focuses on the way in which the components of the teaching/learning process are organized in order to meet the needs of the learner—nursing student, client/patient and family, or practicing nurse. The emphasis in this course is on the application of models and strategies in any classroom or clinical setting where nurses are responsible for others' learning.
Prerequisite: None

NUR 635
HEALTH POLICY AND PROGRAM PLANNING AND EVALUATION
3 credits

This seminar course introduces students to health policy, program planning, and evaluation in the public health context, especially as they relate to vulnerable and under-served populations. Special emphasis is placed on students' strengthening and developing their skills in policy formulation and implementation. The social, economic, legal, ethical, cultural, and political environments that influence public policy, planning, and evaluation are explored. Students acquire familiarity with strategies for health planning and evaluation through selected applied learning activities.
Prerequisites: Core

NUR 637
EPIDEMIOLOGY
3 credits

Epidemiology is concerned with analyzing and describing patterns and determinants of health and disease in human populations. The principles and methods of epidemiology provide knowledge of the evolution of health and disease processes, the foundation for preventive health practices, and the basis for rational health policy decisions.

Population-based data collection methods and analyses of health data and their relationship to the utilization of health services are emphasized. Application of epidemiological methods to communicable and chronic diseases is discussed, especially as they relate to systematic health-care interventions.

NUR 650
PUBLIC HEALTH NURSING I
3 credits

This is the first of two courses designed to provide the theoretical foundations necessary for advanced public health nursing practice. Health behaviors and change strategies will be discussed as the bases for effective public health interventions. A variety of community assessment models from nursing, public health, public policy, and the social sciences will be examined. Current writings from the humanities provide an opportunity to apply and critique assessment models. Content includes the scope and standards of practice for public health nursing and exploration of significant public health problems.
Prerequisites: Core, NUR 635, NUR 637
Co-requisite: NUR 655

NUR 651
PUBLIC HEALTH NURSING II
3 credits

This is the second of two courses designed to provide the theoretical foundations necessary for advanced public health nursing practice. Emphasis is placed on intervention and evaluation strategies. Content includes public health services models that support primary, secondary, and tertiary health-care initiatives both in traditional and non-traditional settings. Financial, ethical, cultural, and political factors in aggregate interventions are explored. Models for intervention and evaluation from nursing and other disciplines are analyzed for their utility in advanced practice nursing. Popular works of non-fiction are used to highlight the benefits and limitations of theoretical models in public health nursing. The synthesis of ideas, models, and research from a variety of sources are emphasized as a critical component of public health nursing.
Prerequisites: NUR 650, NUR 655
Co-requisite: NUR 656

NUR 655
FIELD STUDY IN PUBLIC HEALTH NURSING I
4 credits

This seminar and preceptored practicum course integrates theory, practice, and applied research. Through seminars and clinical applications, students develop the initial phases of a community health project with targeted populations. Emphasis is placed on leadership roles that optimize the health of families, groups, and communities through an assessment of the health status of an aggregate or community and a proposed plan of action based on priority needs and resources of the target population. The final phases of this project (implementation, evaluation, and recommendations) will be completed in the Spring Semester (NUR 656). The course builds on public health principles and culturally competent interventions engaging at-risk urban populations. Healthy People 2020 guides the student's advanced practice opportunities through collaborative, multidisciplinary, client-oriented work in community settings. This course requires 256 hours of clinical practicum.
Prerequisites: NUR 610 or 611, 635, and 637
Co-requisite: NUR 650

NUR 656
FIELD STUDY IN PUBLIC HEALTH NURSING II
4 credits

This seminar and preceptored practice course further integrates theory, practice, and program evaluation perspectives into advanced practice public health nursing. The course supports the implementation and evaluation phases of the student's ongoing public health project/practicum. Emphasis is placed on expanding professional and community roles, responsibilities and requisite skills to sustain and promote population-focused health within the framework of Healthy People 2030. The course focuses on culturally competent public health nursing interventions and leadership opportunities in diverse urban settings. Innovative health communication, education, and outreach strategies addressing public health needs in the 21st century are essential components of the course. This course requires 256 hours of clinical practicum.
Prerequisites: NUR 650, NUR 655
Co-requisite: NUR 651

Nursing Administration/MBA

NUR 640
NURSING MANAGEMENT/ADMINISTRATION I: THE CONTENT AND CONTEXT OF NURSING ADMINISTRATION
3 credits

This course focuses on the practice of nursing administration and provides students with the opportunity to critically examine the role of the nurse administrator. Students examine theories and principles regarding management of organizational systems within diverse health-care settings. Delivery of nursing care and services in relation to structure, process, and outcomes within small and large organizational systems is emphasized. Organizational design, administrative processes, and measurement of organizational effectiveness within nursing systems are emphasized. The professional, research, managerial, leadership, and change agency aspects of the nurse administrator role are explored in relation to the practice of nursing administration.
Prerequisites: Core, MBA Foundation, MBA Executive Perspectives, and acceptance into the MBA program.
Co-requisite: NUR 645

NUR 645
FIELD STUDY IN NURSING MANAGEMENT/ADMINISTRATION I
4 credits

This is the first of two preceptored field experiences designed to provide the student with the opportunity to integrate administration theory, operations, and research in a variety of health-care settings in order to positively influence the quality of patient care. With faculty guidance, students select and participate in a variety of experiences that focus on nursing management within diverse health-care settings. Seminars provide students with experiences in developing the skills necessary for the nurse administrator to influence change, to work with teams, and to manage resources. Trends, ethics, standards, and research in the area of nursing management are also examined. Emphasis is placed on the student's articulation of the philosophical and theoretical basis of the practicum issues and on the development, refinement, and evaluation of effective management strategies. Clinical practica are structured according to the individual student's knowledge and skill needs. This course requires 125 hours of clinical practicum.
Prerequisite: MBA Core, MBA Foundation, MBA Executive Perspectives
Co-requisite: NUR 640

NUR 646
FIELD STUDY IN NURSING MANAGEMENT/ADMINISTRATION II
4 credits

In this preceptored field experience, students select opportunities to participate in strategic and financial management operations in a variety of settings. Seminars examine the impact of prospective payment, managed care, and uncompensated care on health-care organizations and nursing systems, especially those serving vulnerable and under-served populations. Students explore intrapreneurial and entrepreneurial roles of nursing administrators. Seminars provide students with the opportunity to share and process weekly practicum experiences and to receive feedback from students and faculty colleagues. Students articulate the philosophical and theoretical basis of practicum issues and the development, refinement, and evaluation of effective management strategies to effect positive changes in patient-care delivery systems. Students are encouraged to seek practica in alternative care delivery sites such as, but not limited to, Health Maintenance Organizations (HMOs), primary-care health centers, assisted living centers, nursing homes, and hospitals and with diverse client populations, especially the vulnerable and under-served. This course requires 125 hours of clinical practicum.

Prerequisite: NUR 645

Required MBA courses are previously listed and described elsewhere in this catalog.

Elective Nursing Courses

NUR 500
ETHICS IN NURSING
3 credits

This course is designed to provide the foundations for critically analyzing ethical dilemmas in nursing practice. Ethical theories will be explored and critically examined, with a focus on their application to practice. Moral developmental theories will be discussed in light of the current debate regarding gender and racial disparities in decision for ethical practice from a systems theory perspective. The course will draw on students' clinical experiences to promote moral reflection and personal values clarifications with regard to contemporary health-care challenges. The course will examine current and emerging issues as influenced by emerging technological, clinical, political, legal, socio-economic, and fiscal factors.

NUR 512
INFORMATICS
3 credits

This course focuses on understanding the fundamentals of computer systems and how they might be applied to support nursing and health-care administration. It emphasizes the use of computer applications software for Internet research as well as data analysis and reporting. Content incorporates theoretical and "hands-on" exposure to word processing, spreadsheet, database management, presentations graphics, electronic mail, and Web page authoring. While no prior knowledge of Microsoft Office is required for this course, it is expected that the student will have a familiarity with using a keyboard and mouse in a Windows environment. Students with light computer backgrounds will be expected to maintain pace with the instructor and with the rest of the class. Basic computer knowledge required.

NUR 520
SPIRITUALITY IN NURSING AND HEALTH CARE
3 credits

This course provides an introduction to the role of spirituality in nursing practice. The course will analyze the paradigm shifts that have occurred in the history of professional nursing regarding the place of spirituality in professional nursing practice. It explores the phenomenon of spirituality in health and illness across the lifespan and from the perspectives of multiple religious and cultural world views. The course offers students an opportunity to reflect on their understanding and experience of spirituality and how spirituality influences personal decision making. The applicability of current research and specific nursing theories to the practice of spiritually sensitive nursing care is also addressed. Emphasis is placed on personal spirituality as a resource for the provision of nursing care that respects the diverse religious traditions and spiritualities of clients.

NUR 565
SAFETY STRATEGIES FOR HEALTH CARE DELIVERY SYSTEMS
3 credits

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

NUR 567
CARING THEORY, CARING PRACTICE
3 credits

This course examines human caring and nurses' contributions to the health and healing of the people served. It emphasizes the history, research, and aesthetics of caring from the perspectives of nursing and other disciplines. Emphasis is placed on critique of caring research, scholarly and aesthetic writing on caring, and resources available to study caring. Intentional caring and self-care are also analyzed.

NUR 574
INTRODUCTION TO GRADUATE RESEARCH AND WRITING
3 credits

A cross-disciplinary seminar that introduces students to the latest research technology and databases for advanced work in their major. Emphasis on research and communication skills, including oral presentations and written reports and papers. An individualized paper or written project, approved by the student's department, will be completed by each participant in the seminar.

NUR 632
SEMINAR IN NURSING HISTORY
3 credits

The purpose of this seminar is to expand the student's awareness of the historical role of nursing as a social response to the health needs of the American public. The changes in nursing itself will be viewed through the context of American political, economic, and social force. The internal forces of nursing will be analyzed as responses to those events. The philosophies of nursing leaders and other leaders and groups will be analyzed. Emphasis will be given to the interplay between societal forces and American nursing practice, education, and administration.

NUR 638
GROUP PROCESS IN NURSING PRACTICE
3 credits

Nurses in advanced practice are increasingly called upon to participate in and provide leadership to groups of patients, families, and professional staff. Strong leadership in-group process can promote quality health care. To examine group process, course topics will include (1) theories of group development and operation, (2) group properties and process, (3) the synergistic nature of groups, and (4) the function of group leadership. The

group theories and processes will be examined in light of support groups, patient education groups, staff-work groups, and committees.

Selected Certificate Courses that May be Taken as MSN Electives

GERO 510
CARING FOR THE ELDERLY: THEORIES, PRACTICE, AND SOCIAL POLICY
3 credits

This course analyzes aggregate care models for the elderly. It explores social policy on aging from a governmental and interagency perspective. Population changes and aging in society are highlighted. Public health and social agency strategies are explored. Ethical issues relating to aging and social policy are discussed.

GERO 522
THEORIES, PRINCIPLES, AND ASSESSMENT IN BIOLOGICAL, PSYCHOLOGICAL, AND PATHOPHYSIOLOGICAL AGING
3 credits

The course explores social and psychological aspects of aging, common physical health problems in the elderly, and behavioral and biological aging theories. Behavioral theories such as stress models, person-environment fit, and social cognitive theory are examined. Special attention is given to mood disorders, dementia, elder abuse, congestive heart failure, degenerative joint disease, and osteoporosis as prototype concerns. Common therapeutic interventions such as fall prevention, pain management, and exploitation prevention and assessment strategies for social, psychological, physical, and functional health aspects of aging are emphasized. Public health implications of depression, delirium, dementia, and elder exploitation are explored. Health advocacy approaches, prevention models, and critical pathway analysis are used to frame health promotion and disease prevention programs.

GERO 580
FIELD STUDY IN GERONTOLOGY: PRACTICUM
3 credits

This practicum course offers opportunities for students to observe and work with a preceptor in clinical or community settings serving the elderly. Seminar meetings and clinical experiences allow students to apply concepts of gerontology in actual elder-care situations.
Pre-requisites: GERO 410/510, GERO 422/522, GERO 591.

GERO 591
GERIATRIC PSYCHOPHARMACOLOGY
1 credit

This course explores treatment of mental health problems in the elderly using pharmacological interventions. Drug treatment for depression and psychosis are featured, as well as management of behavior disorders related to dementia along with the role of psychoactive drugs in the care of older adults. Appropriate and inappropriate uses of such drugs will be compared. Depression and dementia will be examined as prototypes of psychoactive drug use in the elderly. End-of-life issues and pain relief will be addressed.
Pre-requisites: GERO 410/510, 422/522, or special permission.

HSC 516
URBAN HEALTH: FAMILIES AND CHILDREN IN JEOPARDY
3 credits

This course explores the public health resources and challenges of urban families and their children. Utilizing models suitable for vulnerable populations, the impact of social, economic, and educational factors on the well being of urban populations is investigated. Students examine urban communities as complex physical and social environments. Selected threats to quality of life and the effects of common high-risk behaviors on family health are assessed. This course recognizes the family unit as the basis for interrelations health. Students engage family members and community organizations as partners in positive family health strategies. Experiential and service learning projects emphasize both family and community assessments.

Graduate courses in other schools (Business and Arts and Sciences) may be taken as electives in the M.S.N. tracks. Students may also take courses in the post-master's certificate program in Nursing Education as electives, as well as graduate-level nursing courses in the certificate programs.

Nursing Certificates

La Salle offers a variety of post-baccalaureate certificates for nursing professionals interested in broadening their skills. These college credit-bearing courses may be applied toward degree requirements at La Salle University in addition to meeting the requirements of the certificate program. For more information on any of the listed programs, contact La Salle's School of Nursing and Health Sciences at 215.951.1430.

School Nurse Certificate

The La Salle School Nurse Certificate Program prepares nurses to serve children from infancy to 21 years of age in school settings. The specific programmatic focus is the needs of school-aged children and adolescents. School nurses provide preventive health teaching and manage primary health-care needs. They deliver services that improve the health status of children based on the principle that healthier children achieve greater academic success. La Salle's School Nurse Certificate Program enables registered nurses who have earned baccalaureate degrees in nursing to prepare for and receive initial certification as school nurses.

Wound, Ostomy, and Continence Nursing Education Program (WOCNEP)

Through the School of Nursing and Health Sciences' Wound, Ostomy, and Continence Nursing Education Program (WOCNEP), nurses are prepared to provide acute and rehabilitative care for people with disorders of the gastrointestinal, genitourinary, and integumentary systems. WOC nurses provide direct and consultative care for persons with abdominal stomas, wounds, fistulas, pressure ulcers, and incontinence problems. La Salle's WOCNEP enables registered nurses who have baccalaureate degrees to prepare for and receive initial certification as WOC nurses.

Certificate in Gerontology

This is a 10-credit interdisciplinary certificate program for all professionals in health and human services who are interested in various careers that provide services to older adults. Courses in this certificate program may be taken as pre-baccalaureate or post-baccalaureate.

Post-Master's Certificate Options are also available in all MSN tracks:

Clinical Nurse Specialist–Adult Health and Illness, Nurse Anesthesia, Nurse Practitioner–Primary Care of Adults, Nurse Practitioner–Primary Care of Families, Public Health Nursing, and Nursing Administration/ M.B.A. For more information, contact the School of Nursing and Health Sciences at 215.951.1413.

Post-Master's Certificate in Nursing Education

A three-course post-master's certificate is available for students who already possess a master's degree in a clinical area. The following three courses are required and may be taken as electives in the MSN tracks.

NUR 610
NURSING AND HEALTH EDUCATION
3 credits

This is the first graduate nursing education course in a three-course sequence designed to prepare the master's-level nurse for beginning teaching roles in nursing education, staff development, and public/health education. The course explores the historical and philosophical underpinnings of education and their relevance to the education of nurses and the public. Emphasis is given to nursing education theory, critical analysis of theories of learning and teaching strategies, and exploration of current issues in nursing education, nursing practice, and public/health education.
Prerequisite: None

NUR 611
METHODS OF EDUCATION IN NURSING
3 credits

This course builds on the content of NUR 610 and focuses on the way in which the components of the teaching/learning process are organized in order to meet the needs of the learner—nursing student, client/patient and family, or practicing nurse. The emphasis in this course is on the application of models and strategies in any classroom or clinical setting where nurses are responsible for others' learning.
Prerequisite: None

NUR 612
FIELD STUDY IN NURSING EDUCATION
4 credits

This seminar and preceptored practical course is designed to integrate educational theory and methods. Students will participate in a variety of experiences that focus on educating nursing students, other nurses, and nursing's clients. The ethical and legal issues of education will be explored.
Prerequisite: NUR 610, NUR 611

MASTER OF PUBLIC HEALTH

Description of Program

The Master of Public Health (MPH) Program at La Salle University provides students with opportunities for knowledge and skill development to solve public health problems. Students collaborate with community members and other professionals to create and evaluate health promotion and disease prevention programs. The curriculum includes a practice immersion and a capstone project that emphasize case findings, health education, and disease prevention. The MPH curriculum is designed to ensure that upon graduation students have attained knowledge in the broad field of public health, with particular emphasis on health disparities in urban communities. MPH students complete their public health practice hours in communities identified as medically underserved or vulnerable. The public health practice experience may be completed as a full-time block or on a part-time basis. Students bring the knowledge, skills, and attitudes gained in core and cross-cutting competency, elective, practice, and capstone courses to the practice site that meet the public health needs of communities.

Public Health Practice Experience

Placement in the public health practice experience is established by the student's faculty advisor by an affiliation agreement with a health care agency or organization invested in health-related programs. Students are matched with public health sites based on academic and prior work experience, individual interest, and professional goals. Students must complete 240 practice hours. The emphasis of the MPH Program is program implementation and evaluation that is focused on the public health needs of underserved and vulnerable communities.

Capstone

The purpose of the capstone project (also referred to as a culminating experience) is to have MPH students demonstrate the application and mastery of the MPH program core competencies. This culminating experience is required by the Council on Education for Public Health (CEPH), the accrediting agency for programs of public health.

The capstone project allows students to demonstrate proficiency in the public health core and cross-cutting competencies. Students will work closely with MPH faculty and their capstone chair to identify a meaningful and scholarly capstone project that will contribute to the discipline of public health. Students will develop their capstone project based on their academic interests and their future career goals. Successful completion and defense of the capstone signifies that the MPH student is prepared to be a public health practitioner.

Purpose

La Salle University's Master of Public Health Program educates professionals for interdisciplinary, collaborative health care practice and to deliver programs in various settings and systems to improve the health of vulnerable and diverse groups.

Philosophy

The Master of Public Health Program (MPH) affirms that the health of groups of people is integral to the wellbeing of the citizens of the Nation and the World. The program educates professionals for interdisciplinary, collaborative healthcare practice in local, regional, national, and global environments. The program develops graduates who plan, implement, and evaluate health programs to improve the health of vulnerable and diverse groups through initiatives aimed at disease prevention and health promotion.

Learning Objectives of the Program

At the completion of program the student will be able to:

1. Analyze information from experts, community stakeholders, and current literature to address the health status and health care problems of diverse populations.
2. Analyze determinants of health and threats to the health of diverse communities.
3. Evaluate community health care and health education needs, health problems, resources, and services.
4. Apply epidemiological and statistical information to plans addressing public health problems.
5. Examine systems of health care delivery from the perspectives of structure, process, outcomes, and evidence.
6. Propose ethical solutions to public health problems.
7. Assess the legal, political, ethical, and moral dimensions of health policies.
8. Use leadership skills to advocate for the health of communities.
9. Implement culturally competent programs in public health and health care through community efforts.

10. Create reports focused on the public health, health promotion, health care problems, and needs of vulnerable populations.
11. Value life-long learning and continuing professional development.

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Admission

Applicants with earned Bachelor of Science degrees, Bachelor of Arts degrees, Bachelor of Science in Public Health degrees, Bachelor of Social Work degrees, and Bachelor of Science in Nutrition degrees from a regionally accredited college or university, Master of Science in Nursing degrees, professional doctoral degrees, and research doctoral degrees may apply to the MPH Program.

To be accepted for admission into the MPH program, an applicant must present:

1. Official transcript evidence of successful academic achievement in completing baccalaureate, master's, and/or doctoral degrees, with a minimum scholastic grade point average (GPA) of 3.0 on a 4.0 scale. Students with an undergraduate or graduate GPA of less than 3.0 may be provisionally accepted and may take up to three courses. Students who are provisionally accepted must achieve a B or better in their first three MPH courses in order to be considered for formal acceptance.
2. A current Curriculum Vitae/resume.
3. A Personal Statement (600 words or less) addressing your reasons for wanting to enroll in the MPH program and your career plans upon completion of the program at La Salle School of Nursing and Health Sciences. Note any relevant strengths or weaknesses in your background or in your ability to carry out your professional responsibilities.
4. Two letters of reference: One from a professor (academic reference).

Additionally, candidates for admission must:

1. Complete and submit La Salle University's electronic application
2. Interview with the MPH Program Director or designee.
3. Complete an introductory statistics course (including inferential and descriptive), earning a B or better.

Important: Without exception, students may not begin Capstone Courses without submitting:

- Criminal and child abuse clearances; FBI background check.
- Drug clearances
- Proof of:
    a. Current immunization/titers.
    b. Personal Health insurance
    c. Professional liability insurance.
    d. CPR Certification.

Application Deadlines

All documents must be submitted by August 15 (Fall), December 15 (Spring), and April 15 (Summer). Under special circumstances, students may be admitted up to the first day of classes of each term. International student applications should be complete at least two months prior to the dates listed above. The Master of Public Health Program Admissions Committee meets at scheduled intervals during the year. Applicants are accepted on a rolling basis.

New MPH students may earn credits as conditionally accepted students, but must begin the application process by completing the application, and submitting official transcripts and references.

Students desiring to audit courses or take a course as a non-degree student must apply for admission in the same manner as MPH candidates. Students who are accepted provisionally will be evaluated by the Master of Public Health Program Admissions Committee after three courses.

Holly M. Harner, Ph.D., MPH, CRNP, WHCNP-BC
Director, MPH Program
La Salle University
Philadelphia, PA 19141
215.951.1865
harner@lasalle.edu

All documents should be submitted to:

Office of Graduate Enrollment
La Salle University – Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141-1199

215.951.1100 / Fax 215.951.1462
grad@lasalle.edu

Transfer of Credit

Students may transfer up to nine hours of graduate-level work at the discretion of the Program Director.

Tuition and Fees 2010-2011

Application Fee	$35
Tuition, per credit hour	$740
General University Fee, per semester	$85

Tuition Assistance

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215.951.1070.

Progression in the MPH Program

Students complete 47 semester hours of degree requirements. This coursework includes successful completion of all core and cross-cutting competency, elective, practice, and Capstone courses. The cumulative GPA in the MPH Program must be a 3.0 or better in order to graduate.

Plan of Study: Scope and Sequence of Master of Public Health Program

The MPH Curriculum incorporates three elements: Core and Cross-Cutting Competencies, Electives, and Practice, as well as two Capstone courses. The Council on Education for Public Health (CEPH) Standards structures the curriculum. Courses generally run over 15 weeks in the fall and spring semesters and 7 to 10 weeks in the summer session. The following section details the length of the academic units in courses and credit hours organized in the curricular structures of Core and Cross-Cutting Competency, Elective, Practice, and Capstone courses.

Core Competencies (15 credits)

Classes		Credits
PHLT 520	Environmental Health and Program Design	3
PHLT 635	Public Policy, Program Planning, and Evaluation	3
PHLT 637	Epidemiology	3
PHLT 704	Statistics and Biostatistics	3
PHLT 705	Social and Behavioral Sciences in Public Health	3

Cross Cutting Competencies (18 credits)

Classes		Credits
PHLT 500	The Ethical Basis of the Practice of Public Health	3
PHLT 512	Informatics	3
PHLT 530	Health Care Administration	3
or		
MGT 728	Management in the Public Sector	
PHLT 540	Concepts of Health and Disease and Evidence-Based Strategies	3
PHLT 696	Grant Writing Seminar	3
PHLT 707	Community Health Promotion	3

Public Health Practice (6 credits)

Classes		Credits
PHLT 750	Public Health Practice Experience I (120 hours)	3
PHLT 751	Public Health Practice Experience II (120 hours)	3

Capstone (2 credits)

Classes		Credits
PHLT 752	Public Health Capstone/ Culminating Experience I (Pass/Fail)	1
PHLT 753	Public Health Capstone/ Culminating Experience II (Pass/Fail)	1

Electives (Choose 2 electives- 6 credits)

Classes		Credits
PHLT 556	Reproductive Health for the Public Health Practitioner	3
PHLT 557	Women, Gender, and Public Health	3
PHLT 609	Health Care Economics	3
PHLT 615	Violence Prevention and Control	3

Plan of Study

Year 1

Fall (6 credits)
- **PHLT 530** Health Care Administration
- **PHLT 540** Concepts of Health and Disease and Evidence-Based Strategies

Spring (6 credits)
- **PHLT 512** Informatics
- **PHLT 637** Epidemiology

Summer (3-6 credits)
- **PHLT 635** Public Policy, Program Planning, and Evaluation
- **Elective (optional)**

Year 2

Fall (6-9 credits)
- **PHLT 500** The Ethical Basis of the Practice of Public Health
- **PHLT 705** Social and Behavioral Sciences in Public Health
- **Elective (optional)**

Spring (6-9 credits)
- **PHLT 704** Statistics and Biostatistics
- **PHLT 707** Community Health Promotion
- **Elective (optional)**

Summer (6 credits)
- **PHLT 520** Environmental Health and Program Design
- **PHLT 696** Grant Writing Seminar

Year 3

Fall (4 credits)
- **PHLT 750** Public Health Practice Experience I (120 hours)
- **PHLT 752** Public Health Capstone/Culminating Experience I

Spring (4 credits)
- **PHLT 751** Public Health Practice Experience II (120 hours)
- **PHLT 753** Public Health Capstone/Culminating Experience II

Course Descriptions

PHLT 500
THE ETHICAL BASIS OF THE PRACTICE OF PUBLIC HEALTH
3 CREDITS/CROSS CUTTING COMPETENCY

This course provides an introduction to the practice of public health, through an exploration of the ethical and philosophical basis of public health research, practice, and policy. Students gain a broad overview of some of the main philosophical and moral ideas used as a basis for resolving debates in the public health arena. Ethical theories are explored and critically examined, with a focus on their application to public health. Emphasis is placed on racial and ethnic disparities in health. Moral developmental theories will be discussed in light of the current debate regarding gender and racial disparities in decision for ethical practice from a systems theory perspective. The course draws on students' practice experiences to promote moral reflection and personal values clarifications with regard to contemporary public health challenges and examines current and emerging issues as influenced by emerging technological, clinical, political, legal, socio-economic, and fiscal factors.

PHLT 512
INFORMATICS
3 CREDITS/CROSS CUTTING COMPETENCY

This course focuses on understanding the fundamentals of computer systems and how they might be applied to support health care administration. It emphasizes the use of computer applications software for Internet research as well as data analysis and reporting. Content incorporates theoretical and "hands-on" exposure to word processing, spreadsheet, database management, presentation graphics, and electronic mail.

PHLT 520
ENVIRONMENTAL HEALTH AND PROGRAM DESIGN
3 CREDITS/CORE COMPETENCY

In this course, students examine biological, physical, and chemical factors affecting the health of communities. They analyze direct and indirect effects of environmental and occupational agents and outcomes associated with exposure to hazards. Environmental risk assessment methods, risk reduction, risk management, and mechanisms of toxicity are investigated along with program design. The responsibility of public health professionals for the human safety and health of communities through federal, state, and community regulations and agencies is explored.

PHLT 530
HEALTH CARE ADMINISTRATION
3 CREDITS/CROSS CUTTING COMPETENCY

Students explore theories of administration as applied to organizations focused on the delivery of public health programs in the context of

community systems. They examine the access and distribution of health services, question issues in managed care, and review budgeting issues challenging public health leaders in the United States. Case studies of health programs are scrutinized.

PHLT 540
CONCEPTS OF HEALTH AND DISEASE AND EVIDENCE-BASED STRATEGIES
3 CREDITS/CROSS CUTTING COMPETENCY

Students focus on models of health promotion, disease prevention, and theories of disease causation from an evidence-base perspective. They explore genetic, physiologic, social, and behavioral factors affecting the health status of individuals and populations. Environmental agents that threaten health in urban and rural settings are considered from a systems perspective. Health disparities are investigated as evidenced by current research. Databases are surveyed to reveal vital statistics and public health records that inform public health programs. Health priorities, major diseases, and disease burden are examined.

PHLT 556
REPRODUCTIVE HEALTH FOR THE PUBLIC HEALTH PRACTITIONER
3 CREDITS/ELECTIVE

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

PHLT 557
WOMEN, GENDER, AND PUBLIC HEALTH
3 CREDITS/ELECTIVE

This course will focus on constructions of gender and sex and their implications for understanding determinants of population health and creating healthy public policy. It will consider how different frameworks of addressing gender and biological sex shape questions people ask about, and explanations and interventions they offer for, societal patterns of health, disease, and well-being. The course will demonstrate ways of conceptualizing gender in relation to biology and health using case examples. In all cases, issues of gender will be related to other social determinants of health, including social class, racism, and other forms of inequality. Implications of diverse approaches will be debated, as part of developing useful strategies for improving physical, mental, and social well-being.

PHLT 609
HEALTH CARE ECONOMICS
3 CREDITS/ELECTIVE

This course examines general economic themes and applies them to health and health care systems. The notion of health care as a public good is discussed. Students analyze the impact of consumer demand for services, the aging population, and chronic illness on health care economics. The United States health care system and the reimbursement of health care services are investigated and compared with systems in other countries.

PHLT 615
VIOLENCE PREVENTION AND CONTROL
3 CREDITS/ELECTIVE

Students review theories of violence causation and epidemiologic patterns of violence in urban settings. An ecological framework will be used to guide critical thinking about risk and protective factors regarding violence. Students explore secondary data sources important to public health practitioners working in the area of violence prevention and control. . Programs aimed at prevention violence and injury in urban settings will be examined and critically evaluated.

PHLT 635
PUBLIC POLICY, PROGRAM PLANNING, AND EVALUATION
3 CREDITS/CORE COMPETENCY

This course will provide an introduction to health policy, program planning, evaluation and grant writing in the public health context. This course will allow students to strengthen and develop their skills in policy formulation and implementation. The social, economic, legal, ethical, and political environments, which influence public policy, planning, evaluation, and funding will be explored. Students will acquire familiarity with strategies for health planning, evaluation and health care funding.

PHLT 637
EPIDEMIOLOGY
3 CREDITS/CORE COMPETENCY

This course focuses on the study of the distribution and determinants of health and disease in human populations. A historical perspective of epidemiology provides a background for current practices. Basic concepts, study design, data sources, and statistical measures are examined and applied. Emphasis is placed on the practical applications of epidemiology in the work setting and the global environment. Infection, social, behavioral, psychological, genetic, and environmental components of disease are presented from a public health standpoint. Students analyze the efficacy, cost effectiveness, and ethical concerns of screening programs.

PHLT 704
STATISTICS AND BIOSTATISTICS
3 CREDITS/CORE COMPETENCY

This course reviews correlation, prediction and regression, hypotheses testing, *t*-tests, ANOVA, and ANCOVA. Statistical support of decisions to treat is emphasized, including point and interval estimators, risk evaluation, odds ratio, and analysis of dichotomous and continuous variables representing health outcomes. Concepts are applied to the critique of research studies in health care disciplines.

PHLT 696
GRANT WRITING SEMINAR
3 CREDITS/CROSS CUTTING COMPETENCY

Students investigate private and governmental requests for proposals, grants databases, and grant elements with an emphasis on the introduction, proposal summary, problem statement, program goals and objectives, evaluation, personnel, equipment, consultants, budgets, timelines, and periodic reporting of progress. Requests for information from funding entities are also compared. Students write and critique a grant proposal based on the needs of a vulnerable population.

PHLT 705
SOCIAL AND BEHAVIORAL SCIENCES IN PUBLIC HEALTH
3 CREDITS/CORE COMPETENCY

Students analyze the contribution of social factors to health and illness, including risk behavior and health inequities. Health behavior programs and interventions are explored. Theories of health promotion, health

behavioral change, and health education are examined and applied to a health promotion project for a vulnerable and diverse community.

PHLT 707
COMMUNITY HEALTH PROMOTION
3 CREDITS/CROSS CUTTING COMPETENCY

In this course students compare concepts of neighborhood, community, and population and specify the processes of needs and community assessment as well as program development and evaluation. Primary and secondary sources of data are analyzed and applied to service acquisition and community health analysis. Principles of community engagement are examined in relation to a community health promotion problem challenging a diverse group.

PHLT 750
PUBLIC HEALTH PRACTICE EXPERIENCE I
3 CREDITS/120 HOURS/PRACTICE

Students complete 120 hours in a practice experience in an underserved community. Program evaluation is emphasized and program design, outcomes, measurement of outcomes, data collection, and data analysis are examined. Students discuss actual case studies illustrating the practical challenges of program development and evaluation. Placements are negotiated with the faculty adviser and field practice coordinator.

PHLT 751
CAPSTONE PUBLIC HEALTH PRACTICE EXPERIENCE II
3 CREDITS/120 HOURS/PRACTICE

Students continue with their practice experiences and complete 120 hours in a community setting. Seminar meetings are conducted in which students discuss their practicum projects and the continuing challenges of program development and evaluation.

PHLT 752
PUBLIC HEALTH CAPSTONE/CULMINATING EXPERIENCE I
1 CREDIT/CAPSTONE

Part one of this two-part course will facilitate the initial development and planning for the Master of Public Health (MPH) student's capstone project (also known as the culminating project). The purpose of the capstone project is to have students demonstrate the application and mastery of the MPH program competencies. Competencies are identified by the Association of Schools of Public Health (ASPH). A culminating experience is a required component in the MPH programs by the Council on Education for Public Health (CEPH), the accrediting agency for the programs of public health. Students will begin their capstone project during the first capstone course (PH752) and finish the project during the second course (PH753).

PHLT 753
PUBLIC HEALTH CAPSTONE/CULMINATING EXPERIENCE II
1 CREDIT/CAPSTONE

Part two of this two-part course will facilitate the completion of the capstone project and prepare students to present their capstone projects in a public forum and defend their work during an oral examination. Students will meet regularly with their capstone chair and committee members.

SPEECH-LANGUAGE-HEARING SCIENCE

Faculty

Director: Barbara J. Amster, Ph.D., CCC-SLP
Associate Professors: Klein, Kleinow, Ruiz
Assistant Professors: Luckhurst,
Director of Clinical Education: Mancinelli
Clinic Director: Costello

Description of Program

La Salle University's Speech-Language-Hearing Science Program offers a Master of Science in Speech-Language Pathology for students who have an undergraduate degree in communication sciences and disorders, speech-language pathology, audiology, or speech-language-hearing science. In addition, those students with an undergraduate degree in a related field can pursue the master's degree after completing prerequisite courses. See www.lasalle.edu/schools/cpcs/content.php?section=post_bac_certificates&group=preslp&page=index for information about La Salle University's Pre-SLP Program.

Speech-language pathologists care for patients of all ages and cultural backgrounds with communication disorders. Speech-language pathologists assess, treat, and help to prevent speech, language, cognitive communication, voice, swallowing, fluency, and related disorders.

Our program provides personal and professional growth opportunities. The graduate program is a full-time cohort program. We offer classes in the late afternoon and early evening. Our clinical practicum experiences at our affiliate sites are offered during business hours. Students have the opportunity to gain from diverse, excellent clinical practicum experiences in a variety of professional settings. Our faculty share their vast array of clinical experiences with students and care about each student's success.

Mission Statement of the Speech-Language-Hearing Science Graduate Program

La Salle University's Speech-Language-Hearing Science Graduate Program provides a research-oriented, clinically based curriculum grounded in theoretical, ethical, and clinical knowledge in speech, language, and hearing science. Students learn to think critically and communicate effectively. They are prepared to meet professional credentialing, including American Speech-Language-Hearing Association certification as speech-language pathologists. Students gain knowledge and skills to evaluate, treat, and advocate for individuals with communication and swallowing disorders in a pluralistic society. Students learn to analyze and integrate research into clinical practice and value life-long learning.

Goals of Program

The Master of Science in Speech-Language Pathology Program at La Salle University is designed to provide an accredited program in which students are prepared to function as qualified speech-language pathologists. The Program provides theoretical and clinical experiences that prepare students for leadership roles to meet the health, educational, and social needs of individuals with communication and swallowing disorders in the contexts of families, communities, and society. The Program is designed to equip students to meet requirements for certification by the American Speech-Language-Hearing Association, for licensure by the Commonwealth of Pennsylvania, and as a foundation for doctoral study. Graduates of this program will earn a Master of Science degree.

Learning Objectives of the Program

The following objectives reflect entry-level competency in all the basic human communication and swallowing areas, including articulation, fluency, voice and resonance, receptive and expressive language, hearing, including the impact on speech and language, swallowing, cognitive and social aspects of communication, and communication modalities.

The codes listed at the end of each objective refer to the ASHA Certification Standards from the Knowledge and Skills Acquisition (KASA) Form (March 2003).

1. Demonstrate proficiency in oral and written communication sufficient for entry into professional practice. (IV-G-3)
2. Apply basic biological/physical science, mathematics, and behavioral/social science to the study of communication and swallowing disorders. (IIIA, III-B)
3. Analyze, synthesize, and evaluate information in the areas of basic human communication and swallowing processes. (III-B)
4. Contrast basic human communication and swallowing processes with communication and swallowing disorders and differences. (III-C, III-D)
5. Demonstrate clinical skill in assessment, intervention, and prevention of human communication and swallowing disorders. (III-D, IV-G1a-g; 2a-g)
6. Integrate and demonstrate ethical, legal, and professional standards in the provision of speech-language pathology services. (IV-G-3d)
7. Integrate research with clinical knowledge to improve evaluation and treatment of individuals with communication and swallowing disorders. (III-A, III-B, III-C, III-D, IV-G)
8. Critique professional issues in speech-language pathology and advocate for individuals with communication and swallowing disorders. (IV-G)
9. Pursue education and credentials necessary for obtaining/maintaining certification and licensure for ongoing professional development. (IV-G)
10. Implement appropriate assessment and intervention for diverse client populations with communication and swallowing disorders. (III-C, III-D, IV-G)
11. Evaluate individuals with communication and swallowing disorders utilizing appropriate diagnostic tools. (III-C, III-D, IV-G)
12. Provide intervention for individuals with communication and swallowing disorders utilizing appropriate clinical methods and strategies. (III-C, III-D, IV-G)
13. Practice independently and collaboratively in various health-care and educational systems with appropriate professional manner. (III-A, III-B, III-C, III-D, IV-G)

Accreditation

The Speech-Language-Hearing Science Program's Master of Science in Speech-Language Pathology at La Salle University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard, Rockville, MD 20850-3289, 301.296.5700. ASHA is the national professional, credentialing, and scientific organization for speech-language pathologists, audiologists, and speech-language-hearing scientists. To practice in most work settings, speech-language pathologists must hold a master's degree and become certified by ASHA. This certification, called the Certificate of Clinical Competence (CCC), requires the successful completion of a specific program of course work and practicum, a supervised Clinical Fellowship Year (CFY), and passing of a national examination. Most states also require speech-language pathologists to be licensed to practice. Licensure requirements in 48 of the 50 states (including Pennsylvania, New Jersey, and Delaware) are identical to ASHA-CCC standards.

For more information about certification, please contact the American Speech-Language-Hearing Association at 1-800-498-2071 or http://www.asha.org/certification/2005_SLP_FAQ.htm.

La Salle University's Speech-Language-Hearing Science Program is approved for teacher certification for Speech and Language Impaired from the Pennsylvania Department of Education (PDE) of the Commonwealth of Pennsylvania. This Instructional I certificate is needed to work as a Teacher of Speech and Language Impaired in the various school systems in Pennsylvania. Any candidate applying for an Instructional I certificate is required by Pennsylvania State Board regulations to pass the appropriate sections of the PRAXIS Series Tests: Professional Assessments for Beginning Teachers, administered by the Educational Testing Service. Information about the PRAXIS Series Tests is available in the Program Director's office (St. Benilde 2201). Other states may also require prospective teachers to take these or other examinations. In addition to all of the requirements for completion of the master's degree, candidates for Instructional I certificates must be recommended by the Speech-Language-Hearing Science Program faculty. Recommendations are predicated upon successful completion of all course requirements with the required grade point average (minimum cumulative GPA of 3.0 and a minimum GPA of 3.0 in SLHS courses). In addition to the SLHS course requirements, candidates for Instructional I certificates must complete approved education courses and complete an approved full-time student teaching practicum (SLH 521). Education courses must be approved by the Director of the SLHS Program.

Clinical Experiences

In accordance with ASHA certification requirements, the SLHS graduate program offers clinical education at various practicum sites. As part of La Salle's School of Nursing and Health Sciences, the Speech-Language-Hearing Science Program has established strong ties with more than 250 schools, hospitals, private practices, and rehabilitation facilities in the greater Philadelphia area for supervised clinical practicum affiliations. In Spring 2008 the Speech-Language-Hearing Science Program moved to St. Benilde Tower and opened the La Salle University Speech-Language-Hearing Community Clinics. SLHS students have observational and clinical practicum opportunities at these sites while receiving close supervision and instruction from La Salle University faculty members.The Speech-Language-Hearing Science Clinical Handbook contains program specific guidelines and procedures for clinical practicum experiences and may be obtained from the Program Director.

THE NATIONAL STUDENT SPEECH LANGUAGE AND HEARING ASSOCIATION

The National Student Speech Language and Hearing Association (NSSLHA) is a pre-professional membership association for students interested in the study of communication sciences and disorders. La Salle University formed a recognized NSSLHA chapter in 2002. Membership in the La Salle NSSLHA chapter is available to undergraduate and graduate students enrolled in the Speech-Language-Hearing Science Program.

Student NSSLHA members can increase their involvement in the field by visiting professional work sites, engaging in group outreach programs, attending panel discussions, fundraising, and more. NSSLHA membership allows students to engage in leadership activities locally and nationally by promoting dialogue between students, professionals, and community members.

Adviser: Maureen Costello, costellom3@lasalle.edu

Visit the NSSLHA Web site: www.nsslha.org

Admission

To be considered for admission into the program, a student must apply via the CSDCAS Centralized application system https://portal.csdcas.org/ and present:

1. Official transcript as evidence of completing a baccalaureate degree in Speech-Language-Hearing Science or the equivalent from an accredited institution of higher education with a grade point average of 3.0 or above.
2. Official scores from the Graduate Record Examination (GRE) taken within the past five years. The combined scores of the verbal and quantitative sections should be 1000 or higher.
3. Two letters of reference. At least one reference must be an academic reference.
4. An essay regarding career plans and qualifications.
5. A professional resume including pertinent educational and work experience.
6. The application for admission, accompanied by the stipulated application fee payable to La Salle University.

All application information must be received and verified by the CSDCAS website on or before March 1st. Please note that verification may take several weeks, after the application is submitted. No application will be reviewed that has not been verified by CSDCAS by the March 1st deadline.

In addition, The SLHS Program participates in ASHA's Higher Education (HES) data system published on ASHA website. Data on the HES website pertains to current students in the SLHS master's program and indicates their group GPA and GRE scores. Applicants can visit the HES website for data about the GPA and GRE scores of students presently in our program.

http://hes.asha.org:8080/EdFind/Masters/MastersSearchDetail.aspx?QryStrValue=tS/QtfVaJu3ymMoFJV1SSQxqZ8neRfg0iq/CLjLF8TbX5rTYceIxERZeDzJBd4th

The Admission Committee considers each applicant's accomplishments, experiences, and personal qualities as reflected in his/her personal statement and letters of recommendation. Special consideration may be made on the basis of having successfully completed substantial graduate course work in a related discipline or noteworthy contributions to the field. A personal interview may be required. We invite applications from all students with a strong commitment to excellence in caring for those with communication and swallowing disorders. In order for students to meet 2005 ASHA certification standards, see http://www.asha.org/certification/slp_standards.htm.

La Salle University's Speech-Language-Hearing Science Program includes prerequisites to graduate study. The chair of the Admission Committee evaluates graduate applications to determine whether an applicant has met all prerequisites. Applicants are required to complete the undergraduate prerequisites before their application can be considered. La Salle University has developed the Pre-SLP Program to help students complete these prerequisite requirements in both online or classroom-based formats. For more information about the Pre-SLP Program, see http://www.lasalle.edu/academ/nursing/speech/slp/index.php.

La Salle University's Speech-Language-Hearing Science Program includes prerequisites to graduate study. The chair of the Admission Committee evaluates graduate applications to determine whether an applicant has met all prerequisites. Applicants are asked to complete the undergraduate prerequisites before their application can be considered. La Salle University has developed the Pre-SLP Program to help students complete these prerequisite requirements in both online or classroom-based formats. For more information about the PreSLP Program, see http://www.lasalle.edu/schools/cpcs/content.php?section=post_bac_certificates&group=preslp&page=index . Upon admission to the M.S. in Speech-Language Pathology Program, the student meets with his/her adviser to determine the course of study, review the student's transcript to verify whether the student has fulfilled all the prerequisite requirements, and begin to implement the Knowledge and Skills Acquisition (KASA) summary form for evaluation by the Council For Clinical Certification (CFCC). If the student has not met the prerequisite requirements (equivalent course title and description at the undergraduate institution) the student is required to meet these requirements upon entering the M.S. program. In certain situations, students may complete some necessary prerequisites simultaneously with graduate study. Students must fulfill prerequisite requirements prior to obtaining the master's degree.

For more infomation about the Program contact:

Dr. Barbara Amster, Director
Speech-Language-Hearing Science
La Salle University
Philadelphia, PA 19141
215.951.1982
slh@lasalle.edu

La Salle University's Speech-Language-Hearing Science graduate program uses the centralized application service known as CSDCAS, which will launch AFTER August 5, 2009. For more information about this application process, please see http://csdcas.org/.

Tuition and Fees 2010-2011

Application Fee	Please see CSDCAS Web site at portal.csdcas.org
Tuition, per credit hour	$745
General University Fee, per semester	$85

Students accepted into the SLHS program are required to submit a non-refundable $400 deposit to reserve their place in the class. These funds will be credited to the student's first invoice upon enrollment.

Tuition Assistance

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215.951.1070.

Model Curriculum

The following is presented as a model for progression through the Master of Science program. Individual plans for progression will be determined for each student in consultation with the student's adviser and the Program Director.

The Speech-Language-Hearing Science Student Handbook contains program-specific guidelines and procedures for progression through the program and may be obtained from the Program Director.

The model curriculum contains a minimum of 45 credits, which includes clinical practicum requirements and successful completion of the Master's Comprehensive Examination. Only six credits of clinical practicum can be counted toward the 45-credit minimum. Most SLHS students graduate with more credits to meet both ASHA Certification and Pennsylvania Teacher Certification Requirements.

Students must meet with their advisers each semester to discuss registration and to review their KASA. The KASA must be completed, approved, and signed by the Director of the Program to complete graduation requirements. When a graduate student enters his/her final

semester of study, the student's academic and clinical record is examined by the student's adviser for compliance with La Salle University SLHS Program requirements and ASHA requirements. Typically, the Capstone (SLHS 635) course is completed during the student's final semester in the program. Part of the SLHS requirements for graduation includes taking the National Examination in Speech-Language Pathology (NESPA) examination while enrolled in the Capstone Course (SLHS 635). Any deviation from this sequence must be approved by the Program Director.

Students are responsible for making sure that they follow ASHA guidelines for course selection. Selection of courses is made with an adviser and includes undergraduate transcript review. If students have deficiencies in undergraduate prerequisites, in accordance with ASHA guidelines, these courses must be completed. Please note: Students must meet the 2005 ASHA Standards for Certification. Please contact the American Speech-Language-Hearing Association at 800.498.2071 or www.asha.org/certification/slp_standards.htm for more information about certification standards. Graduate students who take longer than three years to finish the M.S. degree will be subject to meeting the curriculum requirements in place at the time of graduation.

Progression in the SLHS Program

- SLHS graduate students must maintain a minimum cumulative 3.0 GPA.
- SLHS graduate students may not earn more than two grades below "B" in SLHS courses. Note that a "B-" average does not satisfy this requirement.
- If a student receives a "C" in a clinical practicum course, he/she must retake the course and receive a "B" or better. Students who receive below a "B" on retaking the course are subject to dismissal from the program.
- A grade of "F" in any clinical practicum course (SLH 516, SLH 616, SLH 517), including the student teaching course (SLH 521), is grounds for immediate dismissal from the program.
- SLHS graduate students are expected to abide by the ASHA Code of Ethics. The SLHS faculty will determine the degree to which a student fulfills these criteria.
- Decisions of the SLHS faculty are final but subject to appeal. Refer to the La Salle University Graduate Catalog and Student Guide to Rights and Responsibilities.

Core: Required for all students

SLH 502 Introduction to Aural Habilitation/Rehabilitation
SLH 503 Disorders of Articulation and Phonology
SLH 511 Fluency and Stuttering
SLH 512 Language Disorders in Young Children
SLH 513 Acquired Language Disorders
SLH 514 Language Learning Disabilities in School-Age Children and Adolescents
SLH 515 Voice Disorders
SLH 516 Clinical Practicum and Procedures
SLH 517 Clinical Practicum in Audiology (may be waived if student achieves a minimum of 10 aural habilitation/rehabilitation clinical practicum hours while engaged in SLH 516, SLH 616, or SLH 521)
SLH 518 Research Design in Communication Disorders
SLH 520 Dysphagia
SLH 527 Motor Speech Disorders
SLH 616 Advanced Clinical Practicum and Case Study
SLH 635 Integrative Capstone in Communication Disorders

Two electives:

SLH 519	**SLH 537**	**SLH 619**
SLH 526	**SLH 538**	**SLH 620**
SLH 528	**SLH 611**	**SLH 622**
SLH 530	**SLH 613**	**SLH 630**
SLH 531	**SLH 617**	**SLH 640**

Additional requirements for students pursuing Pennsylvania Teacher Certification:

SLH 521 Student Teaching in Speech and Language Disabilities
EDC 501 or EDC 603 or equivalent (or appropriate Education courses completed while enrolled in undergraduate program and approved by the Program Director)

Course Descriptions

identifies courses that have been designated as having a service-learning component.

SLH 502
INTRODUCTION TO AURAL HABILATION/REHABILITATION
3 credits

This course examines principles and strategies in management of problems related to hearing impairment in children and adults. Development and maintenance of communication through speech reading, auditory training, and the use of technology in aural habilitation/rehabilitation are investigated.
Prerequisite: SLH 211, 304, or permission of instructor

SLH 503
DISORDERS OF ARTICULATION AND PHONOLOGY
3 credits

This course reviews the development of speech sound production and speech perception skills in children. Factors affecting phonological development and auditory-motor learning are discussed. Prominent theories of phonology are reviewed and critiqued and assessment and modification of atypical articulatory patterns are emphasized. The differential diagnosis of oral motor versus phonological disorders is explored. Case studies are used to illustrate methodologies and to plan remediation.
Prerequisite: SLH 200 or permission of instructor

SLH 506
NEUROLOGICAL BASES OF COMMUNICATION AND BEHAVIOR
3 credits***

This course is an examination of the structure (neuroanatomy), organization (neurophysiology), and functions of the central and peripheral nervous systems as they relate to speech, language, hearing, and cognition. Behavioral manifestations of normal and abnormal brain functioning are contrasted.

SLH 511
FLUENCY AND STUTTERING
3 credits

This course provides information about normal fluency as well as the history, theories, development, nature, and symptomatology of stuttering and other fluency disorders in children and adults. Controversies regarding theoretical explanations about the nature of stuttering that influence management strategies are discussed. Clinical case studies are used to illustrate methodologies and to plan remediation.

SLH 512
LANGUAGE DISORDERS IN YOUNG CHILDREN
3 credits

This course offers a theoretical and applied approach to childhood language disorders from birth through six years. It provides an overview of language development and early assessment and intervention in the field of child language pathology within and across the domains of semantics, pragmatics, syntax, morphology, and phonology. Clinical applications and controversies in case management are emphasized through case presentations, article reviews, and research presentations. Diagnostic information, including language sampling, stages of emergent literacy, and stages of play are discussed in relation to early intervention.

SLH 513
ACQUIRED LANGUAGE DISORDERS
3 credits

Neuropathology, symptomatology, and speech-language rehabilitation of individuals with aphasia and related disorders due to stroke, traumatic brain injury, etc. are examined in adults and children. Other neurologically based disorders, such as dementia, apraxia, and dysarthria are contrasted for differential diagnosis. Evaluation, treatment, and prognosis for recovery are reviewed.
Prerequisite: SLH 306 or SLH 506 permission of instructor

SLH 514
LANGUAGE LEARNING DISABILITIES IN SCHOOL-AGE CHILDREN AND ADOLESCENTS
3 credits

This course focuses on language learning disabilities in school-age children and adolescents and the cognitive/linguistic processes involved in the classroom performance of listening, speaking, reading, and writing. It explores the role of the speech-language pathologist in the evaluation and treatment of students with language learning disabilities.
Prerequisite: SLH 512: Language Disorders in Young Children or permission of instructor

SLH 515
VOICE DISORDERS
3 credits

This course investigates the etiology, symptomatology, development, diagnosis, intervention, and prevention of voice disorders in children and adults. Controversies about current treatment strategies are discussed.
Prerequisites: SLH 306 or SLH 506 or permission of instructor

SLH 516
CLINICAL PRACTICUM AND PROCEDURES
3 credits

This initial clinical practicum course provides observation and supervised clinical experience focusing on the evaluation and treatment of speech and language disorders, counseling of clients and families, development of treatment plans, and writing of evaluation and progress reports. Emphasis is placed on increasing diagnostic and therapeutic skills with children and adults with communication problems. SLH 516/616 sequentially build on each other and take place in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA-certified speech-language pathologist. Students meet with the University Coordinator/Supervisor to reflect and discuss procedures within the clinical experience. Prerequisite: SLH 308, SLH 314, SLH 503, SLH 512, and permission of Program Director and University Coordinator.
Prerequisites: SLH 503, SLH 512, and permission of Program Director required.

SLH 517
CLINICAL PRACTICUM IN AUDIOLOGY
1 credit

This supervised clinical experience focuses on conducting pure-tone air conduction hearing screening and screening tympanometry for the purpose of the initial identification and/or referral of individuals with communication disorders or possible middle ear pathology. Emphasis is also placed on aural rehabilitation and related counseling services for individuals with hearing loss and their families. The role of the speech-language pathologist in the assessment of central auditory processing disorders is discussed. Counseling clients and their families and clinical report writing are emphasized.
Prerequisite: SLH 304 and SLH 502 or permission of instructor

SLH 518
RESEARCH DESIGN IN COMMUNICATION DISORDERS
3 credits

This course explores the relationships among research, theory, and practice. Critique of published research focuses students on literature reviews and purposes, methods, and findings of studies with applicability of research to clinical situations. Treatment and outcome variables, sampling, measurement theory, qualitative and quantitative analysis, and the use of computers in data analysis are emphasized.
Prerequisite: Undergraduate statistics course such as HSC 217 or permission of instructor

SLH 519
CLEFT PALATE AND OTHER MAXILLOFACIAL DISORDERS
3 credits***

This course focuses on the development of craniofacial structure, classification of clefts, syndromes associated with clefts and other craniofacial anomalies, surgical repair, diagnosis, and treatment of related speech/language disorders.

SLH 520
DYSPHAGIA: DIAGNOSIS AND TREATMENT OF SWALLOWING DISORDERS
3 credits

The course examines anatomy and physiology of normal swallowing and respiration and the anatomic and physiologic disturbances affecting swallowing in infants, children, and adults. Radiographic and bedside diagnostic and treatment procedures are presented. Indications and methods for non-oral feeding are discussed.
Prerequisite: SLH 306 or SLH 506 or permission of the instructor.

SLH 521
STUDENT TEACHING IN SPEECH AND LANGUAGE DISABILITIES
6 credits ***

Candidates for the Teacher Certificate in Speech and Language Disabilities engage in a student teaching experience in public or private schools in the greater Philadelphia area under the supervision of a certified speech-language pathologist who has Teacher Certification for Speech-Language Disabilities and a University Supervisor. Students investigate how speech and language affects the child's achievement and functioning in the school environment and assess the child's communication ability in relation to school achievement with consideration of age-appropriate curriculum in the classroom. Students learn federal and state special education requirements as they relate to developing and modifying the Individualized Educational Plan (IEP) and other legal documents. They also participate in parent-teacher conferences pertaining to the child's communication and education, organize a caseload, and provide appropriate intervention in areas including speech, language, voice, and fluency for children who may range in grade from preschool through high school.

Prerequisites: SLH 516: Clinical Practicum and Procedures, appropriate Education courses, permission of Program Director, and recommendation of the Program Director and SLHS faculty.

SLH 526
ALTERNATIVE AND AUGMENTATIVE COMMUNICATION
3 credits***

This course investigates theories and practices in clinical management of severely impaired or non-speaking persons. Application of graphics, signs, gestural means of communication, use of aids and devices, development of interactive communication behaviors, and development and use of computer-assisted communication strategies are surveyed.
Prerequisite: SLH 516 or permission of the instructor.

SLH 527
MOTOR SPEECH DISORDERS
3 credits

This course provides an overview of the neurological disorders that affect speech production. Procedures for assessing speech disorders associated with neuromotor impairments are investigated. Neuropathology, symptomatology, and speech-language habilitation/rehabilitation of individuals with apraxia and/or dysarthria are emphasized.
Prerequisite: SLH 306 or SLH 503 and permission of instructor

SLH 528
COUNSELING SEMINAR IN COMMUNICATION DISORDERS
3 credits***

This course provides an overview of counseling in the helping professions. Components of the therapeutic relationship, including the interpersonal nature of communication, attending to clients, clinical interviewing, and recognizing communication patterns are surveyed. Counseling theories, goal setting, and strategic interventions with clients and their families are critiqued. This course includes active learning strategies and case study analysis.

SLH 530
SPECIAL TOPICS IN COMMUNICATION DISORDERS
3 credits***

Current scientific and professional problems and issues in communication disorders are investigated. Students may re-enroll for a maximum of 12 credits.

SLH 537
GERIATRIC COMMUNICATION DISORDERS
3 credits***

Speech, hearing, language, and cognitive problems associated with normal aging and/or various pathological conditions are explored. The course emphasizes evaluation and intervention strategies.

SLH 538
ATYPICAL LANGUAGE DEVELOPMENT AND DISORDERS
3 credits***

This course addresses the language learning problems associated with special populations of children. Characteristics of children with specific language impairment, autism spectrum disorder, emotional/behavioral disorders, and cognitive impairments will be analyzed from theoretical and practical perspectives. Current theories and controversies pertaining to clinical application are explored.

SLH 611
FLUENCY AND STUTTERING II
3 credits ***

This course is an in-depth exploration of controversies and issues in the evaluation and management of persons with fluency disorders and stuttering. The phenomenology of stuttering is explored. The role of the client and the client's environment are addressed as they relate to treatment at various stages of life.
Prerequisite: SLH 511 or permission of instructor

SLH 613
ACQUIRED LANGUAGE DISORDERS II
3 credits***

The course explores the advanced study of aphasia syndromes and neuropathology with an emphasis on theoretical models of normal and disordered language processing; evaluation of diagnostic testing procedures and current approaches to treatment.
Prerequisite: SLH 513 or permission of instructor

SLH 616
ADVANCED CLINICAL PRACTICUM AND CASE STUDY
(3 credits repeated as necessary to fulfill ASHA Certification requirements)

This course continues the supervised clinical speech-language pathology experience of SLH 516 necessary to fulfill ASHA Clinical Practicum Requirements. This experience takes place in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA-certified speech-language pathologist. Emphasis is placed on the interpretation and application of diagnostic and therapeutic procedures with individuals with a variety of communication disorders across the life span. Students meet with the University Supervisor to present and discuss case studies. Feedback and reflection regarding clinical decision making are emphasized. Prerequisite: SLH 516, SLH 513, SLH 520, or permission of the University Coordinator.
Prerequisite: SLH 516

SLH 617
TOPICS IN ORAL/DEAF THEORY AND APPLICATION
3 credits***

This course provides investigation of theory, research, and clinical application of auditory-oral principles for therapeutic intervention with deaf and hard of hearing children. Focus is on the application of theoretical and research-based principles for the development of assessment and treatment plans, including writing of behavioral objectives specific to the needs of this population. Issues related to advances in technology, equipment management, multi-disciplinary collaboration, and family counseling are discussed. Emphasis is placed on increasing diagnostic and therapeutic skills with deaf and hard of hearing children in the educational setting who are developing oral language skills. The lecture portion of this course is designed to provide a framework for students to increase their knowledge base. Students reflect on and discuss cases, issues, and procedures relevant to use of an auditory-oral approach in intervention with deaf and hard of hearing children.
Prerequisite: SLH 502 or permission of instructor.

SLH 619
MEDICAL SPEECH-LANGUAGE PATHOLOGY
3 credits***

This course introduces the graduate student in speech-language-hearing science to medical speech pathology as it is practiced in the acute care setting. The student will be introduced to the five major service areas in the acute care setting that interface most commonly with Speech-Language Pathology Services. Those areas are: Neurology, Radiology, Trauma/Neurosurgery, ENT, and Medicine. The information necessary

to interact with these services and treat their patients will be provided. The student will also have the opportunity to do site visits, prepare a detailed case study that will be presented in class, submit a research paper in a selected service area, and spend an entire workday with a neurologist and an ENT during office hours. A written structured reflection on that experience will be required.
Prerequisite: SLH 306 or SLH 506, and SLH 513 and SLH 520 or permission of instructor.

SLH 622
APPLIED INSTRUMENTATION IN SPEECH-LANGUAGE PATHOLOGY
3 credits***

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

SLH 630
SEMINAR IN COMMUNICATION DISORDERS
3 credits***

Various topics in human communication disorders are explored. Students may re-enroll for a maximum of 12 credits.

SLH 635
INTEGRATIVE CAPSTONE IN COMMUNICATION DISORDERS
3 credits

This seminar course is designed as a comprehensive integration and analysis of the field of speech-language pathology. This course provides a formative and summative evaluation of the students' work. Formatively, students will develop a portfolio that contains pieces of work that exemplify their progress throughout the academic program. Summatively, the course provides students with an opportunity to review clinical research across the discipline and gain new insights to the field. Students formally present information from scholarly investigations.
Prerequisite: SLH 502, SLH 511, SLH 514, SLH 515, SLH 518, SLH 527, SLH 616, and permission of the Program Director

SLH 640
THESIS RESEARCH IN COMMUNICATION DISORDERS ***
3 credits

This course is an opportunity to pursue descriptive and/or experimental research. This thesis option will result in approved, original, scholarly research within the field of communication disorders under the supervision of a member of the faculty to produce an acceptable thesis. Students present their thesis orally to faculty and students in lieu of the master's comprehensive examination.
Prerequisite: SLH 518 and permission of faculty member and Program Director. Students may re-register for this course until completion of thesis.

***** SLH elective**

DOCTOR OF PSYCHOLOGY (PSY.D.) IN CLINICAL PSYCHOLOGY

Faculty

Program Director
Kelly McClure, Ph.D.

Director of Clinical Training
Randy Fingerhut, Ph.D.

Director, La Salle University Community Center for Counseling and Psychological Services: Kathleen Murphy-Eberenz, Ph.D.

Faculty

Professors: Burke, Rooney

Associate Professors: Armstrong, Collins, Falcone, Fingerhut, Montague, Smith

Assistant Professors: Cardaciotto, McClure, Moon, Spokas, Williams, Wilson, Zelikovsky

Core Adjuncts: Gallagher, Gold, Mattei, Ruchinskas

Description of Program

The APA-accredited program leading to the Doctor of Psychology (Psy.D.) is a professional program intended for those students who have completed a bachelor's degree in psychology, or a related field, or for those students who hold a master's degree in a mental health discipline. It is a five-year, full-time program that has a partial part-time option that allows two levels of the program to be completed over four calendar years for a maximum time frame of seven years from entry to degree completion. The program follows the practitioner-scientist model of training clinical psychologists, and, as such, an intensive integration of theory, research, and practice is stressed throughout the entire course of study.

The program requires the completion of a practicum progression and a full-year clinical internship. It also requires the completion of the Clinical Dissertation, a qualitative or quantitative research project that addresses an important original question of relevance to the practice of clinical psychology.

The program emphasizes the integration of science and practice, actively promotes an evidence-based approach to the practice of clinical psychology, and acknowledges and incorporates issues of human diversity throughout the curriculum. The program offers three areas of concentrated study for students with particular career interests: 1) General Clinical Practice, 2) Clinical-Child and Family Psychology, and 3) Clinical Health Psychology.

Admission Requirements

The program is seeking applicants who have the academic, personal, and professional qualifications that would make them outstanding prospects toward becoming ethically sensitive, well-informed, and highly competent practitioners. They should possess high academic aptitude and a demonstrable pattern of interest and personal qualifications that would enable them to function effectively in working with problems of individuals, families, and social systems. Applicants with a bachelor's degree and excellent undergraduate credentials or a master's degree in psychology or a related mental-health discipline will be given full consideration.

To be accepted into the program, the following documentation is required:

- Evidence of an earned baccalaureate degree from an accredited institution with a major in psychology or a related discipline. Those entering with a B.A. must have a minimum grade-point-average of 3.2 on a 4.0 scale; those with an M.A., a 3.5. The record should show the completion of at least 15 hours in psychology with particular reference to General Psychology, Developmental Psychology, Statistics, Research Methods, and Tests and Measurements (Students lacking these required courses will be required to complete them prior to matriculation).
- Acceptable scores on the Graduate Record Examination, including verbal, quantitative, and writing portions of the GREs. Those entering with a bachelor's degree must also submit the Graduate Record Examination Advanced Psychology scores. Only students with a completed M.A./M.S. in psychology can request that the GRE subject section be waived.
- Three letters of recommendation from professors or supervisors familiar with the academic/professional and personal qualifications of the applicant.
- A statement of interest and intent indicating the applicant's reasons for applying to the Psy.D. program.
- The Application for Admission form, accompanied by the stipulated fee payable to La Salle University.
- Foreign students must present an acceptable TOEFL score and all international academic credentials must be reviewed by WES.
- A personal interview will be required for all finalists.

The Application for Admission may be obtained by contacting:

Doctor of Psychology Program, Box 842
La Salle University
Philadelphia, PA 19141
Phone: 215.951.1350
Fax: 215.951.5140
E-mail: psyd@lasalle.edu

Transfer Credit

Students who have completed graduate work in psychology or a closely related discipline may have up to 18 credits of foundations course work transferred. Only foundation courses will be considered for transfer. Under no circumstances will clinical skills courses be eligible for transfer. Courses that can be considered for transfer are: Social Psychology, Developmental Psychology, Personality and Individual Differences, Cognitive Psychology, Psychological Measurement, and Statistical Analysis and Research Methodology. Credit may be awarded for previous course work in these areas that meet the program's equivalency criteria with regard to course content and competency level. Students must submit written requests for transfer prior to beginning class in Level I and include syllabi and any other supporting documentation. Faculty will evaluate the syllabi/documentation submitted and will recommend transfer if the previous course overlaps with the La Salle University course syllabus by 80 percent, and the student passes the appropriate part of the foundations examination given to doctoral students. Decisions in this regard will be made on a case-by-case basis.

Tuition and Fees 2010-2011

Application fee	$40
Tuition, per credit hour	$800
General University Fee, per semester	$85

Tuition Assistance

A limited amount of tuition-reduction funding is available for full-time students enrolled in the first level of the program. To qualify, students must contact the financial aid office and apply for federally funded work-study (through submission of a FAFSA form). While students do not have to accept an offer for work-study, this process allows the Psy.D. Program to verify financial need. Students who qualify for work-study thus also qualify for consideration for the limited tuition-reduction funding available in the first year of the program.

Financial Aid

Information about additional sources of financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215.951.1070.

Other Financial Aid Resources

A.P.A.'s Student Financial Aid Pages and Peterson's Web site contain information about how to finance your advanced degree, including loans, grants, employment on campus, and off-campus jobs.

Degree Requirements

Upon satisfactory evaluation by the faculty (SPEC*), the doctorate is awarded to candidates who have successfully completed the following requirements of the program:

1. 114 graduate credits of course work as designated.
2. The Comprehensive Examination, Parts I, II, and III (See Student Handbook for details)
3. The Practicum Progression
4. The Clinical Internship
5. The Clinical Dissertation

* SPEC is an acronym for Student Progress Evaluation Conference, a meeting of all program faculty that meets periodically to review student progress.

Progression Through the Program

In its entirety, the program is 114 graduate credits—75 credits of required courses shared by all students, 12 credits specific to the chosen area of concentration, 12 practicum credits (minimum), six dissertation credits (minimum), and nine clinical internship credits.

Students choose a concentrated area of study as they progress through the program. From a solid foundation in the basic competencies in clinical psychology, the program offers three concentrations: General Practice, Clinical-Child and Family Psychology, and Clinical Health Psychology. In each concentration area, the student is first provided with the essential foundation material upon which clinical practice is based and then moves to sequential instruction and training in a range of assessment and intervention modes specific to the particular concentration. Students choosing to follow one of these concentrated areas of study will complete their Doctoral Practicum II in a site appropriate for their concentration and will complete their Clinical Dissertation in their chosen concentration. The program requires the completion of a practicum progression and full-year clinical internship (see Psy.D. Student Handbook for details).

The practicum progression is designed to provide the student with both depth and breadth of experience. Each student will be expected to gain experience with a range of roles, settings, populations, clients, clinical problems, and techniques. This is accomplished in clinics, hospitals, and other community agencies of the richly diverse greater Philadelphia metropolitan area, as well as in our own community clinic (i.e. La Salle University Community Center for Counseling and Psychological Services). Prior to external practica, students have a "pre-practicum" experience during their first level in the program. This experience is through direct client assessments (as part of the required assessment courses) at the Assessment Lab and at the La Salle University Community Psychological Services. The practicum progression is ordinarily a two-tiered experience with slight variations built in for students in each concentration area. The two externships share the same structure and requirements, except that the second level requires progressively more sophisticated skills and may encompass a wider variety of clinical activities. All students will complete at least two years of externship training within the program and may choose an optional third externship year. During the entire practicum training experience, in addition to external placements, students will see clinical cases at the Good Shepherd Hall Clinic and will participate in weekly clinic team meetings in which they will receive supervision, support, and guidance from clinical faculty and peers.

The clinical internship is a one-year, full-time (or two-calendar-year, part-time) experience that may be undertaken after the student has successfully completed the first four levels of the program, including all practica and Comprehensive Examination Parts I, II, and III, has successfully defended the Clinical Dissertation proposal, and has been approved by the clinical training committee. The clinical internship is an intensive training experience requiring 36 to 40 hours of service a week over one year or 18 to 20 hours a week over two years in a clinical setting. Detailed procedures and requirements for the clinical internship are provided in the Clinical Training Manual.

The program requires the completion of a Clinical Dissertation that addresses an important original question of relevance to the practice of psychology. It is a training experience designed to provide the student with a guided opportunity for integrating and interpreting findings from existing empirical research as well as designing and carrying out a project demonstrating scholarship in addressing a clinically relevant psychological issue.

Effective January 1, 2007, all APA-accredited programs must disclose education/training outcomes and information allowing for informed decision making to prospective doctoral students. This information can be found at http://www.lasalle.edu/admiss/grad/doc_psych/doc_psych_student_stats.swf.

Psy.D. Curriculum

Courses Required of All Students (75 hours)

PSY 700 (3) Psychotherapy I: Individual Approaches
PSY 701 (3) Biological Bases of Behavior
PSY 702 (3) Foundations of Psychotherapy: Mechanisms of Change and the Therapeutic Process
PSY 703 (3) Human Behavior IV: Social Bases
PSY 704 (3) Psychopathology I: Adult Psychopathology
PSY 705 (3) Psychotherapy II: Group and Systemic Approaches
PSY 706 (3) Interviewing and Psychotherapy Lab
PSY 707 (3) Psychopathology II: Child and Adolescent Psychopathology
PSY 708 (3) Human Behavior I: Developmental Bases
PSY 709 (3) Psychological Assessment I: Cognitive Assessment
PSY 710 (3) Psychological Assessment IV: Integrative Battery
PSY 711 (3) Human Diversity
PSY 713 (3) Human Behavior II: Cognitive Psychology
PSY 714 (3) Human Behavior III: Personality and Individual Differences
PSY 724 (3) History and Systems of Psychology
PSY 730 (3) Psychological Assessment II: Personality and Behavioral Assessment—Objective Approaches
PSY 731 (3) Psychological Assessment III: Personality Assessment—Projective Approaches
PSY 740 (3) Advanced Cognitive Behavior Therapy: Theory and Application
PSY 750 (3) Psychopharmacology
PSY 770 (3) Psychological Measurement and Statistical Analysis
PSY 771 (3) Research Methodology
PSY 784 (3) Consultation and Education
PSY 785 (3) Introduction to Professional Practice, Ethics, and Conduct
PSY 787 (3) Supervision and Management
PSY 792 (3) Professional Ethics

General Clinical Practice (12 hours)

PSY 741 (3) Advanced Seminar in Psychotherapy and Clinical Practice
Clinical Elective (3)
Clinical Elective (3)
Clinical Elective (3)

Clinical-Child and Family Psychology (12 hours)

PSY 719 (3) Psychological Assessment of Children and Adolescents I
PSY 753 (3) Pediatric Psychology
PSY 762 (3) Advanced Seminar in Clinical Child and Family Psychology
PSY 765 (3) Child and Adolescent Psychotherapy

Clinical Health Psychology (12 hours)

PSY 751 (3) Clinical Health Psychology I
PSY 752 (3) Clinical Health Psychology II
PSY 753 (3) Pediatric Psychology
PSY 757 (3) Neuropsychological Assessment I

Doctoral Practicum (12 hours)

PSY 782 (3) Doctoral Practicum I/ Practicum Seminar I
PSY 783 (3) Doctoral Practicum I/ Practicum Seminar I
PSY 788 (3) Doctoral Practicum II/ Practicum Seminar II
PSY 789 (3) Doctoral Practicum II/ Practicum Seminar II
PSY 794 (3) Doctoral Practicum III/ Practicum Seminar III (OPTIONAL)
PSY 795 (3) Doctoral Practicum III/ Practicum Seminar III (OPTIONAL)

Clinical Dissertation

PSY 772 (3) Clinical Dissertation Seminar I: CD Initiation
PSY 773 (3) Clinical Dissertation Seminar II: CD Manuscript Preparation
PSY 774 (3) Clinical Dissertation Seminar III: CD Completion (if necessary)

Clinical Internship

PSY 800, 801, 802 (9) Clinical Internship (full-time)
PSY 870, 871, 872 (6) Clinical Internship (part-time)
PSY 873, 874, 875 (3) Clinical Internship (part-time)

Course Descriptions

PSY 700
PSYCHOTHERAPY I: INDIVIDUAL APPROACHES

A first course in psychological treatment designed to provide the student with an understanding of foundational knowledge and skills required for provision of effective evidence-based psychological treatment to individuals. Students will be exposed to the range of approaches to individual psychotherapy utilized in contemporary clinical practice, with particular attention and emphasis given to behavioral, cognitive-behavioral, and other empirically supported models of psychotherapy. Issues of diversity in clinical practice will be considered throughout.

PSY 701
BIOLOGICAL BASES OF BEHAVIOR
3 credits

This course will focus on an examination of the biological substrates of behavior from the cellular to the systemic to the behavioral level. The course will examine basic aspects of functional neuro-anatomy and brain-behavior relationships. Models of mind, consciousness, and cortical functioning will also be explored.

PSY 702
FOUNDATIONS OF PSYCHOTHERAPY: MECHANISMS OF CHANGE AND THE THERAPEUTIC PROCESS

A clinical skills course that will examines psychotherapy as a change agent. The empirical foundations of psychotherapy will be addressed with an emphasis on practice implications of current therapy research on readiness for change, efficacy, and effectiveness, client-therapist variables, and the therapeutic relationship. In addition, consideration will be given to issues relating to matching clients to therapy type, as well as the theoretical, empirical, and practical consideration of essential mechanisms of change in psychotherapy. The role of spirituality and its impact on the therapeutic process will also be addressed.

PSY 703
HUMAN BEHAVIOR IV: SOCIAL BASES

An examination of the theories and research in social psychology with particular reference to multicultural issues and their relevance to mental health models and psychological practice.

PSY 704
PSYCHOPATHOLOGY I: ADULT PSYCHOPATHOLOGY
3 credits

This course will explore the major categories of adult psychological disorders. Theory and research regarding symptomatology, etiology, maintaining factors, and diagnostic issues will be examined in detail. Students will receive an introduction to the use of the DSM-IV.

PSY 705
PSYCHOTHERAPY II: GROUP AND SYSTEMIC APPROACHES

A continuation of PSY 700 with the course focus being on those intervention models and techniques appropriate for working with groups, couples, and families. While students will be exposed to a wide variety of intervention approaches seen in contemporary clinical practice, the course will emphasize those models having demonstrated empirical support.
Prerequisite: PSY 700

PSY 706
INTERVIEWING AND PSYCHOTHERAPY LABORATORY

A laboratory course designed to develop basic diagnostic and interviewing proficiency. In addition, basic relational and intervention skills essential to establishing an effective therapeutic alliance and promoting behavioral change will be discussed and practiced.

PSY 707
PSYCHOPATHOLOGY II: CHILD AND ADOLESCENT PSYCHOPATHOLOGY

A second course in psychopathology looking at psychological disorders found in childhood and adolescence. Issues of etiology, symptomatology, diagnosis, prevention, treatment and impact on systems over the life span will be discussed. Emphasis will be placed on contemporary issues and diversity. Students will be introduced to the DSM and related diagnostic systems for disorders of childhood and adolescence.
Prerequisite: PSY 704

PSY 708
HUMAN BEHAVIOR I: DEVELOPMENTAL BASES
3 credits

This course examines how developmental pathways are shaped by the interaction of biological (e.g., genetics) and environmental factors. We explore various theoretical frameworks for the study of development, with an eye toward those that have received empirical support. Particular attention is paid to the ways that developmental processes are similar and dissimilar across various sociocultural groups, and to the clinical implications of such processes.

PSY 709
PSYCHOLOGICAL ASSESSMENT I – COGNITIVE ASSESSMENT
3 credits

This course provides students with basic competencies in the selection, administration, scoring, and interpretation of individually administered tests of intelligence and achievement. The Wechsler scales will be highlighted. Issues of theory, research, clinical utility, and ethics are addressed. Special attention will be given to issues relating to culturally sensitive assessment methodology.
Co-requisite: PSY 770

PSY 710
PSYCHOLOGICAL ASSESSMENT IV: INTEGRATIVE ASSESSMENT BATTERY

This course will provide for focused study and experience integrating psychological tests and test batteries. Particular focus will be on writing professional reports specific to a variety of clinical settings and in cross-validating psychological assessment results with interview and other available data.
Prerequisites: PSY 709, 730, and 731

PSY 711
HUMAN DIVERSITY

This course will provide students with the knowledge needed to be clinically sensitive therapists able to work with a range of individuals from diverse backgrounds.

This course has two parts: 1) multicultural diversity and 2) individual diversity. In the first part of the course, we will cover cultural differences and how they relate to the diagnosis of psychopathology and what we consider "normal" versus "abnormal." We will explore how cultures differ on important clinical issues such as violence, suicide, expression of emotions, and childrearing, among many others. Practical implications, the APA's guidelines for multicultural competency, and some multicultural therapy approaches will be presented. The second part of the course will be a discussion of the other ways individuals are diverse and therefore can be treated unfairly in our society. We will spend time examining society's acceptance, views, and treatment of individuals who are considered diverse, or would be considered minorities, because of their gender, religious practices, sexual orientation, disability, socioeconomic status, or medical conditions. Our role as psychologists in assisting those in need and the importance of social activism will be explored. Practical implications for successful therapy with diverse individuals will be discussed. Finally, we will discuss the importance of therapists' acknowledgment of their own biases and how these biases can influence the therapeutic process if not addressed.

PSY 713
HUMAN BEHAVIOR II: COGNITIVE PSYCHOLOGY

This course provides students with the empirical and theoretical foundations of contemporary cognitive psychology. Topics include attention, perception, memory, knowledge representation, and structure, consciousness and metacognition, imagery, language, reasoning, decision making, and emotion. Attention will also be given to how cognitive

processes may change with aging, be compromised in certain disorders, or vary within gender and culturally diverse groups.

PSY 714
HUMAN BEHAVIOR III: PERSONALITY AND INDIVIDUAL DIFFERENCES

This course will involve an exploration of historical and contemporary models for understanding human personality. The focus in this course will be an in-depth examination of the range of major theoretical models that explain and describe human behavior and differences between individuals. Socio-cultural differences in behavior will be given careful attention throughout the course. Attention to both categorical and dimensional models of personality will be examined. In addition, the application of personality theories and research in clinical assessment and psychotherapy will be addressed; in particular, there will be a detailed exploration of personality disorders in terms of both DSM-IV-TR diagnostic criteria and underlying psychopathology.

PSY 719
PSYCHOLOGICAL ASSESSMENT OF CHILDREN AND ADOLESCENTS
3 credits

This is a skills course in which the student will become familiar with psychological assessment principles, tools, and practice with children and adolescents. The student will be given training in the selection, administration, scoring, and interpretation of a variety of measures appropriate to children and adolescents. Students will then learn procedures for effectively utilizing these measures with the individual assessed, family, school, and other significant elements of the child's world.

Prerequisite PSY 709, 730, and 731

PSY 720
PSYCHOLOGICAL ASSESSMENT OF CHILDREN AND ADOLESCENTS II

This course is a continuation of PSY 719 in which the student will extend their knowledge, proficiencies, and skills in psychological assessment with this population.
Prerequisite PSY 719

PSY 724
HISTORY AND SYSTEMS OF PSYCHOLOGY

This course provides the student with knowledge about and understanding of the development of psychology as a science and profession. Three general topic areas are examined: psychology's historical roots in philosophy, natural science, and national cultures; the work of the early psychologists; and the development of various "systems" or "schools" of psychology in the 20th century.

PSY 730
PSYCHOLOGICAL ASSESSMENT II: PERSONALITY AND BEHAVIORAL ASSESSMENT--OBJECTIVE METHODS
3 credits

This course will focus on theory and practice of personality and behavioral assessment. The student will be given training in the administration, scoring, and interpretation of several of the more widely used measures of personality and behavioral/emotional functioning (MMPI-II, MMPI-II-RF, MMPI-A, PAI, MCMI-III, BDI, etc.). Ethical and cultural issues related to this approach to assessment will also be highlighted.
Prerequisite: PSY 709

PSY 731
PSYCHOLOGICAL ASSESSMENT III: PERSONALITY ASSESSMENT-PROJECTIVE METHODS

A second course in the theory and practice of personality assessment, this course will focus on the theory, administration, scoring, interpretation, and clinical uses of major projective techniques with an emphasis on the Rorschach.
Prerequisite: PSY 709 and 730

PSY 740
ADVANCED COGNITIVE BEHAVIOR THERAPY – THEORY AND APPLICATION

This course is intended to provide the historical development, theoretical rationale, and the empirical base for rationalist, constructivist, and contextual approaches to cognitive behavioral therapy. Contemporary approaches to cognitive behavioral psychotherapy will be discussed in terms of its efficacy in the treatment of a wide range of psychological disorders and with diverse populations. Issues relating to psychotherapy integration and treatment of diverse populations will also be covered in this class.
Prerequisite: PSY 700

PSY 741
ADVANCED SEMINAR IN PSYCHOTHERAPY AND CLINICAL PRACTICE

This is an advanced seminar exploring issues in psychotherapy and the contemporary practice of clinical psychology. Focal topics will be announced and resource speakers with expertise in those areas will be invited to participate. Disciplined and thorough literature reviews will be stressed.
Prerequisite: PSY 740

PSY 742
CLINICAL PSYCHOLOGY IN PRIMARY CARE

This course will address the importance of the psychologist-physician relationship in the treatment of chronic and acute medical illnesses and the role of psychological interventions in the primary care setting. Illnesses will be conceptualized based on disease causes, treatments, and barriers, and specific interventions for each will be addressed. Treatment techniques, including, but not limited to, brief therapy, stress management, pain management, smoking cessation, and cognitive behavioral therapies, will be addressed as they relate to the psychologist's role in helping patients manage medical illness more effectively.
Prerequisite: PSY 700 and 705

PSY 743
CLINICAL HYPNOSIS

An intellectual and experiential introduction to hypnosis as a tool in various forms of psychological intervention. The course will examine the history of hypnotic phenomena, the extensive scientific research over the past 40 or so years, and the use of hypnosis in the contemporary practice of psychotherapy.

PSY 747
BIOFEEDBACK TRAINING AND SELF-REGULATION

An introductory course in the theory and methods of biofeedback and self-regulation training. The emphasis will be upon presenting the theoretical basis for and technology associated with the primary modalities of biofeedback and their applications to physical rehabilitation and psychotherapy. Demonstrations and hands-on training will be used throughout.
Prerequisite: PSY 700, 701, 757, and 758

PSY 750
PSYCHOPHARMACOLOGY

A study of how psychoactive drugs impact human behavior. Emphasis will be on how selected drugs interact with neurotransmitter systems and how neurotransmitter systems modulate behavior. Particular reference will be made to reaction of central nervous system to chemically effective drugs (anti-anxiety, anti-depressant, anti-psychotic). Indications and contraindications will be stressed as well as management strategies.
Prerequisite: PSY 701

PSY 751
CLINICAL HEALTH PSYCHOLOGY I: INTRODUCTION TO BEHAVIORAL HEALTH
3 credits

Clinical Health Psychology I is a graduate-level course that will provide doctoral students with a foundation of clinical health psychology and behavioral medicine. First, the most widely studied and empirically supported theories of health behaviors will be introduced in relation to behavioral risk factors. Next, we will focus on assessment and treatment of the primary behavioral problems encountered within behavioral medicine, which include sleep disorders, sexual dysfunction, high-risk sexual behaviors, obesity, eating disorders, chronic pain, substance abuse/dependency, and tobacco addiction.
Prerequisite: PSY 701

PSY 752
CLINICAL HEALTH PSYCHOLOGY II: WORKING WITH MEDICALLY ILL POPULATIONS
3 credits

This course will build on the foundation provided by Clinical Health Psychology I. Clinical Health Psychology II is a graduate-level course that will provide doctoral students with an in-depth look at working in medical settings. We will cover working in primary care and working in specific populations such as cancer. We will discuss the practical side of setting up behavioral consultation services in medicine and specific issues related to various diseases seen in primary cancer as well as cancer, and we will also integrate issues that have been found to be important when working within primary care or oncology. We will discuss the medical field, medical professionals, patient perspectives in health care, and communications between health-care providers and patients. Finally, we will use case examples in discussing disease processes and clinical therapy interventions.
Prerequisite: PSY 751

PSY 753
PEDIATRIC PSYCHOLOGY

This course will provide an overview of theory, research, and professional practice in pediatric psychology. The course will review medical and behavioral aspects of the most common chronic pediatric illnesses, theories explaining the etiology and maintenance of behavioral aspects of pediatric illness, and considerations for psychological assessment and intervention in areas such as adherence to medical interventions, emotional difficulties related to chronic illness, and coping with medical procedures. Course content will also include discussion about the evolving role of psychologists in pediatric settings.

PSY 757
NEUROPSYCHOLOGY I – FUNDAMENTALS OF NEUROPSYCHOLOGICAL ASSESSMENT

An introduction to neuropsychological assessment techniques. Interview-based and psychometric approaches will be examined. The course will emphasize the development of skills for recognizing and describing deficits in major aspects of cognitive functioning. The relationship between neuropsychological assessment techniques and procedures and brain-behavior relationships will be highlighted.
Co-requisite or prerequisite: PSY 701

PSY 758
NEUROPSYCHOLOGY II – ADMINISTRATION AND INTERPRETATION OF COMPREHENSIVE BATTERIES

The role of the comprehensive neuropsychological assessment procedures in the evaluation of neurobehavioral disorders is explored. Comprehensive batteries, including the Halstead-Reitan and the Luria-Nebraska, will be employed, as well as general use batteries, batteries for assessing specific disorders (e.g. dementia, CVA, etc.), and Lezak's patient-oriented hypothesis-testing model. Both psychometric and qualitative aspects of the assessment process will be explored along with the selection and use of appropriate normative comparison standards.
Prerequisite: PSY 757

PSY 762
ADVANCED SEMINAR IN CLINICAL CHILD AND FAMILY PSYCHOLOGY
3 credits

An advanced seminar on issues of theory and practice in contemporary child-clinical and family psychology. This seminar focuses on in-depth analysis of modern issues impacting child and family psychology, including the practical application of empirically supported treatments and discussions of present-day debates. This seminar is designed to extend the student's knowledge of basic principles and theories beyond the classroom and carefully consider how these translate to real-life situations. Disciplined and thorough literature reviews will be stressed.

PSY 765
CHILD AND ADOLESCENT PSYCHOTHERAPY
3 credits

An advanced course focusing on issues of theory and practice in child and adolescent psychotherapy. The focus of study will be on those interventions with demonstrated empirical support. Both individual and systemic approaches will be carefully examined and considered. Special attention will be given to issues of diversity and its impact on working with children, adolescents, and their families.

PSY 770
PSYCHOLOGICAL MEASUREMENT AND STATISTICAL ANALYSIS

Students will be introduced to fundamental principles and concepts of measurement theory. In addition, students will develop a fundamental understanding of the foundation of statistical procedures and data analysis and will develop the statistical skills necessary for accurate interpretation of clinical measures and completing a research project.

Students will be introduced to fundamental principles and concepts of measurement theory, including reliability, validity, standard error of measurement, and correlation. In addition, students will develop a fundamental understanding of the foundation of statistical procedures and data analysis and will develop the statistical skills necessary for accurate interpretation of clinical measures and completing a research project.

PSY 771
RESEARCH METHODOLOGY

The focus of this course will be upon developing an understanding of research design and development of those skills necessary for the implementation of a research project. In particular, students will develop and have an understanding of issues, concepts, and procedures in clinical efficacy and effectiveness research.
Prerequisite: PSY 770

PSY 772
CLINICAL DISSERTATION SEMINAR I: PROJECT INITIATION
3 credits

This course will focus on developing a dissertation idea, conducting a preliminary literature search, and developing appropriate research strategies. The course includes an introduction to advanced statistical approaches such as logistic regression and multivariate analysis of variance. This statistical training is meant to facilitate the student's literature review as well as provide a foundation in techniques that may be used in the dissertation project. Details about the Clinical Dissertation can be found in the Clinical Dissertation Manual included in the Student Handbook
Prerequisite: PSY 771

PSY 773
CLINICAL DISSERTATION SEMINAR II: MANUSCRIPT PREPARATION

This course will focus on organization of data and manuscript preparation in preparation for a completion of the written and oral portion of the Clinical Dissertation project.
Prerequisite: PSY 772

PSY 774
CLINICAL DISSERTATION SEMINAR III: PROJECT COMPLETION

This course must be taken by all students who do not complete the Clinical Dissertation by the conclusion of PSY 773. This course must be retaken until the project is fully completed.

PSY 782, 783
DOCTORAL PRACTICUM I/ PRACTICUM SEMINAR I

The first of two externships in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

PSY 784
CONSULTATION AND EDUCATION

Designed to prepare students for the role of psychologist consultant and educator, this course will pay particular attention to the dynamics of working with groups and organizations in a variety of settings and making effective interventions at a systemic level. In addition, education in psychology, with an emphasis on Core curriculum and competencies, historical developments, and future directions will be thoroughly explored.

PSY 785
INTRODUCTION TO PROFESSIONAL PRACTICE, ETHICS AND CONDUCT

This course includes didactic and discussion components and focuses on issues important to professionals about to enter the field, including an orientation to modern clinical psychology, an introduction to ethical and legal issues, and trends in professional education and practice.

PSY 786
INDIVIDUAL HUMAN DIVERSITY

This course will focus on the impact and implication of diversity issues, beyond cultural differences, on the functioning of individuals and relationships, as well as on the theories of psychopathology and practice of psychotherapy. Clinical psychologists commonly deal with issues related to gender, class, aging, disability, and sexual preference when working with clients. This course will provide students with a solid appreciation of these issues and how living in our society, combating these issues daily, can affect individuals, families, and relationships. Further, we will discuss how therapists can acknowledge their own biases and how these biases can influence the therapeutic process if not addressed. Finally, this course will provide clinical guidelines for working effectively and sensitively with individuals and families dealing with issues of gender, age, disability, class, and sexual preferences.

PSY 787
SUPERVISION AND MANAGEMENT
3 credits

This course will stress the supervisory and case management roles and the student's ability to be a leader and catalyst in these processes. Furthermore, practice development and economic issues in clinical psychology are explored. The student should have completed the first practicum before enrolling in this course.

PSY 788, 789
DOCTORAL PRACTICUM II/PRACTICUM SEMINAR II

The second of two externships in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

PSY 792
PROFESSIONAL ETHICS

An examination of professional and ethical issues, with particular reference to the everyday issues of practice. The student will be encouraged to develop a "critically examined" personal style and stance with which to address these issues. The class focus will be on the development of an understanding and a working knowledge of the American Psychological Association Code of Ethical Conduct and relevant State of Pennsylvania laws and statutes.

PSY 794, 795
DOCTORAL PRACTICUM III/PRACTICUM SEMINAR III – (OPTIONAL)

The third optional externship in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

PSY 800, 801, 802
FULL-TIME CLINICAL INTERNSHIP

One-year, full-time internship in an approved facility. Continuous registration over three semesters for a total of nine credits is required. The total clock hours served should not be less than 2,000. See Practicum and Internship Manual included in the Student Handbook for details.
With Permission of Director of Clinical Training

PSY 870, 871, 872, 873, 874, 875
PART-TIME CLINICAL INTERNSHIP

Two-year, part-time internship in an approved facility. Continuous registration over six semesters for a total of nine credits is required. The total clock hours served should not be less than 2,000. See Practicum and Internship Manual included in the Student Handbook for details.
With Permission of Director of Clinical Training

DOCTOR OF NURSING PRACTICE

Faculty

Director: Patti R. Zuzelo, EdD, MSN, RN, ACNS-BC, ANP-BC, CRNP
Professors: Zuzelo, Beitz, Wolf

Associate Professors: Goldberg, Breckenridge
Assistant Professors: Altmiller, Bailey, Bicknell, Czekanski, Wilby

Overview

The DNP Program at La Salle University has a strong clinical practice component with access to practice environments that provide opportunities for knowledge and skill development. The curriculum includes an extensive practice immersion. The capstone project, an important requirement evidencing student expertise, is a practice-application. Students will attend classes scheduled in a cohort style. DNP students must complete a minimum of 1,000 hours of post baccalaureate clinical practice supervised by preceptors. DNP students are required to do a minimum of 500 hours of precepted clinical practicum during the DNP program, even if they document 1000 hours or more of precepted clinical practicum in their MSN program, or post MSN work. Students entering the program with APRN certification but with fewer than 500 clinical hours will require an individualized plan of study.

Philosophy

The philosophy of the DNP program is connected to the belief that the practice doctorate enriches advanced nursing practice by strengthening and expanding students' knowledge and skills. The program prepares students for careers as expert nurse clinicians and leaders who develop, implement, and evaluate programs of care and transform health care systems by using evidence-based innovations and technologies and facilitating interdisciplinary processes. The program develops graduates that have met established competencies of specialty organizations and are responsive to the changing health care needs of national and international populations and diverse patients and groups.

Purpose

The Doctor of Nursing Practice Program educates professional nurses for interdisciplinary practice in advanced practice roles across community and health care settings to meet the health needs of diverse individuals, families, groups, communities, and populations.

Admission Requirements

- Applicants must have an earned Master of Science in Nursing (MSN) degree in an advanced practice nurse role with national certification as an advanced practice registered nurse (APRN) or an MSN in nursing administration with three years of progressive management experience in a clinically-related practice setting. Nursing administration certification is preferred but not required. Applicants prepared as Clinical Nurse Specialists without a certification examination option in their particular specialty will be considered on an individual basis. Please consult with the Program Director.
- Students will be admitted to a cohort in the spring of each year with courses beginning the following fall semester.

To be considered for admission into the DNP program, an applicant must submit all materials and required forms, with the exception of the electronic application, in a single package.

The materials to be submitted are:

1. Official transcript evidence of successful academic achievement in completing a baccalaureate and MSN Bridge, or master's degree in Nursing from an NLNAC- or CCNE-accredited program.
   a. APRN candidates: Course work must include 500 clinical hours in an advanced practice registered nursing (APRN) program; specifically, nurse practitioner, clinical nurse specialist, nurse midwife, or nurse anesthetist programs of study.
   b. Master's prepared applicants from graduate programs with less than 500 clinical hours in an APRN track and/or without separate pathophysiology, pharmacology, and physical assessment courses or with integrated content in these particular subjects will be individually reviewed.
   c. Nursing Administration candidates: Course work must be completed in a Master of Science of Nursing program of study.
      - Three years of progressive management experience in a clinically-focused practice setting is required.
2. Evidence of APRN certification/licensure as appropriate.
3. Curriculum vitae/resume including a minimum of one year in a clinical setting as an APRN or three years progressive nursing administration experience.
4. A minimum scholastic grade point average (GPA) of 3.2 on a 4.0 scale.
   a. Students with an academic GPA of less than 3.2 may be provisionally accepted and may take up to two courses.
   b. Students who are provisionally accepted must achieve a B or better in their first two doctoral nursing courses in order to be considered for formal acceptance by the Graduate Nursing DNP Admissions Committee.
5. Competitive scores on the Graduate Record Examination (GRE) (general test only). Verbal reasoning, Quantitative reasoning, and Analytical Writing sections are waived for 2010-2011.
6. Current unencumbered RN licensure in Pennsylvania.
7. Two letters of reference, preferably one recent academic reference. One reference must be directly related to professional practice.

Additionally, candidates for admission must

1. Interview with the DNP Program Director or designee.
2. Complete an introductory statistics course (including inferential and descriptive) and a graduate nursing research course. If the applicant has not taken either one or both of these courses, there is the opportunity to take these courses in the Summer leading up to the applicant's initial Fall term.
3. Complete and submit La Salle University's electronic application.

Please Note:

Applicants must carefully follow all instructions to avoid delays in the processing of application materials.

Official transcripts are required.

Reference letters must be in sealed envelopes with the signature of the author across the back flap.

The applicant must submit all materials and required forms, with the exception of the electronic application, in a single package.

The package should be sent to:

La Salle University
Office of Graduate Admission – Box 826
1900 West Olney Avenue
Philadelphia, PA 19141

It is in the applicant's best interest to send the package utilizing a method that allows the package to be tracked.

Important: Without exception, students may not begin Residency Courses without submitting:

- Criminal and child abuse clearances; FBI background check.
- Proof of:
  a. Current immunization/titers.
  b. Professional liability insurance.
  c. CPR Certification.

Tuition and Fees 2010-2011

Tuition, per credit hour	$825
General University Fee, per semester	$85
Electronic application	Free

Learning Goals

At the completion of program the student will be able to:

1. Apply theoretical and research-based knowledge from nursing and other disciplines to plan and implement safe, quality health care for vulnerable individuals and groups within the context of a specific APRN or advanced nursing practice (APN) role serving specified populations.
2. Collaborate with healthcare providers in intradisciplinary and interdisciplinary healthcare teams to provide patient-centered, quality, and safe healthcare services.
3. Analyze patient outcomes related to healthcare interventions built on evidence-based practice recommendations and professional standards of care.
4. Evaluate healthcare programs and outcomes to improve and achieve quality healthcare services.
5. Analyze the influence of public policy decisions on the health promotion, disease prevention, and health restoration services provided to diverse populations.
6. Expand clinical judgment and decision-making abilities based on ethical and moral principles to promote the well being of individuals, families, and health care providers and in local, national, and international communities.
7. Utilize communication and leadership skills with interdisciplinary teams to improve care delivery systems and healthcare outcomes.
8. Create culturally competent healthcare environments that provide broad and focused services to all persons regardless of race, sex, sexual orientation, age, socioeconomic status, culture, health care beliefs, and religion.
9. Value life-long learning and continuing professional development.

Progression through the Program

The DNP Program consists of 38 credit hours beyond the master's level advanced practice nursing credits.

The number of Required Courses is 13: four Core Courses; four Advanced Core Courses; and five Residency Courses. The program must be completed in order of Core, Advanced Core, and Residency.

In addition to the required courses, students may be required to enroll in NUR 881 (Capstone Project Seminar) and/or NUR 883 (Clinical Capstone Residency Seminar. Both courses are 1 credit.

The following table depicts the structure of the Doctor of Nursing Practice Curriculum:

Core (3 credits per course)

NUR 702 Advanced Therapeutics
NUR703 Professional Ethics
NUR 609 Health Care Economics
NUR 614 Informatics and Health Care Systems

Advanced Core (3 credits per course unless otherwise noted)

NUR 619 Clinical Issues in Genetics and Genomics (1 credit)
NUR 695 Public Policy Initiatives: Local to Global
NUR 696 Grant Writing Seminar or NUR/PH 637: Epidemiology
NUR 704 Statistics and Biostatistics

Residency (3 credits per course unless otherwise noted)

NUR 705 Patient Safety and Health Care Outcomes
NUR 750 Translating Research into Practice
NUR 751 Clinical Leadership and Interprofessional Collaboration
NUR 880 Clinical Capstone Project
NUR 882 Clinical Capstone Residency (4 credits)

Optional (1 credit per course)

NUR 881 Capstone Project Seminar (Pass/Fail)
NUR 883 Clinical Capstone Residency Seminar (Pass/Fail)

Course Descriptions

NUR 609
HEALTH CARE ECONOMICS
3 credits

This course examines general economic themes and applies them to health and health care systems. The notion of health care as a public good is discussed. Students analyze the impact of consumer demand for services, the aging population, and chronic illness on health care economics. The United States health care system and the reimbursement of health care services are investigated and compared with systems in other countries.

NUR 614
INFORMATICS AND HEALTH CARE SYSTEMS
3 credits

This course provides a comprehensive overview of health care informatics practice from an interdisciplinary approach. Students explore how informatics contributes to the quality, safety, maintenance of standards, and information security of health care services in the United States. The value of informatics to the improvement of care delivery environments in health care and community agencies is explored. Students integrate and apply information from health-related databases for clinical decision-making. The influence of informatics on decision-making and planning in health care systems is analyzed along with the various roles of health care informatics specialists.

NUR 619
CLINICAL ISSUES IN GENETICS AND GENOMICS
1 credit

This web-enhanced course is designed to provide students with the information and resources necessary to incorporate a genetic focus into clinical practice. The Genetics/Genomics Nursing: Scope and Standards of Practice document is discussed. Students explore the Human Genome Project and review Web-sites and patient/family resources. Students analyze secular and religious perspectives on genetics. Course modules include ethical, moral, legal, and social issues; high risk pregnancy and prenatal diagnostic testing; prenatal screening; and late diagnosis and presymptomatic testing of genetic conditions.

NUR 637
EPIDEMIOLOGY
3 credits

This course focuses on the study of the distribution and determinants of health and disease in human populations. A historical perspective of epidemiology provides a background for current practices. Basic concepts, study design, data sources, and statistical measures are examined and applied. Emphasis is placed on the practical applications of epidemiology in the work setting and the global environment. Infection, social, behavioral, psychological, genetic, and environmental components of disease are presented from a public health standpoint. Students analyze the efficacy, cost effectiveness, and ethical concerns of screening programs.

NUR 695
PUBLIC POLICY INITIATIVES: LOCAL TO GLOBAL
3 credits

This course examines social policy, power, and political behaviors directed at changing health care and community systems to benefit populations. The contributions of researchers, policy-makers, analysts, health care providers, and federal, state, and local governments to local, regional, national and global policy are explored. Social, human development and environmental problems are examined in relation to local and broader public policies. Students develop leadership skills and are actively involved in field experiences.

NUR 696
GRANT WRITING SEMINAR
3 credits

Students investigate private and governmental requests for proposals, grants databases, and grant elements with an emphasis on the introduction, proposal summary, problem statement, program goals and objectives, evaluation, personnel, equipment, consultants, budgets, timelines, and periodic reporting of progress. Requests for proposals from funding entities are also compared. Students write and critique a grant proposal based on the needs of a vulnerable population.

NUR 702
ADVANCED THERAPEUTICS
3 credits

This course presents procedures, protocols, therapeutic algorithms, drugs, and diagnostic tests related to the management of high frequency and high risk diseases found across various clinical settings. Students create an electronic portfolio to serve as a tool for conducting a personalized needs assessment specific to the knowledge and skills required of an advanced practice registered nurse role of a population and clinical practice area. Integrative and traditional approaches to disease management are explored. Students use technology to manage data for professional and clinical decision making.

NUR 703
PROFESSIONAL ETHICS
3 credits

This course is designed to provide a foundation in ethics as it applies to the health professions. Moral development theories, ethical approaches, principles, and professional codes of ethics are critically examined with a focus on their application to practice and ethical decision-making processes used in health care. The course will draw on students' clinical experiences and use a case study approach to promote moral reflection and personal values clarification. The demand for moral agency and ethical leadership, given a profession's responsibilities to society, is studied. The course highlights the ethical competence needed by health care professionals, individually and collectively, to respond to contemporary and emerging ethical challenges in our pluralistic society.

NUR 704
STATISTICS AND BIOSTATISTICS
3 credits

This course reviews correlation, prediction and regression, hypotheses testing, t-tests, ANOVA, and ANCOVA. Statistical support of decisions to treat are emphasized including point and interval estimators, risk evaluation, odds ratio, and analysis of dichotomous and continuous variables representing health outcomes. Concepts are applied to the critique of nursing and other disciplines' research studies.

NUR 705
PATIENT SAFETY AND HEALTH CARE OUTCOMES

3 credits/60 clinical hours

This course provides the opportunity to analyze patient safety strategies and programs associated with improved patient care outcomes in various community and health care agency settings. Students explore health care errors and the impact of errors on patient, family, and health care agency systems. Techniques of process improvement are applied to health outcomes. A needs assessment project links interdisciplinary, collaborative, and process improvement safety strategies in a program evaluation project. Systems improvement initiatives are investigated with the goal of preventing health care errors.

Clinical activity: Students will develop and implement a needs assessment or program evaluation project linking interdisciplinary, collaborative, and process improvement, and safety strategies in an assignment that relates to a tentative clinical capstone project topic.

NUR 750
TRANSLATING EVIDENCE INTO PRACTICE
3 credits/60 clinical hours

In this course students build on their knowledge of nursing theory, research design, and approaches to data analysis. They evaluate nursing and other disciplines' research based on a critical evaluation of the literature. Students identify an issue from a declared practice focus for a capstone project that is outcomes focused. Metasynthesis, meta analysis, systematic and integrative reviews, and synopses are compared as sources of evidence for clinical decision making. Patient-centered care is emphasized from the perspectives of patient preference and best practices. Guidelines from federal, professional, and voluntary health organizations are investigated. Students increase their skill in database searching.

Clinical activity: Students build on an identified and approved area of practice that is outcomes focused and outcomes driven. Students will utilize and compare a variety of evidentiary sources and will demonstrate skill in database search techniques. The clinical focus must inform the clinical capstone project.

NUR 751
CLINICAL LEADERSHIP AND INTERPROFESSIONAL COLLABORATION
3 credits/60 clinical hours

In this course students analyze the interplay of organizational culture and structures in complex health care systems from various theoretical perspectives. Management, organizational, team building, and conflict resolution topics are investigated and leadership theories are compared. Case studies demonstrating effective and ineffective clinical leadership are scrutinized related to their impact on the care delivery process. Historical and emerging relationships among health care professionals are examined along with quality improvement strategies aimed at changing organizational cultures and processes.

Clinical activity: Students analyze the context of the clinical capstone project environment specific to the organizational culture, structures, and resources. Students consider requisite leadership skills to ensure project success and offer a strategic plan designed to respond to the opportunities, threats, and challenges characteristic of the environment in which the clinical capstone project will be conducted.

NUR 880
CLINICAL CAPSTONE PROJECT
3 credits/135 clinical hours

Students develop a capstone project and explore practice issues that influence project success. They investigate associated literature and confer with clinical practice leaders to refine the outcomes-focused project. The capstone project proposal is shaped by needs assessment data, literature review, and program evaluation strategies. Students critique and disseminate their approved capstone project. The role of the DNP graduate as a clinical leader in health care and community systems is addressed as it relates to the evaluation and dissemination of the capstone project.

Clinical activity: Students design a clinical capstone project informed by the work completed in the previous courses. Students synthesize previous assignments and develop a capstone project proposal that is shaped by needs assessment data, literature review, and program evaluation strategies. Students consult with experts from the clinical field and work closely with a faculty advisor/project Chair.

NUR 881
CAPSTONE PROJECT SEMINAR
1 credit (Pass/Fail) (Additional course) **

This course is a continuation course to NUR 880. It is designed to provide opportunities for students requiring additional supports necessary for completing the written clinical capstone project proposal. Students enroll in this seminar course on a continual basis until the conclusion of the written capstone project proposal and advisor affirmation of proposal completion. Students utilize available university supports including the Sheeky Writing Center and proposal committee members' expertise. Students must be actively enrolled in order to avail themselves of university resources. The course is available during fall and spring semesters. Summer availability is contingent upon DNP Program Director approval. (**optional)

NUR 882
CLINICAL CAPSTONE RESIDENCY
4 credits/185 clinical hours

Students participate in an individually designed clinical practice immersion experience designed to build knowledge and skill for advanced specialty practice at a high level of complexity. The immersion experience provides the practice context in which the clinical capstone project is completed. Students complete required capstone course work and obtain approval from their capstone committee. They implement an evidence-based capstone project in a health care or community agency. Required clinical hours vary depending on students' entry level attainments; a minimum of 1,000 hours of supervised, post baccalaureate clinical practice in an academic program is required.

Clinical activity: This course is arranged as a seminar course in which students work in small clinical groups supported by an advising professor. This residency provides the practice context within which the clinical capstone project is completed. Students are expected to complete the clinical capstone project by the end of the course.

NUR 883
CLINICAL CAPSTONE RESIDENCY SEMINAR
1 credit (Pass/Fail) (Additional course) **

This course is a continuation course to NUR 881. This seminar offers students the opportunity to complete the clinical capstone project and develop this project into a finalized form that is consistent with a journal manuscript and ready for defense. NUR 882 will be noted as "Incomplete" until the clinical capstone project is finished. The course is available during fall and spring semesters. Summer availability is contingent upon DNP Program Director approval. Students will utilize university resources including library and writing center supports. (**optional)

Capstone Project Requirement

The Capstone Project (CP) is a scholarly experience using principles of evidence-based practice and research translation that is designed to provide students with a guided opportunity to address a meaningful practice concern relevant to nursing and meaningful to healthcare systems, processes, and/or outcomes. The CP end-product will be a tangible deliverable presented in the form of a publishable manuscript. This product will be reviewed and evaluated by an academic committee. The CP should be a synthesis of the student's work and lay the groundwork for future scholarly endeavors.

Students, working closely with faculty members, identify an issue or question within nursing practice that is of clinical interest and conduct a scholarly review and synthesis of the related literature. Students develop a project around this issue or question, implement and evaluate this project, and disseminate findings and recommendations in the form of a publishable manuscript.

POST-BACCALAUREATE CERTIFICATE PROGRAMS

La Salle University offers a variety of post-baccalaureate programs for students who want to build upon their current degrees with specialized certificate training.

CERTIFICATE PROGRAM IN BUSINESS SYSTEMS TECHNOLOGY MANAGEMENT

This program is designed for students with bachelor's degrees who wish to supplement their knowledge of Business Systems Technology Management.

The certificate is attained by the successful completion of three La Salle University graduate courses in Business Systems Technology Management. If the candidate lacks sufficient background knowledge in a particular

area, he/she may be required to complete one or more foundation courses prior to beginning the certificate program. Each foundation course adds an additional course requirement to the certificate program. Students are required to take two required courses, CIS 615 and INL 631, and one elective from INL 660, INL 662, or INL 632. For more information, contact Program Director Margaret McCoey at 215.951.1222.

CERTIFICATE PROGRAM IN COMPUTER INFORMATION SCIENCE

This program is designed for students with bachelor's degrees who wish to supplement their knowledge of Technical Application Development.

The certificate is attained by the successful completion of three La Salle University graduate courses in Applications Technology Development. If the candidate lacks sufficient background knowledge in a particular area, he/she may be required to complete one or more foundation courses prior to beginning the certificate program. Each foundation course adds an additional course requirement to the certificate program. Three courses are selected from CIS 623, CIS 624, CIS 625, and CIS 627. For more information, contact Program Director Margaret McCoey at 215.951.1222.

GRADUATE EDUCATION CERTIFICATES

The Graduate Program in Education offers several certificate programs: dual certification in Elementary and Special Education, certification in many secondary teaching areas, and certification in Teaching English as a Second Language (ESL), certification in Reading Specialist, certification in Autism, and certification in Classroom Management. See pages 43-51. For more information, contact Program Director Harris Lewin at 215.951.1806.

GRADUATE ENGLISH CERTIFICATES

By combining four courses drawn from both within the English program and other graduate programs at La Salle, students can earn certificates in the following areas:

- American Studies
- Global Literature
- Media Studies and the Performing and Visual Arts
- Philadelphia and Regional Studies

Upon completion of a Certificate in one of the four areas, students may, with the approval of the Director, apply these four courses towards either the M.A. in English for Educators or the M.A. in English in Literary and Cultural studies.

For more information, contact the Program Director, Dr. Stephen Smith, at 215.951.1153.

CERTIFICATE IN HISTORY

Non-matriculating degree students will have the option of enrolling in a series of courses leading to a certificate in one of four areas:

- European History
- American History
- World History
- Teaching Advanced Placement History

Under this plan, students will complete four courses: Historiography, Readings, and two electives.The Certificate option will appeal especially—but not exclusively—to those educators already well along in their teaching careers and interested in qualifying for either Act 48 or "Highly Qualified" status.

For more information, contact the Program Director, Dr. George Stow, at 215.951.1097.

CERTIFICATE IN INTELLIGENCE/SECURITY POLICY STUDIES WITH A CENTRAL/EASTERN EUROPEAN FOCUS

The world has changed. In less than two decades, we have transitioned from the geopolitical certainties of the Cold War to an evolving collage of variables. The graduate department of Central and Eastern European Studies offers a program of study in the economics, politics, and culture of the former Soviet Union and Germany. The Certificate in Intelligence and Security Studies further refines the use of this knowledge by preparing graduate students for careers in intelligence, anti-terrorism, and homeland security.

The Certificate program is designed to enhance the geopolitical knowledge base of the Certificate candidates, to increase their ability to gather, analyze and interpret intelligence and security-related information in the area of focus, and to enhance their career opportunities with intelligence and security related agencies. For more information, contact the Program Director, Dr. Bernhardt Blumenthal, at 215.951.1201.

CERTIFICATE PROGRAM IN PROFESSIONAL COMMUNICATION

This program is designed for students with bachelor's degrees who wish to upgrade their communication skills and understanding of how communication works and can be utilized in the professional and business world.

The certificate is attained by the successful completion of six La Salle University graduate courses in Communication, including COM 602 Strategies for Professional Writing, COM 603 Advanced Oral Communication, and COM 601 Professional Communication Ethics, with a 2.75 GPA or higher. Certificate specializations can be attained in the following areas: Public Relations, Organizational Communication, Mass Communication, and General Professional Communication. For more information, contact the Program Director, Dr. Marianne Dainton, at 215.951.1155.

CERTIFICATE FOR PROGRAM SPECIALIST—ENGLISH AS A SECOND LANGUAGE (ESL PROGRAM SPECIALIST)

Using a schedule that accommodates those already employed as teachers, as well as aspiring new teachers, this program is designed to be responsive to requirements promulgated by the Pennsylvania Department of Education (Division of Teacher Education—Bureau of Teacher Certification and Preparation) requiring that teachers of English as a

Second Language (ESL) be certified according to specific competencies set forth in the regulations.

Candidates for ESL certification will undergo a predetermined curriculum consisting of five Core courses. These courses will address in depth the areas of expertise that are required by the regulations: BS 600, BLS 601, BLS 605, BLS 606, and BLS 650. For more information, contact the Director of the Hispanic Institute, Dr. Luis Gómez, at 215.951.1209.

CERTIFICATE IN TRANSLATION: ENGLISH/SPANISH-SPANISH/ENGLISH

The curriculum for the CIT (Certificate in Translation) is designed to address three of the principal environments in which translations (English/Spanish-Spanish/English) are currently, and more intensely in the future, needed; that is, legal, health, and business environments. In addition, governing translation principles are also studied for application to language environments not covered by the program.

The program is flexible. A total of 18 credits (six graduate courses) are required to earn the certificate. The order of the courses is only prescribed at the beginning and the end of the program. Intervening courses may be taken in the order desired by the student. The courses are BLS 639, BLS 640, BLS 641, BLS 642, BLS 643, and BLS 700. For more information, contact the Director of the Hispanic Institute, Dr. Luis Gómez, at 215.951.1209.

CERTIFICATE IN INTERPRETATION

The curriculum for the CII (Certificate in Interpretation) is designed to address three of the principal environments where interpretation (English-Spanish and Spanish-English) is currently needed, and will be more intensely needed in the future: that is, legal, healthcare and business environments. In addition, governing interpretation principles are also studied for application to language environments covered and not covered by the program.

The program consists of 7 (3 credits each) courses to be taken in a predetermined fashion. Therefore, a total of 21 credits is required to complete the certificate.

All courses are offered in the evenings with varied starting times from 5:30 pm to 6:15 pm. All courses (fall and spring) require a minimum of 3 hours of classroom exposure/week. The fall and spring semesters have a 14 week duration. Summer sessions have a 6+ week duration and require a min. of 6 hours of classroom exposure per week.

For more information, contact the Director of the Hispanic Institute, Dr. Luis Gómez, at 215.951.1209.

PREMEDICAL CERTIFICATE PROGRAM

La Salle University's Premedical Certificate Program gives you the opportunity to change your current career to one in the health professions. It provides students with the necessary prerequisites for admission into the medical school or another health professions program, such as dental, optometry, and podiatry schools. Many of these programs are interested in candidates who have unique backgrounds and life experiences. Past students in La Salle's Post-Bac program have had undergraduate degrees in engineering, business, and liberal arts. Students who complete this program receive a Certificate in Premedical Sciences. For more information, contact Dr. Geri Seitchik at 215.951.1248.

NURSING CERTIFICATES

La Salle offers a variety of post-baccalaureate certificates for nursing professionals interested in broadening their skills. These college-credit-bearing courses may be applied toward degree requirements at La Salle University in addition to meeting the requirements of the certificate program. For more information on any of the listed programs, contact

La Salle's School of Nursing and Health Sciences at 215.951.1413.

School Nurse Certificate

The La Salle School Nurse Certificate Program prepares nurses to serve children from infancy to 21 years of age in school settings. The specific programmatic focus is the needs of school-aged children and adolescents. School nurses provide preventive health teaching and manage primary health-care needs. They deliver services that improve the health status of children based on the principle that healthier children achieve greater academic success. La Salle's School Nurse Certificate Program enables registered nurses who have earned baccalaureate degrees in nursing to prepare for and receive initial certification as school nurses.

School Nursing Courses:

NUR 581 (F)
THE SCHOOL NURSE AND THE EXCEPTIONAL CHILD
3 credits

This course examines the principles of school nursing applied to children with special education and health-related needs. Students explore the practical applications of laws, rules, and regulations that form the basis for accommodating the needs of exceptional children. Emphasis is placed on identifying common health problems and disabilities, nursing care management, and interdisciplinary decision-making. This course addresses Knowledge of Content (IA-ID), Performances, and Professionalism (IIIA-IIID) specified in the School Nurse Guidelines of the Pennsylvania Department of Education Standards.
Prerequisite: None

NUR 582 (S)
SCHOOL NURSE PRACTICUM
4 credits

This course provides the student with a practicum in school nursing to meet the entry criteria for school nurse certification in the Commonwealth of Pennsylvania and meets Standards IV, V, VI, and VII of the Pennsylvania Department of Education General Standards and School Nurse Guidelines I.A., I.B., I.C., I.D., II, III.B., III.C., and III.D. Practicum students will demonstrate the school nurse role under the supervision of a certified school nurse mentor. Students applying to take course will present a dossier detailing previous work experience and professional academic experience for evaluation by the School of Nursing.
Prerequisite: NUR 581

Speech Language Hearing Courses:

SLH 528 (F)
COUNSELING IN COMMUNICATION DISORDERS
3 credits

This course provides an overview of counseling in the helping professions. Components of the helping relationship including attending to clients and recognizing communication patterns will be surveyed. Counseling theories, goal setting, and strategic interventions with clients and their families will be critiqued. This course will include active learning strategies and case study analysis.

Education Courses:

EDC 501
EDUCATION AND THE COGNITIVE DEVELOPMENT OF THE CHILD AND ADOLESCENT
3 credits

Addresses cognitive development and the acquisition of knowledge then explores the implications for instruction. Emphasizes creating more meaningful learning experiences for pupils who are at varying developmental levels and who have different learning styles.

EDC 510
EDUCATION AND HUMAN EXCEPTIONALITIES
3 credits

Introduces human exceptionalities. Surveys the psychological, medical, legal, and social factors influencing the provision of services for exceptional people. Clarifies perceptions of "exceptionalities," defines and describes key terms and concepts, and identifies major trends that affect the scope and nature of services to exceptional people.)

Wound, Ostomy, and Continence Nursing Education Program

Through the School of Nursing and Health Sciences' Wound, Ostomy, and Continence Nursing Education Program (WOCNEP), nurses are prepared to provide acute and rehabilitative care for people with disorders of the gastrointestinal, genitourinary, and integumentary systems. WOC nurses provide direct and consultative care for persons with abdominal stomas, wounds, fistulas, pressure ulcers, and incontinence problems. La Salle's WOCNEP enables registered nurses who have baccalaureate degrees to prepare for and receive initial certification as WOC nurses.

NUR 591

This course focuses on the provision of acute and rehabilitative care for persons with selected acute or chronic conditions of the integumentary system. Disorders include such issues as pressure ulcers, acute and chronic wounds, diabetic ulcers, vascular ulcers, wounds with fistulae and care of percutaneous tubes and drains. In addition the course also focuses on the role of the wound, ostomy, and continence nurse specialist in its emphasis on role implementation via consultation, education, research principles, collaboration, leadership/management skills, and change theory. Professional issues such as legal and ethical considerations, accountability, professional standards, budgetary management, data management, reimbursement issues, and national health policy are addressed.

NUR 592

This course focuses on acute and rehabilitative care of persons with acute or chronic conditions affecting the gastrointestinal and genitourinary systems. Major areas of instruction include anatomy and physiology of the GI and GU systems: pathophysiology and medical/nursing interventions for selected disorders in these systems: nursing management of patients with altered elimination (ostomies, alternative procedures, incontinence); rehabilitation concepts to include teaching/counseling theory, principles of sexual counseling, and body image theory.

Certificate in Gerontology

This is a 10-credit interdisciplinary certificate program for all professionals in health and human services who are interested in various careers that provide services to older adults. Courses in this certificate program may be taken as pre-baccalaureate or post-baccalaureate.

Post-Master's Certificate Options are also available in all M.S.N. tracks:

Clinical Nurse Specialist—Adult Health and Illness; Nurse Anesthesia; Nurse Practitioner—Primary Care of Adults; Nurse Practitioner—Primary Care of Families; Public Health Nursing; Nursing Administration and Nursing Administration/MBA. For more information, contact the School of Nursing and Health Sciences at 215.951.1413.

Post-Master's Certificate in Nursing Education

A three-course post master's certificate is available for students who already possess a master's degree in a clinical area. The following three courses are required and may be taken as electives in the MSN tracks. For more information, see the Master of Science in Nursing section of this catalog.

FRAUD AND FORENSIC ACCOUNTING

FACULTY

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

Multi-billion-dollar corporate scandals have triggered congressional action that resulted in legislation (Sarbanes-Oxley Act of 2002) and auditing standards (Statement on Auditing Standard No. 99), which require companies and their auditors to be more aggressive in detecting and preventing fraud. Additionally, there is widespread growth in white-collar crime. Racketeering and terrorist groups rely on money-laundering schemes to finance and disguise their activities. The increased use of computer technology as a tool for conducting criminal activities, such as identity theft, present new challenges to forensic accountants. This environment has created many job opportunities in federal, state, and local governmental agencies and in both for-profit and nonprofit organizations for accountants and others with forensic and fraud investigation skills. Students may earn a Certificate in Fraud and Forensic Accounting by **completing** a five-course*, stand-alone graduate credit certificate program curriculum and earning 15 graduate credits. This certificate program can be completed in 10 months. It prepares participants for a career in the field of forensic accounting by providing them with skills and tools to both prevent fraud from occurring and to discover fraud after it has occurred.

COURSE DESCRIPTIONS

FACC 501
MANAGERIAL AND FINANCIAL ACCOUNTING (FOUNDATION)

Managerial and Financial Accounting gives the students a solid foundation in understanding the accounting process, preparation of financial statements, requirements for public and private company disclosure, and analysis for interpreting financial information. Underlying theory and generally accepted accounting principles are studied with an emphasis on fair presentation and deviations that may lead to fraudulent reporting and misappropriation of company assets. This course sets the framework for understanding how fraud can occur, the underlying relevance of evidence, and managerial analysis to pinpoint fraudulent activities. (Course can be waived if Bus 101, 207 have been completed previously.)

FACC 701
FRAUD EXAMINATION: PRINCIPLES AND PRACTICES

Over the last two decades, it appears that fraud is the crime of choice for the 20th and 21st centuries. This course will provide students the weapons

to fight fraud by focusing on: basic fraud schemes, information and evidence gathering, criminal and civil prosecution, and criminology and ethics.

The objective of this course is to provide students with methodologies for resolving fraud allegations from inception to disposition. Students taking this course gain an understanding of the different types of fraud, the legal environment of fraud, and how to obtain evidence and assist in the detection and prevention of fraud.

FACC 702
FINANCIAL STATEMENT FRAUD

Financial statement fraud involves intentional misstatements or omissions of financial statement amounts or disclosures to deceive users of the statements. This topic, commonly known as "cooking the books," will introduce students to managements' motives and pressures to achieve desired financial results as opposed to true economic financial results. This course will enable the student to both understand and detect the creative accounting methods management employs to "cook the books" along with related fraud prevention strategies.

FACC 703
OCCUPATIONAL FRAUD AND ABUSE

Occupational fraud and abuse is described as the use of one's occupation for personal enrichment through the deliberate misuse or misapplication of one's employing organization's resources or assets. Through the use of real-life case examples, this course will illustrate the types of persons most likely to perpetrate occupational fraud, under what conditions fraud might be committed, and the specific schemes used to defraud organizations of amounts ranging from hundreds to millions of dollars.

FACC 704
THE COMPUTER AND INTERNET FRAUD

Computers have made organizations easier to run. All accounting information, inventory records, customer data, and intellectual property that an organization possesses is contained somewhere in an electronic file. As such, these electronic files are vulnerable to attacks from both employees and outsiders from around the world. This course will provide the student with an understanding of how computer fraud and manipulation is accomplished and what security measures should be instituted to prevent it.

FACC 705
FRAUD DETECTION AND PREVENTION: SPECIAL STUDIES

The opportunity to commit and conceal fraud exists only when there are assets susceptible to misappropriation and a lack of internal controls to prevent or detect fraud. This course will focus on the high-risk fraud environments wherein assets are more vulnerable to misappropriation and fraud environments heightened by either a lack of, or non-functioning of, internal controls. Various fraud investigative methods and the process for communicating an expert report will play an essential role in these studies.

NEGOTIATION AND CONFLICT RESOLUTION

FACULTY

Program Director, Stanley Braverman, Esq., M.B.A., J.D.
Adjunct Faculty, Nancy C. Kraybill, Esq

The escalating demands for individuals skilled in negotiation and dispute resolution techniques have created the need for an academic program designed to afford students both the theory and practice of dispute resolution. In response to this need, La Salle has developed a post baccalaureate certificate which students can earn in less than a year by completing a series of five courses.

From 1985 to 2007, the number of alternative dispute resolution (ADR) and conflict resolution programs nationwide increased substantially. The increase stems, in part, from the exponential growth in careers that require ADR skills in diverse fields such as healthcare, government, law, education, human resources, domestic counseling and business. A Delphi Study of the Field's Present and Future concluded that ADR practices have evolved to necessitate professional training beyond mentoring, self study or on-the-job training by trial and error, further supporting the need for professional training.

COURSE DESCRIPTIONS

NCR 501
THEORIES OF CONFLICT ANALYSIS AND RESOLUTION (FOUNDATION)

This course begins with a study of the fundamental reasons for constructive and destructive conflict in workplaces, neighborhoods, classrooms, homes and religious institutions. The course covers conflict resolution through the use of different dispute resolution models including arbitration, mediation, peer review, assisted negotiation, ombud, mini-trial, private judging, conciliation, and a dozen other dispute resolution approaches collectively called Alternative Dispute Resolution or ADR. The class places an emphasis on resolving conflict through mediation and negotiation.

NCR 701
ADVANCED NEGOTIATION THEORY AND PRACTICE

This course explores the theory and practice of negotiation. Successful negotiators adapt their negotiation strategies to match ever-changing circumstances. They must know when to apply a competitive, winner-take-all negotiation strategy as well as when to use a cooperative win-win approach. The former, distributive bargaining focuses on goals exclusively, while the latter, integrative bargaining, strongly considers relationships in developing interest-based solutions. Dispute resolution practitioners must correctly apply the proper distributive or integrative approach to a negotiation. This in-depth study of negotiation methodologies with practical application will equip the student with superior negotiation skills.
Prerequisite: Theories of Conflict Analysis and Resolution or equivalent

NCR 702
ADVANCED MEDIATION THEORY AND PRACTICE

This course explores the theory and practice of mediation. The format includes independent reading, lectures, group exercises, and role-playing. Students experience the total mediation process including convening, setting an agenda, opening statements, negotiation techniques, avoiding impasse, and writing enforceable mediation agreements. Emphasis remains on the strategic role of the mediator, functioning as an expert, neutral negotiator, and helping the parties reach a mutually agreeable solution to their dispute. The course will contrast the differing approaches to mediation such as the evaluative, facilitative, and transformative styles of mediation. Completion of this course will prepare students to effectively participate in mediation as well as to utilize mediation techniques in other dispute resolution activities.
Prerequisite: "Theories of Conflict Analysis and Resolution" or equivalent

NCR 703
ISSUES IN DISPUTE RESOLUTION PROCESSES

This course will center on the collision of reality and theory that dynamically impact dispute resolution professionals. Legal, ethical, societal, and practical limitations exist in any conflict resolution. Appraising emerging issues in dispute resolution and negotiation processes will allow students to gain a stronger theoretical and practical understanding of real and perceived boundaries in the field. Once understood, the skilled practitioner can push and move these boundaries for competitive or collaborative advantage.

NCR 750
CONFLICT RESOLUTION APPLICATION: DIRECTED RESEARCH (CAPSTONE)

The Capstone Project answers the question: How can the student relate the Certificate in Negotiation and Conflict Resolution to his or her chosen career path? The Capstone offers students an opportunity to pursue an independent learning experience focused on an application that is of strong interest to the student. The assignment aims to stretch students beyond what they have previously experienced and integrate new skills with independent thinking in ways that have relevance to their specific professional goals. Students, with individual guidance from the faculty, will intensely research, evaluate and compare highly specialized conflict resolution environments, both independently and as a group. The emphasis is on the application of conflict management and negotiation techniques to specific career fields.

APPENDIX

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Event	Day	Evening/ Continuing Studies	Graduate Programs	Accelerated Programs	
Summer 2010					
Undergraduate and Graduate Summer and Full Summer Sessions start	May 17	May 17	May 17	RN-BSN – I May 17-June 18	ORD – I May 15—June 24
Last day for filing P/F option	May 25	May 25			
Memorial Day holiday	May 31	May 31	May 31		
Memorial Day make-up	June 4	June 4	June 4		
Last day for withdrawal with 'W' grade for 6-week Summer I courses	June 10	June 10	June 10		
Undergraduate and Graduate Summer I Sessions end	June 24	June 24	June 24		
Undergraduate and Graduate Summer II Sessions start	June 28	June 28	June 28	RN-BSN – II June 28-July 30	ORD – II June 26—August 7
Last day for Withdrawal with "W" grade for 12-week courses			July 22		
Independence Day holiday	July 5	July 5	July 5		
Last day for filing P/F option	July 7	July 7			
Independence Day make-up	July 9	July 9	July 9		
Last day for withdrawal with 'W' grade for 6-week Summer II courses	July 22	July 22	July 22		
Intersession Classes – August 7 – August 19					
Undergraduate and Graduate Summer II and Full Summer Sessions end	August 5	August 5	August 5		
Fall 2010					
Opening Convocation	August 26				
Undergraduate and Graduate classes start	August 30	August 30	August 30	RN-BSN – I Aug. 30– Oct. 15	ORD – I Aug. 28–Oct. 16
Last day for late registration and change of roster (Varies for accelerated programs)	September 3	September 3	September 3	RN-BSN – II Oct. 25–Dec. 10	ORD – II Oct. 23–Dec. 11
Labor Day holiday	September 6	September 6	September 6		
Undergraduate Saturday classes start		September 4			
Last day for filing P/F option	September 17	September 17			
Honors Convocation	October 3	October 3		October 3	
Undergraduate and Graduate mid-semester holidays	October 18 and 19	October 18 and 19	October 18 and 19	Accelerated courses may meet during Mid-semester holidays	
Mid-semester grades due	October 25	October 25			
Senior pre-registration for Spring 2010	Oct. 28 – 29				
Last day for withdrawal with 'W' grade	November 5	November 5	November 5	Varies for accelerated programs	
Junior pre-registration for Spring 2010	Nov. 4 – 5				
Sophomore pre-registration for Spring 2010	Nov. 11 – 12				
Freshman pre-registration for Spring 2010	Nov. 18 – 19				
Thanksgiving holidays	November 24 – 28	November 24 – 28	November 24 – 28	Accelerated courses may meet on Nov. 27	
Classes end	December 10	December 10	December 10	End dates vary for accelerated programs	
Final Examinations	December 13 - 17	December 13 - 17	December 13 - 17	Final exam dates vary for accelerated programs	
Supplementary Examination Date	December 18				
Fall semester grades due	December 22	December 22	December 22		
Dates for Intersession -- December 18 – January 14					

Event	Day	Evening/ Continuing Studies	Graduate Programs	Accelerated Programs	
Spring 2011					
Martin Luther King holiday	January 17	January 17	January 17		
Undergraduate and Graduate classes start	January 18	January 18	January 18	RN-BSN – I Jan. 18 – Mar. 4	ORD – I Jan. 15 – Mar. 5
Last day for late registration and change of roster (Varies for accelerated programs)	January 24	January 24	January 24	RN-BSN – II Mar. 14 – Apr. 29	ORD – II Mar. 19 – May 7
Last day for filing P/F option	February 4	February 4			
Mid-Semester Holiday	March 7 – 11	March 7 – 11	March 7 – 11	Varies for accelerated courses	
Mid-semester grades due	April 4	April 4			
La Salle Heritage Week	March 19 – 25				
Last date for withdrawal with 'W' grade	April 5	April 5	April 5	Varies for accelerated programs	
Junior pre-registration for Fall 2010	Mar. 23 – 24				
Sophomore pre-registration for Fall 2010	Mar. 31 – April 1				
Freshman pre-registration for Fall 2010	Apr. 7 – 8				
Easter holidays	April 22 & 25				
Continuing Studies and Graduate Easter holiday		April 23	April 23		
Continuing Studies and Graduate classes meet		April 25	April 25		
Classes end	April 29	April 29	April 29	End dates vary for accelerated programs	
Final Examinations	May 2 - 6	May 2 - 6	May 2 - 6	Exam dates vary for accelerated programs	
Graduating students grades due	May 9	May 9	May 9		
Spring semester grades due	May 11	May 11	May 11		
Commencement Week					
Baccalaureate Liturgy	May 14	May 14	May 14		
Commencement	May 15	May 15	May 15		

2010

AUGUST

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER

S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2011

JANUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				