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 which does not interfere with performance of essential job functions after reasonable accommodation, if any. 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. It is accredited with the Middle States the Association of Colleges and Secondary Schools, the Pennsylvania Department of Education, the Regents of the University of the State of New York, the American Association of Colleges for Teacher Education, the American Chemical Society, the Pennsylvania State Board of Law Examiners, the Council on Social Work Education, and the National League for Nursing.


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 1st in the Fall Semester and February 15th 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 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 1992, as well as a new publication entitled “Safety and Security at La Salle University.” Copies of either document may be requested without charge in writing from the News Bureau, La Salle University, Philadelphia, PA 19141.

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 1993 report may be requested in writing from the Vice President for Enrollment Services, La Salle University, Philadelphia, PA 19141.

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A Profile

The People

From the perspective of any student, there are two characteristics of a La Salle education which are of primary importance: instructional excellence and personal respect and regard for the dignity and unique destiny of every person. These do not happen by accident on our campus. They are the heritage of over 300 years of shared values infused into the university community through the influence of the Christian Brothers and the educational philosophy of their founder, St. John Baptist de La Salle.

In the 130 years of its existence, this community and its values have blossomed to include lay and religious faculty and staff dedicated to these same ideals. The serious and dedicated student at La Salle is provided every opportunity to grow intellectually and personally to the fullest potential of his or her ability. It is a spirit that motivates a person to take real pride in personal achievement because one has a better vision of the gifts which can, in turn, be transmitted to others in the everyday pursuit of career goals. The further sharing between faculty and students of their personal insights, knowledge, and skills learned within the workplace further enriches our graduate offerings. An environment such as this is better experienced than defined. We would be happy to have you join us in this discovery.

The Place

An educational institution expresses much of its philosophy in its physical presence. Stately academic structures, vital activities areas and buildings, comfortable living areas, expansive lawns, wooded areas: all constitute that natural environment in which the institution and its students play out their roles.

On its 100-acre campus, La Salle University blends all these components in an unexpected way. Truly a city university, located in northwest Philadelphia, La Salle has maintained areas of natural beauty which often startle the unprepared visitor. While attending to all the necessities required to serve a bustling urban region—including well-lighted parking areas and supervised classroom, recreational and study areas—La Salle has not lost sight of the need for natural settings and quiet, sedate places for the more private, thoughtful moments so vital to full growth.

In its academic buildings, too, La Salle clearly expresses its educational philosophy. You will find very few large rooms, and those that do exist are used only for special activities. The average classroom is built to hold no more than 30 students, reflecting the commitment to personalized and effective teaching and learning. This learning environment makes it possible for faculty to bring their individual attention to each student.

In addition, we offer one of the newest and most functional of university libraries, which affords easy access to research information and provides a perfect setting for quiet, serious study. Our Administration Center houses a spacious adult center, which provides access for all adult students to the programs which serve them.

The Programs

La Salle is proud to point to its long tradition of service to people of modest means. Through its history it has prepared students to move upward into professional positions. In the structure of its graduate programs, La Salle continues this commitment to its clientele.
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.

Graduate programs have been available at La Salle from the earliest days of its existence. In the more simple days, prior to World War II, they were much less structured and only sparsely populated. 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 1940’s, and the added distinction of university status granted by the state of Pennsylvania in 1984, the graduate programs have grown in diversity. To understand the further development of graduate programs at La Salle, it is best to catalogue them in terms of the University divisions responsible for their operation.
School of Arts and Sciences

Graduate Program in Bilingual/Bicultural Studies • This program was initiated in 1982 for educators, social workers, nurses, pastoral counselors, police officers, and others who work with Spanish speaking populations or in Asian communities.

Graduate Program in Central and Eastern European Studies • This multidisciplinary program, established in 1993, explores the emerging trends, events, and international relationships in Central and Eastern European nations.

Graduate Program in Computer Information Science • This program involves the study, investigation, discussion, and presentation of how personal computers can be used to improve an individual’s productivity and to enhance departmental and corporate electronic based communication.

Graduate Program in Education • Begun in 1982, this program is unique in its focus on the understanding of the educational process from the perspective of human growth and development rather than the traditional methodological approach. The program offers certification in Elementary/Special Education and in most areas of Secondary Education.

Graduate Program in Human Services Psychology • Launched in 1987, this program in professional psychology emphasizes the skills and knowledge needed to function effectively in a variety of clinical, counseling, and organizational settings. In addition, it provides the background in psychology that will enhance admission into a doctoral program.

Graduate Program in Professional Communication • La Salle’s newest program is designed for busy professionals who wish to enhance their communication skills. The program prepares students for work in such areas as public relations, communication training and staff development, and consulting.

Graduate Programs in Religion • This graduate division offers two distinct programs. First, a Theological and Pastoral Studies program with concentrations in Theology, Pastoral Studies, and Liturgical Praxis. Second, a Pastoral Counseling program with concentrations in Marriage and Family Therapy, Psychological Counseling, and Family Treatment of Addictions.

School of Business Administration

Graduate Business Program • Established in 1976, La Salle’s MBA program responds to the management needs of area business firms, government agencies, and service organizations. Students are exposed to common business research methods and practices in order to develop their communications, analytical, and decision-making skills.

School of Nursing

Graduate Nursing Program • The MSN degree program prepares nurses for advanced practice as clinicians and administrators in traditional and non-traditional settings. Tracks include Adult Health and Illness Nursing, Community Health Nursing, and Nursing Administration.
General Information

Mission Statement for Graduate Education

La Salle University is committed to both undergraduate and graduate education. It 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.

Standards for Graduate Programs

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 level entirely homogeneous. Some programs have an academic research orientation while others focus on the professional development of students. However, all graduate programs demand more sophisticated and complex skills from students than do undergraduate programs. In general, they place more emphasis on a student’s ability to critically analyze facts and theories, to make independent judgments based on objective data, to apply what has been learned, and to synthesize new ideas. All graduate programs at La Salle are expected to emphasize these more advanced skills.

In their graduate work at La Salle, all students should be expected to:

1. Regularly use the standard references, current journals, and professional publications.
2. Contribute substantially to courses through research projects, seminar papers, case studies, and supervised field experience.
3. Understand both current and traditional approaches to their discipline.
4. Master the skills presently demanded in their field of study.
5. Become thoroughly familiar with the current literature of their discipline.
6. Adhere in their written work to the official manual of style adopted by their program.
7. Think critically and independently.
8. Apply ideas and facts learned in courses to original or application-oriented projects and papers.

Academic Policies and Procedures

Admission

Admission criteria are program specific. For that reason they will be 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.

Transfer of Credits

Students may transfer up to six hours of graduate level work into graduate programs that are thirty-six credits or less in length. Students may transfer up to nine hours of graduate level work in-
to programs that are greater than thirty-six 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.

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 ten calendar years is permitted for students participating only during the Graduate Religion 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.
- A part-time student is one who is matriculated and registered for fewer than six hours of credit for the semester.
- 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 Admissions
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 Assistant Provost for Multicultural and International Affairs, La Salle University, Philadelphia, PA 19141.

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 (6) consecutive terms (including summer) and who have not been given a written leave of absence will be dropped from the program.

Readmission Policy
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 Admissions Committee of the program will review the student's academic record in the program and the original application material. The decision to readmit will be based on both the academic record and original admission profile judged against current admission criteria.

Student Responsibilities
A student's matriculation at La Salle University is a voluntary decision which involves acceptance of the responsibility to perform academically and to behave socially in ways consistent with the goals and objectives of the University. When registering at La Salle, the student accepts University rules and regulations and the authority of the University to exercise disciplinary powers, including suspension and dismissal. As an individual, the student assumes responsibility for knowing and complying with all existing regulations in the Graduate Bulletin and in the Student Handbook of his or her graduate program. Copies of the Student Handbook can be obtained from the Director of the specific program.
Grading

The following system is used to express the quality of student performance in graduate courses:
A—indicates a superior level of competence.
B—indicates a satisfactory level of competence.
C—indicates a level of competence below that expected in graduate work.
F—indicates a failure to demonstrate even a marginal level of competence in the course.
I—indicates work not completed within the semester period.
W—indicates an authorized withdrawal from a course.
S/U—Students earn either a satisfactory (S) or an unsatisfactory (U) grade in field placement courses.

Removal of Incomplete (I) Grades

A student who, at the discretion of the instructor, 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 during that time, the I grade will remain permanently on the record, and the course must be repeated to produce another grade.

Withdrawal from Courses

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 Dean responsible for the program.

Scholarship Index

To determine a student’s average grade, La Salle uses an index system which ascribes a numerical value, called a grade point, to each letter grade. An A is valued at 4 points, a B at 3 points, a C at 2 points, and an F at zero points. To determine the student’s Grade Point Average (GPA), a grade point score is determined for each course by multiplying its numerical grade value by the number of credit hours; then the combined grade point score of all courses is divided by the total credits earned.

Academic Standing

All students in graduate programs shall be expected to maintain good academic standing. Academic performance will be reviewed by the graduate directors following completion of successive twelve-hour units of course work. The following actions may be taken by the directors at those intervals.

Warning: The graduate directors will inform students about concern for performance and invite them for consultation if at:
Completion of 12 hours - GPA is less than 2.76 or shows one C grade
Completion of 24 hours - GPA is less than 2.76 or shows two C grades
Completion of 36 hours - GPA is less than 2.76 or shows three C grades

Dismissal: Students will be subject to dismissal if they earn three grades below B in a program shorter than 36 hours in length, or earn four grades below B in a program requiring 36 hours or more. Students who receive one or more F grades are also subject to dismissal.
All such decisions will be made after the consideration of the student's record and circumstances. Exceptions to these regulations may be made by graduate Directors with the approval of the Dean responsible for the program.

Requirements for Graduation
Students enrolled in graduate programs are responsible for adhering to all regulations, schedules, and deadlines outlined in this introductory section of the Bulletin and in any handbooks or guidelines 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.

Seeking a Second Master's Degree
Individuals who hold a Master’s degree in one discipline, and are seeking a Master’s degree in a second discipline, 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 6 in La Salle programs requiring 36 credits or less, or 9 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 the 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 Transcripts
Students may apply at the Registrar’s Office for a transcript of their graduate 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.

Students requesting transcripts for their own use are given copies marked “student copy.” Each student is sent a copy of his or her transcript at the time of graduation. A fee of $2.00 is charged for an official 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.
Tuition And Fees

Due to different instructional and technological needs, tuition and fees vary from program to program. Cost schedules for each program are included in the appropriate sections of this Bulletin.

Tuition Refund Policy

Under certain circumstances, students who withdraw may receive a partial refund of tuition. There are no exceptions to the following terms and conditions:

Fall and Spring Semesters

<table>
<thead>
<tr>
<th>TIME OF WITHDRAWAL</th>
<th>REFUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before first day of class</td>
<td>100%</td>
</tr>
<tr>
<td>During first week</td>
<td>80%</td>
</tr>
<tr>
<td>During second week</td>
<td>60%</td>
</tr>
<tr>
<td>During third week</td>
<td>40%</td>
</tr>
<tr>
<td>During fourth week</td>
<td>20%</td>
</tr>
<tr>
<td>After fourth week</td>
<td>None</td>
</tr>
</tbody>
</table>

Summer Sessions*

<table>
<thead>
<tr>
<th>TIME OF WITHDRAWAL</th>
<th>REFUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before first day of class</td>
<td>100%</td>
</tr>
<tr>
<td>During first week</td>
<td>60%</td>
</tr>
<tr>
<td>After first week</td>
<td>None</td>
</tr>
</tbody>
</table>

For the purpose of refund, the student shall be considered to be in continuous attendance up to and including the date of submission of proper notice of withdrawal. The notice of withdrawal must be addressed to the Director responsible for the graduate program. Ceasing to attend or giving notice to an instructor does not constitute proper notice. The allowed percentage of refund shall be based upon the official withdrawal date, which shall be determined by the date the notice of withdrawal is received by the director, or the postmark, if mailed.

For the purpose of refund computation, a week shall be defined as the period of seven successive days beginning with the official University opening of classes and NOT the first day in actual attendance by a particular student.

*For tri-semester programs, the Fall and Spring Semester policy applies.
Financial Aid

La Salle University seeks to ensure that no student accepted for admission is unable to matriculate for financial reasons. Although payment of tuition is the responsibility of the student, the University makes every effort consistent with financial resources available to assist students in attaining adequate levels of support. Applicants for financial aid are required to complete the Free Application for Federal Student Aid (FAFSA). This form is available from the La Salle Financial Aid Office or from the graduate Director's office.

Financial aid is available from the sources described in this section. The professional staff in the Financial Aid Office will work with each student to assist in the processing of appropriate aid.

**Federal Stafford Loan (Subsidized and Unsubsidized):** Graduate students may borrow up to $8,500 per grade level of full- or part-time study. 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 Free Application for Federal Student Aid (FAFSA), as well as a Common Loan Application from a participating lender (bank, savings and loan, or credit union).

**Federal Supplemental Loan for Students (SLS):** This program allows graduate students to borrow up to $10,000 per year in addition to amounts borrowed under Stafford. Repayment begins within sixty days after disbursement of funds. Contact local lenders regarding program participation.

**Veteran's Benefits:** Veteran's benefits are available for graduate studies. Students who qualify for benefits should contact the Registrar's Office. Information is available for full-time and part-time students.

**Resident Director:** Resident director positions may be available depending upon the term the student wishes to begin studies. A resident director supervises the student staff of the residence halls, and is responsible for such areas as programming, counseling, discipline, physical operations, and related activities. The resident director receives room and board, a cash stipend, and tuition remission equivalent to nine credit hours per semester. This is a ten month appointment. A letter of application and resume should be sent to the Resident Life Office.

For more information on financial aid programs, call La Salle's Financial Aid Office at 215-951-1070.
Campus Services and Facilities

Academic Advisement and Graduate Handbooks

Student advisement and handbooks for specific programs are available through the graduate Directors' offices. Students are encouraged to meet with their program Directors regularly.

The Library

The Connelly Library was dedicated in March 1988 and opened its doors to La Salle students, faculty, and staff in August of that year. With shelving for 500,000 volumes, seating for over 1,000 people, and a fully automated catalog, the library offers a combination of traditional library services and the latest in information technology. The building provides not only attractive study spaces but also several new departments and features, including Media Services (videotapes and cassettes), Special Collections, personal computers, and a student lounge with vending machines and lockers.

The library presently has more than 350,000 volumes, 1,700 current periodical subscriptions, and 50,000 units of microforms, as well as a growing body of media in electronic formats.

Reference Librarians are available most hours that the library is open to offer assistance with the collection and to provide group and individualized instruction for research projects. Subject-specific library instruction is given in many courses. Librarians can also assist users with the several hundred electronic databases available through dial-up access to vendors such as Dow Jones News Retrieval, or locally on compact disc.

The Special Collections Department houses noteworthy collections of books and manuscripts in various subject areas. Of particular significance is the internationally renowned Imaginative Representations of the Vietnam War Collection. Also of interest to scholars are The Japanese Tea Ceremony and a number of unique holdings of the works of major authors.
La Salle students and faculty can take advantage of the resources of other libraries throughout the United States by using the Inter-library Loan Service. Librarians can assist users with locating material in other libraries and can obtain books and photocopies of journal articles on loan; a telefax machine speeds transmittal of urgently needed materials. Through a cooperative borrowing agreement with over 30 local libraries, students and faculty can also directly borrow materials from other academic institutions in the greater Philadelphia area.

For further information, call 215-951-1292.

Computing Facilities

One of the responsibilities of La Salle’s Academic Computing and Technology Department is to operate computer laboratories on campus and maintain the campus-wide academic computing network. This department also offers workshops in many of the software packages that are used campus-wide.

The main student computer lab is located in the lower level of Wister Hall. This is an “open” lab for all students to use; no computers are reserved. The lab has forty 386/33 computers and thirty 486/33 computers, all with color monitors and all attached to the academic network. Also on this network is a laser printer and a mini-computer. Software packages used in courses are available from the lab servers.

There are also special “closed” labs and training rooms for class use, including Wister Computer Classroom, Holyrod Computing Lab for science majors, and Olney Lab for graduate and undergraduate computer science majors. Instructors must first make reservations to use these facilities. The Wister Computer Classroom has twenty-five 486/33 computers, the Holyrod Lab has twenty-two 486/33 computers, and the Olney Lab has twenty 486/50 computers. These special labs have video projection and presentation facilities, and all computers in these rooms are attached to the academic campus network.

In addition to LAN connections, there are dial-up capabilities to the mini-computer. The University is also planning remote access to the campus-wide academic network. The academic network is connected to the Internet.

For more information, contact Academic Computing and Technology at 215-951-1803.

Career Planning

Career Planning, which is located on the fourth floor of the Administration Center, offers a variety of services to students and employers. These include, but are not limited to, personalized career counseling and advertising of available positions. Any graduate student or alumna/alumnus can utilize Career Planning services at any time during her or his lifetime.

Personalized career counseling includes the following services: job search strategies, resume critique, resume preparation assistance, cover letter/thank you letter/follow-up letter preparation assistance, skills assessment, interviewing techniques including mock interviews, advertising and posting of current employment openings, informational interview referrals, and employment referrals.

The MBA Office publishes a weekly Newsletter that contains listings of available positions. Further information on all positions is listed in the Job Books located in Career Planning. This job listing service is available at no charge to an employer.
Career Planning also provides information on careers through the Career Resource Center. This consists of a library of occupational, governmental, and company literature to aid job seekers in obtaining information about prospective employers. Additionally, pertinent articles and information related to employment, education, and salary trends are available.

For further information, call 215-951-1075.

Housing

La Salle University can accommodate a limited number of graduate students in on-campus housing. Both apartment-style and residence hall-style units are available. In addition, La Salle's Off-Campus Housing Service assists students in locating housing in the surrounding community. The Service provides: off-campus housing referral listings, roommate referral lists, and general off-campus rental information (tenant-landlord relations, roommate selection, consumer protection, neighborhood businesses and services, etc). La Salle University cannot inspect listed accommodations, nor screen prospective landlords and tenants.

Graduate students may consider becoming a Graduate Assistant Resident Director (RD) or a Resident Assistant (RA) in La Salle's undergraduate residence halls. Applications for RD positions are typically due by mid-April for the following academic year. Applications for the position of Resident Assistant are generally due by late June for the next academic year.

For more information on any of these programs, call 215-951-1550.

Food Services

The Food Service Department offers a variety of nutritious items in the two cafeterias it operates on campus. One cafeteria, the North Dining Complex, is located near the residence halls. It seats approximately 450 people and is used primarily by undergraduates who live on-campus. The other cafeteria, the La Salle Union Food Court, is centrally located on the main campus and is a popular meeting place on the way to class.

Another innovation in Food Service is the award-winning 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. Coupled with this is a 7-foot video screen, DJ booth, and mocktail bar which serves non-alcoholic beverages.

Additionally, La Salle Food Service provides a variety of conveniently located vending machines throughout campus.

Student Health Services

The La Salle University Dispensary provides medical diagnosis and treatment of minor illnesses and injuries and is available to the student body for initial care, first aid, and health information. Located in the North Complex of the Residence Halls on Olney Avenue, directly across
from Hayman Hall, it is open Monday through Friday during the day. The Dispensary is staffed by a registered nurse who serves as the Director. University physicians see students in the Staff Clinic of Germantown Hospital five days a week, and a physician is available in the Dispensary weekly. The Clinic is located on the first floor of the hospital and referrals to the clinic are made by the nurse from the Dispensary.

Both medical and dental emergency services have been arranged with local hospitals, and a complete list of private physicians of every medical specialty is also available. Students are responsible for the costs of these treatments.

Health insurance is strongly advised for all students, and is required for all international students. Many graduate students are covered by insurance plans where they work. Students who are under 23 years of age generally can be covered under their family Blue Cross (Hospital Insurance) and Blue Shield (Medical-Surgical Insurance) program while enrolled as full-time graduate students. Information concerning special Students’ Blue Cross and Blue Shield plans for those not covered by work or family plans is available.

For further information, call the Dispensary at 215-951-1565.

**Child Day Care**

Established in 1973 by a group of La Salle faculty, students, and staff, Building Blocks is a privately incorporated day care center housed on La Salle’s campus. Serving the immediate La Salle community and our neighbors beyond the campus, the center cares for some 50 children whose ages range from 18 months to 6 years. 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 the Director at 215-951-1573.

**Security**

The Security Office is staffed 24 hours a day, seven days a week, providing security services, parking registration, identification card distribution, shuttle bus/escort services, medical services, and help with cars. Students may obtain photo IDs or parking decals anytime at the Security Office, which is located in the Carriage House on the Belfield portion of the campus. The Director and his staff are available to discuss any University-related security problems. For general information, call 215-951-1300. For emergencies, call 215-951-1111.

**Parking**

The Security staff is responsible for traffic control on University property. All student vehicles must be registered at the main Security Office (see above) in order to park in University lots. Upon registering, students will be issued a decal to be affixed to the front bumper of their vehicles. There is no fee for registering vehicles.

**Physical Recreation**

La Salle University invites students, faculty, and staff to expand their physical horizons through the recreational opportunities available at Hayman Hall and its adjacent facilities.

Hayman Hall offers the use of the following: a one-twelfth mile suspended indoor running
Art

Athletic courts, supplemented by Japanese blends of managed events. Increasingly comprehensive, the Belfield Tennis Complex features six-lane 25-yard pool with diving well, two singles and one double squash court, and a training room with sauna.

Adjacent to Hayman Hall is the Belfield Tennis Complex with six tiered and lighted tennis courts. Across 20th Street, McCarthy Stadium features a soccer field surrounded by a 1/4 mile all-weather track.

From time to time, facilities may be closed for athletic events. For more information, call 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 the neighborhood surrounding the University and for La Salle students. Its art collection represents the only permanent display of paintings, drawings, and sculpture of the Western tradition offered by a college museum in the Philadelphia area. An objective of the Museum is to develop a comprehensive collection that documents the major styles and themes of Western art since the Middle Ages.

In addition to the paintings on permanent exhibit, the Museum has a collection of Old Master prints and drawings from the 19th and 20th centuries. Selections from these works, often supplemented by loans from other museums, make up temporary exhibitions held four or five times a year. Some developing specializations include portrait prints, Japanese prints, Indian miniatures, and the Susan Dunleavy Collection of illustrated and finely printed Bibles. With these varied resources and the basic collection of paintings, the Museum’s educational programs are increasingly interdisciplinary and supplement the humanities, social sciences, and other departments.

The Museum offers a unique opportunity to experience the pleasures and insights of good art in an intimate space. The Museum is located on the lower level of Olney Hall. Admission is free. For more information, including arranging group tours, call 215-951-1221.

Japanese Tea House

Since 1987, La Salle University has offered instruction and demonstrations on the Japanese Tea Ceremony in its own Tea Ceremony House. As an official branch of the Urasenke Tea School in New York, La Salle is the only college or university on the East coast, and one of only a handful in the United States, to offer such lessons. Brother Joseph Keenan, F.S.C., is the coordinator and founder of this Tea Ceremony school.

Known as Chado, or “the way of the tea,” the Tea Ceremony is a ritualized event which blends aesthetic, social, and spiritual aspects into one of the richest threads of Japanese culture. Students who plan to work in Japan or deal with Japanese businesses thus enjoy a unique opportunity to learn about the Japanese lifestyle of which the Tea Ceremony is so very important.

La Salle also offers a class in Chabana, flower arrangement exclusively for the Tea Ceremony, as well as courses in Japanese language, art, and business management.

The Tea Ceremony House is located on the Belfield Estate in a former cottage that was constructed by William Wister during Colonial days. The tea and preparation rooms are modeled after the traditional 16th century Japanese Tea Room.

For further information, contact Brother Keenan at 215-248-2434.
Master Of Business Administration (MBA)

Director
Gregory O. Bruce, M.B.A., M.S.

Assistant Director
Brian Wm. Niles, B.S.

Faculty
Professors: Barenbaum, Joglekar, Kane, Kerlin, Miller, Seltzer
Associate Professors: Buch, George, Geruson, Grady, Hanratty, Hofmann, Kelly, Kennedy, Rhoda, Robison, Schubert, Smither, Stickel, Troxell, Van Buskirk, Wiley
Assistant Professors: Albert, Ambrose, Bean, Bohl, Borkowski, Brazina, Cairo, Chung, Cogan, Culp, Javie, Kruger, Leauby, Lee, Conroy-Liebman, Massimini, Meisel, Paulin, Rappaport, Szabat, Talaga, Tavana, Toyne, Trinidad, Ugras, Walsh, Welsh, Wong, Zook
Adjunct Professors: Alexander, Bellenghi, Braschoss, Bruce, DiPrimio, D’Orazio, Halpin, Hess, Jourdan, Monteleone, Mullan, Nucera, Reifsteck, Ryan, Shuman, Simone, Snook, von Allmen, West, Winter

Description Of Program

La Salle’s MBA program develops and strengthens the managerial skills and business theory needed to enhance one’s career. One of our priorities is to serve the business education needs of a student population that is adult, professional, and highly motivated.

The mission of the School of Business Administration is to offer an education that prepares students for a purposeful life by integrating human values with the specialized skills of current business management. As practiced throughout the University, paramount importance is placed on teaching and on offering a maximum of personal attention and guidance to help students in their lives as well as in their careers.

The faculty and staff of the School of Business Administration recognize the value of an educational program in which experienced people from diverse professional backgrounds come together in the traditional classroom setting to integrate their broad range of professional experience with theoretical knowledge. Most students in our MBA program are working professionals seeking to advance themselves through part-time education. The program also provides full-time students with an opportunity to benefit from the classroom environment and the practical perspective of experienced managers.

The Graduate Business program strives to fulfill its mission by requiring students to develop analytic, decision-making, and communications skills; by developing in students the ability to define and synthesize seemingly ambiguous or unclear concepts; by helping students form independent, well-reasoned judgments; and by exposing students to common business research methods and practice. Moreover, we encourage business exposure for our faculty and students in order to bring hands-on, real-world experiences into the classroom.
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 from an accredited institution of higher education.
2. Official transcripts from all undergraduate and graduate institutions attended.
3. A professional resume.
4. Scores from the Graduate Management Admission Test (GMAT). Information on GMAT preparation and registration may be obtained from the MBA office.
5. As an option, other information such as letters of recommendation that the applicant feels would enhance his or her overall profile may be presented.
6. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.
7. Scores from Test of English as a Foreign Language (TOEFL), if the primary language of the applicant is not English.

The Application for Admission may be obtained by contacting:
MBA Program
La Salle University
Philadelphia, PA 19141-1199
(215) 951-1057
(215) 951-1886 Fax

Tuition And Fees 1993-94 (subject to change for 1994-95)

<table>
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<tr>
<th>Fee Type</th>
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<td>Registration Fee (per semester)</td>
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<tr>
<td>Reinstatement Fee</td>
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**Tuition Assistance**

In addition to the financial aid opportunities listed on page 9, the following are available to students in the MBA program:

1. **MBA Scholarships**: La Salle University offers full-tuition scholarships to qualified first-year MBA students. Each scholarship includes full tuition and a $115.00 per month stipend. Scholarship recipients are required to carry nine credits each trimester and work 15 hours per week during the fall, spring, and summer terms assisting faculty in applied research. Qualified applicants must have a minimum undergraduate grade point average of 3.0 and a minimum Graduate Management Admission Test score of 550. Three letters of recommendation are also required. Applicants are asked to send a cover letter with the application stating their interest in the scholarship program to the Director of Admissions, MBA Program.

2. **Graduate Assistantships**: Full-time students may be appointed as graduate assistants. Such assistants normally work with a professor on a current research project or with one of the graduate business centers on campus. In addition to providing financial support, the graduate assistant designation is intended to enhance the educational experience by having the student work in close support of current business faculty research. Awards are granted on the basis of either academic credentials or financial need. The funds earned do not provide direct tuition relief, but are intended to help meet incidental expenses encountered by students. Students are paid on a weekly basis for the number of hours worked. The total amount that may be earned is determined by need and fund availability. Students must make satisfactory progress toward the degree in order to maintain the award.

3. **Deferred Payment Plan**: Available to extend tuition payments over the course of the semester. Information is available from the Student Loan Office, La Salle University.

**Progression Through The Program**

The following is presented as a model for progression through the MBA program. Individual plans for progression will be determined for each student in consultation with the program Director.

Required for Degree: 36 to 60 graduate credits

**Basic Business Core**: intended to provide students with a functional knowledge of business theory. Students who may not have academic or professional business experience can become familiar with the fundamental principles in each business discipline through successful completion of this core. Upon acceptance, each student will be informed by the Admissions Committee of all basic core courses that have been waived. It is strongly urged that the applicant thoroughly document all evidence that could substantiate a basic core equivalency. The Basic Core courses are:

- ACC 502 Financial Accounting
- ECN 505 Economic Analysis
- FIN 514 Principles of Finance
- MGT 506 Organizational Behavior
- MGT 511 Operations Management
- MIS 517 Management Information Systems
- MKT 518 Principles of Marketing
- QNT 509 Statistical Analysis

Math Requirement: one undergraduate calculus course

Computer Requirement: fundamental computer literacy
Management Core: The student's knowledge is extended and enriched through application of basic principles within a managerial framework. The courses in this area ensure comprehensiveness in the program of study, expose the student to the functional areas at a more sophisticated level, and supply a managerial framework for the analysis of management decision making. The Management Core consists of:

ACC 602 Managerial Accounting  
ECN 605 Macroeconomic Analysis and Forecasting  
FIN 614 Financial Management  
MGT 620 Behavioral Science Workshop  
MKT 618 Marketing Management and Decision Making

Professional Specialization Areas: Students choose a specialization area in which five courses must be completed. Each specialization requires specific courses, and most specializations allow room for electives to be taken. The available specialization areas are: Accounting, Finance, Health Care Administration, Management, Management Information Systems, and Marketing.

Policy Area Courses: The policy seminar course sequence is the capstone of the program. It provides the student with the opportunity to integrate what has been learned in the management core and the specialization courses. The two policy area courses should be completed in the final two successive terms of the program.

For most specializations:  
BUS 697 Business and Society  
BUS 699 Business Policy Seminar  
For the Health Care Administration specialization:  
HCA 697 Legal and Regulatory Aspects of Health Care  
HCA 698 Health Care Policy Seminar
Course Descriptions

Accounting
John Reardon, Ed.D., Chair

ACC 502
Financial Accounting
An accelerated introduction to the principles of accounting. Includes the study of basic accounting language and concepts, recording financial transactions, preparation and interpretation of financial statements, accounting methods, business decisions, depreciation methods, inventory valuations, and methods of obtaining capital.

ACC 582
Accounting Theory I
An intensive study of the theories involved in correct financial accounting as they relate to the valuation of assets and liabilities; accounting for owners' equity; the measurement and reporting of earnings; and the flow of funds of a business enterprise.
Prerequisite: ACC 502

ACC 602
Managerial Accounting
A conceptual study of accounting methods and techniques used to determine, measure, and control costs; includes the understanding of job and process costing, standards, budgets, estimates; the interpretation and use of accounting reports and statements to control current operations and formulate policies for the future.
Prerequisites: ACC 502, FIN 514; Recommended—Lotus 1-2-3

ACC 606
Accounting Theory II
An examination of special topics in accounting theory, including: acquisitions, mergers; preparation of consolidated financial statements; partnerships; foreign operations; special sales procedures; fiduciaries.
Prerequisite: ACC 582

ACC 634
Accounting for Managerial Decision Making
Advanced managerial accounting, focusing on commonly used accounting methods and techniques used in making business decisions. Among topics covered are measurements of divisional performance, revenue and pricing decisions, production decisions, decisions concerning resource levels, and capital budgeting decisions. Students, on both an individual and group basis, work with complex problems and cases.
Prerequisite: ACC 602

ACC 660
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.
Prerequisite: ACC 582 or undergraduate equivalent

ACC 661
Income Taxes
Study of basic principles of federal taxation of individuals, partnerships, corporations, estates and trusts; fundamentals of Pennsylvania corporate taxation and personal income taxation; Philadelphia taxation of business.

ACC 672
Auditing
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 emphasis on the study and evaluation of internal control. Culminates with an in-depth analysis of the auditor's opinion.
Prerequisite: ACC 582 or equivalent.

ACC 680
Applied Research in Business
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. This independent study option requires approval of the employer and supervision of the professor.
Prerequisite: Approval of advisor

ACC 682
Accounting Seminar
Directed research in selected accounting topics of current interest and of advanced nature requiring one or more reports of the results of individual's research and study.
Prerequisite: ACC 582 or equivalent

Business Administration

BUS 676
Law for the Business Manager
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.

BUS 697
Business and Society: The Legal, Ethical, and Social Environment of Business
The non-economic values of society and of business in particular, especially as they relate to economic values, goals, and operations of the firm. Consideration given to: the legal framework within which economic activity occurs; the causal relation and response pattern of business to selected current social issues and problems; identification of implicit ethical assumptions of the interaction of legal and social issues within the business community. Specific issues such as property vs. personal rights and ownership and the distribution of income are considered. Intended to help the student formalize underlying value assumptions.
Prerequisite: Must be taken in the final term of the MBA course of studies.

BUS 699
Policy Seminar
A capstone seminar in the formulation and administration of organizational planning and policy. Integrates previous functional and quantitative learning experiences with
one another, as well as with the student’s managerial/professional experiences. Use of case studies, course projects, and simulation games to focus on the effective formulation, evaluation, and implementation of organizational strategy as a response to external events and as a basis for planning the direction, character, and survival of the organizational unit. 

Prerequisite: Must be taken in the final term of the MBA course of studies.

Economics
Richard T. Gurson, Ph.D., Chair

ECN 505
Economic Analysis

The basic macro and micro tools of economic analysis. Application of economic theories through economic policies and their effect on consumers and businesses. The role of the public sector in a market economy.

ECN 605
Macroeconomic Analysis and Forecasting

Provides the manager with an understanding of how the general economy and its individual sectors influence the operation of the firm. A sectoral macroeconomic model is developed. Applications of the model include simplified computer-based forecasting and evaluation of fiscal and monetary policy.

Prerequisites: ECN 505, FIN 514, MTH. REQ., QNT 509

Finance
Lester Barenbaum, Ph.D., Chair

Finance 514
Principles of Finance

Introduction to the financial system and its relationship to the financing of domestic and international business activity. Financial market components and phenomena such as money and monetary policy, financial instruments and institutions, exchange rates, domestic funds flows and the balance of payments, market efficiency, and interest rate level and structure are discussed. The significance of these items for financing business activity is emphasized. Concepts relevant for corporate financing decisions such as the time value of money, security valuation, financial statement analysis, and financial forecasting are introduced.

Prerequisite: ACC 502

Finance 614
Financial Management

An overview of current theory and practice in business finance with emphasis on the development of decision-making criteria. Topics include financial planning, working capital management, capital budgeting, and debt-management policy. The use of electronic spreadsheets is also incorporated in the analysis of case studies.

Prerequisites: ECN 505, FIN 514, MTH. REQ., computer literacy

FIN 635
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. Prewritten computer programs aid in preparing solutions to case studies.

Prerequisite: FIN 614

FIN 646
Principles of Risk and Insurance

An analysis of the underlying theoretical and practical principles of insurance. Capital budgeting techniques and utility analysis will be applied to decisions regarding the various tools available in risk management. Examines legal, regulatory, organizational form and financial management issues in insurance from both a firm and an industry perspective. Business insurance and employee benefits are also covered with detailed discussions of liability, workers compensation, group life and health, and pension plans.

Prerequisite: FIN 614

FIN 648
Financial Markets and Institutions

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 determina-
tion 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: FIN 614

FIN 664 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; impact of government regulation. Evaluation of current theory, its significance for financial management decision making and consideration of relevant empirical evidence are covered. Prerequisite: FIN 614

FIN 665 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: FIN 614

FIN 666 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: FIN 614

FIN 667 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: FIN 614

FIN 668 Financial Management of Banking Institutions
The financial problems/procedures of banking institutions are discussed in a managerial context. Topics include liability management, bank financial statement analysis, consumer and commercial lending systems, investment and liquidity management, margin, gap and hedging strategies, costs and pricing. Case studies and a microcomputer simulation model are used. Prerequisite: FIN 614

FIN 674 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: FIN 614

FIN 676 Pension Planning
An analytical study of the characteristics and problems of the private approach for providing financial resources for retirement years. Critical evaluations of effectiveness, with consideration given to costs, computation method, benefits formulae, inflation impact, plan membership profile, accounting and tax consideration, management of fund's assets including portfolio considerations, and the interrelationship with social insurance programs. Design and management decision analysis is studied through cases. Prerequisite: FIN 614

FIN 680 Applied Research in Business
(See ACC 680 for general description.)

FIN 684 Selected Topics in Finance
Analysis of current issues in financial theory and practice. Topical coverage will vary from term to term. Prerequisite: FIN 614

Health Care Administration
Anne Walsh, M.B.A., M.S.W., Coordinator

HCA 631 Health Care Organization and Management
Analysis of the health care system in the U.S., with specific emphasis on the impact of financial, regulatory, human resource, and technological variables upon the delivery of health care. The managerial function within health care institutions is examined in relation to organizational and system components.

HCA 672 Marketing for the Health Care Organization
Examines health care marketing as a viable mechanism for meeting consumer need and service demand. Design, promotion, and evaluation of various marketing strategies are considered in relation to professional, governmental, and consumer response to marketing strategies. Prerequisite: MKT 518

HCA 675 Financial Management of Health Care Institutions
Provides administrators with a thorough understanding of financial management as it pertains to a health care environment. Examines the budgeting and financial planning process as a system for management and control at various administrative levels within health care institutions. Cost finding techniques, reimbursement and rate setting, and financial reporting are explored. Prerequisites: HCA 631, FIN 514, ACC 602
HCA 680
Applied Research in Business
(See ACC 680 for general description.)

HCA 697
Legal and Regulatory Environment of Health Care
Introduction to law and legal process as it relates to health institutions. Specific focus on the liability of the administrator in relation to the governing board, medical staff, and patient. Impact of federal and state regulations, risk management, and patient rights legislation are assessed.
Prerequisite: HCA 631; must be taken in the final term of the MBA course of studies.

Management
Madjid Tavana, Chair

MGT 506
Organizational Behavior
An analysis of individual and group behaviors in an organization. Discussion of administrative and organizational systems. An integrated series of readings, lectures, discussions, and experiential activities involving the managerial application of recent theories, models, and concepts. Topics include: motivation, group process and dynamics, interpersonal communications, organizational structure and technology, leadership and rewards, planning and control, and managing conflict and change.

MGT 511
Operations Management
An introduction to the concepts, principles, and practices of production/operations management. Planning, organizing, and control of manufacturing as well as service operations. Application of quantitative decision techniques such as break-even analysis, decision theory, forecasting, linear programming, economic order quantity, and simulation.
Prerequisite: QNT 509

MGT 620
Behavioral Science Workshop
Examines the skills necessary to be an effective manager through both a conceptual and experiential focus. Topics discussed include: administrative, interpersonal, leadership, oral and written communication skills. The course begins with an assessment center workshop which helps the individual identify his or her own level of various managerial skills. The remainder of the course will present conceptual frameworks and information about these skills as well as providing opportunities to improve them.
Prerequisite: MGT 506

MGT 628
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.
Prerequisite: MGT 506

MGT 630
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, types and structures of nonprofit organizations. Use of case studies.

MGT 635
Quality Leadership
An introduction to the principles of Total Quality Management with emphasis on the three cornerstones of TQM; Teamwork, Customer Feedback, and Fact-Based Decision-Making. Deming's 14 points as well as the salient points of Crosby, Juran, Taguchi, and Peters are covered. Data from the PIMS database will illustrate the value of Quality. Special emphasis will be given to quality in the service industry.
Prerequisite: MGT 620

MGT 636
Organizational Analysis
An examination of the nature and types of large, complex, formal organizations. Focus on the organization as a whole. Exploration of theories of organizational design, environment, climate, and change to aid in the understanding of organizational structures and processes. In-depth analysis of an organization as a term project.
Prerequisite: MGT 506

MGT 641
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: MGT 506

MGT 642
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: MGT 506

MGT 643
New Venture Management/Entrepreneurship
The philosophical and practical aspects of entrepreneurship, including the development and selection of new ideas, risk taking, developing a working venture team, and writing a business plan. Through preparation of a complete business plan, students will experience and learn about some of the pressures of entrepreneurship.
Prerequisites: ACC 502, FIN 514, MGT 506, MIS 517

MGT 644
Management of Technology/Innovation
This course is intended for students with particular interest in organizational issues in management of innovation and change. It provides students with diagnostic tools and conceptual frameworks for introducing and managing innovations. The focus is on the innovation process as well as the organizational characteristics indicative to innovations. Managerial initiatives and contextual conditions which can influence the nature and rate of innovations will be emphasized.
Prerequisite: MGT 506
MGT 645
Multinational Management
Considers the nature and scope of multinational management with specific characteristics of these enterprises and of the environments within which they function. Exploration of new management problems confronting executives in multinational organizations. Evaluation of the importance of international business to the U.S. economy and its mutual relationship with the world economy.
Prerequisite: MGT 506

MGT 652
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

Courses in the MGT 660 Series are all related to Human Resource Management.

MGT 660 Human Resource Administration
A survey course designed to acquaint the student, through readings and cases, with the nature of basic human resource functions/activities equal employment opportunity-affirmative action, human resource planning, staffing, training/development, performance appraisal, compensation/benefits, safety/health, collective bargaining/arbitration, discipline systems, and human resource policies. Focus is on both the line manager’s and the human resource professional’s role in effectively carrying out daily human resource duties and responsibilities. Special emphasis is given to management decision making concerning complex employee relations problems.
Prerequisite: MGT 620

MGT 661 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: MGT 620

MGT 662 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: MGT 620

MGT 663 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; 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; filmed hearings. Practical methods of resolving disputes before reaching the arbitration stage.
Prerequisite: MGT 620

MGT 668 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: MGT 620

MGT 669 Human Resource Development
Readings, discussion, and case analysis to develop a theoretical base and working tools for developing human resources. Topics include informal and formal performance evaluations, diagnosing performance problems, employee training, management development, career development, and the use of various training and development activities such as coaching and counseling.
Prerequisite: MGT 620

MGT 680 Applied Research in Business
(See ACC 680 for general description.)

MGT 686 Management Seminar
Each student conducts an in-depth study of a selected management problem within the context of the overall seminar topic, such as quality of worklife, organizational decision making, etc. Requires use of management tools and concepts developed in previous management courses. Focus is on providing an integrating experience.
Prerequisite: MGT 506

Management Information Systems
Madjid Tavana, Chair

MIS 517 Introduction to Management Information Systems (MIS)
Prepares students to help manage (i.e., evaluate, choose, acquire and/or develop, and implement) information system(s) supporting the routine, ad-hoc, activities and decisions in their areas of responsibility. The primary focus of the course is on understanding the conceptual frameworks and organizational issues in the field of Management Information Systems (MIS), and on developing the knowledge base, attitudes, and skills necessary to cope with the future impact of the continual change in information technology on individuals, managers, organizations, the economy, and the society. The course also encourages students to be productive users of computer technology through hands-on assignments requiring the use of a word processor, a spreadsheet package, and a database package to analyze business problems.
Prerequisite: Fundamental computer literacy.

MIS 595 Data Structure, Algorithms, and File Organizations
Provides a foundation for file organizations, data structures, their associated algorithms and applications in information systems. Topics include: file organizations, sequential, indexed, and direct; algorithms for file processing, masterfile update, sorting, record addressing techniques; elementary data structures, arrays, stacks, queues, linked lists, trees, and related algorithms. Develops programming and problem solving skills using COBOL.
Note: This course combines the content from the old MIS 560 and MIS 600 courses. Students with appropriate backgrounds may waive this requirement.
Prerequisite: MIS 517

Graduate Programs/ 23
MIS 610  
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.  
Prerequisite: MIS 595

MIS 615  
Decision Support and Expert Systems  
This course is about the manager's responsibilities for problem solving and decision making, and about those areas in which computers can be used as tools to gain the insight needed to support selection of decision alternatives. The systems covered in this course go beyond traditional file and information manipulation programs. Interactive Financial Planning Systems (IFPS), EXPERT Choice, and VP-EXPERT are utilized in a hands-on environment to develop "goal-seeking" and "what-if" simulation models to complement analytic decision making frameworks. Prerequisite: MIS 595

MIS 642  
Database Management  
Treats concepts and structures necessary to develop and implement database management systems. Techniques of system development and implementation are evaluated and examples presented. Topics include: database design; data models: entity-relationship, hierarchical, network, relational; normalization; query languages including SQL; database administration; distributed databases.  
Prerequisite: MIS 595

MIS 665  
Information Services Management  
Provides an understanding of information systems and their role in managing organizations, and prepares students for effectively managing information services activities. Topics include: information systems long-range planning, evaluation of information systems, management of the
implementation process, the organizational and behavioral implications of information systems, and organizational design of the information services unit. This non-technical course is intended for students not specializing in MIS. Prerequisite: MIS 517, MGT 620

MIS 680
Applied Research in Business
(see ACC 680 for general description)

Marketing
Sharon Javie, M.B.A., Chair

MKT 518
Principles of Marketing
An introduction to the marketing concepts and practices currently used by business firms. Influences of environmental factors and consumer behavior on marketing opportunities; segmentation and targeting. The marketing process, including marketing planning, the product offering, pricing, promotion, and distribution.

MKT 618
Marketing Management and Decision Making
Application of marketing concepts and decision-making techniques to the solution of marketing management problems. Topics include: marketing planning, analysis of market demand, selection of target markets, development of market strategies and programs. Prerequisites: MKT 518, QNT 509

MKT 620
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: MKT 618

MKT 625
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: MKT 618

MKT 630
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: MKT 618, MTH REQ, QNT 509

MKT 638
Selected Topics in Marketing
Considers selected areas of marketing management. Specific topics are considered in depth and vary from term to term. These topics include sales management, new product development, and sales forecasting. Prerequisite: MKT 618

MKT 639
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: MKT 618

MKT 640
Marketing Strategy and Planning
An opportunity for students to synthesize managerial and strategic planning aspects of marketing and to consider technical aspects of the marketing mix. The course will emphasize case studies which require the application and integration of concepts acquired in previous courses. Students specializing in marketing are expected to take this course as the final course in the concentration. Prerequisites: MKT 618 and MKT 630

MKT 680
Applied Research in Business
(See ACC 680 for general description.)

MKT 688
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: MKT 618

Quantitative Analysis
Madjid Tavana, Chair

QNT 509
Quantitative Analysis for Business
Basic quantitative methods used in analysis and decision making. Emphasis on developing familiarity with techniques and circumstances under which they are applicable. Topics include: descriptive measures of central tendency and dispersion, probability and probability distributions, sampling and statistical estimation, hypothesis testing, inferential univariate regression and correlation analysis, time series analysis, and decision making under uncertainty and risk.

QNT 621
Statistics for Management Decision Making
Advanced topics used in quantitative decision making. Introduction to probabilistic models, analysis of variance and covariance, multiple regression and correlation analysis, chi-square-related tests, nonparametric tests, statistical decision techniques, decision strategies, value of information, basic experimental design. Use of package computer programs. Students encouraged to design their own programs for statistical analysis. Prerequisite: QNT 509

Graduate Programs/25
Master Of Arts In Bilingual/Bicultural Studies

Director
Leonard A. Brownstein, Ph.D.

Faculty
Professor: Brownstein
Associate Professors: Angerosa, Fair, Geruson, Morocco, Vogel
Assistant Professors: Denoyers, Trovato, Ryan
Adjunct Professors: Blanco, Devine, Perez, Pham, Rodriguez

Description Of Program

The Master of Arts degree in Bilingual/Bicultural Studies is a part-time degree program (evenings, Saturdays, and late spring) for educators and other urban professionals (e.g., police, nurses, hospital employees, social workers, court employees, etc.). The program is designed to provide extensive bilingual and bicultural instruction for those professionals who directly serve the ever-growing Latino and Asian population of the Philadelphia area and the nation.

The program has three tracks. Each track is designed to provide intensive language training in Spanish, Vietnamese or Khmer and courses in education, sociology, and history, and to deal with Latino and Southeast Asian problems in adjusting to United States urban life.

Track 1 is intended for teachers of Spanish and teachers of English to speakers of other languages who wish to develop their skills in Spanish, Vietnamese, or Khmer. It is intended for all other educators who have a need to develop bilingual/bicultural skills. Pennsylvania certification in teaching Spanish, K-12, may be included as part of this program. For teaching certification, students need to consult with the Department of Education and pass a language proficiency test.

Track 2 is intended for other professionals who need Spanish and Asian (Vietnamese or Khmer) language training and increased bicultural understanding to function more effectively in the Latino/Asian communities (social workers, police, nurses, and others).

Track 3 is a non-degree graduate track for educators and urban professionals to develop proficiencies in Spanish, Vietnamese, or Khmer, and in bicultural understanding.
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.
2. Acceptable scores in the Miller Analogies Test (MAT). Arrangements to take this examination may be made with the Counseling Center at La Salle University.
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.

The Application for Admission may be obtained by contacting:
Dr. Leonard A. Brownstein
Director, Bilingual/Bicultural Studies
La Salle University
Philadelphia, PA 19141
(215) 951-1593

Tuition And Fees 1993-94 (subject to change for 1994-95)

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<th>Fee Description</th>
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<td>Reinstatement Fee</td>
<td>$50</td>
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Tuition Assistance

In addition to the financial aid opportunities listed on page 9, the following are available to students in the Bilingual/Bicultural program:
1. Deferred Payment Plan: available to extend tuition payments over the course of the semester. Information is available from the Student Loan Office, La Salle University.
2. A modest amount of need-based, tuition-reduction funding is available. Consult the Director of the program for details.

Core Course Requirements

All degree candidates are required to complete certain courses in Spanish language. Advanced language students are required to complete:
- BLS 505 Spanish for Educators I
- BLS 506 Spanish for Educators II
- One other course in Caribbean Literature

Students who are not advanced Spanish language students must complete the series of five Urban Spanish Courses:
- BLS 500, 501, 502, 503, and 504

All students must matriculate in BLS 600 Dynamics of Cross-Cultural Communication.
All degree candidates must complete BLS 651 Master's Project.
Progression Through The Program

The following is presented as a model for progression through the Bilingual/Bicultural program. Individual plans for progression will be determined for each student in consultation with the program Director.

Required for Degree: 30 credits

SPANISH COMPONENT
First Semester
Track 1
BLS 505 Spanish for Educators
BLS 600 Cross-Cultural Communication

Track 2
BLS 500 Urban Spanish 1
BLS 600 Cross-Cultural Communication

Second Semester

Track 1
BLS 601 Techniques of Teaching English to Speakers of Other Languages
BLS 604 History of the Americas

Track 2
BLS 501 Urban Spanish 2
BLS 604 Cultural Pluralism and Problems of Minority Groups

Spring Immersion Program (5 weeks in May and June—9 credits)

During the Spring Immersion, students will be given an intensive language training program. In addition, there will be a series of practical workshops taught by specialists chosen from bilingual schools, medical agencies, law enforcement facilities, and social agencies. Finally, each student will be placed in a field experience directly related to his or her profession. These field experiences will also form the basis for the Master’s Project, which will be the capstone experience for all students. Students may not graduate from the program without completing the three components of the Immersion Program.

Track 1
BLS 506 Spanish for Educators—Part 2
BLS 508 Symposia and Workshops
BLS 520 Field Experience

Track 2
BLS 502 Urban Spanish 3
BLS 508 Symposia and Workshops
BLS 520 Field Experience
Third Semester
Track 1
BLS 605 Curriculum and Development of Bilingual Programs
BLS 630 Economics and the Hispanic Community
Track 2
BLS 503 Urban Spanish 4
BLS 607 Puerto Rican Art

Fourth Semester
Track 1
BLS 651 Master's Project
Track 2
BLS 651 Master's Project

ASIAN COMPONENT
First Semester
Vietnamese 530 or Khmer 540
BLS 600 Cross-Cultural Communication
Second Semester
Vietnamese 531 or Khmer 541
BLS 601 Techniques of Teaching English to Speakers of Other Languages

Spring Immersion Program (5 weeks in May and June—9 credits)
During the Spring Immersion, students will be given an intensive language training program in Vietnamese or Khmer. In addition, there will be a series of practical workshops taught by specialists chosen from bilingual schools, medical agencies, law enforcement facilities, and social agencies which work directly with the Southeast Asian community of Philadelphia. Finally, each student will be placed in a field experience directly related to his or her profession. These field experiences will also form the basis for the Master's Project, which will be the capstone experience for all students. Students may not graduate from the program without completing the three components of the Immersion Program.
Vietnamese 532 or Khmer 542
BLS 508 Symposia and Workshops
BLS 520 Field Experience in Asian Community

Third Semester
Vietnamese 533 or Khmer 543
BLS 545 History and Culture of Southeast Asia

Fourth Semester
Vietnamese 534 or Khmer 544
BLS 546 Literature of Southeast Asia (In English)

Fifth Semester
BLS 650 Master's Project
Course Descriptions

BLS 500 Urban Spanish 1
BLS 501 Urban Spanish 2
BLS 502 Urban Spanish 3
(Spring Immersion Program)
BLS 503 Urban Spanish 4
BLS 504 Urban Spanish 5

These courses, required for all candidates in Track II and those candidates in Track I who qualify, are intensive language courses taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Caribbean Spanish, especially that of Puerto Rico. The courses use current language methodologies and are extensively individualized. Police, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish speakers. Instructors and others from the Hispanic community will develop new materials for the teaching of these courses. Tests evaluate oral and written competency of the candidate at each level.

BLS 530 Vietnamese 1
BLS 531 Vietnamese 2
BLS 532 Vietnamese 3
(Spring Immersion Program)
BLS 533 Vietnamese 4
BLS 534 Vietnamese 5

BLS 540 Khmer 1
BLS 541 Khmer 2
BLS 542 Khmer 3
(Spring Immersion Program)
BLS 543 Khmer 4
BLS 544 Khmer 5

Candidates in the Asian component of the program will be required to study Vietnamese or Khmer. These intensive language courses will emphasize listening and speaking skills in both languages. The courses use current language methodologies and are extensively individualized. Police, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Asian speakers. Instructors and others from the Southeast Asian community will develop new materials for the teaching of these courses.

BLS 505
Spanish for Educators I:
Language and Culture of Puerto Rico

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 expression 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.

BLS 506
Spanish for Educators 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 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 Immersion Program and meets four times a week for five weeks in May-June period.

BLS 508
Workshops and Symposia
(Spring Immersion Program)

Offered during the five-week Immersion Program (May-June), this course of study consists of a series of symposia and practical workshops taught by specialists chosen from bilingual schools, medical agencies, law enforcement facilities, and social agencies.

BLS 520
Field Experience in the Hispanic or Asian Community
(Spring Immersion Program)

During the Spring Immersion Program, each student will be placed in a field experience in the Hispanic or Southeast Asian Community directly related to his or her profession; that is, teachers will assist in bilingual schools, police in districts in bilingual neighborhoods, and social workers in social agencies dealing with Hispanics or Asians.

BLS 545
History of Modern Southeast Asia

This course will trace the development of Southeast Asian history in the modern era. Beginning with an examination of some of the long-term formative influences on the region—the expansion of the Chinese and Indian cultural spheres, the introduction of Buddhism and Islam, and the rise and fall of regional empires—the course will then deal extensively with the imposition and maintenance of colonialism. The effects of socialism, U.S. involvement and isolation, and the emerging patterns of development as the region approaches the 21st century will be considered.

BLS 546
Literature of Southeast Asia

This course will make use of English translations of Vietnamese and Cambodian literature which contribute to an understanding of the cultural identities of these people, in-
including value systems, social aspirations, and political thought. Novels, short stories, essays, and poetry will be analyzed and discussed from a cross-cultural point of view as well as a literary one.

BLS 600
Dynamics of Cross-Cultural Communication
The major objectives of this course are to develop an appreciation of diverse cultural backgrounds, especially among Hispanics, Asians, 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, Hispanics, and Asians; language and culture; language as social behavior; and channels of communication.

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, speaking, reading, and writing skills. Microteaching of difficult points of pronunciation and grammar. Attention given to affective techniques in second language learning.

BLS 602
History of the Americas
This course treats the history and culture of the major Hispanic 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 Hispanic and Anglo communities.

BLS 603
Caribbean Literature
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, Gonzalez, Soto, Figueroa, Diaz Valcarcel, Marques, and Luis Rafael Sanchez. 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.

BLS 604
Cultural Pluralism and Problems of Minority Groups in the U.S.A.
Emphasizing Hispanics and Asians but also focusing in general on race, ethnicity, language, cultural and social stratification, this course analyzes contemporary American opportunity, family and class structures, social mobility, migration, the 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
English for Educators
An intensive language course to develop and refine listening, speaking, reading, and writing skills in English. This course is designed for Hispanics or Asians who teach in bilingual settings and need further training in English. Entrance and exit tests are used to measure achievement.

BLS 607
Puerto Rico: Art and Music
This course traces the history of art in Puerto Rico, emphasizing the major influences on its evolution. Taino, Spanish, and African contributions to art in Puerto Rico will be explored in detail.

BLS 620
Independent Study
Independent study in Caribbean or Asian history, language, or literature must be approved by the Director of the program.

BLS 651
Master's Project
A supervised, individual project related to the student's field work in the Hispanic or Asian Communities. The project is the capstone experience of all members of the M.A. program.

Special Topics
As interest dictate, 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 Hispanics/Asians and Mental Health, Hispanics/Asians and Urban Economics, Special Programs in Teaching English to Speakers of Other Languages, Special Topics in Caribbean Literature, and an advanced course in Spanish Grammar and Syntax.

Graduate Programs/31
Master Of Arts In Central And Eastern European Studies

Director
L. D. Rudnytzky, Ph.D.

Faculty
Professors: Blumenthal, Clabaugh, Perfecky, Rudnytzky
Associate Professor: Geruson
Assistant Professor: Mshomba
Adjunct Professor: Labunka
Lecturers: Rayca, Sackheim, 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.
2. Two letters of recommendation from professors or supervisors who can address the candidate’s ability and qualifications for enrolling in this program.
3. 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. In lieu of the above, foreign 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. L. D. Rudnytzky
Director, Central and Eastern European Studies
La Salle University
Philadelphia, PA 19141-1199
(215)951-1200
Tuition And Fees 1993-1994 (subject to change for 1994-95)

Application Fee $30  
Tuition (per credit) $358  
Registration Fee (per semester) $20  
Reinstatement Fee $50

Tuition Assistance

In addition to the financial aid opportunities listed on page 9, the following are available to students in the Central and Eastern European Studies program:
1. Deferred Payment Plan: available to extend tuition payments over the course of the semester. Information is available from the Student Loan Office, La Salle University.
2. A modest amount of need-based, tuition-reduction funding is available. Consult the Director of the program for details.

Progression Through The Program

The following is presented as a model for progress through the Central and Eastern European Studies program. Individual plans for progression will be determined for each student in consultation with the program Director.

Required for Degree:
1. Proficiency in one Central or Eastern European language
2. Central and Eastern European Cultures course
3. Introduction to Economics course (Note: The advanced Economics course has the introductory course as a prerequisite)
4. Capstone Seminar
5. Completion of 30 credit hours (up to 6 semester credit hours may be transferred from another institution)

First Year
CES 620  
CES 640  
CES 650  
CES 660

May Summer Session
CES 680

Second Year
CES 610  
CES 611  
CES 630  
CES 690  
CES 700

Immersion Program
510 to 515
Course Descriptions
(All courses listed are 3 credits each)

CES 610
Introduction to Economics:
Central and Eastern Europe
The course will offer an overview of diverse economic systems, 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
Cultures of Central and Eastern Europe
This course is a survey of national cultures of peoples of Central and Eastern Europe and an examination of cultural influences and convergencies between East and West with emphasis on the 19th and 20th centuries. The introduction will include an attempt to develop a working definition of the term culture, a theoretical discussion of the various uses of the word, and the drawing of a distinction between German and Austrian cultures. The course also contains an examination of national cultures within empires, the cultures of Central and Eastern Europe under Marxism, and the age of political and cultural freedom in Central and Eastern Europe.

CES 630
Masterpieces of Slavic Literature
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 an ideological conflict in literature within the context of diverse social and political systems. Among the problems to be examined are: literature under Communism; the hegemony of Socialist Realism in the Central and Eastern European realm; religious literature in the Soviet Union, and the phenomenon of "dissidentism." Readings from the works of: Pushkin, Shevchenko, Mickiewicz, Solzhenitsyn, Honchar, Mrozek, Havel, et al.

CES 640
Great German Thinkers
The course will focus on the study of the major works of great German poets and philosophers of the 18th, 19th, and 20th centuries. Emphasis of the writers' attempts to define ultimate reality, the search for das Ding-an-sich (the thing-in-itself), and their conceptions of paradise. Readings and analysis of the works of: Goethe, Schiller, Kant, Hegel, Rilke, Spengler, et al. will form the substance of the course.

CES 650
Modern History of Eastern Europe
This course is a survey of major historical developments in the countries of Eastern Europe from Napoleon to the present. It begins with an analysis of the French Revolution and the birth of modern European Nationalism and ends with an examination of the present state of Eastern Europe and the internal and external problems of the successor states to the Soviet Empire. It includes a study of the Russian, Austrian, and Ottoman Empires, the national liberation movements within each of them, and the unabating struggle of oppressed people for nationhood.

CES 660
Democratic Development of Eastern Europe
This course 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. It will include an analysis of the ideological and historical underpinnings of Communism and the formation of the Eastern Bloc, Stalin's legacy, and Soviet Policy from Lenin to Brezhnev, the evolution of Gorbachev's reforms (Perestroika and Glasnost), and a survey of the dissent and democratic movements in Central and Eastern European countries.

CES 670
Church and Religion in Central and Eastern Europe
A critical survey of the religious and church life under atheism, featuring an examination of the ideological basis of the church policy of the Soviet Union and the variations in the application of this policy in regard to various communities and nationalities. The focus of the course is on the militant atheism and the persecution of the Church in the Soviet Union and the satellite countries. Included are the following topics:
I. Political and religious dissidentism in the Soviet Union; II. The spiritual revival of the 1980's and the triumph of religion during the waning days of the Soviet Empire; III. Religious conflicts in the former Soviet Republics, IV. Future prospects for religious life in Eastern Europe.

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 businessman attempting to take advantage of those opportunities, and to enable him, through acquisition of skills and increase of awareness, to explore these opportunities independently and in considerable depth. Readings of original materials and discussion of the business opportunities offered will be the principal substance of the course. The students final requirement will be to choose one of the opportunities and prepare a finished analysis of it, including a plan for proceeding.

CES 690
Advanced Economics:
Central and Eastern Europe
Prerequisite: CES 610
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 (CEE), from centrally planned economies to market economies, 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 611
Geography of Central and Eastern Europe
This course is an introduction to the Geography of the Central and Eastern European region. It examines the region in terms of: place name geography, weather and climate; biota and soils; topography; cultures; population; population increase and migration; food and mineral resources; geography of languages and religions; cities and urbanization; national economies; regional international organizations and the globalization of economies and politics.
The major objectives of the course are:
I. To familiarize the student with geographic place names of the Central and Eastern European region.
II. To help the student develop an understanding of where people and activities are located in Central and Eastern Europe and why they are located where they are.
III. To emphasize communication and transportation ties so that students better appreciate the fact that what happens at places depends more and more on what happens among places.
IV. To familiarize the student with how geographers exercise the scientific method of gathering and analyzing information in order to seek explanations for distributions, seek and compare patterns and investigate cause-and-effect relationships by having them participate in this process.
V. To develop an appreciation of how people in many different professions can use geography to understand better their employment and their world.

CES 510-515
Summer Immersion Program in German/Russian Language Studies
This course will provide students with intensive foreign language training. Two languages will be offered: German and Russian. The student will be required to master only one of these languages during a given summer. Other Slavic languages (Polish, Ukrainian, et al.) will be offered on a need/demand basis. The course will include a cultural component, so that the students will not only develop skills in comprehending, speaking, reading, and writing the given language but also acquire information on the contemporary cultural situation of Central and Eastern Europe. There will be use of audio-visual material, including satellite reception and opportunities to converse with native speakers.

CES 700
Capstone Seminar
The course will consist of regular meetings with students and feature discussion and analysis of their individual M.A. theses, projects, or seminar papers. Initial meetings will be devoted to bibliographical searches, reading and comprehension of primary sources, and methodology. The final meeting will be comprised of: discussions of individual seminar papers, M.A. projects, and M.A. theses.
Master Of Arts In Computer Information Science

Director
Charles E. Hofmann, Ph.D.

Faculty
Professor: Longo
Associate Professors: Hofmann, Wiley
Assistant Professors: Kirsch, McManus, Turk

Description Of Program

Knowledge and experience are both valuable assets. Traditionally, one first went to school(s) to gain formal knowledge then found employment upon which experience was cultivated. In many of today’s rapidly advancing, technologically based, personal computing dependent fields, both knowledge and experience come from the job. Though the experience is valuable, in many cases, job acquired knowledge becomes a shaky list of facts rather than a coherent foundation upon which future personal assets can be built. This program is designed to expand and develop your knowledge of personal computing and to build upon and enhance your work experience.

The evolution of the economy from a manufacturing base to an information base is causing changes to both end user computing and the science of computing. One of the key factors contributing to this global metamorphosis is the personal computer (PC). The PC has become the preferred tool for personal productivity, information management, and mission critical operations. PC hardware and software, though relatively inexpensive, are very powerful and sufficiently sophisticated to address traditional mainframe and minicomputer challenges. The PC has contributed to the flattening of organizational charts in many corporations. The resulting end user empowerment requires that surviving middle managers focus their energy more on activities related to corporate goals and less on business overhead. This shift in responsibility demands the end users possess a clear understanding of the capabilities of the PC beyond word processing and spreadsheet.

Computer scientists and those that support end user computing are also facing restructuring within their domain. They must react to new programming paradigms (object oriented programming), information distribution methodologies (local area networks, client/server), and new interfaces (graphical user interfaces). This program produces consultants and support personnel with the skills necessary to be competitive in contemporary and future work places.

The core of this program, and the present PC revolution, is built on applications, productivity tools and end user services, and not on traditional Computer Science topics like assemblers, compilers, and proofs at an advanced level. The latter are appropriately covered in traditional computer science graduate programs. The focus of this program is information: locating, capturing, ensuring, sharing, evaluating and presenting information. The program will develop quantitative talents, people skills and extensive hands-on experiences. 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 join in class discussions, to evaluate new software packages, to make formal classroom presentations and to do independent project(s). This program prepares individuals for end user computing services by addressing both technical challenges and management skills in various size businesses.
Admissions Requirements

To be accepted for admission 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. The record must show completion of 18 hours in computer science (may be challenged by work experience and/or by departmental examination). On the basis of admissions credentials, students may be required to complete several prerequisite 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 Record Examination General Test (GRE) or the Miller's Analogies Test (MAT).
4. Evidence of qualification and capacity for graduate study as reflected in the application, references, GRE or MAT, and grade point average in undergraduate studies.
5. A professional resume.
6. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.

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. A maximum of six (6) hours transfer credit may be granted for graduate work at another institution.

The Application for Admission may be obtained by contacting:
Dr. Charles E. Hofmann
Director, Graduate Program in Computer Information Science
La Salle University
Philadelphia, PA 19141-1199
(215) 951-1130
E-mail macis@lasalle.edu

Tuition And Fees 1993-94 (subject to change for 1994-95)

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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

The following is presented as a model for progression through the Computer Information Science program. Individual plans for progression will be determined for each student in consultation with the program Director.

Required for the degree: 33 graduate credits (11 courses)
Prerequisite courses (number specified on admission, no more than two may be taken for credit)
Six Core courses
Two to four Elective courses
One Capstone course

Prerequisite (No more than two may be taken for credit.)
CIS 520 Data/File Structures and Algorithms
CIS 530 Graphical User Interfaces
CIS 535 Introduction to Operating Systems
CIS 523 Data Processing and Database Management
CIS 502 Applied Statistics and Modeling
MGT 620 Behavioral Science Workshop

Core (All required)
CIS 640 Data Communications and Internetworking
CIS 610 Software Management Issues
CIS 613 Software Engineering
CIS 630 Graphical User Interface Programming
CIS 623 Advanced Database Management Systems
CIS 643 Local Area Networks

Electives (At least two required)
CIS 655 Expert Systems
CIS 646 Groupware
CIS 607 Computer Graphics
CIS 657 Computer Aided Instruction and Intelligent Tutoring Systems
CIS 635 Advanced Topics in Operating Systems

Capstone (One required)
CIS 680 Project Implementation
CIS 685 Independent Research
Course Descriptions

CIS 502
Applied Statistics and Modeling
A problem-solving computer-oriented approach to applied statistics based on modeling. Topics include: probability, discrete and continuous random variables, model building and testing, sampling distributions, hypothesis testing, design of experiments, factorial design, analysis of variance and covariance, correlation, simple and multiple regression, and nonparametric tests. Students must demonstrate a proficiency in the use of packages and an ability to evaluate a statistical situation.
Prerequisite: CIS 520 (or taken concurrently).

CIS 520
Data/File Structures and Algorithms
Logical and physical data organization. Basic Data Structures, abstract data types, recursive algorithms, complexity analysis, sorting and searching. Secondary storage devices, blocks, buffers, files. File organization, file management, file processing algorithms. Prerequisite: Programming skills in a high level language.

CIS 523
Data Processing and Database Management
Database system data structures-architecture, data languages. Logical and physical database design. Database models: entity-relationship, relational, hierarchical, network; normalization, integrity, relational algebra, query languages, security, social ethical concerns. Case studies and a project using a relational DBMS.
Prerequisite: CIS 520.

CIS 530
Graphical User Interfaces
This course provides a foundation for the design and development of effective graphical user interfaces, and for the mapping of software packages to presentation tasks. Theory and principles from human factors engineering will provide the conceptual basis for explorations into the windows environment on the PC. The basis of using windows, setting up a desktop environment, and electronic data exchange will be studied. The basics of multimodal (e.g., textual, audio, pictorial, and video) input and output integration will also be discussed.

CIS 535
Introduction to Operating Systems
Computer structure and architecture; machine and assembly language; addressing techniques; subroutines, recursion, interrupts, error handling. Principles of process and resource management in operating systems. I/O programming; interrupt mechanism; memory management; scheduler; device management, information management and file systems. Concepts will be illustrated using micro, workstations and/or mini computers.
Prerequisite: CIS 520.

CIS 607
Computer Graphics
Graphics Devices, including VDT's, pointing devices, tablets, and printers. Specifications of a simple graphics library; general graphics standards; Transformations; Windows and Viewports. Two dimensional and three dimensional graphics algorithms, including shading, clipping, hidden line/surface removal; Ray Tracing.
Prerequisite: CIS 520.

CIS 623
Advanced Database Management Systems
The relational model and the SQL query language. Client/Server Architecture, Distributed databases including: Transparency and autonomy, Concurrency control, Deadlock handling, and Recovery. Object-Oriented Model.
Prerequisite: CIS 523.

CIS 630
Graphical User Interface Programming
This course emphasizes the application of software engineering methodology to the GUI design and development problem. The focus is on the formal design and object-oriented development of application specific GUI's in a windows environment on the PC. Human factors and object-oriented concepts will be implemented as Application Program Interface (API) calls from within a development language, like Visual BASIC.
Prerequisite: CIS 530.

CIS 635
Advanced Topics in Operating Systems
This course will examine some of the newer PC operating systems including: Windows NT, NeXT, OS/2, Solaris, and Taligent, as well as operating system shells such as: MS-Windows and NewWave. Some of the topics examined include: hardware requirements, system installation, file system, scheduling, tasking, device drivers, user interface, and network adaptability. Topical paradigms such as object oriented design, client/server and distributed systems will also be discussed.
Prerequisite: CIS 535.

CIS 640
Data Communications and Internetworking
A clear understanding of the seven layer ISO model with emphasis on the lower four layers will be discussed. In addition the popular protocols, standards and services will be examined, including: IEEE 802 family of standards (protocols), TCP/IP, SMDS, ISDN, DQDB, Frame Relay, and ATM. Bridges and routers will also be covered.
CIS 643
Local Area Networks
This course will focus on the designing, setting up and managing of local area networks. Various topologies, architectures and management software will be discussed. Students will be expected to set up and "operate" a LAN. Prerequisite: CIS 640.

CIS 646
Groupware
Groupware and Computer-Supported Cooperative Work: Characteristics, software, systems, services. Components: Shared database and workspace, real-time communication, group activity support facilities. Issues: Group process, facilitation, control, data sharing, privacy, ethnography, and consistency. Computer human interaction. Groupware design, architecture, and implementation. Example systems including group decision support system, a database management system, or an object-oriented programming language. Prerequisites: CIS 520, CIS 640.

CIS 655
Expert Systems
Expert systems draws upon the fields of artificial intelligence, cognitive psychology, linguistics, and philosophy. Characteristics, applications, and example systems. Components: Dialog structure and interface; inference engine techniques; knowledge base representations. Explanations, utility factors, and human factors. Expert system construction: Problem selection; knowledge acquisition, representation, and programming; evaluation; and maintenance. Project, using an expert system shell. Prerequisite: CIS 520.

CIS 657
Computer Aided Instruction and Intelligent Tutoring Systems
History, design, comparison, evaluation, examples of tutoring systems. Knowledge communication systems. Components: domain expertise, pedagogical expertise, student model, interface. Artificial Intelligence representations and implementations. Learning environments, model tracing, plans, simulations, coaching, diagnosis. Issues: tutoring control, interactive communication, and student assessment. Project or research paper. Prerequisite: MGT 620.

CIS 680
Project Implementation
The implementation of a project using tools appropriate to Computer Information Science. This may be an individual or a group project. This project may be the outgrowth of a design done in a previous course. This project will be supervised by a faculty member and the design of the project must have the approval of the graduate director and the faculty member who is supervising the project.

CIS 685
Independent Research
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 and an oral presentation on the research.
Master Of Arts In Education

Director
Gary K. Clabaugh, Ed.D.

Faculty
Professor: Clabaugh
Associate Professors: Bednar, Feden, Lambert, Ryan, Schoen, Vogel
Assistant Professors: Colhocker, Freeman, Sentner, Sweeder

Description Of Program

Using a schedule that accommodates those already employed, this nationally recognized program is designed both for aspiring educators and practicing professionals. Unlike traditional programs, it focuses on the nature of the learner and the learning process rather than bureaucratically inspired stereotypes of grade, label, and subject.

Candidates are grounded in analytic techniques and distinctions which promote their ability to analyze the meaning and effects of educational institutions, develop critical understanding of educational thought and practice, encourage value positions based on critical study, and provide resources for the development of educational policy making skills. Candidates also are trained in the measurement and evaluation of the developmental and learning processes as they pertain to the practice of teaching. Through field work, they also practice the instructional procedures which are rationalized by this information. In this manner, candidates learn how to implement truly expert instruction that accommodates various developmental levels, learning styles, and personality types.

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.
2. Acceptable scores on the Miller Analogies Test (MAT). Arrangements to take this examination may be made with the Counseling Center of La Salle University.
3. Two letters of recommendation from colleagues 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.
5. An opportunity for a personal interview with the Director of the program.

The Application for Admission may be obtained by contacting:
Dr. Gary K. Clabaugh
Director, Graduate Education Program
La Salle University
Philadelphia, PA 19141-1199
(215) 951-1593
Tuition And Fees 1993-94 (subject to change for 1994-95)

- Application Fee: $30
- Tuition (per credit): $358
- Registration Fee (per semester): $20
- Reinstatement Fee: $50

Tuition Assistance

In addition to the financial aid opportunities listed on page 9, the following are available to students in the Graduate Education program:

1. Deferred Payment Plan: available to extend tuition payments over the course of the semester. Information can be obtained from the Student Loan Office, La Salle University.
2. A modest amount of need-based, tuition-reduction funding is available. Consult the Director of the program for details.

Progression Through The Program

Individual plans for progression will be determined for each student in consultation with the program Director.

Required for Degree: 30 graduate credits
   Comprehensive Examination

Core Courses: Required for Degree and all Certificates
- EDC 501 Cognitive Development and Education
- EDC 502 Social Development and Education
- EDC 601 Foundations of Education
- EDC 613 The Developmentally Oriented Teacher
- EDC 603 Curriculum Development

Core Option: One only
- EDC 503 Adult Development and Education (For M.A. only candidates)
- EDC 510 Human Exceptionalities (For M.A. plus certification candidates)

Electives: Four required (Certification courses can be used as Electives for M.A.)
Course Descriptions

Core Courses

EDC 501
Education and the Cognitive Development of the Child and Adolescent
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. Required of all certification candidates.

EDC 502
Education and the Social-Emotional Development of the Child and Adolescent
Explores social, moral, and sexual development and the significance of this development to the teacher. Makes 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. Required of all certification candidates.

EDC 503
Education and Adult Development
Extends knowledge of all the developmental process through adulthood. Examines past and current theoretical perspectives on adult development and learning as they relate to education. Presents learning as a lifelong process. Core Course for M.A. only candidates.

EDC 510
Education and Human Exceptionalities
Introduces human exceptionalities. Surveys the psychological, medical, legal and social influencing the provision of services for exceptional people. Clarifies perceptions of "exceptionalities," defines and describes key terms and concepts, and identifies major trends that effect the scope and nature of service to exceptional people. Taken in lieu of 503 as a Core Course for all certification candidates. Required of all certification candidates. Prerequisites: 501, 502 or permission.

EDC 601
The Foundations of Education
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. Required of all certification candidates.

EDC 603
Curriculum Development
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. Required of all certification candidates. Prerequisites: 501, 502, 602, 613 or permission.

EDC 612
Geography for Teachers
Provides educators with the knowledge base 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 618
Developmental Reading
Promotes understanding of reading as a strategic interactive process which affects a learner's efforts in all academic areas. Explores currently held views of the reading process, instruction techniques, and assessment concerns. 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: 501, 502 or permission.

EDC 619
Exploring American Culture Through American Education
Uses seminar format to examine how changes in American culture influenced, and were influenced by, education and schooling. Explores immigrant and minority education; the influence of psychology on culture, personality and education; the role of the humanities in education; changing perspective on childhood and schooling; the form and function of higher education; and the depiction of education and schooling in literature.
**EDC 642**  
Development of Mathematical Thought  
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: 501, 502 or permission.

**EDC 644**  
Assessing the Learning Abilities and Disabilities of Elementary and Special Needs Learners  
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: 501, 502, 644 or permission.

**Field Experience And Integrated Course Work**  
Practicum I (Combines EDC 643 and EDC 660). Required of all elementary and special education certification candidates.

**EDC 643**  
Developing and Adjusting Instruction for Gifted, Average and Mildly Handicapped Learners  
Enables elementary and special education teachers to use a developmental perspective to design and adjust instruction to accommodate the wide spectrum of needs commonly found among learners, both handicapped and non-handicapped. Stresses an interdisciplinary view of instruction. Emphasizes teaching gifted, average range and mildly handicapped learners. Integrated with Practicum I. Taken with EDC 660, Practicum I. Prerequisites: 501, 502, 644 or permission.

**EDC 660**  
Teaching Gifted, Average and Mildly Handicapped Learners: A Field Experience  
An intensive summer immersion program in which participants, under close supervision, design and deliver instruction to gifted, average range and mildly handicapped elementary-aged children. Uses cooperative learning activities to emphasize the classroom application of research-based knowledge of child development and individual differences. Taken with EDC 643. Prerequisites: 501, 502 or permission.

**Practicum II (Combines EDC 646 and EDC 661)**  
Required of all elementary and special education certification candidates.

**EDC 646**  
Developing and Adjusting Instruction for Moderately and Severely Handicapped Learners  
A field-based extension of 643 that stresses use of a developmental perspective in designing and adjusting instruction to accommodate the individual needs found among moderately to severely handicapped learners. Stresses a range of approaches including cognitive and behavioral practices. Integrated with Practicum II. Must be taken with EDC 661, Practicum II. Prerequisites: 501, 502, 510, 643, 660 or permission.

**EDC 661**  
Teaching Moderately and Severely Handicapped Learners: A Field Experience  
An extension of EDC 660 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. Must be taken with EDC 646. Prerequisites: 501, 502, 510, 643, 660 or permission.

**EDC 679**  
Special Methods of Teaching  
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. Taken concurrently with EDC 669. Research project required. Required of all certification candidates. Prerequisite: Comes at end of program.

**EDC 474-477**  
The Professional Year (Elementary and Special Education)  
Some elements of the undergraduate Professional Year may be required for certification.

**EDC 470**  
The Professional Semester (Secondary)  
The undergraduate Professional Semester is required of all certification candidates not presently teaching full-time at the level of secondary certification and with two years teaching experience.

**EDC 669**  
Supervised Teaching  
Replaces undergraduate 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/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. Prerequisites: If required, EDC 669 must be taken as final course in Certification Sequence.
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 Provisional Certification. They have six years to convert this to Permanent Certification via further study and experience.)

A Pennsylvania certificate is automatically recognized as valid in over 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. Post-baccalaureate certification candidates commonly take the M.A. degree as part of Secondary or Elementary and Special Education certification. Completion of certification requirements usually fulfills all degree requirements save for the Comprehensive Examination.

Focus:
The developmental perspective of the M.A. program is reflected throughout the certification processes. 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.

Instructional II:
All credits obtained in the program by holders of an Instructional I apply toward completion of the Instructional II. The current state requirement is 24 post-baccalaureate hours of further study.

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 Bulletin. Additionally, certification candidates may not earn more than two grades below B in certification course work, nor may their certification course work GPA fall below 2.76. In their course work they also must demonstrate above average proficiency in both written and spoken English.

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

Accomplished scholarship is a necessary but not a sufficient condition for a career in teaching. Those who would teach the young also must be adequate to teachings ethical imperatives. 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 degree to which the graduate student fulfills the above criteria will be determined by the Graduate Program in Education faculty. The decision of the faculty on these matters will be final and unappealable.

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

The degree to which the student fulfills the above criteria will be determined by the Graduate Program in Education faculty. The decision of the faculty in these matters will be final but appealable.

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

Certification 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, the arts, literature, and economics

Course Work in Pedagogy
(Used in place of E & E Electives for M.A.)
CORE EDC 501, 502, 510, 601, 613, 602 and 603, plus:
EDC 602 Teacher & Technology
EDC 612 Geography for Teachers
EDC 618 Developmental Reading
EDC 642 Development of Mathematical Thought
EDC 644 Assessing Learning Abilities

Field Experiences
Requirements determined on individual basis

ESE Practicum I
EDC 643 Developing and Adjusting Instruction for Gifted, Average and Mildly Handicapped Learners
(Taken with EDC 660)
EDC 660 Teaching Gifted, Average and Mildly Handicapped Learners: A Field Experience

ESE Practicum II
EDC 646 Developing and Adjusting Instruction for Moderately and Severely Handicapped Learners
EDC 661 Teaching Moderately and Severely Handicapped Learners: A Field Experience

EDC 669 Supervised Teaching
For candidates with two or more years teaching experience

EDC 474-477 Professional Year (Student teaching)
Elements required of candidates with no teaching experience
Certification in Secondary Education Requirements

Certification Areas
Certification is offered in Biology, Chemistry, Communications, Comprehensive Social Studies (concentration in History), English, French, German, Italian, Latin, Mathematics, Physics, and Spanish

Subject Area Courses
Determined on individual basis

Course Work in Pedagogy
All of M.A. CORE:
  EDC 501 Education and Cognitive Development
  EDC 502 Education and Social/Emotional Development
  EDC 510 Education and Human Exceptionalities
  EDC 601 Foundations of Education
  EDC 613 The Role of the Teacher
  EDC 603 Curriculum Development

plus the following:
EDC 602 The Teacher and Technology
EDC 618 Developmental Reading

Secondary Field Work:
EDC 679 Special Methods of Teaching
EDC 669 Supervised Teaching
(Candidates with two or more years teaching experience currently employed as teachers)
or
EDC 470 Student Teaching
(Candidates with no teaching experience)
Master of Arts In Human Services Psychology

Director
John J. Rooney, Ph.D.

Faculty
Professors: Burke, Dondero, McCarthy, Rooney
Associate Professors: Falcone, Filicetti, Gilligan, Smith
Assistant Professor: Watson
Adjunct Professors: Aserinsky, Boyll, Conway, DiTomasso, Donohue, Fina, Freeman, Helsinger, Jennings, Lambert, Lang, Lucas, Murray, Rawlings, Santone, Singer

The graduate program in psychology combines training typically given in clinical and counseling psychology under the title Human Services Psychology. Students are prepared to function as members of a professional team, conduct counseling and therapy, do clinical assessment, and serve as consultants. In addition to preparing students to deliver professional services, the curriculum provides a solid basis in theory and research methods of psychology; this serves as a foundation for skills training and as academic preparation 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. The record must show completion of 15 hours in psychology (may be challenged by passing a departmental examination).*
2. Two letters of recommendation from professors or supervisors who can address the candidate’s ability and motivation for enrolling in this program.
3. 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.
4. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.

*Preference is given to applicants with two or more years of full-time work experience.

The Application for Admission may be obtained by contacting:
Dr. John J. Rooney
Director, Graduate Psychology Program
La Salle University
Philadelphia, PA 19141-1199
(215) 951-1767
Tuition And Fees 1993-94 (subject to change for 1994-95)

Application Fee $30
Tuition (per credit) $358
Registration Fee (per semester) $20
Reinstatement Fee $50
Instructional Technology Fee (per course) $10

Tuition Assistance

In addition to the financial aid opportunities listed on pages 9, the following are available to students in the Graduate Psychology program:

1. Deferred Payment Plan: available to extend tuition payments over the course of the semester. Information is available from the Student Loan Office, La Salle University.

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

Progression Through The Program

The following is presented as a model for progression through the Human Services Psychology program. Individual plans for progression will be determined for each student in consultation with the program Director.

Required for Degree: 45 graduate credits
Comprehensive Examinations
360 hours of supervised field experience

First Year
PSY 500
PSY 502
PSY 503
PSY 508
PSY 510

Second Year
PSY 608
PSY 609
PSY 610
PSY 611
PSY 709

Third Year
PSY 710
PSY 711
PSY 712
PSY 720
PSY 721
PSY 722
2 ELECTIVES
Accelerated Program

The Accelerated Program enables students to complete the 45 credit hours and obtain the M.A. degree in two years.

The sequence is designed for students who are not working or who hold a part-time job that would permit them to devote most of their time to the academic and professional work of the graduate program.

Approval of the Director of Human Services Psychology program is necessary in order to follow the accelerated schedule. Students should begin in the summer term.

First Year
PSY 510
PSY 500
PSY 502
PSY 610
PSY 503
PSY 508
PSY 609
2 ELECTIVES

Second Year
PSY 608
PSY 611
PSY 709
PSY 710
PSY 711
PSY 712
PSY 720
PSY 721
PSY 722

Graduate Psychology At Newtown, Bucks County

Students are able to complete the first two years of the Graduate Psychology program at Newtown, Pennsylvania. Courses in the final year (PSY 609 and PSY 709) are taken at the main campus. Students are also completing their field placement during the final year.

Schedule for Bucks County

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<tr>
<th>First Year</th>
<th>Second Year</th>
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<tr>
<td>PSY 503</td>
<td>PSY 611</td>
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<td>PSY 508</td>
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<td>PSY 711/721</td>
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<td>PSY 500</td>
<td>PSY 610</td>
<td>PSY 709</td>
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<td>PSY 502</td>
<td>PSY 710/720</td>
<td>PSY 712/722</td>
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<td>PSY 510</td>
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<td>ELECTIVE*</td>
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*Two electives are required in HSP program.
Course Descriptions

Key: (F)—Offered in Fall term; (S)—Offered in Spring term; (SUM)—Offered during Summer Session; (F, S, Sum)—Course may be rostered in either Fall, Spring, or Summer.

PSY 500*
Introduction to Counseling and Psychotherapy: Theories and Interventions
3 credits (F and S)
Major theories of counseling and psychotherapy and interventions based on those theories. Emphasis on knowledge and skills needed to provide direct counseling and psychotherapeutic interventions for individuals, families, and groups.

PSY 502*
Counseling Laboratory
3 credits (F and S)
A laboratory course designed to develop basic counseling skills which will enable students to understand the client, develop a trusting relationship with the client, and facilitate the client’s self-exploration.

PSY 503*
Psychopathology
3 credits (S)
Major categories of psychological disorders. Theory and research regarding etiology, diagnosis, prevention, and treatment. Introduction to the use of DSM-III-R.

PSY 508
Cognition and Learning
3 credits (S)
Empirical and theoretical foundations of cognitive psychology and learning psychology and their integration in contemporary social learning theory. Attention to the application of the theories and research in human services psychology.

PSY 510
Inferential Statistics and Research Design
3 credits (SUM)
Analysis of research designs and inferential statistics appropriate to reaching conclusions when using ordinal or interval data within these designs. Problems met 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.

PSY 570, 670, 770
Special Topics in Psychology 1, 2, or 3 credits (F, S, SUM)
Topics vary according to the interest of students and faculty. Examples include: Child Psychopathology, Family Therapy, Multicultural Counseling, Advanced Research Methodology.

PSY 608
Personality and Social Psychology
3 credits (F)
Understanding the development of human personality and social behavior from the perspective of contemporary social psychology. Application of theories and research in human services psychology.

PSY 609*
Psychological Assessment I
3 credits (S)
Basic concepts in construction, selection, administration, scoring, and interpretation of assessment procedures commonly used in human services psychology. Use of major reference works for selecting and evaluating assessment procedures. Supervised experience in selecting, administering, scoring, and interpreting assessment procedures and experience in computer-assisted testing. This course combines theory and clinical skills.
Prerequisite: PSY 510 or PAC 506

PSY 610*
Cognitive-Behavioral Approaches in Counseling and Psychotherapy
3 credits (F)
A clinical skills course with focus on initial problems addressed in the process of therapeutic intervention, namely self-regulation of thoughts, feelings, and actions. Training in broadly-conceived cognitive behavior therapy which includes a variety of specific intervention strategies designed to address problems of self-regulation.
Prerequisites: PSY (or PAC) 500 and 502

PSY 611
Insight-Oriented Approaches in Counseling and Psychotherapy
3 credits (S)
A clinical skills course with focus on issues addressed in the process of psychological intervention, namely client’s personal quest for self-understanding, intimacy, maturity, and personal meaning. Training in cognitive approaches which emphasize enhanced maturity through insight.
Prerequisites: PSY (or PAC) 500 and 502
PSY 707
Graduate Research Seminar
3 credits (F, S, SUM)
The Human Services Psychology Research Seminar is designed to provide an opportunity for graduate students to engage in original research. Students will be required to complete a literature review of a chosen area within the discipline, then design and complete a research project which adds to the understanding of that area.
Prerequisite: PSY 510

PSY 709 Assessment in Psychological Services II: Individual Measures of Cognition and Personality
3 credits (F)
Individual methods for assessing intelligence and personality. Interviewing and testing of subjects with presentation of case reports in class. Assessment instruments selected from more commonly used tests of intelligence, personality, and behavior. Training in computer-assisted testing and with standardized interview instruments.
Prerequisite: PSY (or PAC) 609

PSY 710
Field Placement I
2 credits (F, S, SUM)
A practicum in supervised experience at an approved field placement site for a minimum of one full day per week. Practice in clinical skills with individuals, couples, families and/or groups. Includes on-campus case seminar. (Continued with PSY 711, 712. Two credits each semester.)
Prerequisite: Completion of 27 credit hours, including necessary skills courses.

PSY 720
Professional Seminar I
1 credit (F, S, SUM)
Personal and ethical issues involved in the practice of professional psychology. Examination of professional development, professional associations, continuing education, credentialing, agency practice, independent practice, consulting, and interprofessional cooperation. (Continued with PSY 721, 722. One credit each semester.)
Prerequisite: Same as PSY 710.

*Indicates that course is also offered in the Pastoral Counseling Program.
Master Of Science In Nursing (MSN)

Director
Marylou K. McHugh, Ed.D.

Faculty
Professors: Donnelly, Wolf
Associate Professors: Becker, Capers, Gerrity, Giardino, McHugh
Assistant Professors: Beck, Davis, Jones, Kinsey, Lauterbach, Tigar

Description Of Program

The program of study leading to the degree Master of Science in Nursing may be completed in any of three tracks: Adult Health and Illness, Community Health, and Nursing Administration. 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 qualified 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.

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 NLN accredited program. Coursework must include an introductory statistics course (including inferential and descriptive) and an undergraduate nursing research course.
3. Acceptable scores in the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) taken within the past five years. 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.
4. Two letters of reference from nurse colleagues. At least one reference must be an academic reference.
5. Professional Liability Insurance.
6. One-year work experience as a registered nurse.
7. 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. Marylou K. McHugh
Director, Graduate Nursing Program
La Salle University
Philadelphia, PA 19141-1199
(215) 951-1430
Tuition And Fees 1993-94 (subject to change for 1994-95)

Application Fee $30
Tuition (per credit) $358
Registration Fee (per semester) $20
Reinstatement Fee $50

Tuition Assistance

In addition to the financial aid opportunities listed on page 9, the following are available to students in the Graduate Nursing program:
1. Deferred Payment Plan: available to extend tuition payment over the course of the semester. Information is available from the Student Loan Office, La Salle University.
2. Professional Nurse Traineeship funding is available. Consult with Director of the program about eligibility.

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.

Required for Degree: 41 graduate credits

Core: Required of students in all tracks (12 credits)
NUR 600 Theoretical Bases of Nursing
NUR 602 Research Methods I
NUR 603 Research Methods II
NUR 606 Leadership and Social Change

Track: Requirements vary with specialization chosen (29 credits)

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Course Descriptions
Core Courses

NUR 600
Theoretical Bases of Nursing
3 credits
This course focuses on the analysis and evaluation of theoretical and conceptual formulations of nursing, their application to practice, and their dynamic relationship with research. Content incorporates the process of theory development from a historical perspective as well as knowledge of selected nursing theories, and related theories from other disciplines.

NUR 602
Research Methods I
3 credits
This course builds on previous knowledge of the research process and statistics to facilitate the investigation of the problem in client/practice systems. The course emphasizes conceptualization of a research problem and research design. In this course, the consumer role of the student will be further developed and the participant role of the graduate student emphasized.
Prerequisite: NUR 600

NUR 603
Research Methods II
3 credits
This seminar course is a continuation of Research Methods I (NUR 602). In NUR 603, the student refines and continues to develop a research proposal which originates in a problem derived from the student’s clinical or role development interest. The course emphasizes treatment of variables, sampling, measurement, and the use of the computer in data analysis.
Prerequisite: NUR 602

NUR 606
Leadership and Social Change
3 credits
This course provides an exploration of the concepts and strategies of leadership, power, and change in social systems. Emphasis is given to analysis of critical issues involving the nursing profession’s responsibility for the improvement of health care delivery and the advancement of nursing.
Prerequisite: NUR 600
**TRACK COURSES**

**Adult Health and Illness Track**

**NUR 618**  
Pathophysiology  
3 credits  
The integration of physiological principles to clinical practice. The correlation of physical manifestations with pathological interferences. Recognizing changes in client status, interpreting physiological data, and utilizing this information in formulating nursing care. Nursing implications of current diagnostic studies and pharmacological treatments will also be addressed.

**NUR 619**  
Advanced Clinical Concepts in Adult Health & Illness Nursing  
3 credits  
This course presents a critical analysis of complex concepts related to symptoms and symptom management relevant to the nursing care of adult patients. It combines these principles with the nursing care of patients in a practicum experience. Students gain increased expertise in symptom evaluation and care planning.  
Prerequisites: Core, NUR 618

**NUR 620**  
Biopsychosocial Processes I: Care of Adults in Health and Illness  
3 credits  
This course focuses on the identification and analysis of biopsychosocial and cultural processes in relation to health and healing in human systems. The student evaluates the complex influences of biological, social, and physical ecology in light of their effects on the health of adults. The leading adult diseases in the United States are emphasized. In addition, nursing interventions for adults with these problems are evaluated from nursing caring orientation and from the service orientations of health promotion, disease prevention, health maintenance, and health restoration.  
Prerequisite: NUR 619  
Co-requisite: NUR 625

**NUR 621**  
Biopsychosocial Processes II: Care of Adults in Health and Illness  
3 credits  
This course is a continuation of NUR 620, which explores biopsychosocial and cultural processes in relation to health and healing in human systems. The student evaluates significant health problems which represents the leading causes of mortality and morbidity among adults in the United States. At the same time, nursing interventions for adults with these problems are evaluated from nursing’s caring orientation and from the service orientations of health promotion, disease prevention, health maintenance, and health restoration.  
Prerequisite: NUR 625  
Co-requisite: NUR 621

**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 clinical practice. The 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. In this course, health promotion and health maintenance services are emphasized. Clinical practicums are structured according to the needs of the graduate student. The classroom seminars provide a forum for discussion of the roles of the advanced practitioner. The practicums and seminars enhance knowledge, skills, and attitudes relevant to advanced nursing practice in a variety of settings.  
Prerequisites: NUR 619, NUR 606  
Co-requisite: NUR 621

**NUR 626**  
Field Study in Adult Health and Illness II  
4 credits  
A continuation of NUR 625 in which the preceptored clinical practicums and seminars explore the needs and responses of healthy and ill adults who require nursing care. 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. The student investigates the characteristics and functions of the advanced generalist role in relation to clinical problems. Clinical practicums are structured according to the needs of the graduate student. The seminars provide a forum for discussion of various roles and advanced generalist nursing practice. The practicums and seminars enhance knowledge, skills, and attitudes relevant to advanced nursing practice in a variety of settings.  
Prerequisite: NUR 625  
Co-requisite: NUR 621

**NUR 630**  
Cultural Diversity in Health Care  
3 credits  
This course focuses on the interrelationship between sociocultural factors and health/illness beliefs and practices of individuals from various ethnic and cultural groups. Illnesses and risks for alterations in wellness within the ethnic/cultural groups will also be examined. Comparisons in health related views and practices will then be made between and among the various ethnic/socio-cultural groups and the professional health care system. Methods for fostering the delivery of culture specific health care will be identified. Cultural theories prerequisite for understanding cultural and ethnic factors related to health care will be discussed.

**Nursing Administration Track**

**ECN 610**  
Economics of Health  
3 credits  
In this course, attention will focus on the economics of health care at both the public and private levels. What is the nature of the health care system from an economic viewpoint? What assumptions underlie this economic viewpoint? Why is the system currently in crisis and what is the outlook for the future? Regarding public policy, how should the saving of a human life be valued? Can an economic case be made for emphasizing prevention over treatment? Besides familiarizing students with current theories that are influencing policymakers, the course will have a practical objective, introducing the student to the application of economic modes of thinking that have particular relevance for everyday decision making.

**MGT 506**  
Organizational Behavior  
3 credits  
An analysis of individual and group behaviors in an organization. Discussion of administrative and organizational systems. An integrated series of readings, lectures, discussions, and experiential activities in
volving the managerial application of recent theories, models, and concepts. Topics include: motivation, group process and dynamics, interpersonal communications, organizational structure and technology, leadership and rewards, planning and control, and managing conflict and change.

NUR 640
Nursing Management/Administration I
3 credits
The course focuses on the practice of nursing administration and provides students with the opportunity to critically examine the role of the nurse administrator. Theories and principles regarding management of organizational systems within health care settings are examined. Emphasis is given to the delivery of nursing care and services in relation to structure, process, and outcome within small and large organizational systems. Organizational design, administrative processes, and measuring organizational effectiveness within nursing systems are emphasized. The professional, managerial, and leadership aspects of the nurse administrator role are explored in relation to the practice of nurse administration. Emphasis is placed on the development of computer skills.
Prerequisites: Core, MGT 506, ECON 610

NUR 641
Nursing Management/Administration II
3 credits
The emphasis of the course is on the role of the nurse administrator in developing and managing human resource within health care delivery systems. Theories and principles related to the development of an organizational climate that fosters staff satisfaction and productivity are explored. Principles of personnel administration, employee relations, compensation, legal guidelines, and collective bargaining are examined throughout the course. Students participate in group discussions that critically analyze concepts relevant to cultivating and maximizing human resources to enhance patient care.
Prerequisites: NUR 640, NUR 606
Co-requisite: NUR 645

NUR 642
Strategic and Financial Management for the Nurse Administrator
3 credits
The focus of this survey course is on the application of theories and principles of strategic and financial management to nursing organizations and health care systems. Information technology, management science, decision making strategies, and forecasting and budgeting are explored in relation to small and large health care systems. The strategic planning process and the development of business plans are emphasized in relation to the nurse administrator's role in facilitating the delivery of patient care. Nursing administration theory is used as a framework within which strategic and financial concepts may be operationalized.
Prerequisite: NUR 640
Co-requisite: NUR 646

NUR 645
Field Study in Nursing Management/Administration I
4 credits
This is the first of two precepted 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 human resource management within a health care setting. Biweekly seminars provide students with experiences in developing the skills necessary for the nurse administrator to influence change, develop work units and teams, and to counsel, coach, and discipline personnel. Trends, ethics, and research in the area of human resource 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 the effective management strategies. Clinical practicum are structured according to the individual knowledge and skill needs of the student.
Prerequisite: NUR 640
Co-requisite: NUR 641

NUR 646
Field Study in Nursing Management/Administration II
4 credits
This precepted field experience is a continuation of NUR 645. With faculty guidance, students select opportunities to participate in strategic and financial management operations in a variety of settings. Biweekly seminars examine the impact of prospective payment on health care organizations and nursing systems with an emphasis on maximizing resources, and discuss the entrepreneurial role of the nurse administrator. These seminars provide students with the opportunity to share and process weekly practicum issues, as well as the development, refinement, and evaluation of effective management strategies to change patient care delivery systems. Clinical practicum are structured according to the need of the individual to provide knowledge and skills essential for the nurse administrator.
Prerequisite: NUR 640
Co-requisite: NUR 645

Community Health Track

ECN 610
Economics of Health
3 credits
In this course, attention will focus on the economics of health care at both the private and public levels. What is the nature of the health care system from an economic viewpoint? What assumptions underlie this economic viewpoint? Why is the system currently in crisis and what is the outlook for the future? Regarding public policy, how should the saving of a human life be valued? Can an economic case be made for emphasizing prevention over treatment? Besides familiarizing students with current theories that are influencing policymakers, the course will have a practical objective, introducing the student to the application of economic modes of thinking that have particular relevance for everyday decision making.

NUR 635
Health Policy and Program Planning
3 credits
Policy formulation and implementation is an expected community health nursing intervention. This course will allow the students an opportunity to develop and strengthen their skills in this area. Health policies will be viewed from a historical perspective; current issues will be discussed. The social, economic, legal, ethical, and political environments which influence policy development will be explored. Students will be introduced to program planning and evaluation and will examine
the relationship of these processes to policy analysis and formulation.
Prerequisites: NUR 600, NUR 606, ECN 610

NUR 637
Epidemiology
3 credits
This course focuses on the concepts, principles, and uses of epidemiology in the analysis of the determinants of health and disease. Population-based collection and analysis of health data and its relationship to the utilization of health services will be emphasized. Application of epidemiological methods to communicable and chronic diseases will be discussed and critically analyzed.

NUR 650
Community 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. Content will also include the scope and standards of practice for public health nursing as well as an exploration of leading public health problems.
Prerequisites: Core, NUR 635, NUR 637, ECN 610
Co-requisite: NUR 655

NUR 651
Community Health Nursing II
3 credits
This is the second of two courses designed to provide the theoretical foundations necessary for advanced public health/community health nursing practice. The integration of leadership and change processes within the scope of public health nursing practice is emphasized.
Prerequisites: NUR 630, NUR 655
Co-requisite: NUR 656

NUR 655
Field Study in Community Health Nursing I
4 credits
This seminar and precepted practicum course is designed to integrate theory, practice, and research as the basis for clinical practice. The seminar provides students with an opportunity for carrying out the first half of a community health project. The emphasis is on community assessment and organization as well as priority setting. This ongoing project will be completed in NUR 656.
Prerequisites: NUR 635, NUR 637, ECN 610
Co-requisite: NUR 650

NUR 656
Field Study in Community Health Nursing II
4 credits
This seminar and precepted practicum course is designed to integrate theory, practice, and research as the contextual basis for clinical practice. This seminar builds upon the NUR 655 seminar series and affords students the opportunity to complete the implementation and evaluation phases of an ongoing community health project. Emphasis is placed on requisite professional and community roles, responsibilities, and skills to improve and promote communal health and well-being.
Prerequisites: NUR 650, NUR 655
Co-requisite: NUR 651

ELECTIVES

NUR 500
Ethics in Nursing Practice
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. The course will draw on students' clinical experiences in efforts to promote moral reflection and help students identify personal values and beliefs. As such, by critically reflecting on current research and literature in the area of health care ethics, as well as reflecting on personal experiences, students will develop a framework for ethical practice in nursing.

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 forces. 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 increasing ly called upon to participate in and provide leadership to groups of patients, families, and professional staff. Further, they participate in group meetings that influence the direction of health care organizations. The purpose of this course is to provide the student with a group experience which will sensitize the student to (1) group properties and process, (2) the impact of one's own and the behavior of others on the group. The emphasis in the course will be on weekly analysis of group process and the development of skills for group problem solving and productive group work.

EDUCATION CONCENTRATION

NUR 610
Nursing and Health Education
3 credits
This is the first graduate nursing education course in a three courses 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.

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, and practicing nurses. 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.

NUR 612
Field Study in Nursing Education
3 credits
This seminar and precepted practicum 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.
Master Of Arts In Pastoral Counseling

Director:
Leo M. Van Everbroeck, C.I.C.M., D.Min.

Faculty:
Associate Professors: Falcone, Smith
Adjunct Professors: Boyll, Buchanan, Chapman, Conway, Devlin, Donohue, Dugan, Fina, Joyce, Keiser, Krasner, Navarro, Parmelee, Santone, Stayton, Turner, Van Everbroeck

Description Of Program

The Pastoral Counseling Program offers three approaches to therapy: Psychological Counseling, Marriage and Family Therapy, and Family Treatment of Addictions. Each is characterized by the general orientation to therapy provided by the La Salle program.

It is an approach to counseling that combines the theories and practices of clinical counseling with the spiritual and cultural dimensions of human life. It emphasizes the need for students to acquire the knowledge and skills of the theories and practices provided by the sciences and disciplines that traditionally "ground" the field of counseling and psychotherapy. In addition, the program advocates the need for knowledge and skills of those theories and practices that will enable counselors to work with their clients' faith traditions and cultures.

In practice this means that the program focuses the attention of the student on what can be called the "dialogue of life"—a powerful conversation among three dimensions of life:

- the intra-psychic, through which one is in conversation with oneself;
- the relational, through which people are in transactional conversation with other people in their systems;
- the spiritual and cultural, through which individuals and systems are in conversation with their destiny, the ultimate meaning and purpose of their lives.

Admission Requirements

To be admitted into the program, an applicant must present:
1. A baccalaureate degree with background in the human sciences.
2. Acceptable scores on either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). The MAT can be taken at the Counseling Center of La Salle University.
3. Two letters of recommendation from colleagues or supervisors who can address the candidate's ability and motivation for enrolling in the program.
4. A statement of intent from the applicant.
5. The Application for Admission, accompanied by the application fee payable to La Salle University.

The Application for Admission may be obtained by contacting:
Dr. Leo M. Van Everbroeck
Director, Pastoral Counseling Program
La Salle University
Philadelphia, PA 19141-1199
(215) 951-1350
**Tuition And Fees 1993-1994 (subject to change for 1994-1995)**

- Application Fee: $30
- Instructional Technology Fee (per course): $10
- Tuition (per credit): $358
- Registration Fee (per semester): $20
- Reinstatement Fee: $50

**Tuition Assistance**

In addition to the financial aid opportunities listed on page 9, the following is available to students in the Pastoral Counseling Program:

1. Deferred Payment Plan: available to extend tuition payments over the course of the semester. Information is available from the Student Loan Office, La Salle University.
2. Teachers who work for the Archdiocese of Philadelphia get a tuition reduction. A letter from the principal confirming employment must be submitted with each registration form.

**Progression Through The Program**

Students take a total of 54 credits, divided as follows:
- 24 credits in Foundation Courses
- 21 credits in Core Concentration Courses
- 9 credits in Practicum, Case, and Professional Seminars

**Foundation Courses**

The curriculum emphasizes the strong reciprocal impact of the bodies of knowledge presented by each of these dimensions: the psychological, the systemic, and the faith-cultural. The interdependence and reciprocity among the three bodies of knowledge is highlighted in the Foundation Courses which all students take.

- PAC 500 Theories and Practice of Counseling—PSY, MFT
- PAC 502 Counseling Laboratory—PSY, MFT
- PAC 503 Psychopathology
- PAC 504 Human Behavior: A Developmental Process
- PAC 505 Introduction to Systems and Systems Thinking
- PAC 506 Basic Principles of Research Design
- PAC 507 The Challenge of Pastoral Counseling
- PAC 511 Theory and Practice in Counseling—FTA
- PAC 808 Religion, Psychology, and Culture

**Core Concentration Courses**

At the same time that the program calls for the integration represented by the Foundation Courses, it recognizes that the intra-psychic and systemic dimensions each generate different and distinct issues and problems. They need to be addressed from within a theoretical framework and with skills that are specific to each dimension. For this reason, the program emphasizes that students who seek to become proficient in any one of them need to devote further time and energy to a more focused study of the specific approach.
Psychological Counseling

This Concentration is designed to provide training for those students who are interested in counseling a wide range of individuals in a variety of settings. The program is comparable to the typical Master's program in counseling but with the added dimension that will help students achieve sensitivity to the role of their own and their clients' spiritual development as an essential aspect of psychological wholeness.

PAC 600 Process of Change: The Therapeutic Intervention
PAC 607 Stress Management and Crisis Intervention
PAC 609 Assessment in Clinical and Career Counseling
PAC 610 Cognitive-Behavioral Strategies in Counseling
PAC 612 Group Counseling
PAC 805 Traditional & Contemporary Conceptualizations of Sexuality, Marriage, and Family
one elective

Marriage and Family Therapy

The purpose of this Concentration is to train students to become counselors in the specialized field of marital and family relations. The curriculum is designed to be consistent with recommendations of the American Association for Marriage and Family Therapy.

PAC 600 Process of Change: The Therapeutic Intervention
PAC 603 Human Sexuality
PAC 614 Working with Families
PAC 616 Contextual Family Therapy I
PAC 617 Contextual Family Therapy II
PAC 624 Marital Therapy
PAC 805 Traditional & Contemporary Conceptualizations of Sexuality, Marriage, and Family

Family Treatment of Addictions

The purpose of this Concentration is to train professionals who would specialize in counseling individuals and families with addictive behavior and would do so within the context of the principles and techniques of Marriage and Family Therapy. Graduate courses would prepare students to take the examination for State Certification as Addiction Counselors (CAC). They would also have the sound background for the training and experience needed to qualify for eventual clinical membership in the American Association for Marriage and Family Therapy.

PAC 512 Understanding Addiction
PAC 614 Working with Families
PAC 616 Contextual Family Therapy I
PAC 617 Contextual Family Therapy II
PAC 621 Family Treatment of Addiction I
PAC 622 Family Treatment of Addiction II
PAC 624 Marital Therapy
PAC 805 Traditional & Contemporary Conceptualizations of Sexuality, Marriage, and Family
PAC 806 The Dynamics of Spirituality and the Process of Recovery

Field Placement

All students are required to engage in a full calendar year (part-time) of supervised clinical training for a minimum of 575 hours. The usual placement involves 12 to 15 hours per week of on-site service with a working case load of six to ten clients and generous exposure to a range of support ac-
activities. Six credits will be awarded upon completion. While engaged in this training, students will also attend a Case Seminar and a Professional Seminar for which they will receive three credits.

Comprehensive Exams

The comprehensive examinations consist of two segments: the preliminary exam which is objective and written, and the final exam which is both written and oral.

Students are expected to sit for the preliminary exam after they have completed at least 4 of 5 of the courses for their respective concentration:

- Psychological Counseling: 500/502, 503, 504, 506, 507
- Marriage and Family Therapy: 500/502, 503, 504, 505, 507
- Family Treatment of Addictions: 504, 505, 507, 511, 512

The exam is objective in nature, made up largely of multiple choice, true-false, and short answer questions.

After students have completed two trimesters of Field Placement, they are eligible to take the final comprehensive exam. Six weeks before the posted date of the final exam, students will be sent a case summary and questions which will be used as a basis for the examination. From these materials students will write a case report. Three written copies should be submitted three weeks before the exam date. This report will be the focal point of the final—oral—exam conducted by a panel of faculty.
## Course Descriptions

**PAC 500**  
**Counseling Principles and Practices**  
Introduction to major contemporary theories of counseling and interventions based on them. Practice in the use of counseling intervention under staff supervision. To be taken concurrently with PAC 502.

**PAC 502**  
**Counseling Laboratory**  
Introduction to basic counseling skills in helping relationships and practice in their use. To be taken concurrently with PAC 500.

**PAC 503**  
**Psychopathology**  
The scientific study of maladaptive or "abnormal" behavior. Attention to principal forms of major or minor "mental disorder" with emphasis on the causes, symptoms, and treatment process. Theories and research related to concepts of positive mental health and preventive psychology.

**PAC 504**  
**Human Behavior: A Developmental Perspective**  
The process and stages of human development form the context for the study of human behavior. Issues of separation, individuation, and integration in the life patterns of individuals, couples, and families will be studied within the context of major psychological theories of personality and learning. Emphasis will be placed on normative crises and their resolutions. Implications for counseling will be highlighted.

**PAC 505**  
**Introduction to Systems and Systems Thinking**  
In this course, the student will be given an overview of family functioning. Family structure, family development, family health, family dysfunction, and family treatment will be considered. Particular emphasis will be placed on acquiring a systems perspective and applying that perspective to an understanding of family functioning.

**PAC 506**  
**Basic Principles of Research Design, Statistics, Program Development, and Evaluation**  
A consumer-oriented course focusing on broad concerns common to all forms of social research. Criteria for evaluation and interpretation. Identification of basic designs and their appropriateness for specific research problems.

**PAC 507**  
**The Challenge of Pastoral Counseling**  
This course will address the issues that make Pastoral Counseling a distinct approach to the helping process. It will investigate the appropriateness and extent of correlating and integrating spiritual and psycho-social theories and dynamics of counseling. In doing so, it will combine theoretical discussion and case studies.

**PAC 511**  
**Theory and Practice in Counseling**  
The course combines an introduction to the major theories of counseling with the development of basic clinical skills.

**PAC 512**  
**Understanding Addiction: From Awareness to Assessment**  
A study of the causes, dynamics, manifestations, and major types of addictive behavior. Focus on the physiological, pharmacological, psychological, spiritual, sociological, and hereditary dimensions of addiction. Its effects at all levels of human behavior, with particular reference to its impact on family functioning. The prognosis for, and dynamics of, recovery. The skills component will emphasize the student's ability to apply his or her knowledge of the various manifestations of addictive behavior to the identification and diagnosis of addiction, as well as to the selection of appropriate processes of intervention.

**PAC 500**  
**Process of Change: The Therapeutic Intervention**  
A clinical skills course which 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 clinician-therapist interaction and how change is experienced and promoted in that context.

**PAC 503**  
**Human Sexuality**  
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 deviation, psychosexual development in life stages, sexual dysfunctions and treatment.

**PAC 507**  
**Stress Management and Crisis Intervention**  
Prerequisites: PAC 500 and 502.

**PAC 509**  
**Assessment in Clinical and Career Counseling**  
The approaches, skills, and resources available to assist the client in self understanding and decision making. Principles and strategies involved in selecting and interpreting psychological tests and related devices in a counseling setting. A consideration of ethical and professional issues in assessment.  
Prerequisites: PAC 500, 502, and 506

**PAC 510**  
**Cognitive-Behavioral Strategies in Counseling**  
This course examines some of the behavioral approaches to counseling which are currently referred to as "cognitive-behavioral." The course emphasizes therapeutic skills as well as underlying theory and research. It moves from basic behavior modification techniques through cognitive-behavioral strategies within the comprehensive framework of Lazarus' multimodal therapy.

**PAC 512**  
**Group Counseling**  
This course studies the theories of group development, group dynamics, and group counseling and combines participation in
an experiential training group with discussion and didactic presentations by the instructor and students. The role of the group counselor and therapeutic factors and interventions are included.

Prerequisites: PAC 500 and 502

PAC 614 Working with Families

The course deals primarily with the major concepts in the field of marriage and family therapy. From a general systems perspective, it develops an approach to family therapy that integrates the intrapsychic and interpersonal dimensions of treatment. Emphasizes the therapist's position in the therapeutic system.

Prerequisite: PAC 505

PAC 616-617 Contextual Family Therapy I and II
(Both courses must be taken in succession. They have but one description. A different emphasis characterizes each semester; the first one focuses on theory and concepts, the second on application and practice.)

This course provides an exploration of the convictions, concepts, strategies, and techniques of Contextual Therapy, a resource-oriented, trust-based morality of healing interventions for individuals, couples, and families. Emphasis is given to the ethical dimensions of relational reality, i.e., the dimension of due consideration or mented trust. Close attention will be paid to the beginning therapist's assumptions, reflections, and premises about the trust-building process in the clinical setting, as well as in his or her own life and context.

PAC 621 Family Treatment of Addictions I

Focuses on the family dynamics and transmission of addictive disorders, including cultural variables. Unilateral family therapy, interventions, and marital therapy models for recovery are presented. An emphasis is placed on integrating family treatment and 12-step programs.

PAC 622 Family Treatment of Addictions II

Focuses on the family approaches for recovery with children and adult-children of alcoholics and addicts. Interventions and treatment models for adolescent drug and alcohol abuse are presented together with parenting issues in sobriety.

PAC 624 Marital Therapy

This course is essentially an application to real marital therapy cases of the comprehensive approach developed in PAC 505 and, especially, PAC 614. Live recording of cases to illustrate treatment dynamics and intervention strategies from initial contacts through the treatment process.

PAC 710-711-712 Field Placement and Case Seminar

Involves supervised experience at an approved facility for 12-15 hours per week. An ongoing case seminar at the University is also included.

PAC 720 Professional Seminar

Taken in conjunction with the Field Placement experience, this course leads students to examine a number of problems and issues of practical significance to themselves as future professionals. Areas to be examined include professional development, credentialing, legal responsibilities, ethics and family law, confidentiality, consultation, independent practice, and inter-professional cooperation.

PAC 805 Traditional and Contemporary Conceptualizations of Sexuality, Marriage, and Family

A critical investigation of the mythic, socio-economic, cultural, ideological origins, and subsequent historical trajectories of our Western traditions concerning the meaning and purpose of sexuality, intersexual relationships in general, and marriage and family in particular. The focus will be on the various 'conceptualizations' of this meaning and purpose, and the extent of their impact on the various "models" of such relationships that have become institutionalized in Western culture and religion. The course will proceed with an equally critical investigation of recent developments in those same areas, with special attention to the contributions of the various sciences. The resultant need for entirely new conceptualizations and institutionalizations of sexuality and inter-sexual relationships will be addressed with a special focus on the implications for marriage and family therapy.

PAC 806 The Dynamics of Spirituality and the Process of Recovery

The course provides an opportunity to explore the spiritual-philosophical dimension which so often needs to be addressed by an individual and family for a fully integrated recovery process. It addresses the need for individuals to resource from "a Power greater than oneself," as each individual is best able to define what that Power is in his or her life. It will focus on the religious-existential freedom to develop this dimension in whatever way the individual chooses. The course will also caution the counselor that in treating addicted individuals and families, there often surface spiritual or religious issues that make counselors uncomfortable. One goal of the course is to assist them in finding ways of approaching these issues in a fashion that may better help a recovering individual find his or her way.

PAC 808 Religion, Psychology, and Culture

This course deals with the fundamental issues of how to understand human behavior, and the nature of human motivation. It is intended to bring the disciplines of psychology, social psychology, and theology into direct discussion. Mental "health" will be examined against the background of historic Western religious beliefs concerning the nature and goal of the human person.
Master Of Arts In Professional Communication

Director
Richard J. Goedkoop, Ph.D.

Faculty
Professor: Harty
Associate Professors: Goedkoop, Molyneaux
Assistant Professors: Hall, Kirk, MacLeod, Schoening, Texter
Instructor: Smith
Adjunct Professor: Herbst

Description Of Program

The Master of Arts degree in Professional Communication is primarily a part-time, 36-credit program for persons who wish to become better skilled with communication issues and practices within business and professional organizations. It is designed to be broad-based in scope but provides sufficient depth for students to explore issues or emphases that are germane to their interests and needs.

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 in Professional Communication is designed to provide coursework, additional communication skills, research tools, and pragmatic experiences that will enable students to combine knowledge of the most important areas of the discipline with opportunities to test and apply their enhanced knowledge and skills in the workplace.

The program can be tailored to the individual student’s goals through the choices that can be made in General Courses as well as through the experiences that can be chosen to pursue in the Practicum and Master’s Project.

Students will be able to complete the program in as little as two years. With a total of 9 credit hours in non-classroom course work (6 credits for the Master’s Project, 3 credits of Practicum), students who need or want a fairly rapid completion can be accommodated.

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 completion of 24 credit hours in any combination of communication, humanities, and social science courses.
2. Three letters of recommendation from professors and/or supervisors who can address the candidate’s ability and motivation for enrolling in the program.
3. Acceptable scores on either 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.
4. The Application for Admission, accompanied by the stipulated application fee made payable to La Salle University.

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. A maximum of six (6) 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:
Dr. Richard J. Goedkoop, Director
Graduate Program in Professional Communication
La Salle University
Philadelphia, PA 19141-1199
(215) 951-1155

Tuition And Fees 1993-94 (subject to change for 1994-95)

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Tuition Assistance

In addition to the financial aid opportunities listed on page 9, the following is available to students in the Professional Communication program:
1. Deferred Payment Plan: available to extend tuition payments over the course of the semester. Information is available from the Student Loan Office, La Salle University.

Progression Through The Program

The Master of Arts in Professional Communication degree is a 36-credit program requiring all degree recipients to complete:
1. The five-course Core
2. A required Practicum (COM 605), after at least 12 graduate credits
3. Four elective, general courses
4. A six-credit Master's Project

Students must complete the program with a minimum 3.0 grade point average. They have seven years from their first matriculation to complete all requirements for the degree.

Core (5 courses, 15 credits)

- COM 600 Communication Theory
- COM 601 Professional Communication Ethics
- COM 602 Advanced Oral Communication
- COM 603 Strategies for Professional Writing
- COM 604 Communication Research Methods
Required (1 course, 3 credits)
COM 605 Practicum (after at least 12 graduate credits)

General Courses (4 courses, 12 credits)
COM 610 Approaches to Interpersonal Communication
COM 611 Approaches to Mass Communication
COM 612 Approaches to Organizational Communication
COM 613 Approaches to Public Relations
COM 614 Communication Conflict Management
COM 615 Persuasion
COM 617 Communication Management: Media & Public Relations
COM 618 Professional Media Production

Master's Project (6 credits)
COM 620 (Independent, under full-time faculty supervision)
### Course Descriptions

**COM 600**  
**Communication Theory**  
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 and as they apply to professional communication.

**COM 601**  
**Professional Communication Ethics**  
This course is designed to examine and critique a range of ethical theories regarding human behavior in interpersonal, group, professional, and mediated contexts. It is also 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**  
**Advanced Oral Communication**  
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**  
This is an advanced writing course designed to show participants how to write effectively the documents common to the worlds of business and the professions. The course is designed to develop writing and editing skills that participants can use in meeting the writing needs of their professional lives. In addition, the course provides practical instruction in how to effectively manage the writing of others.

**COM 604**  
**Communication Research Methods**  
This course introduces graduate students to qualitative and quantitative research methods, including experimental, survey, textual analysis, and ethnography. The course will also include an examination of how research can be applied in professional settings.  
Prerequisite: COM 600

**COM 605**  
**Practicum**  
This course will provide students with the opportunity to integrate classroom learning with professional employment through a supervised placement experience at an approved placement site. The practicum will stress 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: 12 credit hours in Professional Communication.

**COM 610**  
**Approaches to Interpersonal Communication**  
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 611**  
**Approaches to Mass Communication**  
This course is oriented primarily toward those who use and want to learn about the impact and role of mediated industries rather than for practitioners. It builds on and assumes a working familiarity with: (1) significant events in the evolution of print and electronic media; (2) the general structures and purposes of media industries and auxiliary institutions; (3) types of media content and practices; (4) issues related to media effects and ethics.

**COM 612**  
**Approaches to Organizational Communication**  
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**  
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**  
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.

**COM 615**  
**Persuasion**  
This course focuses on the different theories, approaches, research methods, and applications for persuasion in a variety of communication contexts and media.

**COM 617**  
**Communication Management: Media & Public Relations**  
The focus of this course is to analyze an organization’s internal and external communication with its publics. The purpose is to enable a manager to develop practical solutions to communication challenges through needs assessment techniques and effective planning strategies.

**COM 618**  
**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.

**COM 620**  
**Master’s Project**  
The Master’s project is a major research or application project that completes the student’s course of study. It is designed to give the student an opportunity to work with a full-time faculty member on a project that will provide in-depth focus to a particular area of study to apply it to a real-life professional setting and to integrate theory and practice.
Master Of Arts In Theological And Pastoral Studies

Director
Leo M. Van Everbroeck, C.I.C.M., D.Min.

Faculty
Professors: Efroymson, Kelly, McGinniss
Adjunct Professors: Bomemann, Devlin, Fina, Godzieba, Hallahan, Hogan, Jenneker, Keenan, Prusak, Radtke, Ramshaw, Raphael, Scott, Stevick, Van Everbroeck

Description Of Program

The Graduate Programs in Theological, Pastoral, and Liturgical Studies are part-time programs. 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.

The programs offer advanced education in three distinct area of studies: one is Theological Studies, the second is Pastoral Studies, the third is Liturgical Praxis. Each is characterized by the distinct LaSallian methodology.

The Theological Studies program helps students become solid theological thinkers, capable of articulating a sound contemporary theology—one that effectively re-images the call of Jesus for today’s men and women in such a fashion that it resonates within the actual cultural and socio-economic contexts of people’s lives.

The Pastoral Studies program helps students investigate the issues and develop the skills that will enable them to become effective Christian ministers—men and women who can share the human struggles of people in the way of Jesus, who can gather a community of disciples which celebrates His continued presence, and who can empower people to work toward the renewal of society.

The graduate program in Liturgical Praxis provides for the needs of those whose ministry is liturgical planning and reform. Within the theoretical and theological framework expected of graduate studies, the program focuses on the practical concerns of the liturgical life of a Christian community, the various skills required for excellent liturgy, and knowledge of the liturgical arts. The program’s core faculty is a group of nationally acclaimed liturgists of various Christian traditions, and all theoretical and practical work will be inspired by the ecumenical search for excellent liturgy in North American Christianity. The program serves both clergy and laity in an ecumenical context.

Methodologically, our programs of studies follow the centuries-old University tradition of education that is academically open to the diversity of events, ideologies, and the physical and social sciences and technologies that shape our contemporary world. The programs empower students to investigate the historical religious, theological, and pastoral traditions, establish a dialogue with the contemporary world, and use the resultant insights and skills to respond, in Jesus’ Way, to the fears, struggles, aspirations, and achievements of contemporary men and women.
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.
2. A minimum of 26 credits in a combination of religion, theology, and humanistic subjects.
3. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.

The Application for Admission may be obtained by contacting:
Rev. Leo Van Everbroeck
Director, Graduate Religion Programs
La Salle University
Philadelphia, PA 19141-1199
(215) 951-1350

Tuition And Fees 1993-94 (subject to change for 1994-95)

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Tuition Assistance

In addition to the financial aid opportunities listed on page 9, the following is available to students in the Graduate Religion programs:

Deferred Payment Plan: available to extend tuition payments over the course of the semester. Information is available from the Student Loan Office, La Salle University.

Progression Through The Program

The degree is 36 credits. For information about sequence of courses recommended for each concentration—Theological Studies, Pastoral Studies, and Liturgical Praxis—refer to the Graduate Religion bulletin for these programs. Call (215) 951-1350 for a copy.
## Course Descriptions

### RLE 502
The Torah and the Former Prophets
The history and faith of Israel from its earliest beginnings through the reign of Solomon, studies in the context of the Near East and in the light of the Torah and historical writings of the Hebrew Scriptures. Special attention is given to the theological significance for Christian faith.

### RLE 504
The Prophets
Studies in 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 506
The Writings
The study of the cultic and wisdom traditions in Israel with special emphasis upon the book of Psalms, Job and other wisdom materials, and the Five Scrolls. Special attention is given to the significance of the Psalms and Wisdom for Christian theology and devotion.

### RLE 510
The Synoptic Gospels
A study of the origins, structure, and general character of the Gospels 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 512
The Johannine Writings
An examination of the Gospel and Letters of John with emphasis on their theology (Christology, Ecclesiology, Eschatology, Ethics) in the context of the historical situation of the community in which and for which they were written.

### RLE 514
The Letters and Theology of Paul
An analysis of the authentic Pauline letters, the situations and conflicts which provoked them, and the theology in and behind them. Other letters attributed to Paul in the New Testament (the "deutero-Pauline" literature) also to be included but more briefly.

### RLE 516
Early Christianity: Crisis and Process
An in-depth exploration of the issues around which Christianity of the first four centuries took form: the struggle with the Roman empire; the confrontation with the Hellenistic philosophy and religion; Jewish Christianity, gnosticism, and the development of "orthodoxy." The effect of all this on the origin and shape of certain ideas and institutions such as Christology, the mission and structures of Church, Interpretation of History.

### RLE 530
The Theological Dynamic in Human Experience
The basis of this course is the view that Christian theology—the attempt to make sense out of our human experience while always keeping in mind our rootedness in the God of Jesus—is accomplished by the entire community of faith, not simply by professionals, whether ministers or theologians. This course offers the fundamental methods which 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 the Scriptures, with diverse historical, religious, philosophical, and theological traditions, and with the physical and social sciences.

### RLE 532
Religion and Modern World Culture
Mindful of the recommendation of Vatican II continuously to "read the signs of the times," the course examines the place of the religious imagination in a world vastly changed by recent scientific, socio-political, and economic revolutions. The accompanying global shift in human consciousness and understanding not only affects the secular contexts of people's lives, but has far-reaching implications for the theological and pastoral enterprises as well. Anyone who seeks to promote a dialogue between religion and the modern world must address the contemporary realities and concerns flowing from the above-mentioned revolutions. The course will investigate several specific issues involved in, and resulting from, that dialogue, and study their implications for theology and pastoral ministry.

### RLE 534
Church and Ministry: Signs of Christ in Contemporary Society
This course will critically and reflectively examine the identity and praxis of the community called Church, which emerged to proclaim the risen Jesus. It will consider the modes in which that community of believers and disciples has constantly sought to embody the practice of the kingdom of God proclaimed by the deeds and words of Jesus, and thus to function as the ongoing sacramental presence of God in the world. 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 elation 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 critical dialogue partner with the pluralist and secular world of our time.

### RLE 536
Christology: Contemporary Issues and Problems
Using the contributions of critical biblical scholarship, this course will first reconstruct, from the various Gospel accounts, the traces of what Jesus did and said during his ministry. The way he seems to have faced his death will be compared with the way his death was later interpreted by the faith community. After an analysis of the nature and meaning of the resurrection event, it will study how the post-resurrection communities were led to proclaim "who Jesus is and why he is" via title. 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, in relation to the faith tradition received about him.

### RLE 538
God and Human Potential: The Humanizing Presence of God
The purpose of this course is to do critical
reflection on the ways in which we speak and think about God, and about the relationship of God to human persons and to the world. Among the central issues to be explored, including their implications for ministering to persons today, are: classical and contemporary models for dealing with God's initiatives towards human persons, and their ways of responding to those initiatives; the limits of language and culture, and the boundaries they create for our life in God; a diagnosis of how our particular “post-Christian” historical situation—where many feel the “eclipse” of God—shapes our questions, models, evaluations, and reactions of God and of God's relationship to human freedom, and to human suffering.

RLE 540
Sacraments and Society

Beginning from the biblical concept of mystery and from a theological understanding of God's self-communication in creation and incarnation, this course will then move on to an analysis of the Christological and ecclesiological dimensions involved in the contemporary reconstruction of sacramental theology. It will give particular attention to Karl Rahner's theology of “primary symbol” and Schillebeeckx's emphasis on “encounter.” Focusing on Jesus as primordial Sacrament, and on Church as the continuing sacrament of Jesus, it will then consider how the “seven” sacraments are actualizations of the Church as Sacrament. A historical development of how each of the sacraments has been understood and celebrated in the various Christian traditions will finally be related to the ministerial needs arising from contemporary human experience, via a theological methodology that utilizes the contributions of the social sciences.

RLE 542
Twentieth Century Theologians: The “Masters”

A critical examination of representative writings of the key figures in the theological movement of this century. Emphasis on these writings and themes which appear to have achieved some measure of permanent value, as opposed to the more ad hoc issues.

RLE 547
Morality for Today's World: Decision-making for Self and Society

Exploration of the foundations of Christian ethics, with a concentration of these questions: on what basis do people decide how to make moral choices? What distinguishes moral choices from non-moral ones? Why do we take the moral stands we do on issues facing the churches and society? Are our reasons good ones? Do Christians have different ways of making decisions than people from other religious traditions, or humanists? The course examines philosophical, sociological, and religious perspectives to these questions.

RLE 552
Psyche and Spirit: Healing and Wholeness in Psychology and Spirituality

An exploration of spiritual perspectives on the human personality, based upon the psychological writings of C.G. Jung, Abraham Maslow, and contemporary transpersonal psychologists. An endeavor to understand the innately human call to spiritual wholeness and investigate specific methods for actualizing one's full spiritual potential.

RLE 600
Socio-Historical Analysis of Christian Ministry

The primary objective of the course is to investigate the socioeconomic, political, historical, and ecclesiological developments that have affected the concepts and models of ministry in the past. This investigation forms the basis for a consideration of contemporary developments which compel us to re-evaluate and re-consider the concepts and models of Ministry now and for future Christian communities.

RLE 608
The Parish Minister as Change Agent in Church and Society

Notwithstanding its connotation of “service” the process of pastoral ministry also includes a dimension of “power” in the sense that its ultimate purpose is the enablement and empowerment of people. It aims at motivating and helping people and society to transform themselves. This illustrates most effectively the delicate balance between service and leadership. Borrowing insights from the various disciplines connected with social justice the course will investigate the scope and limitations of pastoral “power” to effect societal change.

RLE 614
Re-Imaging the Church: An Educating and Transforming Community

The course explores a guiding vision for the church both in terms of its self perception and its interplay with the social and public world. A redesigning of the organizational patterning and orientation of the local church is proposed. The focus is a social science analysis of the faith community as a sociological, political, sexual, and educational form of life. The purpose is to make accessible a more prophetic and educational future to parish life.

RLE 616
Church Personnel: Collaboration in Ministry

Keeping in mind the concept of Team Ministry when dealing with Church Personnel, this course investigates the issues of administrative collaboration and delegation, participative decision-making, executive responsibility and authority, social justice requirements, labor and management negotiation, hiring and contracting, financial remuneration and security, health care, etc. It seeks to isolate and identify the principles that must be the basis of personnel management within the context of a community of faith.

RLE 618
Serving-Administering Faith Communities

An inter-disciplinary course contributing 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 630  
Contemporary Views on Sexuality, Marriage, and Family  
The course intends to meet one of the more crucial issues of contemporary men and women: the development of a positive meaning of sexuality and inter-sexual relationships. Following a critical investigation of the historical and ideological circumstances in which they originated, the course will engage in a re-evaluation of the traditional assumptions about the meaning and function of human sexuality. It will utilize the most recent discoveries in the natural and human sciences, as well as new insights offered by philosophy and theology to lay the basis for a new vision of sexuality, inter-sexual relationships, marriage, and family.

RLE 632  
The Inter-Generational Dialogue of Faith: Ministry with a Family Perspective  
The course views a community of faith not as an assembly of unencumbered individuals, but as a dialogic gathering of three-generational family systems. It investigates the nature and dynamics of systems in general, and makes specific applications of family, social, and ecclesial systems. It focuses on the process of inter-generational dialogue of faith within an individual, family, and considers how the sharing and interaction of the dialogues of many families are the constitutive elements of any community of faith.

RLE 662  
Parish Models of Education  
The course explores the contemporary search for appropriate and appropriable models of parish religious education. Three major models (and their diverse forms) will be examined and analyzed: Religious Socialization (catechesis), Revisionist (Christian religious education), and Integrationist (religious education). Each model will be explored and compared in terms of its history, conceptual framework, operating principles, purpose, strengths and limits.

RLE 664  
Fashioning a People: The Faith Community as Learning Community  
The course views the community of faith through the lens of education. Traditional and contemporary educative forms in the parish will be examined. A portrait of a teaching church forming and reshaping a people will be explored and redesigned. The focus will be the basic principle that the church community is as salvific as its educational forms and processes are empowering.

RLE 672  
Integrating Older Adults within the Christian Community  
On the one hand the older adult population is growing in numbers and in vigor. On the other hand, stereotypes about aging continue to devalue the value and meaning of older adults. Families, secular and church communities, as well as the business and political worlds effectively isolate older adults (especially those in some need of health care) from the active contexts of life. At the same time they tragically deprive themselves of the experience, wisdom, resources, and contributions of the older generation. The result is a general fragmentation of society in which there is but a minimum of interaction between the various age groups. The course seeks to find pastoral approaches and programs to promote the full integration of the older adults in the life of the Christian community.

RLE 677  
Liturgical Movement (1 credit)  
A study of the movements and gestures of the participants in the Christian assembly. Practice sessions in walking and presiding will be assisted by the videotaping of students’ efforts. Several class sessions will focus on liturgical dance, its present practitioners, its possibilities, and its problems.

RLE 679  
Feminist Liturgies (2 credits)  
A study of the theological, ecclesiological, and linguistic issues inherent in Christian feminist liturgies; a survey of current materials available, and a workshop in which feminist liturgical material is prepared.

RLE 694  
Youth and Relationships  
Youth is the period of life for the crucial learning of the skills needed for personal, social, and professional relationships. Building on the awareness of the characteristics of the developmental stage called “Youth,” the course will investigate the nature, purpose, dynamics, and pitfalls of early relationships, analyze their challenges, tasks, and dysfunctions, and apply this knowledge to the various goals and tasks of ministry with youth.

RLE 690  
Connecting Youth and Church  
A realistic and critical investigation of the phenomenon and the causes of the feeling
and alienation between youth and church. Church ideologies, structures, and policies; adult believers' visions of and relationships with youth; youth's processes of differentiation and individuation; these and other situations will be considered in as far as they contribute their share to this alienation. Strategies toward motivating and empowering youth to take their rightful place within the community of faith will be identified and evaluated. Vehicles and programs enabling youth to live out their call to participation and ministry are to be discussed.

RLE 698
Understanding the Human Encounter with Death

Death is an integral fact of life, not only for humans but for all complex living entities, thus making it a cosmic, and not merely a religious issue. The course will investigate current scientific data about the emergence and irreplaceable function of life within the evolving universe, and the apparent paradox of its inescapable demise; compare them with the religious and theological traditions about the nature and purpose of life and death; investigate the psychological and spiritual dimensions of our encounter with death; and consider the pastoral implications of all these issues.

RLE 700
The Faith Community as Celebrating Community

The course focuses on the gathering power of "celebration" in enabling the emergence of community. It investigates the nature and dynamics of celebration and discusses its various ritual manifestations. It makes applications to the actualization of Church through the process of celebrating the presence of the ministering Jesus, and through the people's response to the challenges it presents. It looks at the power of a celebrating community to enable and validate faith, transform individual lives, reconcile people, and develop social and ecclesial contexts congruent with its faith orientation.

RLE 702
Conversion and Reconciliation: The RCIA

Focus on the starting point, and, at the same time, the end product of all liturgical celebrations: The conversion of individuals and the reconciliation among all members of the community. A discussion of the psycho-social as well as the religious-spirirtual dimensions and dynamics of the processes of conversion and reconciliation, and an investigation of the process of people's initiation into the Christian community. The history and contemporary visions, as well as the nature, dynamics and role of the Catechumenate. The theological issues underlying the RCIA and its function in regards to all the above.

RLE 704
The Sacraments of Initiation


RLE 706
The Sacraments of Reconciliation and Vocation

The major historical, theological, and pastoral dimensions of the themes of relationship and commitment, reconciliation and healing, service and leadership, ultimate hope and faith that are inherent in the celebration of the sacraments of Reconciliation, Marriage, Holy Orders, and the Sick.

RLE 708
The Liturgical Year

A study of the origin, evolution, and contemporary profile of the Christian cycle of feasts and seasons that constitute the distinctive celebrative process through which (a) the Ministering Jesus is encountered in His life, death and resurrection, (b) the faith of Christians is born and enhanced, and (c) the Christian community is gathered and actualized. It will investigate the practical liturgical and pastoral issues to be addressed by any programs for the involvement of the community in the celebration of Feasts and Seasons.

RLE 710
Liturgical Art

A study of the history of church art, liturgical objects and vesture, with particular attention to how the liturgy was affected by the art, in both West and East. Asking "what is liturgical art in twentieth century America?" Permanent chancel and nave art, banners, liturgical objects, vesture, paraments, bulletin covers, and other visual adomsments of the liturgy will by examined.

RLE 711
Homiletics (2 credits)

The art of Liturgical preaching. The crafting of Liturgical homilies which attend to the lectionary readings and to the eucharistic assembly.

RLE 714
Church Design

A study of the history of church design, with particular attention to the theology and liturgy inherent in differing architecture and placement of furnishings; the question of contemporary church design, and the reordering of present church space in liturgical reform. Visits to local churches representative of historic design will be required.

RLE 716
Personal, Communal, and Liturgical Prayer

The 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 718
Spirituality and Liturgy

The course will examine the New Testament theology of the Christian life as
"spiritual" and will race the evolution of Christian spiritual traditions and their major themes. Utilizing contemporary theological and psychological insights the course will proceed to develop principles and practices for a spirituality for modern men and women. The liturgical dimensions of spirituality will be investigated, analyzed, and incorporated into present views of Liturgical ministry.

RLE 720
Liturgical Language
A study of both the metaphoric character of religious language in the Liturgy and in hymnody, and the prose style especially appropriate to corporate worship. Particular attention will be given to inclusivity of language.

RLE 722
Sacramental Catechesis
The course examines the process called "catechesis," its functions and dynamics, and applies the conclusions to sacramental preparation and learning programs for all ages throughout a lifetime. Its primary purpose is to help students develop programs by which the sacramental participation of Christians of all ages is made more effective personally, and more conducive to the emergence of community.

RLE 724
The Triduum
A study of the Christian celebration of the three holy days of Holy Thursday, Good Friday, and Easter Vigil. The course will examine the history of the three days, the emerging ecumenical consensus concerning their celebration, the emphases of the various churches, and the problems inherent in encouraging congregational interest. When offered in the spring semester, the course will include attendance at Triduum, Jewish Passover, a Black celebration of Palm Sunday, and an Orthodox Easter Vigil.

RLE 728
Liturgical Music
A study of the history of music both of the liturgy and surrounding the liturgy. Focus on the many questions of liturgical music in our time: What is the role of music in the liturgy? What styles of music are open to us? How can Roman Catholics and Protestants learn from one another's insights and traditions? The course will be team-taught by liturgists and musicians from different traditions.

RLE 731
The Japanese Tea Ceremony (2 credits)
A study of the Japanese Tea Ceremony. Students will learn to do this ritual both for its own sake and for comparison with the Christian Eucharist. The philosophy of the Tea ceremony will also be studied and compared with a Christian liturgical life.

RLE 738
American Worship
A study of 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 to better 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.
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Associate Dean
Assistant to the Dean
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Advisor, Elementary and Special Education Program
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Robert B. Miedel, M.Ed.
Caroline Wistar, B.A.
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<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President for Business Affairs</td>
<td>David C. Fleming, M.B.A.</td>
</tr>
<tr>
<td>Assistant Vice President for Business Affairs and</td>
<td>Rose Lee Pauline, M.A.</td>
</tr>
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<td>Affirmative Action Officer</td>
<td>Paul V. McNabb, M.B.A.</td>
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<td>Comptroller</td>
<td>James E. Cooper, B.B.A.</td>
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<td>Assistant Comptroller</td>
<td>Marina A. Grace, M.B.A.</td>
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<tr>
<td>Bursar</td>
<td>Rita M. Bocchinfuso, B.A.</td>
</tr>
<tr>
<td>Manager, Student Loans</td>
<td>Jack Porcelli, B.S.</td>
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<tr>
<td>Director of Computer Services</td>
<td>Hubert A. Thomas, B.S.</td>
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<tr>
<td>Director of Physical Facilities</td>
<td>Susan Rohanna, B.S.</td>
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<td>Director of Human Resources</td>
<td>Mary Ann Maugle, B.S.</td>
</tr>
<tr>
<td>Associate Director</td>
<td>Nancylee Moore, B.S.</td>
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<tr>
<td>Director of Purchasing</td>
<td>Robert J. LaRatta, M.S.</td>
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<td>Director of Security</td>
<td>Stephen C. Greb, M.Ed.</td>
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<td>Director of Food Service</td>
<td>Linda Ferrante</td>
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<tr>
<td>Director of Printing and Mail Services</td>
<td>Michael D. Lyons, B.S.</td>
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<tr>
<td>Manager of Campus Store</td>
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**DEVELOPMENT**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>Vice President for Development</td>
<td>Fred J. Foley, Jr., Ph.D.</td>
</tr>
<tr>
<td>Director of Development</td>
<td>Charles E. Gresh, F.S.C., M. Litt.</td>
</tr>
<tr>
<td>Director of Annual Fund</td>
<td>John J. Meko, Jr., B.S.</td>
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<td>Director of Planned Giving</td>
<td>Arthur C. Stanley, B.S.</td>
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<td>Director of Alumni</td>
<td>James J. McDonald, B.A.</td>
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<tr>
<td>Director of Career Planning</td>
<td>Louis A. LaMorte, Jr., M.S.Ed.</td>
</tr>
<tr>
<td>Associate Director</td>
<td>Genevieve Carlton, M.A.</td>
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<tr>
<td>Director of Government Affairs</td>
<td>Edward A. Turzanski, M.A.</td>
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<tr>
<td>Director of News Bureau</td>
<td>Robert S. Lyons, Jr., B.A.</td>
</tr>
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<td>Director of Public Affairs</td>
<td>Andrew J. Bartley, F.S.C., M.A.</td>
</tr>
</tbody>
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**ENROLLMENT SERVICES**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>Vice President for Enrollment Services</td>
<td>Raymond A. Ricci, Ed.M.</td>
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<tr>
<td>Director of Admissions</td>
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</tbody>
</table>
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Calender 1993-95

The calendar below approximates the starting and ending dates of each semester. Exact dates vary according to individual programs. A more detailed calendar is mailed to every student during preregistration each term.

FALL SEMESTER

CLASSES BEGIN
  First Wednesday after Labor Day
HOLIDAYS
  Thanksgiving
CLASSES END
  Mid-December
Exam week follows the end of classes.

SPRING SEMESTER

CLASSES BEGIN
  Tuesday following Martin Luther King Jr. Holiday
HOLIDAYS
  Easter break
CLASSES END
  Last week in April
Exam week follows the end of classes.

SUMMER SEMESTER

CLASSES BEGIN
  Varies according to program
HOLIDAYS
  Memorial Day, Fourth of July
CLASSES END
  Early August
Exam week follows the end of classes.

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