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# GRADUATE CATALOG

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2013 – 2014



Philadelphia, Pennsylvania 19141  
215.951.1500  
[www.lasalle.edu](http://www.lasalle.edu)

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This catalog has been prepared for students, faculty, and officers of La Salle University and others wishing to know more about the University's academic programs. The information contained herein is accurate as of the date of publication (8/2013). However, the University reserves the right to make from time to time and without prior notice such changes in its academic programs as University administrators consider appropriate and in the best interest of La Salle University and its students. For updated changes, please consult the online version of this catalog, which is available at [www.lasalle.edu/academ/descrip.htm](http://www.lasalle.edu/academ/descrip.htm).

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## MISSION STATEMENTS

### La Salle University Statement of Mission

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

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

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

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

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

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

### Mission Statement for Graduate Studies

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

enables students to establish themselves as professionals recognized by peers and colleagues.

La Salle's programs are designed to invite participation by persons who are interested in advancement in chosen professional areas. La Salle provides 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.

### History of Graduate Studies

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

With the growth of the institution since the late 1940s, and the added distinction of university status granted by the Commonwealth of Pennsylvania in 1984, the graduate programs have grown in diversity. In 1998, La Salle introduced its first doctoral program—a Psy.D. in Clinical Psychology. The University now offers a variety of doctoral, master's and graduate certificate programs in face-to-face, hybrid, and online formats for the convenience of its students.

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## PHILOSOPHY OF GRADUATE EDUCATION

La Salle University's faculty and administration believe in a professional, practical, and personal graduate education implemented in its academic programs in a collaborative endeavor with the students. Because the University believes that graduate programs should encompass diverse areas of study, provide a foundation for the continuing evolution of new knowledge, and foster leadership, it offers masters and doctoral level programs in the areas of arts and sciences, business, nursing and health sciences, and professional studies. The following goals are crucial to graduate education:

- Scholarly inquiry in the pursuit of truth, evidenced by its faculty and students alike, is nourished in all graduate programs.
- Through their research and professional aspects, graduate programs prepare students for academic and professional careers as well as service to the community.
- Graduate programs promote lifelong learning in response to the changing and diverse needs of the 21st century workplace and the global community.

La Salle's graduate programs emphasize theory and practice in their respective disciplines. The graduate programs stimulate critical thinking and high order cognitive activity in order to move students beyond knowledge and comprehension skills to application, analysis, synthesis, and evaluation. Students demonstrate their learning through a variety of practices, including clinical experiences, case study analyses, discussions, and individual and team projects. In all programs, the Lasallian values of respect for the dignity of the individual, the primacy of teaching as a communal practice, a liberal education, and sensitivity to societal issues are closely integrated with professional theory and practice.

La Salle's faculty remain current in their scholarship, research, and professional activities, disseminating their knowledge through

publications, presentations, and leadership in professional organizations. By incorporating their scholarship and professional expertise into their classes, they serve as models of life-long learning to their students. For its part, the University encourages and supports the faculty in their scholarly and developmental activities. The University's support of academic release time makes possible a faculty teaching load with adequate time for involvement in research, scholarly endeavors and thesis supervision. The University's libraries, through its own collections, its suites of online full-text databases, and its vast reciprocal library consortial relationships promote durable librarian/faculty/graduate student collaboration. Professional librarians maintain a high level of current knowledge through formal in-service training at state-of-the-art conferences and regional workshops targeting faculty-librarian collaboration.

Although graduate students work independently to achieve their professional goals, they also interact collaboratively with their fellow students and faculty in the discovery and refinement of knowledge. As a diverse, multicultural student body, the students represent both the rich culture of the greater Philadelphia region and the global community. The combination of varied learning experiences and cultures enhances a free interchange of knowledge between students and faculty. The graduate programs uphold affirmative action and equal educational opportunity for their students.

The University's doctoral programs confer terminal level degrees that build on the foundations of undergraduate and master's degrees. Each doctoral program, uniquely informed by its discipline, enables students to establish themselves as professionals recognized by their peers and colleagues. Doctoral program faculty are qualified by their possession of doctoral or other terminal level degrees in their disciplines, as well as by their active research or demonstration of clinical practice scholarship in their disciplines. As highly motivated and independent thinkers, doctoral students engage in original theoretical research or professional level, practical clinical scholarship. Through their scholarly and academic achievements, doctoral students establish themselves as peer colleagues who contribute to the advancement of their disciplines and disseminate their newly acquired knowledge to broader professional communities.

The University's strategic plan includes goals to enhance academics through intellectually challenging graduate and undergraduate programs, to enhance the graduate culture academically and socially, and to grow graduate enrollments through the expansion of existing programs and the development of new graduate programs. Future graduate programs will be developed to respond to the educational needs of the region and of the Commonwealth. Feasibility studies will assess the need for and viability of future graduate programs, and the University's normal committee process will assess the programs for academic rigor, supporting resources and relevance to society.

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## ACCREDITATION AND MEMBERSHIPS

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

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

La Salle is also accredited by:

AACSB International (The Association to Advance Collegiate Schools of Business)  
777 South Harbor Island Boulevard, Suite 750

Tampa, FL 33602-5730  
813.769.6500

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

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

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

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

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

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

Council on Academic Accreditation in Audiology (CAA) and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA)  
2200 Research Boulevard, Rockville, MD 20850-3289, 301-296-5700

American Psychological Association  
750 First Street, NE,  
Washington, D.C. 20002-4242  
202.336.5979

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

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

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

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

La Salle University is an applicant for accreditation by the Council on Education for Public Health.

<http://ceph.org/accredited/applicants/>

La Salle University is an applicant for accreditation by the Council of Education for Public Health (<http://ceph.org/accredited/applicants>)

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

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## NONDISCRIMINATION POLICY

La Salle University is a diverse community dedicated in the tradition of the Christian Brothers, and is concerned for both ultimate values and for the individual values of its faculty, employees, and students. Accordingly, in support of this values-driven mission, the University is an Equal Opportunity Employer and does not discriminate against any employee or applicant for employment or any student or applicant for admission based upon race, color, religion, sex, age (40 years and older), disability, national origin or ancestry, citizenship, sexual preference or orientation, marital status, gender identity, military or veteran status, genetic information, or any prohibited basis, unless there is a bona fide occupational qualification which justifies a differentiation. This commitment applies to all aspects of the employment relationship, including hiring, promotion, compensation, discipline, discharge, and any term or condition of employment and extends to participation in all educational programs and activities of La Salle University. Employment is based upon an applicant's ability to meet the established requirements for employment. All employment and admissions decisions will be made in compliance with all applicable federal, state, and local antidiscrimination laws.

In addition, La Salle University will make reasonable accommodation for qualified individuals with disabilities that are known to the University. The University will also make reasonable accommodations to the religious beliefs and practices of which it is aware. The University, however, need not make any accommodation that would cause it an undue hardship.

Further, La Salle University firmly believes in providing a learning environment that is free from all forms of harassment and will not tolerate any form of impermissible harassment. Such harassment disregards individual values and impedes the Lasallian mission of providing an educational community that fosters both intellectual and spiritual development. Included in this prohibition are sexual misconduct, sexual harassment, and sexual violence, racial harassment, national origin harassment and harassment based upon ancestry, color, religion, age, disability, citizenship, marital status, gender identity, military or veteran status, sexual preference or orientation, genetic information, or any prohibited basis under applicable non-discrimination laws.

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## 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 or 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, degree(s) conferred (including dates), and e-mail address.

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

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

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

To comply with Federal Consumer Information Regulations, La Salle University provides specific consumer information about the school to prospective and currently enrolled students and, in some cases, employees. Please visit [www.lasalle.edu/hea](http://www.lasalle.edu/hea) for more information.

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## ACADEMIC POLICIES AND PROCEDURES

### Standards for Graduate Education

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

- Think critically and independently and master the skills presently demanded in their field of study;

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

### Academic Policy

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

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

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

### Academic Standing

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

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

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

- the student's poor academic performance is due to unusual or non-recurring events;
- the actions the student has taken or will take ensure that there will be no recurrence of these events; and

- the student has taken or will take appropriate action to ensure that his or her cumulative grade point average will reach a minimum 3.0 as quickly as possible.

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

### Grading

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

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

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

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

The "W" grade is assigned when the student is approved for withdrawal from a course. More information concerning course withdrawal may be found under "Course Withdrawal/Withdrawal from the University".

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

### Admission

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Admission criteria are program-specific. For that reason, they are detailed in the section introducing each program. La Salle does not discriminate against any candidate for admission because of race, color, religion, sex,

age, national origin, sexual orientation, marital status, or handicap or disability.

### Matriculation

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

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

### International Student Admission

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

### Student Responsibilities

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

### Registration for Courses

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During announced registration periods published on the academic calendar, students should contact their academic adviser or graduate director to create a roster of courses for the upcoming semester. The student may register for courses via the mylasalle portal, through their graduate program, or in person during the times specified by the Office of the University Registrar. The Office of Student and Accounts Receivable will bill the student following each registration cycle.

- Fall, spring, and full-term summer semesters, students may register through the first week.
- Accelerated, five-and-a-half week summer, and intersession semesters, students may register through the first day of class.

A student, who chooses to drop a course during the registration period, will not have the course recorded on their academic transcript. After the registration period is over, students may withdraw from a course on or before the withdrawal deadline. Refer to the section titled “Course Withdrawal.”

### Course Withdrawal/Withdrawal from the University

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It is the student’s responsibility to notify the University in the event that he or she needs to withdraw from a course(s) or withdraw from the University entirely.

#### COURSE WITHDRAWAL

Graduate students may withdraw from a course(s) prior to its completion under the following conditions:

1. Students must have approval from their graduate director.
2. Students must file a course withdrawal form with their graduate director’s office by the “Last day for withdrawal from classes,” published in the Academic Calendar, located in the current edition of this catalog, and located on the University’s Web site, [www.lasalle.edu](http://www.lasalle.edu).

Please be advised that the date of filing the withdrawal notice is considered as the date of withdrawal from the class(es).

3. Students should consult with their financial aid counselor (see catalog for refund policy) and/or veteran’s benefits coordinator to understand how this change in their enrollment status may affect their aid. Additionally, international students should contact one of the international education associates at the Multicultural and International Center.

**Ceasing to attend a class does not constitute a withdrawal;** students must officially withdraw by filling out the course withdrawal form in their graduate director’s office. Ceasing to attend without officially withdrawing will result in the student receiving a grade for the course, possibly a failing grade. A “W” designation will only be assigned upon official withdrawal from a course.

#### WITHDRAWAL FROM THE UNIVERSITY

Students who opt to withdraw from the University must notify their graduate director’s office. Students enrolled during a particular semester must withdraw from the University by the “Last day for withdrawal from classes,” published in the Academic Calendar, located in the current edition of this catalog, and located on the University’s Web site, [www.lasalle.edu](http://www.lasalle.edu).

**Ceasing to attend classes does not constitute a withdrawal from the University;** students must officially withdraw through their graduate director’s office. Ceasing to attend without officially withdrawing will result in the student receiving grades for all coursework, possibly failing grades. A “W” designation will only be assigned to coursework upon official withdrawal from the University.

La Salle University does not grant students a leave of absence. Students who wish to leave the University temporarily during a semester must withdraw through their graduate director’s office as indicated in the section above.

**REFUND SCHEDULE**

Where registration has been finalized, a student shall be considered to be in continuous attendance until proper notice of withdrawal is received by the University. The withdrawal must be forwarded to the Dean of your school of study. Ceasing to attend and/or giving notice to your instructor(s) does not constitute the proper notice of withdrawal. The allowed percentage of a tuition refund will be based upon the date the notice of withdrawal is received.

\*For the purpose of refund computation, a week shall be defined as the period of seven consecutive days; beginning with the official University opening of classes, not the first day of attendance. The refund percentage will be multiplied by the total number of credit hours subject to withdrawal. Once the credit hours have been reduced by the refund percentage, the resulting sum will be subject to the appropriate tuition and fees for that credit level.

**Fall, Spring, and Full-Term Summer Semesters**

Before and during first week*	100%
During second week	60%
During third week	40%
During fourth week	20%
After fourth week	No Refund

**Accelerated and Five and a Half Week Summer Semesters**

Before and during the first day of class	100%
After the first day, during the first week of class	60%
After the first week of class	No Refund

**Intersession Semester**

Before and during the first day of class**	100%
After the first day of class	No Refund

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

**Readmission**

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

**Transfer of Credit**

Students may transfer up to six hours of graduate level work into graduate programs that are 36 credits or less in length. Students may transfer up to nine hours of graduate-level work into programs that are greater than 36 credits in length. Course credit may be transferred only from graduate programs at accredited institutions, and only courses with a grade of B or better may be transferred. Course credit may not be transferred into graduate certificate programs.

**Graduation**

Degrees are conferred three times each year following the end of each term in January, May, and August. Commencement ceremonies take place once a year in May. All students who have completed degree requirements during the previous year (June through May) may participate in the May Commencement ceremonies.

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

**Student Rights and Grievance Procedure**

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

1. A student shall have the right to pursue any course of study available in the graduate programs of the University providing he or she can be accommodated within the program, meet the requirements for entering, and continue to meet the requirements of the program.
2. A student shall have the right to know at the beginning of each semester, ordinarily during the first week of class, the criteria to be used by the instructor in determining grades in each course.
3. A student shall have the right to see his or her own tests and other written material after grading, and the instructor shall have the duty to make this material available within a reasonable time.
4. Upon request, a student shall have a right to have his or her grade on such written material explained by the instructor. A request for such explanation must be made within one week after the written material, as graded, is made available to the student.
5. If a student believes that his or her final grade is the product of the instructor's bias, whimsy, or caprice, rather than a judgment on the merits or demerits of his or her academic performance, the student must follow the procedure described in this subsection:
  - a. The student must initiate the complaint procedure with the instructor before or within the first two weeks of the next regular semester.
  - b. After receiving an explanation from the instructor in the course, the student may make a formal complaint to the instructor, giving his or her reasons, in writing, for thinking that the grade was biased, whimsical, or capricious.
  - c. If dissatisfied with the explanation that has been given, the student may appeal to the director of the appropriate program.
  - d. The student has a further appeal to the appropriate dean, who will:
    - 1) Request a written statement from that student, which will contain a complete and detailed exposition of the reasons for the student's complaint. A response from the faculty member will then be requested.
    - 2) Advise and assist the student in a further attempt to resolve the problem at the personal level.
  - e. If the student remains dissatisfied with the explanation that has been given, the student may initiate a formal appeal:
    - 1) The faculty member who is accused of bias, whimsy, or caprice may elect one of two procedures. The faculty member may request that the dean investigate the matter personally. In the alternative, the faculty member may request that a committee investigate the matter and reach a judgment on the merits of the complaint. In either case, the burden of proof shall be upon the complainant.

Neither adjudicating forum (dean or committee) shall substitute his/her or its academic judgment for that of the instructor, but shall investigate and adjudicate only the complaint of bias, whimsy, or caprice.

- 2) If a committee is to be established, the dean shall appoint the committee, consisting of two students and three faculty members. The two students and two faculty members shall, if possible, be from the graduate department responsible for the subject in which the grade was given. The third faculty member shall be from another graduate program.
  - 3) Should the designation of the review body (dean or committee) be delayed beyond a reasonable time, then the committee structure described in item 2 above will be convened and the question heard.
  - f. If it is found that the grade given was neither biased, whimsical, nor capricious, the case will be dismissed. If it is found that the grade given was the product of bias, whimsy, or caprice, the review body (dean or committee) shall direct that a notation be entered on the student's transcript that the grade "had been questioned for cause and the recommendation had been made that it be changed because of apparent (bias, whimsy, or caprice)." The original grade, however, will remain a part of the transcript unless changed by the instructor.
6. A student shall be promptly informed if he or she is placed on any form of academic censure.

### Seeking a Second Master's Degree

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

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

## STUDENT SERVICES

### Tuition, Fees, and Payment Options

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#### Payment of Tuition

Fall semester electronic bills (e-Bills) will be available for viewing and payment in early July, and spring semester e-Bills will be available in early December. Payments are due as follows:

Fall semester: First Wednesday in August

Spring semester: First Friday in January

Credit card (American Express, Discover, and MasterCard) and e-Check (ACH) payments can be made at <http://my.lasalle.edu>. Credit card payments are subject to a 2.75 percent convenience fee, however, e-Check payments are not subject to a convenience fee. An ACH payment is

an electronic debit of a checking or savings account. You must have your routing number available to make an ACH payment. If you choose to pay via wire transfer, instructions are available at [www.lasalle.edu/financeadmin/bursar/](http://www.lasalle.edu/financeadmin/bursar/). You must include your student ID number.

If you choose to mail your payment, make your check or money order payable to La Salle University and forward to: La Salle University, P.O. Box 347316, Pittsburgh PA 15251-4316.

Write your student ID number on the face of the check/money order to ensure accurate and timely processing. A \$35 fee will be assessed for all returned checks. If the University receives a total of two returned checks, all future payments must be made via cash, certified check, or money order. **DO NOT SEND CASH THROUGH THE MAIL.**

There is a payment drop box outside of the Office of Student and Accounts Receivable, located on the first floor of the Lawrence Administration Center. **DO NOT PUT CASH IN THE DROP BOX.**

If full payment cannot be made, the Actively Managed Payment Plan (AMPP) is available for the fall and spring semesters, as well as an annual plan. All financial obligations must be satisfied before a student's enrollment is finalized.

#### Third-Party Payments

If a recognized third party (employer, labor union, foundation, etc.) is paying all or a portion of your tuition, you must send the official notification to the University to have a memo credit applied to your account for the authorized amount. To be eligible, the third party must be a recognized organization, not an individual. The official notification must contain the amount the third party will pay, billing instructions, and the signature of the authorized representative. Remember to remit payment for any amount due, not covered by a third party, by the payment due date. Third party billing authorizations are accepted in lieu of payment and must be received by the payment due date. Please e-mail, fax, or mail billing authorizations to the Office of Student and Accounts Receivable.

#### Employer Assisted Graduate Deferred Payment Plan

La Salle University has established a deferred payment plan for graduate students who qualify for tuition reimbursement from their employer. Students accepted into the plan may defer payment of the portion of their tuition reimbursable under their employers' program until 45 days after the end of the semester. Any balance not covered under an employer education assistance plan must be remitted by the original due date. If you are using the Employer Assisted Graduate Deferred Payment Plan, you follow these steps:

Complete the Deferred Payment Plan Application at the following link: <http://www.lasalle.edu/financeadmin/bursar/EmployerAssistedDPP.pdf>

Submit the form, along with a \$50 check or money order made payable to La Salle University, to the Office of Student and Accounts Receivable not your graduate program Office. The office is located on the lower level of the Lawrence Administration Center or can be mailed to La Salle University, Office of Student and Accounts Receivable / Box 827, 1900 West Olney Avenue, Philadelphia, PA 19141. Please note, the form and fee must be submitted each term that you intend to participate in the plan.

#### Late Payment Penalty

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

## Changes

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

## Financial Assistance

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

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

### Federal Direct Unsubsidized Loan

Graduate students may borrow up to \$20,500 per grade level of full- or half- time study. The term of the loan should always be for a two-semester period to be in compliance with federal regulations. Interest payments must be made on a quarterly basis while the student is enrolled and for the six-month period following attendance, though these payments can be added to the loan principal. To be considered for either program, students must submit the FAFSA and the WIDF.

### Veteran's Benefits

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

## TRANSCRIPTS

Students may request a transcript of their collegiate work through the Office of the University Registrar, in person, by mail, or online. Official transcripts bearing the signature of the Registrar and the seal of the University are sent, at the request of the student, to other institutions and organizations.

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

## INTERNATIONAL STUDENT ADVISING

The International Education Coordinator promotes the overall welfare of international students through the coordination and development of programs that enhance international student success. These include orientation and referral for academic advising; participation in the sponsorship of academic, cultural, and professional activities that promote the educational, recreational, and emotional well-being of international

students; and verifying and maintaining all necessary immigration documents. The International Education Coordinator can be contacted at the Multicultural and International Center at 215.951.1948.

## ENGLISH LANGUAGE INSTITUTE

La Salle University's English Language Institute (ELI) was established to provide the highest quality English as a foreign Language (EFL) instruction for international students and business professionals. Courses focus on all aspects of EFL learning proficiency – listening, speaking, reading and writing to meet learning goals. The ELI recognizes that learning English requires more than just studying in the classroom. ELI students are encouraged to interact with other students and share experiences as a valuable part of their education and for learning English. As the ELI is a part of and located on the campus of La Salle University, EFL students are encouraged to participate in campus activities as well as events organized by the ELI. For more information contact the ELI at [ELI@lasalle.edu](mailto:ELI@lasalle.edu) or 215.991.2600.

## BUCKS COUNTY CENTER

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

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

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

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## MONTGOMERY COUNTY CENTER

La Salle University offers some master's degree programs and certificate programs at the Montgomery County Center, located in the Metroplex on Chemical Road in Plymouth Meeting, Pa, approximately one-half mile from the Germantown Pike East/Plymouth Meeting Exit 19 of Interstate 476. The facility includes classrooms, seminar rooms, computer classrooms and labs, executive training and professional development facilities, a student lounge, and a Resource Center that houses library materials, and computer work stations. The degree completion program in Organizational Leadership is offered at the Metroplex. The Master of Business Administration and the Master of Arts in Clinical-Counseling Psychology along with certificate programs also are offered at the Montgomery County Center.

For more information on La Salle at the Metroplex, call 610.834.2080 or email [mina@lasalle.edu](mailto:mina@lasalle.edu)

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## LIBRARY SERVICES

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### The Connelly Library – Main Campus

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

The online databases, periodical subscriptions, and book collections in the library reflect the courses offered by the University. The library subscribes to many databases accessible from the library home page ([www.lasalle.edu/library](http://www.lasalle.edu/library)). The databases link student to the full text of periodical articles or their location in the library. In addition, the library catalog links students to more than 20,000 full-text periodicals, plus statistical sources and reference materials. Students have access to these online sources not only in the library, but also wherever they can access the Internet, on or off campus. The Collection Development Librarian consults with the teaching faculty to purchase the most useful books for the collection. Materials not available in the library are borrowed from other libraries or copies of articles are obtained at no charge to the student.

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

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### The Resource Center – Bucks County Center

Students taking courses at the Bucks County Center and Montgomery County Center have access to the Connelly Library's resources through the use of the Internet. The Bucks Resource Center has the services of a professional librarian at select times to support students with their research

projects and to provide guidance on the use of the Library information. Students may also phone the Connelly Library Reference Librarians, email a librarian, or use the 24/7 chat service (AskHerePA) to get assistance. Connelly library books and interlibrary loan materials can be delivered to the Bucks County Center or the Montgomery County Center for pick up.

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## COMPUTING/TECHNOLOGY-BASED LEARNING FACILITIES

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### Main Campus

#### Computer Labs and Technology

The computer facilities at La Salle University's Main Campus offer state-of-the-art computers with the latest software for all majors. Computer labs are located in several buildings on campus. The main student lab is located in Wister Hall

Technology on campus also extends beyond the labs. La Salle University offers wireless access in most buildings on campus, including the Student Union and the Quad.

#### Bucks County Center and Montgomery County Center

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

#### Academic Technology

The University's Web portal, [mylasalle](http://mylasalle), provides a single point of access to e-mail, calendar, Br. LUWIS, school events, and customized content for students, faculty, and staff.

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

Tutoring services are accessible using the GradesFirst system. Please visit the [mylasalle](http://mylasalle) portal for more information.

MyLasalle Mobile provides a full range of iOS- and Android-enabled applets for students with smartphones. Features include viewing the following:

- View Class Schedule and Final Grades
- Gold Card Balance
- Today At La Salle (Weather, Events, Photos)
- Device Specific Apps (Blackboard Mobile)
- Emergency Announcements
- Faculty/Staff Directory
- RSS Feeds (News, Athletics)
- Library Hours and information
- Real-time Shuttle Tracking

IT technical support is available in Olney 200 from 4 to 8 pm, Monday through Thursday. This Help Desk, staffed by an IT technician, can assist with password re-sets, laptop troubleshooting, or other technical issues. Help Desk services are also available by phone on a 24x7 basis at 215.951.1788.

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### Bucks County Center

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

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### Montgomery County Center

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

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## CAREER AND EMPLOYMENT SERVICES

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

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

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## ACADEMIC AND LEARNING SUPPORT SERVICES

The University provides academic support services in both face-to-face and online formats. For graduate students, these services include the Sheekey Writing Center, a Learning Instructor, skill building workshops, and a variety of electronic resources. Appointments for the Writing Center and the Learning Instructor are available through the GradesFirst system. For more information, contact the Writing Center, located in Olney 203, at 215.951.1299 or [robertso@lasalle.edu](mailto:robertso@lasalle.edu) or the Learning Instructor, located in Olney 239, at 215.951.5115 or [hediger@lasalle.edu](mailto:hediger@lasalle.edu). Additional information is also available at [www.lasalle.edu/portal/learningsupport](http://www.lasalle.edu/portal/learningsupport).

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## HOUSING/COMMUNITY DEVELOPMENT

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

Community Development assists students in understanding the leasing culture and property options in the surrounding community. A consultation with the Off-Campus Community Coordinator will provide an overview of:

- The community
- La Salle's Off-Campus behavior policy
- Basic tenant knowledge
- Landlord Relations
- Security Resources
- Tips for safety
- Property database access for you to research and pursue

Contact the Off-Campus Community Coordinator at 215.951.1916 for a consultation.

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## DINING SERVICES

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### Main Campus

La Salle Dining provides the campus community with a complete range of services including two all-you-care-to-eat residential dining locations and a variety of retail locations including Starbucks, Subway, and the Union Food Court. Students on a La Salle Dining meal plan have generous balances of Meals and Special Food Account (SFA) dollars that provide a great value along with the flexibility and convenience that they need.

Treetops Café and Blue and Gold Dining Commons, the two all-you-care-to-eat dining locations, are conveniently located near both residential neighborhoods. Both locations offer breakfast, lunch, and dinner throughout the week; and Blue and Gold offers brunch and dinner on weekends. Each month La Salle Dining adds a variety of themed events and fun activities to create an exciting student experience.

The La Salle Union Building is a favorite spot for all students to gather and see friends throughout the week. Its retail dining locations create destinations where memories can be shared and created over a meal or a favorite beverage. The Starbucks, Subway, and each of the stations in the Union Food Court accept SFA along with cash, credit, Gold Card, and Explorer Dollars. The Union Market is also in the La Salle Union providing students a quick, convenient solution for a variety of needs when they are on the go. Students can also visit Elements Café, located in St. Benilde Tower on West Campus, which offers a large self-service salad bar and a variety of grab and go sandwiches and snacks.

Any La Salle student who is not required to be on a mandatory meal plan can select from any mandatory or voluntary plan that fits his or her dining needs.

For more information concerning the La Salle Dining program, meal plans, and much more, please visit the Web site, [www.lasalle.campusdish.com](http://www.lasalle.campusdish.com)

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### Bucks County Center

Bucks Xpress is open evenings; and vending machines located near the Cafe provide a wide variety of snacks, light meals, and beverages.

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### Montgomery County Center

Vending machines provide a wide variety of snacks, light meals, and beverages.

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## COUNSELING AND HEALTH SERVICES

Residential graduate students are eligible to use the services of the Student Health Center, the Student Counseling Center, and the Alcohol and Other Drug Education Center. The La Salle University Student Health Center is a primary health-care facility that provides acute health care and is staffed by clinical nurse practitioners. It is open Monday through Friday, 8:30 a.m. to 4 p.m. during the academic year. All residential graduate students must have a completed health history form on file. After-office hour emergencies are referred to Albert Einstein Medical Center. Security or fire rescue will transport students to Einstein Medical Center. Students are financially responsible for emergency room visits. The Student Health Center can be reached at 215 951 1565.

All residential Graduate students as well as registered Graduate Students in full-time programs are required to carry health insurance coverage, either through the University-sponsored plan or through an alternative comparable plan, such as coverage on a parent's health insurance plan. Prior to first attendance at the University, and annually thereafter, Graduate students in the aforementioned categories must complete the online student health insurance waiver/enrollment process. In order to complete the waiver/enrollment process or if you have questions regarding coverage, please go to [www.firststudent.com](http://www.firststudent.com) or call customer service at 800-505-4160.

The Student Counseling Center, located in McShain Hall, provides short-term counseling and crisis intervention. Appointments can be made by calling 215.951.1355. The Alcohol and Other Drug Education Center (AODEC) offers individual counseling, personal assessments, support groups and resources concerning issues related to substance use. The AODEC is located in McShain Hall, next to the Student Counseling Center and can be reached by calling

215.951.1357. Part-time and non-residential Graduate Students can access counseling services through Graduate Psychology's Community Center for Psychological Services (215.951.1006).

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## BUILDING BLOCKS: CHILD DEVELOPMENT CENTER

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

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

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## SECURITY SERVICES

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

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

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## SHUTTLE BUS SERVICE AND PARKING

Please consult the Security and Safety Department Web site at [www.lasalle.edu/security](http://www.lasalle.edu/security) for current information regarding shuttle bus service and parking permits. Printable applications can be found on our web page as well a Real Time view of the shuttles in operation. Parking Office business hours are Monday through Friday, 9:30 a.m. to 4:30 p.m.

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## IDENTIFICATION CARDS

All students attending classes on campus are required to carry a valid La Salle ID card. This card is also the Library card. The Gold Card/ID Office issues ID cards. Information about obtaining ID cards can be found by visiting the mylasalle portal. The schedule for the ID office is 9 a.m. to 8 p.m. Monday through Thursday, 9 a.m. to 5 p.m. on Friday, and 10 a.m. to 6 p.m. on Saturday and Sunday. During the summer, the office is open 9 a.m. to 5:30 p.m. Monday through Thursday. This schedule will be modified as necessary during school holidays and breaks.

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

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## SNOW NUMBERS

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

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

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

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## RECREATIONAL FACILITIES

La Salle University invites all students, faculty, and staff to utilize the recreational facilities.

The IBC Fitness Center is located on South Campus and contains free weights, cardio, and strength equipment. The facility also has men's and women's locker rooms.

Across from the IBC Fitness Center is the St. Basil's Fitness Studio. The studio is available for all resident students, and is located on the second floor of the residence hall. It is equipped with ellipticals, a cardio area, and dumbbells.

The Hayman Center offers the use of the following: three full-length basketball courts; a six-lane, 25-yard pool with diving well; locker rooms; and two fitness lofts above Kirk Pool equipped with treadmills, ellipticals, and bikes.

The Saints Edward and Francis residence halls are home to two outdoor basketball courts, a sand volleyball court, and play host to Explorer Fitness classes. Classes are open to all members of the La Salle community, free of charge.

The Belfield Tennis Courts are located on 20th Street, complete with six tiered and lighted tennis courts.

Across 20th Street, McCarthy Stadium features a multi-purposed, synthetic surface athletic field surrounded by a quarter-mile, all-weather track.

DeVincent Field, home to the Explorers baseball and field hockey programs, also has a Sprinturf surface and outdoor batting cages.

The Explorers softball field and open grass recreation field are on West Campus. The Rowing Room is also located on West Campus in Benilde Tower.

Users can check the availability and hours of facilities, take a virtual tour of several facilities, and get general information at [www.GoExplorers.com/Recreation](http://www.GoExplorers.com/Recreation) or by calling the Recreation office at 215.951.1560.

Go Explorers!

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## ART MUSEUM

The Art Museum at La Salle University opened its doors in 1975 as a cultural resource for La Salle students and for the communities surrounding the University. Currently, La Salle is the only university or college in Philadelphia with a permanent display of paintings, drawings, and sculpture from the Renaissance to the present. In addition to the permanent collection, the Art Museum owns a number of special collections that are not on regular view. The largest of these is the works on paper collection. Smaller holdings include groups of Japanese prints, Indian miniatures, African art, Chinese ceramics, pre-Columbian pottery and Ancient Greek ceramics. Selections from these works, often supplemented by loans for other museums, form the basis for temporary exhibitions held four or five times a year. The collection is housed in a series of period rooms on the lower level of Olney Hall. Admission is free. For more information, including arranging group tours, call 215.951.1221.

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**GRADUATE  
PROGRAMS**

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## MASTER'S PROGRAMS

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### BUSINESS ADMINISTRATION

#### PART-TIME MBA

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#### Faculty

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Dean: Gary A. Giamartino, Ph.D.

Associate Dean: MarySheila McDonald, J.D.

Director: Denise Saurennann, M.A.

Assistant Director: Nicole Blair, MBA

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

Associate Professors: Ambrose, Jiang, Jones, Kennedy, Leaubu, Paulin, Rhoda, Szabat, Walsh, Wentzel

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

Lecturers: Anderson, R. Bruce, Carey, Cerenzio, Crossen, Cruikshank, DiPietro, Falcone, Finnegan, Goldner, Harris, Horan, G. Kochanski, M. Kochanski, Kvint, Lang, Leh, McElroy, Mallon, Market, Mullan, O'Neill, Otten, Planita, Richter, Sable, Sargen, Schaefer, Schwab, Sherlock, Simons, Truitt, Walters, Wong

#### Description of Program

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La Salle University provides an innovative Master of Business Administration Program that enables students to develop and strengthen the leadership skills and functional knowledge necessary for the advancement of their current careers and life goals. It is a program where experienced people from diverse professional backgrounds come together in the traditional classroom setting to integrate their broad range of professional experience with theoretical knowledge. The Part-time MBA allows students to choose between traditional classroom teaching, online learning and a Hybrid Format MBA.

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

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

It is important that motivation be augmented with real business know-how. La Salle's MBA faculty challenge students to maximize their “natural” resources for success. The faculty stress the interaction of theoretical knowledge with practical experience and shared ideas.

The part-time nature of our program brings students in direct contact with other business professionals, creating a classroom experience that blends current business theory with practical, hands-on instruction. Our professors are committed to the Lasallian tradition of teaching, which means being accessible, focusing on the individual, and contributing to a sense of community.

#### Admission Requirements

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

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

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

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

Please refer to the University's Nondiscrimination Policy in the introduction section of this catalog. Admission is based solely upon an applicant's qualifications.

#### Application Deadlines

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

#### Conditional Admission

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

#### Waiver of GMAT or GRE Requirement

Applicants with an undergraduate business degree from an AACSB accredited program who have a minimum overall grade point average of 3.2 or above are not required to complete the GMAT or GRE exam for admission into the program.

Applicants possessing a Master's or Ph.D. (or equivalent) are not required to complete the GMAT or GRE exam for admission into the program.

## Transfer Credit

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

## MSN-MBA Dual Degree Program

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

### The Application for Admission may be obtained by contacting:

MBA Program  
La Salle University  
Philadelphia, PA 19141  
215.951.1057  
Fax: 215.951.1886  
E-mail: [mba@lasalle.edu](mailto:mba@lasalle.edu)

## Tuition and Fees 2013-2014

Application Fee . . . . .	\$35
Online Application Fee . . . . .	Waived
Tuition (per credit hour) . . . . .	\$875
General University Fee (per semester) . . . . .	\$100
Parking Fee . . . . .	\$45
Technology Fee, full-time, per semester . . . . .	\$100
Technology Fee, part-time, per semester . . . . .	\$50

## Tuition Assistance

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

## The MBA Curriculum

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

### Basic Skills

In order to succeed in business, individuals must first possess three basic skills: communication, computer, and quantitative abilities. Since La Salle’s MBA Program attracts individuals with a wide variety of academic backgrounds and professional experiences, the following three courses (1 credit each) may be required:

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

### Foundation

The purpose of the Foundation area is to provide students with a functional knowledge of business theory in the context of decision-making and leadership skills. The following five courses (3 credits each) are

required but may be waived based on a student’s academic and professional background.

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

### The Core

The following courses (3 credits each) provide students with practical applications for business leaders in the areas of marketing, accounting, and financial management. Applying our analytical, problem-solving approach to business education, the courses in this area ensure comprehensiveness in the program of studies, expose the student to these areas at a more sophisticated level than most traditional MBA programs, and supply a conceptual framework for the analysis of management decision making.

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

### Specialization

All students will select a specialization and are required to complete three 700-level courses in the specialization area, plus one 3-credit elective course in the 700 level. Not all specialization options are offered at all locations. Specialization offerings are determined by student interest at each location. Students should contact the MBA office for more information as to what is offered at each location.

Accounting  
Business Systems and Analytics  
Finance  
General Business Administration  
Human Resource Management  
International Business  
Management  
Marketing

### Executive Perspectives

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

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

### Integrative Capstone

The following two-course sequence (3 credits each) is taken the final year of the program. These two courses are completed as a cohort group of students and provide the opportunity to integrate what has been learned in the Core, Specialization, and Executive Perspective areas while adding a global perspective and the ethical dimension necessary to succeed in the global business arena.

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

## Post MBA Certificate Programs

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The Post MBA Certificate Programs are designed for MBA graduates who wish to supplement their graduate coursework in business with a specialization in one of the following areas:

Accounting

Business Systems and Analytics

Finance

Human Resource Management

International Business

Management

Marketing

The certificate is attained by the successful completion of 9-12 La Salle University graduate credit hours in the chosen area of study. Classes are offered in the evening at La Salle's campuses in Philadelphia, Bucks and Montgomery Counties. To review the course descriptions for each certificate offering visit [http://www.lasalle.edu/grad/index.php?section=mba&group=parttime\\_mba&page=catalog&prog=135](http://www.lasalle.edu/grad/index.php?section=mba&group=parttime_mba&page=catalog&prog=135)

### Admission Requirements

Candidates must possess a graduate degree in Business Administration with a GPA of at least 3.0. In addition, candidates must complete the application for admission and submit official transcripts of all undergraduate and graduate course work as well as a professional résumé.

## Course Descriptions

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### Basic Skills

#### MBA 501

THE EXECUTIVE COMMUNICATOR: PRESENTATION MODULE  
1 credit

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

#### MBA 502

Computer Literacy for the Contemporary Business Environment  
1 credit

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

#### MBA 503

MATHEMATICAL METHODS MODULE  
1 credit

This course module reviews the basic mathematical concepts and techniques necessary for the business environment, with an emphasis on problem solving and critical analytical thinking. Topics in the module include linear and non-linear equations and systems, elementary concepts

of counting and probability, and business applications of differential calculus. Students will use appropriate technology in a multi-modal approach to these topics.

### Foundation

#### MBA 610

BUSINESS ECONOMICS  
3 credits

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

#### MBA 615

FINANCIAL ACCOUNTING: A CUSTOMER FOCUS  
3 credits

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

#### MBA 620

STATISTICAL THINKING FOR MANAGERS  
3 credits

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

#### MBA 625

EFFECTIVE AND EFFICIENT MANAGEMENT OF OPERATIONS  
3 credits

The course provides an introduction to concepts, principles, and practices of effective and efficient creation and distribution of goods and services. It focuses on quantitative techniques for problem solving and decision making in a variety of strategic and tactical areas of operations management, including total quality management, product mix, process design, materials requirement planning, inventory control, and project management.  
*Prerequisite:* MBA 620

#### MBA 630

FINANCIAL MARKETS  
3 credits

This course serves as an introduction to the financial system and its relationship to the financing of domestic and international business activity. Financial market components and phenomena such as financial

instruments, institutions, flow of funds, market efficiency, interest rate determination and term structure, exchange rates, and the balance of payments are analyzed. The governmental impact on financial markets, manifested through monetary and fiscal policy and regulation, is also covered. An introduction is given to the concept of financial asset valuation and the time value of money. The emphasis is on the significance of these elements for conducting the financial affairs of businesses.

## The Core

### MBA 690

CREATING CUSTOMERS THROUGH EFFECTIVE MARKETING MANAGEMENT  
3 credits

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

*Prerequisites:* MBA 501

### MBA 691

MANAGERIAL ACCOUNTING FOR DECISION MAKING, PLANNING, AND CONTROL  
3 credits

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

*Prerequisites:* MBA 502, MBA 615

### MBA 692

FINANCIAL PERFORMANCE: CONTROL AND MEASUREMENT  
3 credits

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

*Prerequisites:* MBA 502, MBA 503, MBA 615, MBA 630

## Executive Perspectives

### MBA 810

SELF-ASSESSMENT FOR LEADERSHIP  
3 credits

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

empowerment, and team leadership. Each participant identifies skills he or she needs to develop and reports on efforts to develop those skills.

### MBA 820

INFORMATION TECHNOLOGY FOR DECISION-MAKING  
3 credits

This course is about the manager's responsibilities for problem solving and decision making, and those areas in which information technology (IT) can be used to gain the insight needed to support selection of decision alternatives. Topics include IT concepts and architecture, strategic information systems and IT for business reengineering, total quality management, computer hardware and software, human computer communication, data and data management, data communication and network architecture, the corporate information architecture, information systems planning, information systems analysis and design, supporting communication and collaborative work, supporting the managers and decision making, intelligent support systems, innovative functional systems, organizing information resources, control and security of information systems, and the impact of IT on organizations, individuals, and society.

*Prerequisite:* Completion of all 500 level courses

### MBA 830

FINANCIAL STATEMENT ANALYSIS  
3 credits

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

*Prerequisites:* MBA 690, MBA 691, MBA 692

## Integrative Capstone

### MBA 901

COMPETING IN A GLOBAL MARKET I:  
ANALYSIS OF THE BUSINESS ENVIRONMENT  
3 credits

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

*Prerequisites:* Completed as a cohort with MBA 902 during last year of study

### MBA 902

COMPETING IN A GLOBAL MARKET II: ANALYSIS AND IMPLEMENTATION OF STRATEGY  
3 credits

The course develops students' strategic analysis skills and applies the tools and skills learned in other required courses to analyze and solve strategic problems in a global marketplace. The course deals with industry analysis and provides an understanding of the global market and its competition. The students are prepared to think and act strategically as leaders in domestic and global marketplaces.

*Prerequisites:* Completed as a cohort with MBA 901 during last year of study

## Accounting

### ACC 704

PROBLEMS IN FINANCIAL REPORTING/INTERMEDIATE THEORY  
3 credits

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

*Prerequisite:* MBA 615

### ACC 706

ADVANCED FINANCIAL ACCOUNTING  
3 credits

This course examines special topics in accounting theory, including acquisitions, mergers, preparation of consolidated financial statements, partnerships, foreign operations, special sales procedures, and fiduciaries.

*Prerequisite:* ACC 704

### ACC 734

ACCOUNTING FOR MANAGERIAL DECISION MAKING  
3 credits

A course in advanced managerial accounting, it focuses on commonly used accounting methods and techniques used in making business decisions. Topics covered are measurements of divisional performance, revenue and pricing decisions, production decisions, decisions concerning resource levels, and capital budgeting decisions. Students work with complex problems and cases on both an individual and group basis.

*Prerequisite:* MBA 691

### ACC 760

ADVANCED ACCOUNTING PROBLEMS  
3 credits

This is a study of advanced material related to topics with which the student has had previous experience and to areas with which there has been no previous exposure. Independent study and research are expectations of this course.

*Prerequisite:* ACC 704 or equivalent

### ACC 761

TAXATION FOR BUSINESS PLANNING AND INVESTING  
3 credits

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

### ACC 772

AUDITING  
3 credits

The course is a conceptual study of the audit process with applied aspects of the discipline. It relates and compares the role and responsibility of management to that of the independent certified public accountant. It presents generally accepted auditing standards, basic audit methodology,

and procedures with an emphasis on the study and evaluation of internal control. The course culminates with an in-depth analysis of the auditor's opinion.

*Prerequisite:* ACC 704 or equivalent.

### ACC 780

APPLIED RESEARCH IN BUSINESS  
3 credits

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

*Prerequisite:* Approval of adviser

### ACC 781

INTERNSHIP (APPLICABLE TO FULL-TIME MBA STUDENTS ONLY)  
1-3 credits

This course provides an unusual opportunity to integrate the student's academic work with professional employment. The student prepares a research project involving some aspect of his or her employer's management activities. The internship option requires approval of the employer and supervision by the professor.

*Prerequisite:* Approval of Program Director

### ACC 782

ACCOUNTING SEMINAR  
3 credits

The seminar consists of directed research in selected accounting topics of current interest requiring one or more reports of the results of the individual student's research and study.

*Prerequisite:* ACC 704 or equivalent

## Business Administration

### BUS 776

LAW FOR THE BUSINESS MANAGER  
3 credits

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

## Business Systems and Analytics

Three courses are required for Specialization in Management Information Systems:

- BSA 710
- BSA720
- choice of an additional BSA course

### BSA 700 (formerly MIS 700)

BUSINESS APPLICATIONS PROGRAMMING  
3 credits

This course explores a problem-solving methodology that employs computer programming. Emphasis is placed on identifying the capabilities and limitations of programming languages in modeling and solving typical business problems. Students will learn skills and techniques to build computer models and solve such structured problems through a series of steps that involve identification of problems, design of

the solution logic, formal representation of program specifications, implementation of it using selected programming languages, and documentation of such a programming project. Students will explore the object-oriented programming paradigm and learn to program in Visual Basic for developing applications in the Graphical User Interface (GUI) environment. Finally, principles of Web page design and programming in HTML (HyperText Markup Language) will be studied. Corequisite: MBA 820

*Corequisite: MBA 820*

**BSA 705 (formerly MIS 705)**

**EMERGING BUSINESS SYSTEMS AND ANALYTICS**

3 credits

The purpose of this course is to provide students with an understanding of the critical role that good data and effective information systems play in today's organizational problem solving and decision making. There are two main components of this course: (1) the historical perspective on the strategic role of data and computer systems; and (2) the structures, issues, and trends in contemporary business systems and analytics. Corequisite: MBA 820

*Corequisite: MBA 820*

**BSA 710 (revised MIS 710)**

**SYSTEMS ANALYSIS AND DATABASE DESIGN**

3 credits

This course is about structured analysis and design methodology for systems, complex business systems, and analytics. Students become familiar and use Entity Relationship Diagram, Data Structure Diagram, Data Flow Diagram, Data Dictionary, and Process Specifications to develop Systems Specifications by working on a systems development project within an interdisciplinary group.

*Corequisite: MBA 820*

**BSA 720 (revised MIS 720)**

**DATA WAREHOUSING AND DATA MINING**

3 credits

This course focuses on data warehousing and data mining in organizations. Topics covered in the course include: data warehousing and mediation techniques aimed at integrating distributed, heterogeneous data sources; data mining techniques such as rule-based learning, decision trees, association rule mining, and statistical analysis for discovery of patterns in the integrated data; and evaluation and interpretation of the mined patterns using visualization techniques.

*Prerequisites: MBA 620, MIS 710*

**MIS 730**

**ELECTRONIC COMMERCE FOR COMPETITIVE ADVANTAGE**

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

*Corequisite: MBA 820*

**BSA 775 (formerly MIS 775)**

**PROJECT MANAGEMENT**

3 credits

This course introduces students to the knowledge and skills required to manage effectively projects across a range of business and technical disciplines. It integrates the pertinent organization structure and behavior with project management issues. The course covers the project management life cycle and includes project planning, controlling, and monitoring techniques in the areas of project integration, scoping, time considerations, costing, quality assurance, resource planning, reporting, risk analysis, and procurement. Case studies and implementation using appropriate project management software are used.

*Corequisite: MBA 820*

**BSA 780 (formerly MIS 780)**

**APPLIED RESEARCH IN BUSINESS**

3 credits

See ACC 780 for general description.

**BUS 785 (formerly MIS 785)**

**BUSINESS INTELLIGENCE AND KNOWLEDGE MANAGEMENT**

This course is about the manager's responsibilities for decision-making in the Information Age using Decision Support Systems (DSS) and Expert Systems (ES). DSS topics include data management, modeling and model management, user interface, executive and organizational systems, group decision support systems (GDSS), and DSS building process and tools, including spreadsheets, natural language programming, and influence diagramming. ES topics include applied artificial intelligence, knowledge acquisition and validation, knowledge representation, inferencing, and ES building process and tools. Students are required to apply DSS and ES software packages in a hands-on environment.

*Corequisite: MBA 820*

**Economics**

**ECN 722**

**INTERNATIONAL ECONOMICS**

3 credits

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

*Prerequisite: MBA 610*

**Finance**

**FIN 735**

**SHORT-TERM FINANCIAL PLANNING AND WORKING CAPITAL MANAGEMENT**

3 credits

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

*Prerequisite: MBA 692*

**FIN 746**

## ENTERPRISE RISK MANAGEMENT

3 credits

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

*Prerequisite:* MBA 692

**FIN 748**

## MANAGING FINANCIAL SERVICES ORGANIZATIONS

3 credits

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

*Prerequisite:* MBA 692

**FIN 764**

## PORTFOLIO MANAGEMENT

3 credits

The course focuses on current practice and recent theoretical developments. It deals with the characteristics of individual securities and portfolios, criteria and models for alternative portfolio composition, criteria for evaluation and measurement of performance, and the impact of government regulation. The evaluation of current theory, its significance for the financial management decision-making, and the consideration of relevant empirical evidence are covered.

*Prerequisite:* MBA 692

**FIN 765**

## INTERNATIONAL FINANCE

3 credits

This course provides an overview of current financial theory and practice as it applies to the multinational enterprise. Topics include foreign exchange markets and forecasting, foreign exchange risk management, the international debt crisis, multinational working capital management, and capital budgeting. Eurocurrencies and foreign security markets are also discussed.

*Prerequisite:* MBA 692

**FIN 766**

## PUBLIC FINANCIAL MANAGEMENT

3 credits

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

*Prerequisite:* MBA 692

**FIN 767**

## MERGERS AND ACQUISITIONS

3 credits

The course provides 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 involved.

*Prerequisite:* MBA 692

**FIN 774**

## SPECULATIVE MARKETS

3 credits

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

*Prerequisite:* MBA 692

**FIN 776**

## EMPLOYEE BENEFIT PLANNING

This course provides an analytical study of the nature and operation of employer-sponsored benefit plans offered in a complex socioeconomic and political environment. Topics include mandated benefits such as Social Security, workers compensation, and unemployment insurance as well as a more in-depth examination of group life, health, disability, and qualified and non-qualified retirement plans. Emphasis is on benefit plan design and administration, cost, funding, and regulation as viewed from a benefits manager's financial perspective.

*Prerequisite:* MBA 692

**FIN 780**

## APPLIED RESEARCH IN BUSINESS

3 credits

(See ACC 780 for a general description.)

**FIN 783**

## FINANCIAL ANALYSIS SEMINAR

3 credits

This seminar covers in-depth issues in financial analysis, such as ethics, financial reporting, equity investments, portfolio management, fixed income investments, derivatives, and others. It includes mock exams for the CFA I exam with students agreeing to sit for the actual CFA I exam in June.

*Prerequisites:* MBA 692, MBA 830, FIN 764, GPA of 3.5 or higher in all accounting and finance courses, GMAT score  $\geq 475$  and GMAT Math score  $\geq 25$ th percentile, or permission of the instructor

**FIN 784**

## SELECTED TOPICS IN FINANCE

3 credits

This course provides an analysis of current issues in financial theory and practice. Topical coverage will vary from term to term.

*Prerequisite:* MBA 692

## Management

### MGT 728

MANAGEMENT IN THE PUBLIC SECTOR  
3 credits

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

### MGT 730

NONPROFIT MANAGEMENT  
3 credits

This course provides an examination of the management, operations and governance principles and practices of nonprofits in the United States. A large part of this examination focuses on a comparison of and contrast with the for-profit sector as students seek to burst myths, find commonalities, and identify practices from each sector that, if shared, could make both sectors stronger.

### MGT 736

ORGANIZATIONAL DESIGN: BEYOND THE FADS  
3 credits

There is a well-documented tendency for managers to jump from one fad to another in designing (and redesigning) their organizations. This course suggests that there are no simple solutions, but rather that organizational restructuring should involve a careful analysis of the needs of one's organization. The course examines a variety of factors that high-level managers should take into consideration when restructuring, including the organization's size, environment, strategy, internal strengths, personal values, and technology. It also examines ways that organizations influence their environments (e.g., mergers, strategic alliances, and lobbying) and the effects of current structural trends, such as downsizing, outsourcing, and employee involvement programs.

### MGT 739

MANAGING CULTURAL DIVERSITY IN THE WORKPLACE  
3 credits

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

### MGT 741

ORGANIZATIONAL DEVELOPMENT AND THE CONSULTING PROCESS  
3 credits

The course provides practicing and potential managers and consultants with knowledge of organizational change programs. It focuses upon the change process by addressing organizational diagnosis, implementation of change, and the evaluation process.  
*Prerequisite: MBA 810*

### MGT 742

ORGANIZATIONAL COMMUNICATION  
3 credits

The course examines organizational communication theories and applications, including issues of organizational climate, the information environment, public communication, and strategies for the development of appropriate communication systems. The course includes student analysis of specific workplace communication networks.  
*Prerequisite: MBA 810*

### MGT 743

ENTREPRENEURSHIP  
3 credits

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

### MGT 744

POWER AND INFLUENCE  
3 credits

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

### MGT 745

INTERNATIONAL MANAGEMENT  
3 credits

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

### MGT 752

MANAGERIAL SKILLS LABORATORY  
3 credits

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

### MGT 760

HUMAN RESOURCE MANAGEMENT  
3 credits

This survey course provides an overview of the major areas of human resource management, including HR strategy and planning, EEO laws, job analysis and competency models, recruiting, selection, training, performance appraisal and management, job design, compensation, benefits, and labor relations. The focus is on both the line manager's and

the human resource professional's role in creating a culture that attracts, rewards, and retains the talent necessary to ensure a business' success.

*Prerequisite: MBA 810*

**MGT 761**

EMPLOYMENT LEGISLATION

3 credits

The focus of this course is on the federal and state statutes influencing or controlling management's options in handling problems related to EEO, employee benefits and insurance, OSHA and workman's compensation, and wages and hours.

*Prerequisite: MBA 810*

**MGT 762**

COLLECTIVE BARGAINING

3 credits

This course examines the collective bargaining process and the administration of the resulting trade agreement within the statutory constraints established by government in the public and private sectors.

*Prerequisite: MBA 810*

**MGT 763**

THE ARBITRATION PROCESS

3 credits

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

*Prerequisite: MBA 810*

**MGT 768**

TOPICS IN HUMAN RESOURCE MANAGEMENT

3 credits

The course examines selected advanced areas in human resource management. Specific topics are considered in-depth and vary from term to term.

*Prerequisite: MBA 810*

**MGT 769**

HUMAN RESOURCE DEVELOPMENT

3 credits

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

*Prerequisite: MBA 810*

**MGT 775**

IRRATIONAL DECISION MAKING

3 credits

This course will examine research from behavioral economics, psychology, marketing, and other disciplines to examine the many forces that lead

managers to systematically make irrational decisions in business. Students will examine a variety of factors that lead to making irrational decisions including, but not limited to, relativity, anchors, zero cost, arousal, ownership, and diagnosis bias. Students will hunt for instances of irrational decision making in their workplace, the general world of business, and daily life. They will use the frameworks provided in the course to diagnose the causes of these irrational decisions and recommend how they can be reduced or eliminated.

**MGT 780**

APPLIED RESEARCH IN BUSINESS

3 credits

(See ACC 780 for general description.)

**MGT 786**

MANAGEMENT SEMINAR

3 credits

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

**Marketing**

**MKT 720**

3 credits

MARKETING ISSUES IN E-COMMERCE

This course will help students understand the "why" behind the "how" of Web site development—to help them see sites not from the marketer's perspective, but from the marketer's point of view. It will teach students the reasons and rationales behind why sites get built, how they are used to build an audience, and, most importantly, how companies use the Web to earn revenue and build recognition among their desired audience. Students will learn the strategies behind how to drive traffic to a site, the tools that are available to keep audiences coming back, and the role marketing plays in the building a successful Web site.

Search Engine Marketing (SEM) is now offered as a major part of the course. SEM plays an essential role in helping marketers to find effective solutions for contemporary marketing problems. This course provides complete and up-to-date knowledge of the SEM subject and teaches students to become effective search marketers. *Prerequisite: MBA 690*

**MKT 730**

MARKETING RESEARCH

3 credits

The course examines research design, measurement and scaling, sampling, data collection, and data analysis from a marketing point of view. It looks at the application of research techniques to specific marketing decision areas.

*Prerequisite: MBA 690*

**MKT 732**

CONSUMER BEHAVIOR

3 credits

The course examines the social, cultural, psychological, and economic influences on consumer behavior. It looks at the applications of behavioral science principles to the development of marketing strategies.

*Prerequisite: MBA 690*

**MKT 734**

## ADVERTISING AND PROMOTION MANAGEMENT

3 credits

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

*Prerequisite:* MBA 690

**MKT 738**

## SELECTED TOPICS IN MARKETING

3 credits

In-depth topics vary from term to term. They include sales management, new product development, and sales forecasting.

*Prerequisite:* MBA 690

**MKT 739**

## INTERNATIONAL MARKETING

3 credits

This course offers a managerial view of the marketing function as it applies to the international field, describing and exploring the complexities, problems, and opportunities of worldwide marketing.

*Prerequisite:* MBA 690

**MKT 780**

## APPLIED RESEARCH IN BUSINESS

3 credits

(See ACC 780 for general description.)

**MKT 788**

3 credits

## MARKETING SEMINAR

This seminar provides a critical evaluation of recent developments and issues in the marketing field. Topics vary and are announced each term. They include advertising, decision-making, marketing research, and application of management science in marketing. Students prepare a research paper integrating a variety of previously developed conceptual tools and strategies.

*Prerequisite:* MBA 690

**FULL-TIME MBA****Faculty**

Dean: Gary A. Giamartino, Ph.D.

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

Professors: Barenbaum, Borkowski, Seltzer, Tavana

Associate Professors: Ambrose, Brazina, Szabat

Assistant Professor: Cooper

**Description of Program**

Accredited by the Association to Advance Collegiate Schools of Business (AACSB International) and built on a tradition of educating business leaders, La Salle University's Full-time MBA Program provides students with the skills necessary to become successful business leaders in the international job market. Students with an undergraduate degree in business or a related field can complete the degree in one year. Students without a business background will be able to complete the program in four semesters (15 to 24 months).

The program is ideal for students who are seeking to begin a career in business or are in the early stages of their business career. Combined with challenging academics, students are immersed in an intercultural environment as a result of La Salle's worldwide recruiting efforts. Philadelphia, the sixth-largest city in the United States, provides an exciting place to study. The city abounds with culinary, artistic, and ethnic treasures and a thriving financial hub that is home to many major corporations. Partial scholarships awarded on merit are available to U.S. and international students. Formal work experience is not required.

**Program Goals**

Full-time MBA students will have the following opportunities:

- Gain the communication, technical, and quantitative skills needed to be successful business leaders on every continent.
- Earn an MBA in 12 months with a previously earned bachelor's degree in business.
- Earn an MBA in 15 to 24 months with a previously earned bachelor's degree in a field other than business.
- Enroll in a course to prepare for the CFA exam.
- Study abroad for one semester (optional).
- Attend classes with a diverse group of students.
- Participate in a career course incorporating CareerLeader, which is used by more than 400 leading business schools and corporations worldwide.
- Participate in international travel seminars (optional).
- Become active members of the La Salle Association of Women MBAs.
- Attend events with the World Affairs Council of Philadelphia and the International Visitors Council of Philadelphia.

The program provides comprehensive exploration of the principles and functions of management and increases students' understanding of international business. In addition to traditional classroom learning, students will have opportunities to participate in international travel seminars to Europe, South America, and the Pacific Rim.

**Admission**

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

**Application Procedures and Deadlines**

Although there are no formal application deadlines, it is recommended that all the information be received in the Office of Graduate Enrollment by July 15 for fall admission, Dec. 15 for spring admission, and April 15 for summer admission.

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

1. Application Form. Applicants are encouraged to apply online. Applicants who do not elect to apply online should download the application and send it to the Office of Graduate Enrollment by mail.
2. Application Fee: \$35. The fee is waived for candidates who apply online.
3. Test scores from the Graduate Management Admission Test (GMAT) or the Graduate Record Exam (GRE). La Salle’s school code for reporting scores from the GMAT is 548-KK-38. La Salle’s school code for reporting scores from the GRE is 2363. The University does not accept scores directly from students.
4. Official transcripts from all institutions previously attended
5. Two letters of reference
6. Résumé

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

**International Students**

In addition to the requirements above, international candidates must also meet these requirements:

1. Take the Test of English as a Foreign Language (TOEFL) and have their test scores forwarded to the Office of Graduate Enrollment by the Educational Testing Service (ETS), in Princeton, N.J. (1.800.257.9547). La Salle’s school code for reporting scores from the TOEFL is 2363. OR
2. Take the International English Language Testing System (IELTS) [www.ielts.org](http://www.ielts.org).
3. Have their academic credentials from foreign institutions evaluated by World Education Services (WES.org) or a similar organization.
4. Submit a Statement of Financial Responsibility Form, which may be obtained from the Multicultural and International Center at La Salle University.

All documents should be submitted to the following:

Office of Graduate Enrollment  
 La Salle University—Box 826  
 1900 W. Olney Avenue  
 Philadelphia, PA 19141-1199  
  
 215.951.1100 / Fax 215.951.1462  
[grad@lasalle.edu](mailto:grad@lasalle.edu)

**Selection Criteria**

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

The University’s Nondiscrimination Policy is stated in the introduction section of this catalog. Admission is based solely upon an applicant’s qualifications.

**Graduate Management Admission Test (GMAT)**

La Salle University offers workshops for anyone interested in preparing for the Graduate Management Admission Test (GMAT).

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

**Waiver of GMAT or GRE Requirement**

Applicants possessing a Master’s or Ph.D. degree (or equivalent) may be considered for a GMAT/GRE waiver.

Applicants with an undergraduate business degree from an AACSB accredited program who have a minimum overall grade point average of 3.2 or above are not required to complete the GMAT/GRE exam for admission into the program.

**TOEFL and IELTS**

The Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS) are not required of applicants whose native language is English and applicants who have undergraduate degrees from universities in the United States. In addition, the test requirement may be waived in certain cases where English language proficiency can otherwise be demonstrated.

**Conditional Admission**

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

**Transfer Credit**

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

**Tuition and Fees 2013-2014**

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Application Fee . . . . .	\$35
Online Application . . . . .	Free
Tuition (per semester) . . . . .	\$10,375
General University Fee (per semester) . . . . .	\$100
Technology Fee. . . . .	\$100
Parking Fee . . . . .	\$45

## One- and Two-Year Program Options

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**One-Year MBA Option:** Students with an undergraduate degree in business or a related field can complete the degree in one year. Their program consists of 11 or 12 three-credit courses and a one-credit course in Career Development.

**Two-Year MBA Option:** Students who do not have a degree in business or a related field can complete the degree in 15 to 24 months. Their program consists of 16 three-credit courses and a one-credit course in Career Development.

## The FT MBA Curriculum

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Students must complete between 34 and 49 credits (plus any or all of the Basic Skills courses) to complete the MBA degree at La Salle University. The total number of credits required depends upon the student's academic and professional background.

### Basic Skills

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

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

### Foundation

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

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

### The Core

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

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

### Specialization

All students will select a specialization and are required to complete three 700-level courses in the specialization area.

Accounting  
Business Systems and Analytics  
Finance  
General Business Administration  
International Business  
Management  
Marketing

## Executive Perspectives

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

- MBA 611** Professional Development
- MBA 811** Organizational Behavior
- MBA 820** Information Technology for Decision Making
- MBA 830** Financial Statement Analysis

## Integrative Capstone

The following two courses are three credits each. Students complete them in sequence as a cohort. Doing so provide the opportunity to integrate what has been learned in the Core, Specialization, and Executive Perspective areas while adding a global perspective and the ethical dimension necessary to succeed in the global business arena:

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

## Course Descriptions

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Descriptions for the courses specifically designed for this program follow. Descriptions of the other courses listed above may be found under the Part-time MBA Program in the previous section.

### Executive Perspectives

**MBA 611 (F)**  
PROFESSIONAL DEVELOPMENT SEMINAR  
1 credit

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

**MBA 811 (F)**  
ORGANIZATIONAL BEHAVIOR  
3 credits

The course attempts to build an understanding of the behavior of individuals and groups in organizations.

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

### Specialization

Students electing a specialization are required to complete three 700-level courses in one of the following areas.

Accounting  
Business Systems and Analytics  
Finance  
General Business Administration

International Business

Management

Marketing

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

## ONE-YEAR MBA

### Faculty

Dean: Paul Brazina, MBA, CPA

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

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

Associate Professors: Ambrose, Jiang, Jones, Szabat

Assistant Professors: Cooper, Chia, Zook

### Description of Program

La Salle's internationally recognized MBA Program is accredited with the Association to Advance Collegiate Schools of Business (AACSB International). The program is designed for those in the early stages of their business careers and recent college graduates. It offers majors in finance, and accounting. The program is ideal for undergraduate accounting majors seeking to complete their 150-hour requirements, and finance students seeking the necessary skill set to become finance professionals or Chartered Financial Analysts. The program has an international student body. International and U.S. students may receive partial scholarships awarded on merit. Work experience is not required.

La Salle's highly innovative curriculum uses half-credit to three-credit modules to provide a flexible, dynamic program. The modules focus on both traditional topics and current emerging topics. They are updated or replaced as trends evolve, ensuring that the curriculum keeps pace with the rapidly changing business environment.

### Program Highlights

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

### Program Structure

Students who minored in business administration or have an undergraduate business degree are able to complete the program in 12 months. Applicants without a business degree enroll in pre-MBA Foundation Courses at an additional cost. The courses offered in the pre-MBA are MBA 610, MBA 615, MBA 620, MBA 625, and MBA 630. Students enroll in pre-MBA courses in the spring and summer. The One-Year MBA Program begins each year in late August.

### Program Curriculum

#### Investment Analysis Track (CFA) and the Managerial Finance Track

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

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

#### Accounting Track

	Credits
Fall Semester	
<b>MBA 692</b> Financial Performance: Control and Measurement	3.0
<b>MBA 696</b> Strategic Marketing	1.5
<b>ACC 750</b> Tax Strategy	1.5
<b>ACC 770</b> Governmental and Non-Profit Accounting	1.5
<b>ACC 751</b> Tax Strategy for the Global Firm	0.5
<b>ACC 755</b> Advanced Tax Strategy for Accountants	1.5

<b>ACC 749</b>	Current Issues in Accounting	1.5
<b>FIN 754</b>	Derivative Instruments	1.5
Intercession		
<b>MBA 698</b>	Global Business Concepts	1.5
Spring Semester		
<b>MBA 611</b>	Professional Development Seminar	1.0
<b>MKT 771</b>	Services Marketing	1.5
<b>MBA 812</b>	Leadership in Organizations	1.5
<b>MBA 813</b>	Negotiation Skills	1.5
<b>MBA 820</b>	Information Technology for Decision Making	3.0
<b>MBA 830</b>	Financial Statement Analysis	3.0
<b>ACC 740</b>	Accounting for Derivative Instruments	1.5
<b>FIN 785</b>	Travel Study (optional)	3.0
	This course is not required for graduation.	
Summer Semester		
<b>ACC 782</b>	AIS and ERP Systems Accounting	3.0
<b>MBA 901</b>	Capstone I: Analysis of the Business Environment	3.0
<b>MBA 902</b>	Capstone II: Analysis and Implementation of Strategy	3.0
Total MBA credits for One Year MBA Accounting		36/39

## Admission

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

### Application Procedures and Deadlines

Although there are no formal application deadlines, it is recommended that all the information be received in the Office of Graduate Enrollment by July 15.

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

1. Application Form. Applicants are encouraged to apply online. Applicants who do not elect to apply online should download the application and send it to the Office of Graduate Enrollment by mail.
2. Application Fee \$35. The fee is waived for candidates who apply online.
3. Test scores from the Graduate Management Admission Test (GMAT), or the Graduate Record Exam (GRE). La Salle's school code for reporting scores from the GMAT is 548-KK-38. La Salle's school code for reporting scores from the GRE is 2363. The University does not accept scores directly from students.
4. Official transcripts from all institutions previously attended.
5. Resume.

### International Students

In addition to the requirements above, international candidates must meet these requirements:

1. Take the Test of English as a Foreign Language (TOEFL) and have their test scores forwarded to the Office of Graduate Enrollment by the Educational Testing Service (ETS), Princeton, N.J., USA (1.800.257.9547). La Salle's school code for reporting the TOEFL is 2363. The International English Language Testing System (IELTS) may

be substituted for the TOEFL. See below for further information on these tests.

2. Have their academic credentials from foreign institutions evaluated by WES.org, or a similar organization.
3. Submit a Statement of Financial Responsibility Form, which may be obtained from the Multicultural and International Center at La Salle University.

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

#### All documents should be submitted to the following:

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

215.951.1100 / Fax 215.951.1462  
[grad@lasalle.edu](mailto:grad@lasalle.edu)

### Selection Criteria

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

The University's Nondiscrimination Policy is stated in the introduction section of this catalog. Admission is based solely upon an applicant's qualifications.

### Graduate Management Admission Test (GMAT)

La Salle University offers workshops for anyone interested in preparing for the Graduate Management Admission Test (GMAT).

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

### Waiver of the GMAT Requirement

Applicants possessing a master's or Ph.D. degree (or equivalent) may be considered for a GMAT/GRE waiver.

Applicants with an undergraduate business degree from an AACSB accredited program who have a minimum overall grade point average of 3.2 or above are not required to take the GMAT or GRE exam for admission into the program.

### TOEFL and IELTS

The Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS) are not required of applicants whose native language is English and applicants who have undergraduate degrees from universities in the United States. In addition, the test requirement may be waived in certain cases where English language proficiency can otherwise be demonstrated.

### Conditional Admission

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

### Transfer Credit

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

### Tuition and Fees 2013-2014

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1. Application Fee: \$35
2. Online Application: Free
3. The program has a single comprehensive price of \$34,850 for students who do not require the Pre-MBA courses.
4. Students who require the Pre-MBA courses will be charged \$875 per credit for the courses they require, plus the General University Fee of \$100, and the Technology fee of \$100. Students will be billed for these courses during the semester they are taken, separately from their fall invoice.
5. Parking: \$45

### Course Descriptions

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Descriptions for the courses designed for this program are listed below. Descriptions of the other courses listed above may be found under the Part-time MBA in the previous section.

#### Pre-MBA Program Course Descriptions

The course descriptions may be found in the Part-time MBA in the previous section.

#### MBA 605

PRE-MBA STATISTICS  
2.0 credits

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

#### One-Year MBA Course Descriptions

#### MBA 611

PROFESSIONAL DEVELOPMENT SEMINAR  
1.0 credit

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

#### MBA 613

CONTRACT LAW  
1.0 credit

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

full classroom participation. Class participation is an important part of the course and will be a factor in a student's final grade.

#### MBA 696

STRATEGIC MARKETING  
1.5 credits

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

#### MBA 698

GLOBAL BUSINESS CONCEPTS  
1.5 credits

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

#### MBA 713

WRITTEN COMMUNICATION SKILLS FOR BUSINESS  
0.5 credits

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

#### MBA 812

LEADERSHIP IN ORGANIZATIONS  
1.5 credits

This course provides an understanding of leadership in an organizational setting. It includes discussion of several models of leadership, such as those based on contingency and transformational leadership theories. Complete leadership is considered in a team context. It requires students' self-assessments of personality traits and leadership styles. This course is taught using cases and experiential activities.

#### MBA 813

NEGOTIATION SKILLS  
1.5 credits

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

#### MBA 901

CAPSTONE I: ANALYSIS OF THE BUSINESS ENVIRONMENT  
3.0 credits

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

**MBA 902**

## CAPSTONE II: ANALYSIS AND IMPLEMENTATION OF STRATEGY

3.0 credits

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

*Prerequisite:* MBA 901

**ACC 740**

## ACCOUNTING FOR DERIVATIVE INSTRUMENTS

1.5 credits

This course provides a framework to understand the accounting issues related to derivatives and hedging. The focus is on common derivative types including futures, swaps, forwards, and options.

*Prerequisites:* ACC 706 (*Advanced Accounting*) or the undergraduate equivalent ACC 405

**ACC 749**

## CURRENT ISSUES IN ACCOUNTING

1.5 credits

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

**ACC 750**

## TAX STRATEGY

1.5 credits

This course is designed to review the choice of entities that exist and to develop a basic understanding of the parameters surrounding those entities.

*Co-requisite:* MBA 691

**ACC 751**

## TAX STRATEGY FOR THE GLOBAL FIRM

0.5 credits

This course provides an introduction to transfer pricing and its related tax issues. The focus is the effect of a transnational corporation's transfer pricing practices on its risk of tax audits, corporate profits, and managerial performance evaluation.

*Prerequisites:* MBA 698, ACC 750. *Co-requisites:* MBA 691, MBA 692

**ACC 755**

## ADVANCED TAX STRATEGY FOR ACCOUNTANTS

1.5 credits

This course is designed to review the formation, operation, and structuring of various business entities.

*Prerequisite:* ACC 750 *Tax Strategy*

**FIN 754**

## DERIVATIVE INSTRUMENTS

1.5 credits

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

*Prerequisites:* Successful completion of the fall term courses.

**FIN 756**

## ENTERPRISE RISK ANALYSIS (MANAGERIAL FINANCE TRACK)

1.5 credits

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

*Prerequisites:* Successful completion of the fall semester courses.

**MKT 771**

## SERVICES MARKETING

1.5 credits

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

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

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

*Prerequisite:* MBA 696

**MBA IN SWITZERLAND****Faculty**

Dean: Paul Brazina, MBA, CPA, CMA

Associate Dean: MarySheila McDonald, J.D

Program Administrator: Joseph Y. Ugras, Ph.D., CMA

Program Coordinator: Dr. Gehard Bütschi

Professors: Barenbaum, Mshomba, Schubert, Seltzer, Talaga, Tavana

Associate Professors: Ambrose, Jiang, Jones, Szabat, Ugras, Wentzel

Assistant Professors: Brazina, G. Bruce, Gauss, Nucera

Lecturers: Bütschi, Cruikshank, Hujting

**Description of Program**

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

Traditional MBA programs teach students how to manage "things" more than educating how to lead. The new approach to teaching business professionals is to help students learn how to use the informational tools available to them and develop the kinds of people-oriented skills that prepare them for success as leaders in an expanding global business

environment. This new approach makes for a more effective educational experience for part-time working professionals. The School of Business and the MBA Program are accredited by one of higher education’s most prestigious accrediting bodies—AACSB International, the Association to Advance Collegiate Schools of Business.

La Salle understands the lifestyles of its MBA students and is committed to making sure it is as easy as possible to register for courses, meet with a professor before class, or take a semester off, if necessary. The MBA is offered in Basel, Switzerland on weekends with a one week residential program in Philadelphia, PA.

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

**Admission Requirements**

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

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

1. Application form
2. Application fee (waived for online applicants)
3. Official transcripts demonstrating University degree or Swiss/German/Austrian Federal Diploma or equivalent
4. English Proficiency- The Test of English as a Foreign Language (TOEFL) may be required in certain cases where English language proficiency cannot be assessed
5. Professional resume demonstrating a minimum of five years of work experience with some managerial responsibilities
6. Interview (in person)
7. Applicants with significant work experience or possessing an advanced degree in higher education are waived from the GMAT requirement for admission.

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

The University’s Nondiscrimination Policy is stated in the introduction section of this catalog. Admission is based solely upon an applicant’s qualifications.

**Application Deadlines**

There are no formal application deadlines. However, we recommend that all application documents be received by November 1. The class size is limited and once the seats are filled, all applications will be deferred until the following year. Contact [swissmba@lasalle.edu](mailto:swissmba@lasalle.edu) office if you have any questions.

**Transfer Credit**

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

**The Application for Admission may be obtained by contacting:**

MBA Program  
 La Salle University  
 Philadelphia, PA 19141  
 215.951.1234  
 Fax: 215.951.1960  
 E-mail: [swissmba@lasalle.edu](mailto:swissmba@lasalle.edu)

**Tuition and Fees 2013-2014**

Application Fee . . . . .	\$35
Online Application . . . . .	free
Tuition . . . . .	\$42,000

**The MBA Curriculum**

Students complete 45 credits for the MBA degree at La Salle University.

**Foundation**

The purpose of the Foundation area is to provide students with a functional knowledge of business theory in the context of decision-making and leadership skills.

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

**The Core**

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

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

**Executive Perspectives**

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

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

## Integrative Capstone

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

- MGT 745** International Management  
**MGT 780** Applied Research in Business  
**MBA 901** Competing in a Global Market: Analysis of the Business Environment  
**MBA 902** Competing in a Global Market: Analysis and Implementation of Strategy

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## MASTER OF ARTS IN CENTRAL AND EASTERN EUROPEAN STUDIES

### Faculty

Director: Leonid Rudnytzky, Ph.D.  
 Professors: Mshomba, L. Rudnytzky  
 Associate Professor: Gómez  
 Lecturers: Turzanski  
 Adjuncts: Chubok, Lloyd, Obst, N. Rudnytzky, Sarkissian, Seifter, Thomas

### Description of Program

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

### Admission Requirements

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

1. Evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education, or the completion of six semesters at a foreign university.
2. One letter of recommendation from a professor or a work supervisor who can address the candidate's ability and qualifications for enrolling in this program.
3. International students must present an acceptable TOEFL score.
4. Professional Résumé
5. 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. Leonid Rudnytzky, Acting Director  
 Central and Eastern European Studies  
 La Salle University  
 1900 W. Olney Avenue  
 Philadelphia, PA 19141  
 215.951.1200

Fax: 215.951.1200  
 E-mail: [cees@lasalle.edu](mailto:cees@lasalle.edu)

### Tuition and Fees 2013-2014

Application Fee . . . . .	\$35
Online Application . . . . .	free
Tuition (per credit hour) . . . . .	\$695
General University Fee (per semester) . . . . .	\$100
Technology Fee, full time, per semester . . . . .	\$100
Technology Fee, part time, per semester . . . . .	\$50
Parking Fee . . . . .	\$45

### Tuition Assistance

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

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

### Required for Degree

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

### Course Descriptions

(All courses listed are 3 credits each)

#### CES 510-517

##### IMMERSION PROGRAM IN GERMAN/RUSSIAN LANGUAGE STUDIES

These courses provide students with intensive foreign language training. Two languages are offered regularly: German and Russian. The student is required to master only one of these languages. Other Slavic languages (Polish, Ukrainian, etc.) are offered on a tutorial basis. The course includes a cultural component; the students are expected to develop skills in comprehending, speaking, reading, and writing the given language.

#### CES 605

##### INTRODUCTION TO INTELLIGENCE/SECURITY POLICY: CENTRAL/EASTERN EUROPE

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

#### CES 611-612

##### TOPICS IN THE GEOPOLITICS OF THE BALKAN, CASPIAN, AND CAUCASUS REGIONS

These courses present a chronology of major events and trends, both historic and present, in the Balkan, Caspian, and Caucasus regions. The students are provided with an opportunity to analyze intercultural and geopolitical aspects of life and times in these regions. Topics include:

Conflict in the Caucasus, Geopolitics of the Caspian Region, Pipeline Wars, Revolutions by Colors in the Former Soviet Union, and Balkan Conflicts. Topics vary from semester to semester; may be repeated for credit if material is essentially different.

**CES 610**

## INTRODUCTION TO ECONOMICS: CENTRAL AND EASTERN EUROPE

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

**CES 620-621**

## TOPICS IN EASTERN EUROPEAN CULTURES

These courses are a survey of the national cultures of the peoples of Eastern Europe and an examination of cultural influences and convergences between East and West with emphasis on modern times. These courses also provide an examination of national cultures within empires, national cultures under Marxism, and the political and cultural freedom of more recent times. Topics include: Contemporary Europe and the Slavic East; the Cultures of the Eastern Slavs; Modern Polish Culture; Russian Civilization in Transition; the European Union and the Slavic East; and the Culture of Judaism in Eastern Europe. Topics vary from semester to semester. May be repeated for credit if material is essentially different.

**CES 630-631**

## TOPICS IN SLAVIC LITERATURES

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

**CES 640-641**

## TOPICS IN GERMAN CULTURE

The courses will focus on the study of the major works of great German poets and philosophers of the 18th, 19th, 20th, and 21st centuries. Emphasis on the writers' attempts to define ultimate reality, the search for *das Ding-an-sich* (the thing-in-itself), and their conceptions of paradise. Topics include: Great German Thinkers; 20th-Century German Thinkers; German Cultural History; 20th-Century German Cultural History; Goethe; Rilke; and Heidegger. Topics vary from semester to semester; may be repeated for credit if material is essentially different.

**CES 650-651**

## TOPICS IN THE MODERN HISTORY OF EASTERN EUROPE

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

**CES 660-661**

## TOPICS IN CENTRAL AND EASTERN EUROPEAN POLITICS

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

**CES 680**

## OPPORTUNITIES IN CENTRAL AND EASTERN EUROPEAN MARKETS

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

**CES 685-86**

## TOPICS IN THE RELIGIONS OF CENTRAL AND EASTERN EUROPE

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

**CES 690**

## CENTRAL AND EASTERN EUROPE IN THE WORLD ECONOMY

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

**CES 695**

## INTELLIGENCE/SECURITY POLICY SEMINAR

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

**CES 700-701****CAPSTONE SEMINAR**

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

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

**Director**

Leonid Rudnytzky, Ph.D.

**Faculty**

*Professor:* L. Rudnytzky

*Adjunct Faculty:* Lloyd, N. Rudnytzky, Sarkissian, Thomas, Turzanski

**Description**

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

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

**Admission Requirements****U.S. Students**

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

**International Students**

1. An undergraduate degree from a recognized institution. In the case of International Students, the completion of six university semesters.
2. An overall GPA (Grade Point Average) of 3.0 as an undergraduate. Special cases will be reviewed by the Director.
3. One letter of recommendation from a professor and/or a work supervisor.
4. A completed application form.

5. Official copies of all undergraduate transcripts.
6. Evidence of a reading knowledge of, at least, one of the languages of Central or Eastern Europe. If the student does not have this competency upon admission, it must be demonstrated via test prior to completion of the Certificate program.
7. A certificate of financial responsibility in addition to the aforementioned documents.

**Tuition and Fees**

Application Fee . . . . .	\$35
Tuition, per credit hour . . . . .	\$695
General University Fee, per semester . . . . .	\$100
Technology Fee, full time, per semester . . . . .	\$100
Technology Fee, part time, per semester . . . . .	\$50
Parking Fee . . . . .	\$45

**Tuition Assistance**

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

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

**Certificate Requirements**

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

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

**CES 611-612**

TOPICS IN THE GEOPOLITICS OF THE BALKAN, CASPIAN, AND CAUCASUS REGIONS

Sample topics include:

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

**CES 660-661:**

TOPICS IN CENTRAL AND EASTERN EUROPEAN POLITICS

Sample topics include:

- Democratic Development of Eastern Europe
  - Espionage in Central/Eastern Europe: Cold War and Beyond
  - Contemporary Russian Politics
  - Russian Foreign Policy
  - Russian Military Doctrine in the 21st Century
  - Russian Intelligence Agencies
  - Central/Eastern European Security Policy
- Seminar Course: CES 695

## MASTER'S PROGRAMS IN COUNSELING AND FAMILY THERAPY

### Faculty

Director of Counseling and Family Therapy Master's Programs: Donna Tonrey, Psy.D.  
 Director, Professional Clinical Counseling Program: John J. Rooney, Ph.D.  
 Professors: Burke, Rooney (emeritus)  
 Associate Professors: Armstrong, Cardaciotto, Collins, D. Falcone, Fingerhut, McClure, Montague, Moon, Smith, Wilson, Zelikovsky  
 Assistant Professors: Gambrel, Goldbacher, Jacob, McMonigle, Roth, Spokas, Sude, Williams,  
 Associate Clinical Faculty: Conway, Cosby, Hannigan, Selm  
 Lecturers: Abernethy, Albert, Awosan, Boyll, Cos, Cosby, Diorio, Erb, Evans-Weaver, G. Falcone, Fina, Hellings-Sude, Hillman, Hoffer, Lomau-ro, Maida, Moriconi, Marks, May, Piperata, Rodriguez, Santone, Scott, Shralow, Silverman, Smith, Southerling, Toth, Unikel.

### Mission Statements

#### Marriage and Family Therapy Program Mission

In keeping with this Lasallian tradition, the Marriage and Family Therapy Program strives to prepare professionals with the abilities and competencies requisite for the practice of marriage and family therapy. The curriculum emphasizes a conceptualization of the role of an individual in primary relationships, such as marriage and the family. Students are provided with course work and clinical experiences, which encourages them to examine the complex interplay of all forces (scientific, interpersonal, and spiritual) that coexist within and exert influence on an individual and on a family system. The goal is to prepare marriage and family therapists who will competently develop and implement comprehensive interventions, acquire a holistic perspective to health care, understand the complexity of addressing the overall, long-term well-being of individuals and their families, evaluate and treat mental and emotional disorders, and address a wide array of relationship issues that will best meet the needs of clients within the context of a family system.

#### Professional Clinical Counseling Program Mission

In keeping with this Lasallian tradition, the Professional Clinical Counseling Program strives to prepare professionals with the abilities and competencies requisite for the practice of mental health counseling. The curriculum emphasizes a conceptualization of the role of the counselor and what is needed to acquire the knowledge and skills necessary to practice effectively and ethically. Students are provided with coursework and clinical experiences, which encourages them to examine the complex interplay of all forces (scientific, interpersonal, and spiritual) that coexist within and exert influence on the individual. The goal is to prepare mental health counselors who will competently develop and implement comprehensive interventions, acquire a holistic perspective to health care, understand the complexity of addressing the overall, long-term well-being of individuals, evaluate and treat mental and emotional disorders, address a wide array of mental health issues that will best meet the needs of clients, and value professional diligence and continued learning throughout their professional career.

#### Marriage and Family Therapy (MFT) and Professional Clinical Counseling (PCC) Diversity Statement

Diversity includes many areas and addressing it involves understanding the importance of an appreciation for differing world views. The University's Nondiscrimination Policy is stated in the introductory section of this catalog.

The Marriage and Family Therapy (MFT) and Professional Clinical Counseling (PCC) programs at La Salle University are committed to exposing faculty and students to diverse people, thoughts, and ideas. This is accomplished through courses and coursework, internship and clinical experiences, professional activities, and development opportunities.

Issues of diversity are addressed and integrated throughout the MFT and PCC curriculum.

#### MFT Student Learning Outcomes

- Students will demonstrate an ability to utilize an ethical and systemic approach with cultural sensitivity in their work with individuals, couples, and families.
- Students will demonstrate a knowledge of current and traditional MFT approaches, develop effective treatment plans, utilize appropriate interventions, and effectively assess and diagnose individuals, couples, and families.
- Students will demonstrate evidence of a professional understanding of MFT literature, research, and ethical and legal standards of the profession.
- Students will demonstrate professional maturity, competence, and multicultural sensitivity in all settings with clients, colleagues, faculty supervisors, and community populations.
- Students will identify as a Marriage and Family Therapist.

#### PCC Student Learning Outcomes

- The PCC Program will provide applicable, knowledge, and practice-based training that will assist students in the learning and development of professional and clinical competence in a culturally diverse environment.
- The program will provide students with the opportunity to attain the knowledge and skills necessary for state licensing and or national credentialing in the counseling profession.
- The program will prepare students for employment as counselors in a professional setting for a culturally diverse society.

### Description of Program

The Counseling and Family Therapy Master's Programs offer three graduate degrees:

- Master of Arts in Marriage and Family Therapy
- Master of Arts in Professional Clinical Counseling
- Master of Arts in Industrial/Organizational: Management and Human Resources Program

#### Marriage and Family Therapy (MFT) Program

Students earning a Master of Arts degree in Marriage and Family Therapy will meet the education requirements for licensure as Marriage and Family Therapists. MFT students are able to minor in counseling, addictions counseling, or industrial organizational within the program.

#### Professional Clinical Counseling (PCC) Program

Students earning a Master of Arts degree in Professional Clinical Counseling (PCC) will meet the education requirements for licensure as Professional Counselors. PCC students are able to minor in marriage and family therapy, addictions counseling, or industrial organizational within the program.

#### Industrial/Organizational Psychology: Management and Human Resources Program

Students earn a Master of Arts degree in Industrial/Organizational Management and Human Resources.

Technology Fee, part time, per semester . . . . . \$50  
 Parking Fee . . . . . \$45

**Admission Requirements**

To be considered for admission, an applicant must present:

1. Evidence of completion of a baccalaureate degree from an accredited institution of higher education with a minimum of 15 hours in psychology, counseling, or marriage and family studies and a GPA of 3.0 (for the Accelerated Full-Time Program, a GPA of 3.2). Be sure to submit all transcripts of academic institutions attended, particularly if credits were transferred.
  - For Marriage and Family Therapy Program: credit hours should be in marriage and family studies, psychology, or counseling.
  - For the Professional Clinical Counseling program and the I/O—Management and Human Resources program: credit hours should be in psychology or counseling, including courses in general psychology, statistics, and research methods
2. Acceptable scores in the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE scheduling is also available from the Counseling Center. (Note: This requirement is waived if the applicant already possesses a master's degree in any field. It can be waived if the applicant has a cumulative GPA of 3.5 or higher.)
3. Three letters of recommendation. This should include a college professor who can assess the applicant's academic qualifications and abilities as well as a supervisor (if the applicant is in or has worked in the field) who can assess the candidate's professional qualifications, abilities, and motivation for enrolling in this program.
4. A personal statement. Applicants should include what professionalism means to them with regard to their becoming a mental health clinician and/or a human resources professional. In addition, applicants should include some information about themselves, their intentions concerning their academic and career paths, why they chose the La Salle master's program, expectations of the program, what they will contribute to the program, and what they believe they will eventually contribute to the mental health field.
5. Professional Résumé
  - Preference is given to applicants with two or more years of work experience, paid or as a volunteer.
  - A maximum of nine hours of transfer credits may be granted for graduate work taken at another institution. The University's Nondiscrimination Policy is stated in the introductory section of this catalog.

**The Application for Admission may be obtained by contacting:**

Dr. Donna A. Tonrey, Director  
 Counseling and Family Therapy Master's Programs  
 Box 828  
 La Salle University Philadelphia, PA 19141 Phone: 215.951.1767 Fax: 215.991.3585  
 E-mail: [cftma@lasalle.edu](mailto:cftma@lasalle.edu)  
 Web site: [www.lasalle.edu/cft](http://www.lasalle.edu/cft)

**Tuition and Fees 2013-2014**

Application Fee . . . . . \$35  
 Online Application . . . . . free  
 Tuition (per credit hour) . . . . . \$710  
 General University Fee (per semester) . . . . . \$100  
 Technology Fee, full time, per semester . . . . . \$100

**Tuition Assistance**

A limited number of scholarships are available. Consult the Director of the Counseling and Family Therapy Master's Programs for details.

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

**Progression Through the Program**

Depending on the program of choice, students take a total of 60 or 48 credits.

The Marriage and Family Therapy and the Professional Clinical Counseling degrees are both 60 credits. Industrial Organization Human Resource Management is 48 credits.

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

**Preparation for Licensure**

The Marriage and Family Therapy Degree (60 credit hours) prepares students to become licensed Marriage and Family Therapists (LMFTs). The Professional Clinical Counseling Degree (60 credit hours) prepares students to become licensed Professional Counselors (LPCs).

The I/O-Management and Human Resources Degree (48 credits) does not prepare students for licensure.

**Supervised Practical Training: (Field Placement)**

**Includes Practicum, Internship, and Professional Seminar**

All students are required to engage in supervised field training.

Marriage and Family Therapy students preparing for licensing complete a one calendar year Internship (PCMF 680/681/682) of at least 600 clock hours, 300 of which need to be direct client hours—the usual clinical internship placement involves 12 to 15 hours per week of on-site service. While engaged in the internship, students also attend Professional Seminar (PCMF 690/691/692).

Professional Clinical Counseling students preparing for licensing complete a one-semester practicum (PCC 660) of at least 100 clock hours, 40 of which are direct client hours—the usual practicum placement requires six to seven hours per week. While engaged in the practicum, students also attend the Professional/Case Practicum Seminar (PCC 661). The internship (PCC 680/681/682) for Professional Clinical Counseling students preparing for licensure is a calendar year of at least 600 clock hours, 300 of which are direct client hours—the usual clinical internship placement involves 12 to 15 hours per week of on-site service. While engaged in the internship, students also attend Professional Seminar (PCC/PCMF 690/691/692).

The I/O-Management and Human Resources students complete an internship (PCC 685/686) of two semesters and at least 400 clock hours—the usual non-clinical internship involves 12 to 15 hours per week in

human resources or related departments. While engaged in the internship, students also attend Professional Seminar (695/696).

**Requirements**

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

**Counseling and Family Therapy Master's Programs in Bucks County and Montgomery County**

Students are able to complete the full Marriage and Family Therapy degree or the Professional Clinical Counseling degree at the La Salle University Bucks County Center in Newtown, PA and at the Montgomery County Center at Metroplex Corporate Center in Plymouth Meeting, PA.

The Accelerated Full-Time Weekend Option for the Marriage and Family Therapy Degree and the Professional Clinical Counseling Degree is available at the Montgomery County Center in Plymouth Meeting, PA.

For the I/O Human Resources Management degree, students will have to take some courses at Main Campus or the Bucks County Center.

**Professional Clinical Counseling**

**Master's Degree Program (60 Credit Hours)**

	Credits
Required Courses	
<b>PCMF 500</b> Counseling & Psychotherapy: Theories and Interventions	3
<b>PCC 501</b> Professional Orientation and Ethical Practice of Counseling*	3
<b>PCC/PCMF 502</b> Counseling Laboratory I*	3
<b>PCMF 503</b> Psychopathology	3
<b>PCMF 504</b> Human Behavior: A Developmental Perspective*	3
<b>PCMF 505</b> Systems, Systemic Thinking, and Ethics	3
<b>PCMF 506</b> Basic Principles of Research Design, Statistics, Program Development and Evaluation*	3
<b>PCC 509</b> Psychological Assessment I: Assessment in Clinical and Career Counseling*	3
<b>PCC 512</b> Addictions Counseling	3
<b>PCC/PCMF 602</b> Advanced Counseling Laboratory	3
<b>PCC 612</b> Group Processes in Counseling and Psychotherapy*	3
<b>PCMF 619</b> Multicultural Counseling & Therapy*	3
<b>PCC 644</b> Career Counseling*	3
<b>PCC 660</b> Counseling Practicum*	2
<b>PCC 661</b> Professional/Case Practicum Seminar	1
<b>PCC 680</b> Internship I*	2
<b>PCC 681</b> Internship II*	2
<b>PCC 682</b> Internship III*	2
<b>PCC/PCMF 690</b> Professional Seminar I	1
<b>PCC/PCMF 691</b> Professional Seminar II	1
<b>PCC/PCMF 692</b> Professional Seminar III	1

Total 51

\*Required for NBCC Licensure Examination

**Additional 9 credit hours required to meet 60 credits**

**NO MINOR:** Choose 4 additional MA Program courses in consultation with advisor.

**MINORS IN PROFESSIONAL COUNSELING**

**MARRIAGE AND FAMILY THERAPY as a minor**

<b>PCMF 614</b> Working with Families	3
<b>PCMF 624</b> Marital and Couples Therapy	3
<b>PCMF 634</b> Addictions and the Family	3

**ADDICTIONS COUNSELING as a minor**

<b>PCC 610</b> Cognitive Behavioral Approaches in Counseling and Psychotherapy	3
<b>PCC 634</b> Addictions & the Family	3
<b>PCMF 647</b> Motivational Interviewing	3

**INDUSTRIAL ORGANIZATION AND COUNSELING as minor**

<b>PCC 653</b> Organization Interventions	3
<b>PCC 654</b> Issues in Organization Training	3
<b>PCC 659</b> Assessment	3

**Marriage and Family Therapy Degree Program**

**Master's Degree Program**

**(48 Credit Hours) Credits**

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

Total 48

F/TR = Family Theory

F/TP = Family Therapy

**Additional 12 credit hours required to meet 60 credits**

**NO MINOR:** Choose 4 additional MA Program courses in consultation with advisor.

**MINORS IN MARRIAGE AND FAMILY THERAPY**

**PROFESSIONAL COUNSELING as a minor**

<b>PCC 509</b> Assessment in Clinical and Career Counseling	3
<b>PCMF 600</b> Change Processes in Counseling and Psychotherapy	3

**OR**

<b>PCMF 611</b> Insight-Oriented approaches in Counseling and Psychotherapy	3
<b>PCC 612</b> Group Processes in Counseling and Psychotherapy	3
<b>PCC 644</b> Career Counseling*	3

Total 12 credits

**ADDICTIONS COUNSELING as a minor**

<b>PCC 512</b> Addictions Counseling	3
<b>PCC 610</b> Cognitive Behavioral Approaches in Counseling and Psychotherapy	3
<b>PCC 633</b> Professional Issues in Addictions Counseling	3
<b>PCMF 647</b> Motivational Interviewing	3

Total 12 credits

**INDUSTRIAL ORGANIZATION AND COUNSELING as a minor**

<b>PCC 533</b>	Business Basics for Industrial/Organizational Psych	3
<b>PCC 653</b>	Organization Interventions	3
<b>PCC 654</b>	Issues in Organization Training	3
<b>PCC 659</b>	Assessment	3

Total 12 credits

**Industrial/Organizational Management and Human Resources**

**Master's Degree Program**

(48 Credit Hours) Credits

<b>PCMF 500</b>	Introduction to Counseling and Psychotherapy	3
<b>PCC/PCMF 502</b>	Counseling Laboratory I	3
<b>PCC 509</b>	Psychological Assessment I	3
<b>PCC 512</b>	Addictions Counseling	3
<b>PCC 533</b>	Business Basics for I/O	3
<b>PCC 653</b>	Consulting in I/O	3
<b>PCC 654</b>	Organizational Training	3
<b>PCC 659</b>	Assessment in I/O	3
<b>MGT 736</b>	Organizational Design	3
<b>MGT 760</b>	Human Resource Management	3
<b>MBA 810</b>	Self Assessment/Leadership	3
<b>PCC 685/686*</b>	Internship	
<b>PCC 695/696</b>	Professional Seminar	9

Choose one of the Following

<b>PCMF 506</b>	Research and Statistics	3
<b>MBA 620</b>	Statistical Thinking for Managers	3

Choose one of the Following

<b>PCMF 612</b>	Group Processes	3
<b>MGT 742</b>	Organizational Communication	3

Choose one of the Following

<b>PCMF 619</b>	Multicultural Counseling and Therapy	3
<b>MGT 739</b>	Managing Cultural Diversity	3

Total 48

\*The Professional Seminar is taken in conjunction with the Internship.

**Course Descriptions**

**PCMF 500 (Main: Fall; Bucks and Montgomery: Spring)**

INTRODUCTION TO COUNSELING AND PSYCHOTHERAPY: THEORIES AND INTERVENTIONS.

2 credits/Core Competency, Core Concentration

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

**PCC 501 (Main: Fall, Spring; Bucks: Summer; Montgomery: Fall)**

PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE OF COUNSELING  
3 credits/Core Competency, Core Concentration

This course instructs the student on the history and philosophy of the counseling profession; in it the student will gain an understanding of the role, function, and interactions counselors engage in with other human service providers. Additionally, the counselors' role and responsibility with regard to emergency, crisis, and trauma-causing events is examined. Self-care of the counselor, supervision practices and models, overview of professional organizations, advocating for the profession, and advocating for the success of clients is also covered. Throughout the course there

is a focus on the ethical standards of the professional organizations, credentialing bodies, and licensing as well as legal issues as related to the professional counselor.

**PCC/PCMF 502 (Main: Fall, Spring; Bucks and Montgomery: Spring)**

COUNSELING LABORATORY I

3 credits/Core Competency, Core Concentration

This laboratory course is designed to develop the basic counseling skills that will enable students to understand the client, to develop a trusting relationship with the client, and to facilitate the client's self-exploration. Case conceptualization, treatment planning, and progress notes will be covered.

**PCMF 503 (Main: Fall, Spring, Summer; Bucks: Fall; Montgomery: Summer)**

PSYCHOPATHOLOGY

3 credits/Core Competency, Core Concentration

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

**PCMF 504 (Main: Fall, Spring; Bucks: Fall; Montgomery: Summer)**

HUMAN BEHAVIOR: A DEVELOPMENTAL PERSPECTIVE

3 credits/Core Competency, Core Concentration

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

**PCMF 505 (Main: Fall, Spring; Bucks: Fall; Montgomery: Fall)**

SYSTEMS, SYSTEMIC THINKING, AND ETHICS

3 credits/Concentration Option, Core Competency, Core Concentration

This course provides the student with an overview and consideration of family functioning. This includes family structure, family development, family health, family dysfunction, and family treatment. Particular emphasis is placed on acquiring a systems perspective and applying that perspective to an understanding of family functioning. Ethics and diversity are considered and included in the overall systemic view and thinking.

**PCMF 506 (Main: Fall, Spring, Summer; Bucks: Summer; Montgomery: Fall)**

BASIC PRINCIPLES OF RESEARCH DESIGN, STATISTICS, PROGRAM DEVELOPMENT, AND EVALUATION

3 credits/Core Competency, Core Concentration

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

**PCC 508 (Main: Fall; Bucks: Summer; Montgomery: Summer)**

COGNITION AND LEARNING

3 credits/Elective

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

**PCC 509 (Main: Fall, Spring, Summer; Bucks and Montgomery: Spring)**  
 PSYCHOLOGICAL ASSESSMENT I: ASSESSMENT IN CLINICAL AND CAREER  
 COUNSELING

3 credits/Core Competency, Core Concentration

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

*Prerequisite:* PCC/PCMF 506.

**PCC 510 (Main: As Needed; Bucks: As Needed)**  
 INFERENCE STATISTICS AND RESEARCH DESIGN

3 credits

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

*Prerequisite:* PCC/PCMF 506.

**PCC 512 (Main: Spring, Summer; Bucks: Summer; Montgomery: Fall)**  
 ADDICTIONS COUNSELING

3 credits/Core Competency, Core Concentration

This course focuses mainly on chemical substance abuse but considers the etiology and manifestations of other addictions as well. Attention is given to the occurrence of addiction in the family with particular reference to the physical, behavioral, and attitudinal manifestations of addictive behavior and identification and diagnosis of addiction, as well as the selection of appropriate processes of intervention.

**PCC 515 (Main: Fall; Bucks: Spring 2014)**  
 PERSONALITY THEORIES

3 credits/Elective

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

**PCC 524 (Main: As Needed; Bucks: As Needed)**  
 HISTORY AND SYSTEMS IN PSYCHOLOGY

3 credits

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

**PCC 533 (Main: Fall; Bucks: Spring)**  
 BUSINESS BASICS FOR INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

3 credits/Core Competency, Core Concentration

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

**PCC 550 (Main: As Needed; Bucks: As Needed)**  
 BIOLOGICAL BASES OF BEHAVIOR

3 credits

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

**PCC/PCMF 570 (Main: Fall, Spring, Summer; Bucks: Fall, Spring, Summer; Montgomery: Fall, Spring, Summer)**

STATISTICS AND RESEARCH METHODS

3 credits

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

**PCC/PCMF 574 (Main: Fall, Spring, Summer; Bucks: Fall, Spring, Summer; Montgomery: Fall, Spring, Summer)**

INTRODUCTION TO GRADUATE RESEARCH AND WRITING

3 credits

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

**PCMF 600 (Main: Spring; Bucks: Fall; Montgomery: Summer)**  
 CHANGE PROCESSES IN COUNSELING AND PSYCHOTHERAPY

3 credits/Elective

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

*Prerequisites:* PCC/PCMF 500, 502, 503.

**PCC/PCMF 602 (Main: Spring, Summer; Bucks: Summer; Montgomery: Fall)**

ADVANCED COUNSELING LABORATORY

3 credits/Core Competency, Core Concentration

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

*Prerequisite:* PCC/PCMF 502.

**PCMF 603 (Main: Summer; Bucks: Spring; Montgomery: Fall)**  
 HUMAN SEXUALITY

3 credits/Core Competency, Core Concentration

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

**PCC/PCMF 607 (Main: Fall, Spring, Summer; Bucks: Fall, Spring, Summer; Montgomery: Fall, Spring, Summer)**GRADUATE RESEARCH  
3 credits—elective

Graduate Psychology Research is designed to provide an opportunity for students to engage in research. Students will be required to complete a literature review and design and complete a research project.

*Prerequisite:* PCC/PCMF 506.

**PCC 610 (Main: Fall, Summer; Bucks: Spring; Montgomery: Spring 2014 and alternate (even) years)**COGNITIVE-BEHAVIORAL APPROACHES IN COUNSELING AND PSYCHOTHERAPY  
3 credits/Concentration Option, Elective

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

*Prerequisites:* PCC/PCMF 500 and PCC/PCMF 502

**PCMF 611 (Main: Spring; Bucks: Fall; Montgomery: Summer)**INSIGHT-ORIENTED APPROACHES IN COUNSELING AND PSYCHOTHERAPY  
3 credits/Elective

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

*Prerequisite:* PCC/PCMF 500.

**PCC/PCMF 612 (Main: Spring, Summer; Bucks: Summer; Montgomery: Fall)**GROUP PROCESSES IN COUNSELING AND PSYCHOTHERAPY  
3 credits/Core Competency, Core Concentration

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

*Prerequisites:* PCC/PCMF 500 and PCC/PCMF 502.

**PCMF 614 (Main: Spring; Bucks: Spring; Montgomery: Spring)**WORKING WITH FAMILIES  
3 credits/Core Competency, Core Concentration

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

*Prerequisite:* PCMF 505.

**PCMF 616 (Main: Spring 2014 and alternate (even) years; Bucks: Fall 2013 and alternate (odd) years; Montgomery: Spring 2014 and alternate (even) years)**CONTEXTUAL FAMILY THERAPY  
3 credits/Core Competency, Core Concentration

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

**PCMF 619 (Main: Fall, Summer; Bucks: Spring; Montgomery: Spring)**MULTICULTURAL COUNSELING AND THERAPY  
3 credits/Core Competency, Core Concentration

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

**PCMF 624 (Main: Summer; Bucks: Summer; Montgomery: Spring)**MARITAL AND COUPLES THERAPY  
3 credits

This course is designed to provide the student with an understanding of the issues typically addressed in couples' therapy and the ethical considerations when working with couples. Role playing is used to illustrate couples' treatment dynamics and intervention strategies from initial contacts through the treatment process. Special issues in couples therapy, such as the relationship history, communication patterns, sexual intimacy, and the "couple" relationship vs. the "parenting" relationship, are addressed.

*Prerequisite:* PCMF 505.

**PCMF 626 (Main: Summer 2013 and alternate (odd) years; Spring 2014 and alternate (even) years; Bucks: Spring 2014, alternate (even) years) (Montgomery: Spring 2013 and alternate (odd) years)**CHILD IN THE FAMILY CONTEXT  
3 credits/Elective

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

*Prerequisite:* PCC/PCMF 500.

**PCMF 628 (Main: Spring; Bucks: Fall; Montgomery: Summer)**UNDERSTANDING RELATIONSHIPS  
3 credits/Core Competency, Core Concentration

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

*Prerequisite:* PCC 505.

**PCMF 633 (Main: Fall 2013 and alternate (odd) years; Bucks: Spring 2014 and alternate (even) years)**

## PROFESSIONAL ISSUES IN ADDICTIONS COUNSELING

3 credits/Elective

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

**PCMF 634 (Main: Fall, Spring; Bucks: Spring; Montgomery: Fall)**

## ADDICTIONS AND THE FAMILY

3 credits/Core Competency, Core Concentration

This course focuses on an understanding of how addictive processes interact with social and family contexts. This allows more effective treatment interventions to be designed. The current research on family dynamics and treatment of codependence, adolescent substance abuse, and children of addicts will also be reviewed.  
*Prerequisite:*PCC 505.

**PCC 644 (Main: Summer; Bucks: Fall; Montgomery: Summer)**

## CAREER COUNSELING

3 credits/Core Competency, Core Concentration

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

**PCMF 645 (Main: Fall)**

## EMOTIONAL, BEHAVIORAL, AND NEURO-DEVELOPMENTAL DISORDERS OF CHILDHOOD

3 credits/Elective

This course explores a range of psychological disorders in children and adolescents, with a special focus on the role of developmental and social contextual factors, in addition to biological and psychological influences. Each class will focus on a specific disorder or class of disorders, specifically its characteristics, developmental course, diagnostic criteria, protective and risk factors, and implications for prevention and treatment. Students will be encouraged to apply knowledge to current issues in the news and popular culture, as well as their own clinical experiences and lives. This is expected to lead to thoughtful discussions that can be generalized to their development as marriage and family therapists and professional counselors.  
*Prerequisite:* PCC/PCMF 503

**PCMF 646 (Main: Summer 2014 and alternate (even) years;****Montgomery: Summer 2013 and alternate (odd) years)**

## SEX THERAPY

3 credits/Elective

This course examines the variety of ways that human sexuality is expressed in attitudes, beliefs, and behaviors in the context of the interplay between social, physiological, and psychological factors. Methods of studying sexual behavior, concepts of variation and difference, psychosexual development in life stages, and sexual dysfunctions and treatment will be addressed. Models of sexual response, general theories of sex therapy, and modes of sex therapy will also be explored. Students will learn to take detailed

sexual histories, sexual assessments, and applications of sexuality within a clinical framework with consideration of multicultural diversity.

*Prerequisites:* PCMF 502, 602, and 603.

**PCMF 647 (Main: Fall; Bucks: Summer; Montgomery: Spring)**

## MOTIVATIONAL INTERVIEWING

3 credits

This course presents the students with a client-centered approach, using directive methods in order to enhance clients' intrinsic motivation to change by exploring and resolving ambivalence. Motivational Interviewing is useful in all stages of counseling and therapy; however, it is most appropriate for individuals who are in the engagement and persuasion stages of treatment. Motivational interviewing principles and the skills are used in different combinations to build a client-centered environment that incorporates rapport and trust.

*Prerequisites:* PCC/PCMF 500 and PCC 512

**PCC 649 (Main: Spring; Bucks: Fall; Montgomery: Fall 2012 and alternate (even) years)**

## PERSONALITY ASSESSMENT

3 credits/Elective

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

*Prerequisite:* PCC 509.

**PCC 653 (Main: Summer 2014 and alternate (even) years)(Bucks: Summer 2013 and alternate (odd) years)**

## ORGANIZATIONAL INTERVENTIONS

3 credits/Core Concentration

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

**PCC 654 (Main: Spring 2013 and alternate (odd) years)(Bucks: Spring 2014 and alternate (even) years)**

## ISSUES IN ORGANIZATIONAL TRAINING

3 credits/Core Concentration

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

**PCC 659 (Main: Fall 2013 and alternate (odd) years; Bucks: Fall 2012 and alternate (even) years)**

## ASSESSMENT IN ORGANIZATIONAL SETTINGS

3 credits/Core Competency, Core Concentration

This course presents methods for assessing skills, emotional problems, and personality in an organizational setting. It provides a) information regarding the review and interpretation of assessment tools as well as the appropriate usage of test results and b) practical experience in using

these tools. Instruments are selected from more commonly used tests of skills, emotions, and personality. Training will be provided in the use of computer-assisted testing and with standardized interview instruments. Prerequisite :PCC 509 or equivalent

**PCC 660 (Main: Fall, Spring, Summer; Bucks: Fall, Spring, Summer; Montgomery: Fall, Spring, Summer)**

**PRACTICUM**

2 credits/Core Competency, Core Concentration

This is a practicum at an approved field placement site for a minimum of 100 clocked hours observing and/or practicing clinical skills with individuals, couples, families, and/or groups under the direction of an approved supervisor. The practicum must be taken in conjunction with the on-campus seminar in professional ethics (PCC 661).

*Prerequisite: Successful completion of written comprehensive examination and completion of 24 credit hours, including PCC/PCMF 502 and one additional skills course. Corequisite: PCC 661.*

**PCC 661 (Main: Fall, Spring, Summer; Bucks: Fall, Spring, Summer; Montgomery: Fall, Spring, Summer)**

**PROFESSIONAL/CASE PRACTICUM SEMINAR**

1 credit/Core Competency, Core Concentration

This course examines professional and ethical issues, with particular reference to the everyday issues of practice. The student is encouraged to develop a “critically examined” personal style and stance with which to address these issues. The class focus will be on the development of an understanding and a working knowledge of the Codes of Ethical Conduct of the American Counseling Association, the American Association of Marriage and Family Therapy, the American Psychological Association, and relevant Commonwealth of Pennsylvania laws and statutes.

*Prerequisite: Successful completion of written comprehensive examination, completion of 24 credit hours including necessary skills courses. Corequisite: PCC 660*

**PCC/PCMF 680-681-682 (Main: Fall, Spring, Summer; Bucks: Fall, Spring, Summer; Montgomery: Fall, Spring, Summer)**

**INTERNSHIP**

2 credits/Core Competency, Core Concentration

An internship takes place in a supervised experience at an approved field placement site for approximately 200 hours per term. By the conclusion of the internship, students are required to accrue a minimum of 600 clock hours, half of which are client contact. PCC/PCMF 502, 602 and one additional skills course, completion of PCC 660 (for students required to take this course), and practice in clinical skills with individuals, couples, families, and/or groups. Includes on-campus case seminar. (Continued with PCC/PCMF 681, 682. Each semester is two credits.)

*Prerequisites: Completion of 24 credit hours, including successful completion of written comprehensive examination. Corequisite: PCC//PCMF 680 taken with PCC/PCMF 690, PCC/PCMF 681 taken with PCC/PCMF 691/ PCC/PCMF 682 taken with PCC/PCMF 692.*

**PCC 685-86 (MAIN: FALL, SPRING, SUMMER; BUCKS: FALL, SPRING, SUMMER; Montgomery: FALL, SPRING, SUMMER)**

**I/O-MHR PROGRAM INTERNSHIP**

2 credits/Core Competency, Core Concentration

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

**PCC/PCMF 690-92 (MAIN: FALL, SPRING, SUMMER; BUCKS: FALL, SPRING, SUMMER; Montgomery: FALL, SPRING, SUMMER)**

**PROFESSIONAL SEMINAR/CASE SEMINAR**

1 credit/Core Competency, Core Concentration

The personal, practical, and ethical issues involved in the practice of professional counseling and marriage and family therapy. Examination of professional development, professional associations, continuing education, credentialing, legal responsibilities and liabilities, confidentiality, agency practice, independent practice, consulting, and inter-professional cooperation. (PCC/PCMF 691, 692—continuation of Professional Seminar—one credit each semester.)

*Prerequisite: Same as PCC/PCMF 680*

**PCC 695-96 (MAIN: FALL, SPRING, SUMMER; BUCKS: FALL, SPRING, SUMMER; Montgomery: FALL, SPRING, SUMMER)**

**I/O-MHR PROFESSIONAL SEMINAR**

1 credit/Core Competency, Core Concentration

The personal, practical, and ethical issues involved in the field of industrial/organizational psychology and human resource management. Examination of professional development, professional associations, continuing education, credentialing, legal responsibilities and liabilities, confidentiality, agency practice, independent practice, consulting, and inter-professional cooperation.

*Corequisite: PCC/PCMF 695 taken with PCC/PCMF 685; PCC/PCMF 696 taken with PCC/PCMF 686. Prerequisite: Same as PCC/PCMF 685.*

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## MASTER OF SCIENCE IN COMPUTER INFORMATION SCIENCE

### Faculty

Program Director: Margaret McCoe, M.S.

Professors: Longo, McManus

Associate Professors: Blum, Highley, Kirsch, Redmond

Assistant Professors: McCoe, Turk

Associate Faculty: Pasquale, Wiley

Lecturers: Girone, Monaghan, Wacey

### Description of Program

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

The M.S. in Computer Information Science program provides students with a structured study of applied technical solutions to real-world problems. The program emphasizes the need to understand the program from definition through implementation and review. The program uses real-world cases that develop problem-solving techniques through the

software engineering methodologies. The students also learn to manage the problem solution through the gathering of requirements, problem refinement, design modeling, implementation, and user-testing. The curriculum emphasizes group interaction and problem-solving skills through iterative processes and project management from problem definition through solution deployment.

The goals of the program's core are

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

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

### Admission Requirements

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

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

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

The University's Nondiscrimination Policy is stated in the introduction section of this catalog.

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

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

### The Application for Admission may be obtained by contacting:

Margaret McCoe, Director  
 Graduate Program in Computer Information Science  
 La Salle University  
 Philadelphia, PA 19141  
 Phone: 215.951.1136  
 Fax: 215.951.1805  
 E-mail: [gradcis@lasalle.edu](mailto:gradcis@lasalle.edu)  
 Web site: [www.lasalle.edu/gradcis](http://www.lasalle.edu/gradcis)

### Tuition and Fees 2013-2014

Application Fee . . . . .	\$35
Online Application . . . . .	free
Tuition (per credit hour) . . . . .	\$800
General University Fee (per semester) . . . . .	\$100
Technology Fee, full time (per semester) . . . . .	\$100
Technology Fee, part time (per semester) . . . . .	\$50
Parking Fee . . . . .	\$45

### Tuition Assistance

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

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

### Progression through the Program

Ten (10) to thirteen (13) courses (at least 30 graduate credits) are required for the degree. Each student is required to satisfy the foundation courses, all six core courses, three electives, and a capstone project.

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

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

## Warranty Program

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

## Curriculum

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### Foundation Courses

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

- CIS 501** Introduction to Programming
- CIS 523** Data Processing and Database Management
- CIS 540** Network Theory

### Core Courses

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

- CIS 613** Software Engineering
- CIS 615** Project Management
- CIS 617** Software Project Development
- CIS 621** Client Interface Development
- CIS 623** Database Services Development using Microsoft Tools
- CIS 629** Mobile Development

### Electives

Students are required to complete three electives.

- CIS 612** Ethics, Issues, and Government Regulations
  - CIS 619** LAN Administration
  - CIS 624** Data Warehouses
  - CIS 626** Web Services Development
  - CIS 627** Web Database Services Development
  - CIS 646** Collaboration Technologies
  - CIS 658** Data Mining
  - CIS 67x** Special Topics in Computer Information Science
  - INL 631** Technology Architectures
  - INL 644** Data Security
  - INL 653** Web Services and Solutions
  - INL 665** Computer Digital Forensics
- or courses approved by program director.

### Capstone Experience

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

- CIS 685** CIS Capstone

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

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Students may earn both a B.A. in Computer Science and a M.S. in Computer Information Science or a B.S. in Computer Science and a M.S.

in Computer Information Science by participating in the University's Five-Year Program. Students would satisfy the undergraduate computer science major requirements during their first four years at the University, earning a minimum of 120 credits, of which a maximum of six may be graduate credits, while maintaining a GPA of 3.0 or better. Upon completion of a bachelor's degree, students may then enter the M.S. in Computer Information Science program by completing the remainder of the full degree requirements.

## Mission of the Program

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Graduate education in Computer Information Science will provide a forum for the study, investigation, discussion, and presentation of how Web services may be used to improve an individual's productivity and to enhance departmental and corporate electronic-based communication systems. In order to prepare computing professionals who will be able to keep pace with the dynamic nature of the discipline and contribute to its growth, this program will emphasize both individual and group effort, as well as lecture and hands-on training. The approach will be consistent with the philosophy of graduate education at La Salle.

## Learning Goals

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The MS Computer Information Science program provides students with a structured study of applied technical solutions to real-world problems. The learning goals of the program are for the students to:

- Understand a program from definition through implementation and review;
- Use problem solving techniques through software engineering methodologies in real-world cases;
- Manage the problem solution through the gathering of requirements, problem refinement, design modeling, implementation, and user-testing;
- Use problem solving techniques and skills to analyze, design, and develop project solutions through iterative processes and project management from requirements gathering through deployment;
- Use group work, presentation skills, and collaboration through the use of technology.

## Course Descriptions

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

### **CIS 501** INTRODUCTION TO PROGRAMMING 3 credits

This course focuses on basic programming techniques through development of applications using a popular framework such as ASP.NET.

### **CIS 523** DATA PROCESSING AND DATABASE MANAGEMENT 3 credits

This course entails analysis and evaluation of database designs in relation to the strategic mission of the project. Topics include database systems, database architectures, and data-definition and data-manipulation languages. Also included are logical and physical database design, database models (e.g., entity-relationship, relational), normalization, integrity,

query languages including SQL, and relational algebra, in addition to social and ethical considerations and privacy of data. This course incorporates case studies and a project using a relational DBMS.

**CIS 540**  
NETWORK THEORY  
3 credits

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

**CIS 612**  
ETHICS, ISSUES, AND GOVERNMENT REGULATIONS  
3 credits

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

**CIS 613**  
SOFTWARE ENGINEERING  
3 credits

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

**CIS 615**  
PROJECT MANAGEMENT  
3 credits

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

**CIS 617**  
SOFTWARE PROJECT DEVELOPMENT  
3 credits

This course focuses on the implementation of a software project. The students complete the implementation of a model that was constructed in a previous course or build a system that implements component services from an existing model. Students will use collaborative software development methods.

**CIS 619**  
LAN ADMINISTRATION  
3 credits

This course focuses on the designing, setting up, and managing of local area networks and intranets. It addresses network administration, especially security and virus issues and virus protection. The course provides students with hands-on lab experiences to install and administer a network and its security system. The students will define the type of network architecture during the course to allow for adaptation to current technology trends, such as Windows, Linux, and/or virtualized network environments.

*Prerequisite:* CIS 540

**CIS 621**  
CLIENT INTERFACE DEVELOPMENT  
3 credits

This course addresses the design and development of standards-based client interfaces for Web applications. The course includes Web-based standards and tool sets that support these standards. Application development emphasizes client Web interface scripting to serve as a general introduction to computer programming. The specific tool set used will depend on the types of interfaces to be developed, considering technology trends. Examples of possible tools include XHTML, CSS, and JavaScript. This course may be waived if the student has prior experience in client interface development.

**CIS 623**  
DATABASE SERVICES DEVELOPMENT USING MICROSOFT TOOLS  
3 credits

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

*Prerequisite:* CIS 523, CIS 622

**CIS 624**  
DATA WAREHOUSES  
3 credits

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

*Prerequisite:* CIS 523

**CIS 626**

## WEB SERVICES DEVELOPMENT

3 credits

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

**CIS 627**

## WEB DATABASE SERVICES DEVELOPMENT

3 credits

This course is an extension to CIS 623. It encompasses programming models that support database access, including ADO.NET. It covers client/server and multitiered architectures; development of database applications; Internet and intranet database design and implementation; database-driven Web sites; and use of XML syntax related to databases. Examples of the possible tool sets for this tool set are PHP and MySQL on either a Linux or Windows server. The course also considers privacy of data and data protection on servers.

*Prerequisite:* CIS 523, CIS 622, or CIS 626.

**CIS 629**

## MOBILE DEVELOPMENT

3 credits

This course covers development of mobile applications and integration with existing systems on the devices. Students will extend development of mobile solutions with enhancements to views, layouts, and intents including interaction with the location-based services, messaging services, multimedia interfaces, and sensors available on the mobile device. The applications will manage data sources, both locally and from database providers. The applications will be tested in an emulation environment and prepared for deployment in a mobile marketplace.

**CIS 646**

## COLLABORATION TECHNOLOGIES

3 credits

This course entails collaboration technologies and processes addressing issues such as group process, facilitation, control, data-sharing, privacy, security, consistency, and globalization. Other topics include human-computer interaction, design, architecture, and implementation. This course considers Web 2.0 collaboration technologies such as electronic mail, texting, portals, discussion boards, Weblogs, wikis, social networks, dashboards, conferencing, meeting rooms, learning management, scheduling, calendars, workflow, and document- and knowledge-management systems. Students will evaluate an existing collaboration technology and will design and implement a project using a variety of collaboration tools and technologies.

*Prerequisites:* CIS 523, CIS 540

**CIS 658**

## DATA MINING

3 credits

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

*Prerequisite:* CIS 523

**CIS 670-679**

## SPECIAL TOPICS IN COMPUTER INFORMATION SCIENCE

3 credits

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

**CIS 685 (Every semester as needed)**

## CIS CAPSTONE

3 credits

Independent research on an approved topic in Computer Information Science. Students will be directed by a faculty member in this research.

The topic must be approved by the Graduate Director and the faculty member who is directing the research. Results of this research should include the preparation of a publishable quality paper or report and an oral presentation on the research.

*Prerequisite:* All Core courses

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## MASTER OF SCIENCE IN ECONOMIC CRIME FORENSICS

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### Faculty

Program Director: Margaret McCoe, M.S.

Professors: Longo

Associate Professors: Kirsch, Redmond, Bruce

Assistant Professors: McCoe

Associate Faculty: Pasquale, Walters

Lecturers: Benkert, Hilkowitz, Monaghan, Ryan, Zikmund

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### Mission

The M.S. in Economic Crime Forensics augments students' background, to acquire both practical and theoretical knowledge in their chosen field, and to enhance their professional competence. Students who earn an M.S. in Economic Crime Forensics will be prepared to advance in their professional careers while completing a graduate degree.

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### Description of Program

The goal of this program is to prepare students to enter the field of economic crime and digital forensics in careers such as internal and external fraud auditors, digital forensics specialists, and data and network security managers. The program prepares individuals to detect, deter, and investigate instances of economic crime, misconduct, and abuse. This program is unique to the Eastern Pennsylvania geographic area.

The M.S. in ECF incorporates key components from La Salle's graduate programs in Computer Information Science, Information Technology Leadership, and Master of Business Administration. The program adds additional theory in areas of criminal justice, litigation preparation, and corporate ethics. The program also provides an additional path for technology managers interested in pursuing a leadership career by integrating financial compliance with corporate business goals. Students complete a capstone experience which integrates theory and practice through either an industry specific research project or a program-related experiential position.

The M.S. in ECF focuses on a set of theoretical core competencies which include the following:

- A. Economic crime definition, analysis, and prevention;
- B. Legal and corporate compliance and ethical issues;
- C. Economic risk analysis and mitigation; and
- D. Investigative practices, principles, and prosecution.

### Admission Requirements

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1. An undergraduate degree. Either a B.A. or a B.S. from an accredited institution. Students with academic studies in business, technology, or criminal justice would be best positioned to complete this program.
2. A GPA of at least 3.0.
3. Two letters of recommendation from professors at the college level. If the applicant has been out of school for more than two years, the letters of recommendation may be provided by current or past supervisors at his/her place of professional employment.
4. The applicant's professional resume must be provided.
5. The applicant will be interviewed by a faculty member to assess the candidate's requirements for foundation courses.

The program is intended to serve working professionals who may have already had formal experience in corporate finance, management, or computer security. For these individuals, the letters of recommendation required should come from employers, past and present.

### Tuition and Fees 2013-2014

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Application Fee . . . . .	\$35
Online Application . . . . .	free
Tuition (per credit hour) . . . . .	\$710
General University Fee (per semester) . . . . .	\$100
Technology Fee, full time (per semester) . . . . .	\$100
Technology Fee, part time (per semester) . . . . .	\$50
Parking Fee . . . . .	\$45

### Tuition Assistance

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Part-time students can apply for need-based financial aid. For more information on financial aid or to apply for a Federal Stafford Loan and the Additional Unsubsidized Loan Program, please contact the Student Financial Services office at 215.951.1070.

### Curriculum

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A foundation course may be required based on the student's background and elective track.

<b>FACC 501</b>	Managerial and Financial Accounting
<b>CIS 540</b>	Network Theory
<b>BUS 776</b>	Law for the Business Manager

### Core Courses

All students must complete the nine core courses for the degree.

<b>ECF 601</b>	Fraud Detection and Prevention
<b>ECF 604</b>	The Computer and Internet Fraud
<b>ECF 605</b>	Corporate Ethics and Compliance
<b>ECF 610</b>	Criminal Justice and Legal Concepts
<b>ECF 625</b>	Litigation Support Practices and Procedures
<b>ECF 638</b>	White Collar Crime
<b>ECF 644</b>	Data Security Technologies
<b>ECF 650</b>	Self-Assessment for Leadership
<b>ECF 655</b>	Fraud Cases: Special Examples

### ECF 658 Data Mining

All students must complete the nine core courses for the degree.

Students will choose a track and complete two courses from the track.

### Corporate Fraud

<b>ECF 632</b>	Financial Statement Fraud
<b>ECF 636</b>	Occupational Fraud and Abuse

### Network Security

<b>ECF 619</b>	Network Administration
<b>ECF 665</b>	Computer Digital Forensics

### All students complete a capstone project.

<b>ECF880</b>	Integrative Capstone
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### Total Credits 36 to 39

### Course Descriptions

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#### ECF 601

#### FRAUD DETECTION AND PREVENTION

3 credits

This course will provide students the weapons to fight fraud by focusing on: basic fraud schemes, information and evidence gathering, criminal and civil prosecution, and criminology and ethics. The objective of this course is to provide students with methodologies for resolving fraud allegations from inception to disposition. Students taking this course gain an understanding of the different types of fraud, the legal environment of fraud, and how to obtain evidence and assist in the detection and prevention of fraud.

#### ECF 604

#### THE COMPUTER AND INTERNET FRAUD

3 credits

Computers have made organizations easier to run. All accounting information, inventory records, customer data, and intellectual property that an organization possesses is contained somewhere in an electronic file. As such, these electronic files are vulnerable to attacks from both employees and outsiders from around the world. This course will provide the student with an understanding of how computer fraud and manipulation is accomplished and what security measures should be instituted to prevent it.

#### ECF 605

#### CORPORATE ETHICS AND COMPLIANCE

3 credits

This course will examine corporate compliance as a response to the Sarbanes/Oxley legislation, which requires corporations to implement programs designed to impact business practices relative to honesty, integrity, compliance, and ethical behavior. Students will review the elements of the Act with particular emphasis on the areas of the Federal Sentencing Guidelines, Public Company Accounting Oversight Board (PCAOB); auditor independence; corporate responsibility; enhanced financial disclosure; corporate fraud; and accountability as they relate to the promotion of enhanced financial security and address corporate malfeasance. Students will evaluate case studies of practical applications of theories and practices on the implementation of ethics and professionalism.

**ECF 610**

## CRIMINAL JUSTICE AND LEGAL CONCEPTS

3 credits

The course provides an overview of the legal systems and expertise required for fraud risk professionals. The course enables participants to deepen their knowledge of the U.S. legal system by acquiring a broader understanding of processes and procedures that focus on fraud investigation, prosecution, and civil remedies. The course covers knowledge of law enforcement agencies, federal rules and regulations and evidence management, and expert testimony.

**ECF 619**

## NETWORK ADMINISTRATION

3 credits

This course is cross-listed with CIS 619.

**ECF 625**

## LITIGATION SUPPORT PRACTICES AND PROCEDURES

3 credits

Learners will explore white collar misconduct that constitutes civil and/or criminal fraud in a corporate setting, including but not limited to: (1) falsification of business records; (2) false billing; (3) forgery of documents or signatures; (4) embezzlement; (5) creation of false companies; (6) false insurance claims; (7) bankruptcy fraud; (8) investment frauds (such as Ponzi schemes); (9) tax fraud; and (10) securities fraud. Students will develop processes and procedures for proper evidence management as well as learn how to prepare to serve as an expert witness and write legally sound expert reports.

*Prerequisite: ECF 610*

**ECF 632**

## FINANCIAL STATEMENT FRAUD

3 credits

Financial statement fraud involves intentional misstatements or omissions of financial statement amounts or disclosures to deceive users of the statements. This topic, commonly known as “cooking the books,” will introduce students to management’s motives and pressures to achieve desired financial results as opposed to true economic financial results. This course will enable the student to both understand and detect the creative accounting methods management employs to “cook the books,” along with related fraud prevention strategies.

**ECF 636**

## OCCUPATIONAL FRAUD AND ABUSE

3 credits

Occupational fraud and abuse is described as the use of one’s occupation for personal enrichment through the deliberate misuse or misapplication of one’s employing organization’s resources or assets. Through the use of real-life case examples, this course will illustrate the types of persons most likely to perpetrate occupational fraud, under what conditions fraud might be committed, and the specific schemes used to defraud organizations of amounts ranging from hundreds to millions of dollars.

**ECF 638**

## WHITE COLLAR CRIME

This course exposes the battle between personal gain and individual integrity and provides a comprehensive analysis of white-collar crime in American society. The course presents a picture of all types of white-collar crime, and includes discussion of high-profile cases, trends in criminal activity, consequences of these criminal behaviors and impact on victims. The course addresses the economic crisis, its causes, cases and participants and the impact on white-collar crime.

**ECF 644**

## DATA SECURITY TECHNOLOGIES

3 credits

This course is cross-listed with INL 644.

**ECF 650**

## SELF-ASSESSMENT FOR LEADERSHIP

3 credits

This course is cross-listed with MBA 810.

**ECF 655**

## FRAUD CASES: SPECIAL EXAMPLES

3 credits

The opportunity to commit and conceal fraud exists only when there are assets susceptible to misappropriation and a lack of internal controls to prevent or detect fraud. This course will focus on the high-risk fraud environments wherein assets are more vulnerable to misappropriation and fraud environments heightened by either a lack of, or non-functioning of, internal controls. Various fraud investigative methods and the process for communicating an expert report will play an essential role in these studies

**ECF 658**

## DATA MINING

3 credits

This course is cross-listed with CIS 658.

**ECF 665**

## COMPUTER DIGITAL FORENSICS

3 credits

This course examines techniques used to conduct computer crime investigations and gather probative evidence to secure a conviction under state and federal laws. Students will simulate a computer forensic investigation: developing an investigation plan, securing the crime scene, analyzing evidence, preparing the case for court, and testifying in a moot court situation.

**ECF 880**

## INTEGRATIVE CAPSTONE

3 credits

The capstone project is an opportunity to pursue an independent learning experience focused on a specific aspect of economic crime forensics based on the student interest. The capstone is intended to extend students beyond the coursework and cases to apply knowledge in ways that are relevant to their professional goals. Students will work on a research project or in an experiential learning environment. Each student will be required to present his/her capstone both as an oral presentation and a summary written document.

## EDUCATION

The Education Department provides a variety of programs:

### Master of Arts in Education

#### Master of Arts in Education with Concentrations in:

- English
- History
- American Studies
- Bilingual/Bicultural Studies
- Autism Spectrum Disorders
- Classroom Management
- Instructional Leadership

#### Master of Arts in Education with Certification in:

- Dual Early Elementary and Special Education
- Dual Middle-Level Science and Math and Special Education
- Secondary Education
- Reading Specialist
- Special Education

#### Additional Pennsylvania Certifications, Pennsylvania Endorsements, and La Salle Certificates in:

- Special Education Certification
- English as a Second Language Certification
- Reading Specialist Certification
- Autism Spectrum Disorders Endorsement
- Instructional Coach Endorsement
- Classroom Management Certification

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

### Mission

For years, the traditional school-as-factory model has set the tone for most teacher education programs. In contrast, La Salle's Graduate Program in Education offers unique alternatives that views each child as an individual learner with needs that often can't be met through an industrialized approach to education. This assembly-line method of schooling encourages teachers to ignore individual differences and the interlocking parts of a child's education. Worse still, it causes them to think in terms of stereotypes of grade, label, and subject.

La Salle-prepared educators are not semi-skilled production workers. La Salle-educated teachers command a comprehensive understanding of the child or adolescent as a very individual learner. They know how to keep the differences of their students in mind and they know how to develop state-of-the-art instruction that works in the "real world" of the school. This focus on the individual as learner is the very embodiment of the expert teacher.

La Salle-educated teachers also are grounded in analytic techniques that promote their ability to analyze the meaning and effects of educational institutions, develop critical understanding of educational thought and practice, and provide resources for the development of educational policy-making skills. This develops genuinely reflective professional practitioners who are capable of leading and innovating rather than merely following orders.

To insure a union of theory with practice, clinical teaching begins early in the program. What is more, these practica are managed and directed by La Salle University in order to ensure optimal conditions of professional growth.

La Salle's Graduate Programs in Education offer: in-service continuing education and Master of Arts in Education for practicing teachers; dual certification in elementary and special education; and certification in most secondary teaching areas.

## MASTER OF ARTS IN EDUCATION

### Faculty

Directors: Greer Richardson, Ph.D.

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

Professors: Bednar, Clabaugh (emeritus), Feden, R. Vogel, Williams, Yost  
Associate Professors: Liang, Mosca, Richardson, Schoen  
Assistant Professor: Patrylo, Lewinski

Lecturers: Baker, Beltz, Buckley, Christidhis, Conway, Dougans, Finore, Follmer, Foote, Gradel, Gunning, Himes, Hughes, Kersul-Wiener, Linso, Mack, Marrone, McCourt, McGovern, Mollitt, Ricci, Rosen, Schalk, Vasallo, Tarducci, M. Vogel

### Admission Requirements

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

1. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.
2. Obtain acceptable scores on the Miller Analogies Test (MAT). (Arrangements to take this examination may be made with La Salle's Counseling Center. This requirement may be waived for applicants with an overall GPA of 3.4 or above or hold an existing masters degree.)
3. Provide two letters of recommendation from colleagues or supervisors who can address the candidate's ability and motivation for enrollment.
4. Complete the Application for Admission, accompanied by the stipulated application fee payable to La Salle University.
5. Professional Résumé
6. Certified teachers must submit a copy of their teaching certificate
7. Provisionally meet the criteria, both academic and professional, detailed later in this section under the heading "Candidacy Procedures for Teaching Certification."

A student may:

1. Attend a personal interview with the Director of the program, if requested(optional).
2. Provide a personal statement of your interest in the program, if requested(optional).

#### The Application for Admission may be obtained by contacting:

Greer Richardson, Ph.D.  
Director  
Graduate Education Program  
La Salle University  
Philadelphia, PA 19141  
Phone: 215.951.1593  
E-mail: [graded@lasalle.edu](mailto:graded@lasalle.edu)

## Tuition and Fees 2013-2014

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Application Fee . . . . .	\$35
Online Application . . . . .	free
Tuition (per credit hour) . . . . .	\$650
General University Fee (per semester) . . . . .	\$100
Technology Fee, full time, per semester . . . . .	\$100
Technology Fee, part time, per semester . . . . .	\$50
Parking Fee . . . . .	\$45

## Tuition Assistance

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A modest amount of need-based, tuition-reduction funding is available. Consult the Director or Academic Advisor for more details.

Information about financial aid and application forms may be obtained from the Student Financial Services' Web site, <http://www.lasalle.edu/financialaid/>, or by calling 215.951.1070.

## Progression Through the Program

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

### Required for Degree:

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

**Core Courses: Required for the Masters of Arts degree in Education and Elementary/Special Education certification, Middle Level/Special Education and Secondary Education certification. (Other programs may have different requirements for the M.A.)**

- **EDC 503** Cognitive, Social, and Emotional Development
- **EDC 510** Human Diversity
- **EDC 602** Educational Technology
- **EDC 604** Foundations of Schooling
- **EDC 613** The Developmentally Oriented Teacher
- **EDC 751** Transformative Pedagogy: A Capstone Experience

**Electives: 12 credits are required to complete the M.A.(Certification courses can be used as electives for the M.A.).**

**M.A. candidates may choose to specialize in one of the concentrations listed below.**

### Autism Spectrum Disorders (12 credits):

- **EDC 655** Dimensions of Autism
- **EDC 657** Systems Approach with Families and Educators
- **EDC 665** Communication Strategies for Teachers of ASD Children and Youth
- **EDC 667** Implementing the IEP in the Inclusive Classroom

### Instructional Leadership (12 credits)

- **EDC 505** Introduction to Instructional Leadership I
- **EDC 615** Advanced Instructional Design
- **EDC 652** Leadership and Educational Change I
- **EDC 653** Leadership and Educational Change II

### Classroom Management (12 credits)

- **EDC 682** Sociological Factors Influencing Educational Outcomes
- **EDC 683** Social, Emotional, and Behavioral Issues
- **EDC 684** Classroom Management and School Discipline
- **EDC 685** Building Resiliency in School Settings

### Bilingual/Bicultural Studies (12 credits)

- **BLS 600** Dynamics of Cross-Cultural Communication
- **BLS 601** Techniques of Teaching English to Speakers of Other Languages
- **BLS 604** Cultural Pluralisms and Problems of Minority Groups in the U.S.A.

- **BLS 605** Curriculum Development of Bilingual Programs

### English (12 credits)

Choose four courses from the following list:

- **ENG 501** Proseminar in Critical and Pedagogical Theory
- **ENG 551** Readings in American Literature and Culture
- **ENG 556** Readings in British Literature and Culture
- **ENG 561** Readings in Western World Cultures and Classrooms Literature in Translation
- **ENG 562** Readings in Non-Western World Cultures and Literature in Translation
- **ENG 641** Composition and Rhetoric
- **ENG 651** Media and Technology Studies
- **ENG 661** Cultural Studies
- **ENG 662** Philadelphia and Regional Studies
- **ENG 671** Drama and Theatre Practice
- **ENG 672** Literature and the Other Arts

### American Studies (12 credits)

- **ENG 551** Readings in American Literature and Culture
- **ENG 661** Cultural Studies
- **HIS 610** Readings in American History
- **HIS 640** History Elective

### History (12 credits)

Choose four courses from the following list:

- **HIS 510** Historiography
- **HIS 610** Readings in American History
- **HIS 615** History of Philadelphia
- **HIS 620** Readings in European History
- **HIS 630** Readings in World History
- **HIS 640** Visualizing History

### Field Experience and Integrated Course Work:

#### Elementary and Special Education Certification Candidates

- Inclusion Practicum (Combines EDC 643, EDC 645, EDC 661)
- Professional Semester (Combines EDC 662 and EDC 679 or EDC 669 and EDC 679)

#### Special Education (only) Certification Candidates

- Inclusion Practicum (Combines EDC 643, and EDC 645, and EDC 661)

#### Middle Level and Special Education Certification Candidates

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

#### Secondary Education Certification Candidates

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

#### Reading Specialist Certification Candidates

- Literacy Internship Practicum (EDC 651)

## TEACHER CERTIFICATION THROUGH LA SALLE'S GRADUATE PROGRAM IN EDUCATION

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Pennsylvania Teacher Certification, both Instructional I (Provisional) and Instructional II (Permanent), may be obtained via the Graduate Program in Education. (All Pennsylvania teachers first obtain only Instructional

I Certification. They have six years to convert this to Instructional II Certification via further study and experience.)

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

### Scope

Certification programs are offered to post-baccalaureate students intending to pursue Pennsylvania Instructional I Certification in either Secondary Education 7-12, Early Elementary PreK-4 and Special Education PreK-8, or Middle-Level Education 4-8 and Special Education PreK-8. Post-baccalaureate certification candidates commonly take the M.A. degree as part of Secondary, Early Elementary and Special Education, or Middle-Level and Special Education certification. Completion of certification requirements and successful completion of the capstone course usually fulfills all degree requirements.

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

### Candidacy Procedures for Teacher Certification

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

### Academic Requirements

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

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

### Other Professional Requirements

Subject matter knowledge is a necessary but not sufficient condition for a career in teaching. Those who would teach the young also must be adequately prepared in pedagogy. Teachers have a moral obligation to provide children the opportunity to achieve their full human potential.

Moreover, children are especially vulnerable, and their parents are compelled by law to turn them over to near strangers. It is therefore necessary that teacher certification candidates evidence a fundamental commitment to mastering the systematic body of knowledge that informs educational practice and supports a scientifically rational approach to teaching. They also must demonstrate a fundamental willingness to help students even at the sacrifice of personal convenience and be unreservedly committed to teach all students irrespective of their kinship, race, religion, sex, social status, or handicapping condition.

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

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

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

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

The following Examinations are required for certification:

#### Early Elementary PreK-4/Special Education PreK-8 Candidates

The Pennsylvania Educator Certification Tests (PECT), administered by Pearson Evaluation Systems:

- Grades PreK-4: Core and Professional Knowledge
- Special Education PreK-8

#### Middle Level Education 4-8 and Special Education PreK-8 Candidates

Praxis tests, administered by the Educational Testing Service (ETS):

- Grades 4-8: Core Assessment, Core Assessment Pedagogy, Core Assessment English Language Arts and Social Studies, Core Assessment Mathematics and Science (5152)
- Subject Concentration Mathematics (5158)
- Subject Concentration Science (5159)

The Pennsylvania Educator Certification Tests (PECT), administered by Pearson Evaluation Systems:

- Special Education PreK-8

#### Secondary Education 7-12 Candidates

Praxis tests, administered by the Educational Testing Service (ETS):

- Fundamental Subject: Content Knowledge (0511)
- Appropriate content area test for secondary subjects

\* Required only for those certifying in the areas of foreign languages and environmental science

#### Special Education Candidates

The Pennsylvania Educator Certification Tests (PECT), administered by Pearson Evaluation Systems:

- Special Education PreK-8

### Reading Specialist Candidates

Praxis tests, administered by the Educational Testing Service (ETS):

- Reading Specialist (0300)

### Summary of Certification Requirements in Early Elementary PreK-4 and Special Education PreK-8 (51 credits)

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#### General Requirements

Individualized Certification Programs are determined after an initial interview.

#### Commonwealth of Pennsylvania Prerequisites

Studies, or appropriate CLEPs to indicate knowledge of American history (three credits), art or music (three credits), literature (three credits), English composition (three credits) and mathematics (six credits)

#### Course Work in Pedagogy

##### Core (15 credits)

- **EDC 503** Cognitive, Social, and Emotional Development
- **EDC 510** Human Diversity
- **EDC 604** Foundations of Schooling
- **EDC 613** Teacher's Role
- **EDC 751** Transformative Pedagogy: A Capstone Experience

##### Plus (21 credits)

- **EDC 555** Introduction to Early Childhood Methods
- **BLS 601** Techniques of Teaching English to Speakers of Other Languages
- **EDC 618** Reading and Writing in Elementary and Special Education
- **EDC 619** Introduction to Assessment and Instruction of Reading and Writing Difficulties
- **EDC 641** Teaching Science as Integrational Inquiry
- **EDC 642** Developmental Math
- **EDC 644** Assessing the Needs of All Learners

#### Inclusion Practicum (nine credits)

- **EDC 643** Developing and Adjusting Instruction
- **EDC 645** Planning and Instruction for Students with Special Needs
- **EDC 661** Teaching Across the Continuum of Student Needs

#### Professional Semester (six credits)

- **EDC 662** Early Elementary and Special Education Student Teaching (for ESE candidates with no teaching experience)
- **EDC 679** Early Elementary and Special Education Special Methods of Teaching

OR

- **EDC 669** Early Elementary and Special Education Supervised Teaching (candidates with two or more years of teaching experience currently employed as teachers or teaching assistants and with approval of the Candidacy Committee)
- **EDC 679** Early Elementary and Special Education Special Methods of Teaching

### Summary of Certification Requirements in Secondary Education 7-12 (39 credits)

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#### Certification Areas

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

#### Subject Area Courses

Determined on individual basis

#### Course Work in Pedagogy

##### Core (15 credits)

- **EDC 503** Cognitive, Social, and Emotional Development
- **EDC 510** Human Diversity
- **EDC 604** Foundations of Schooling
- **EDC 613** Teacher's Role
- **EDC 751** Transformative Pedagogy: A Capstone Experience

##### Plus (nine credits)

- **BLS 601** Techniques of Teaching English to Speakers of Other Languages
- **EDC 602** Teacher and Technology
- **EDC 617** Reading in the Content Area

#### Field Experiences

(Requirements determined on individual basis)

#### Secondary Education Practicum (six credits)

- **EDC 647** Developing and Adjusting Instruction
- **EDC 648** Secondary Education Summer Practicum

#### Professional Semester (six credits)

- **EDC 668** Secondary Education Supervised Teaching (candidates with two or more years of teaching experience currently employed as teacher)
  - **EDC 680** Secondary Education Special Methods of Teaching
- OR
- **EDC 689** Secondary Education Student Teaching (candidates with no teaching experience)
  - **EDC 680** Secondary Education Special Methods of Teaching

### Summary of Certification Requirements in Middle Level 4-8 and Special Education PreK-8 (51 credits)

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#### General Requirements

Individual Certification Programs are determined after an initial interview.

#### Commonwealth of Pennsylvania Prerequisites

Studies or appropriate CLEPs are required to indicate knowledge of prerequisites in mathematics and science areas.

#### Course Work in Pedagogy

##### Core (15 credits)

- **EDC 503** Cognitive, Social, and Emotional Development
- **EDC 510** Human Diversity
- **EDC 604** Foundations of Schooling

- **EDC 613** Teacher's Role
- **EDC 751** Transformative Pedagogy: A Capstone Experience

#### Plus (24 credits)

- **EDC 512** Introduction to the Middle School
- **BLS 601** Techniques of Teaching English to Speakers of Other Languages
- **EDC 617** Reading in the Content Area
- **EDC 619** Introduction to Assessment and Instruction of Reading and Writing Difficulties
- **EDC 641** Teaching Science as Integrated Inquiry
- **EDC 642** Developing Mathematical Thought
- **EDC 644** Assessing the Needs of All Learners

#### Field Experiences

(Requirements determined on individual basis)

#### Inclusion Practicum (nine credits)

- **EDC 643** Developing and Adjusting Instruction
- **EDC 645** Planning and Instruction for Students with Special Needs
- **EDC 661** Teaching Across the Continuum of Student Needs

#### Professional Semester (six credits)

- **EDC 662** Early Elementary and Special Education Student Teaching (for ESE candidates with no teaching experience)
  - **EDC 679** Secondary Education Special Methods of Teaching
- OR
- **EDC 669** Early Elementary and Special Education Supervised Teaching (candidates with two or more years of teaching experience currently employed as teachers or teaching assistants and with approval of the Candidacy Committee)
  - **EDC 679** Secondary Education Special Methods of Teaching

### MASTER OF ARTS IN EDUCATION WITH CERTIFICATION AS A READING SPECIALIST (36 CREDITS)

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

#### Course Work in Pedagogy

##### Core Courses (15 credits)

- **EDC 503** Lifespan Human Development
- **EDC 510** Human Diversity
- **EDC 520** Writing for Literary Educators
- **EDC 751** Transformative Pedagogy: A Capstone Experience
- **BLS 601** Techniques of Teaching English of Speakers of Other Languages

##### Specialized Courses (15 credits)

- **EDC 617** Reading in the Content Area
- or
- **EDC 618** Reading and Writing in Elementary and Special Education
  - **EDC 619** Literacy Difficulties: Diagnosis and Instruction for Reading Specialists and Classroom Teachers
  - **EDC 620** Literacy Difficulties: Assessment and Intervention
  - **EDC 640** Literature of Children and Adolescents Across the Curriculum
  - **EDC 649** The Literacy Coach: Improving the Teaching of Reading and Writing in the Content Areas

#### Practicum (6 credits)

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

### READING SPECIALIST CERTIFICATE ONLY (21 CREDITS)

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

#### Specialized Courses (15 credits)

- **EDC 617** Reading in the Content Area
- Or
- **EDC 618** Reading and Writing in Elementary and Special Education
  - **EDC 619** Literacy Difficulties: Diagnosis and Instruction for Reading Specialists and Classroom Teachers
  - **EDC 620** Literacy Difficulties: Assessment and Intervention
  - **EDC 640** Literature for Children and Adolescents Across the Curriculum
  - **EDC 649** The Literacy Coach: Improving the Teaching of Reading and Writing in the Content Area

#### Practicum (6 credits)

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

### MASTER OF ARTS IN EDUCATION WITH SPECIAL EDUCATION CERTIFICATION (33 CREDITS)

#### Candidates for the M.A. in Education with Special Education

Certification will undergo a predetermined curriculum consisting of 12 courses. These courses meet Pennsylvania Department of Education standards for certification.

#### Course Work in Pedagogy

##### Core Courses (15 credits)

- **EDC 503** Lifespan Human Development
  - **EDC 615** Advanced Instructional Design
- Plus one of the following (3 credits)
- **EDC 673** School Law
  - **EDC 684** Classroom Management and School Discipline

##### Certification Courses 15 credits)

- **EDC 510** Human Exceptionalities
- **EDC 619** Literacy Difficulties: Diagnosis and Instruction
- **EDC 644** Assessing the Abilities of All Learners
- **EDC 667** Implementing the IEP in the Inclusive Classroom
- **BLS 601** Techniques of Teaching English to Speakers of Other Languages

#### Inclusion Practicum (9 credits)

- **EDC 643** Developing and Adjusting Instruction
- **EDC 645** Planning and Instruction for Students with Special Needs
- **EDC 661** Teaching Across the Continuum of Student Needs

## SPECIAL EDUCATION CERTIFICATION ONLY (24 CREDITS)

Candidates for the special education certification will take eight courses. This program is accredited by the Pennsylvania Department of Education for Special Education Certification (PreK-8). The following courses and relevant practicum experiences are required:

### Certification courses (15 credits)

- **EDC 510** Human Exceptionalities
- **EDC 619** Literacy Difficulties: Diagnosis and Instruction
- **EDC 644** Assessing the Abilities of All Learners
- **EDC 667** Implementing the IEP in the Inclusive Classroom
- **BLS 601** Techniques of Teaching English to Speakers of Other Languages

### Inclusion Practicum (nine credits)

- **EDC 643** Developing and Adjusting Instruction
- **EDC 645** Planning and Instruction for Students with Special Needs
- **EDC 661** Teaching Across the Continuum of Student Needs

## AUTISM SPECTRUM DISORDERS CERTIFICATION ONLY (12 CREDITS)

This is a unique, 12-credit program leading to a Certificate in Autism. The Pennsylvania Department of Education does not currently have an endorsement in this area. This program is for certified teachers who are interested in learning and gaining additional experience in autism spectrum disorders. Master's degree candidates interested in specializing in autism can apply these courses as electives to the program.

### Course Sequence:

- **EDC 655** Dimensions of Autism
- **EDC 657** Systems Approach with Families and Educators
- **EDC 665** Communication Strategies for Teachers of ASD Children and Youth
- **EDC 667** Implementing the IEP in the Inclusive Classroom

## INSTRUCTIONAL COACH CERTIFICATION ONLY (12 CREDITS)

This is a 12-credit program for certified teachers who desire to learn more about how to be instructional leaders or teacher leaders in their schools. The program starts with a summer practicum experience and culminates with action research and professional development projects. Regardless of whether the teacher pursues roles as leaders in schools, this program will enhance a teacher's understanding of advanced instructional strategies through coursework and action research. Master's candidates may apply these courses to their programs as electives.

### Course Sequence:

- **EDC 505** Introduction to Instructional Leadership (3 credits)
- **EDC 615** Advanced Instructional Design
- **EDC 652** Leadership and Educational Change I
- **EDC 653** Leadership and Educational Change II

## CERTIFICATE IN CLASSROOM MANAGEMENT (12 CREDITS)

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

### Course Sequence:

- **EDC 682** Sociological Factors Influencing Educational Outcomes

- **EDC 683** Social, Emotional, and Behavioral Issues
- **EDC 684** Classroom Management and School Discipline
- **EDC 685** Building Resiliency in School Settings

## TEACHING ENGLISH AS A SECOND LANGUAGE CERTIFICATION ONLY (ESL) (18 CREDITS)

Director: Carmen E. Lamas, Ph.D.

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

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

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

### Admission Requirements

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

1. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.

2. Possess a current and valid teaching certificate in some other area or  
Have completed an approved teacher preparation program and successfully passed the requisite PRAXIS Exams.
3. Completed the application for admission online (free of cost) or the paper application for admission, together with the required application fee.
4. Professional Résumé

#### Required Courses:

- **BLS 600** Dynamics of Cross-Cultural Communication
- **BLS 601** Techniques of Teaching English to Speakers of Other Languages
- **BLS 605** Curriculum and Development of Bilingual Programs
- **BLS 606** Making Language Connections Through Content in ESOL and Bilingual Classrooms
- **EDC 650** Language Assessment and Special Education of ESL Learners
- **TSL 701** Field Experience Practicum

#### Course Descriptions

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##### EDC 501

COGNITIVE DEVELOPMENT OF THE CHILD AND ADOLESCENT  
3 credits

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

##### EDC 502

SOCIAL DEVELOPMENT IN THE CONTEXT OF FAMILY/COMMUNITY SYSTEMS  
3 credits

This course is designed to further the educator's knowledge and understanding of the developmental concepts that are essential to sound educational practice. The course explores the areas of social, emotional, and moral development in the context of family and community systems as well as the socializing agents in culture and society that influence these three areas, and the significance of these areas to the classroom teacher. It examines how teachers can use their knowledge of these areas of development and the influence of popular culture on development to make the learning environment more responsive to their students' needs.

##### EDC 503

COGNITIVE, SOCIAL, AND EMOTIONAL DEVELOPMENT  
3 credits

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

##### EDC 504

MEETING THE NEEDS OF DIVERSE STUDENTS IN INCLUSIVE CLASSROOM  
3 credits

This course prepares educators to differentiate instruction including the gifted, at risk, ESL, and students with Individual Education Plans. The course will explore proven effective models emphasizing the varied inclusion approaches. Under discussion will be the social, emotional, cognitive and academic benefits and challenges from the educators,

students and parents perspectives. The total profile of a student in an inclusionary setting requires examination of variations in beliefs, cultural background and individual strengths and needs. Students will be able to apply PDE Special Education Standards to better acquaint themselves with the development and ongoing implementation of evidence-based methods.

*Prerequisites: EDC 501 or EDC 502 or permission of the graduate director*

##### EDC 505

INTRODUCTION TO INSTRUCTIONAL LEADERSHIP I  
3 credits

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

Controversies are dissected and the organizational complexities of school structures are analyzed. Numerous levels of assessment and accountability are researched. Theories and practices of curriculum development are studied and applied to the construction of a values-based curriculum.

The course provides resources for the development of educational policy-making perspective skills. It stresses the knowledge, skills, and attitudes that make teachers effective curriculum leaders and school problem solvers.

*Prerequisites: EDC 501, EDC 502, EDC 504, EDC 613*

##### EDC 510

HUMAN DIVERSITY  
3 credits

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

##### EDC 512

INTRODUCTION TO THE MIDDLE SCHOOL  
3 credits

This course is designed to provide students with an overview of the historical, social, and cultural influences in the development of the middle school concept. It investigates organizational structure, alternative patterns of school and class organization, team planning, and collaboration techniques. This course focuses exclusively on middle-level philosophy, transition, learning, and management so that teacher candidates seeking certification in grades 4-8 will have a deeper understanding of adolescent issues requiring specific educational approaches.

##### EDC 520

WRITING INSTRUCTION FOR LITERACY EDUCATORS  
3 credits

In this course, students will read and analyze books and articles written about the pedagogy of writing instruction to give the foundation necessary to create an authentic writing environment in their classrooms-where all of the students will view themselves as writers. The students will create teaching goals and will present what they learn through a variety of assignments culminating with the creation and implementation of a unit to reflect their growth.

**EDC 555**

## INTRODUCTION OF EARLY CHILDHOOD METHODS

3 credits

This course provides an overview of historical and current early childhood education models as well as curriculum, classroom management, and assessment considerations based on developmental theories of young children in Prek-4th grades. A special emphasis is placed on holistic curricula integrating literacy, mathematics, science, social studies, art, music, and movement into early childhood classrooms and including the family and community into the overall design. Understanding how to develop a classroom environment that embraces is emphasized. A hybrid class format will be used in this course. Prerequisites: EDC 501 or permission of the graduate director)

**EDC 601**

## THE FOUNDATIONS OF EDUCATION

3 credits

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

**EDC 602**

## THE TEACHER AND TECHNOLOGY

3 credits

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

*Prerequisites: EDC 501, 502 or permission*

**EDC 603**

## CURRICULUM DEVELOPMENT

3 credits

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

*Prerequisites: EDC 501, 502, 602, 613 or permission*

**EDC 604**

## FOUNDATIONS OF SCHOOLING

3 credits

This course examines schooling and its problems in historic, social, economic, legal, organizational, philosophical and global contexts. The intents and effects of educational institutions including, but not limited to schooling, both past and present are discussed. Schooling-related controversies are dissected and the organizational complexities of schools structures are analyzed. Numerous levels of assessment and accountability are researched. Theories and practices of curriculum development are studied and applied to the construction of a values based curriculum. The course provides resources for the development of educational policy-making perspective skills. It stresses the knowledge, skills and attitudes that make teachers effective curriculum leaders and school problem solvers.

*Prerequisites: EDC 501, EDC 502, EDC 504, EDC 613*

**EDC 612**

## GEOGRAPHY FOR TEACHERS

3 credits

This course provides educators with the knowledge necessary to institute, update, and enrich the teaching of geography. Examines using geography as an integrative discipline to teach physical and social sciences. Surveys the major research traditions of geography including the earth-science tradition, the culture-environment tradition, the location tradition, and the area analysis tradition. Required of all Elementary and Special Education Certification candidates.

**EDC 613**

## THE ROLE OF THE DEVELOPMENTALLY ORIENTED TEACHER

3 credits

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

*Prerequisites: EDC 501, 502 or permission*

**EDC 615**

## ADVANCED INSTRUCTIONAL DESIGN

3 credits

This course advances understanding of managing the teaching and learning environment through instructional and management considerations using research-based approaches for practicing teachers and instructional leaders. The use of technology and other methods to enhance in-depth learning are emphasized. Course content includes strategic instructional planning, curriculum mapping, integrated unit development, differentiated instruction, technology integration, authentic assessments, culturally proficient teaching, and the role that classroom management plays in developing a positive climate for learning.

*Prerequisite: Instructional I certification; This course may be taken as an elective in the master's program*

**EDC 616**

## PLAY, LEARNING, AND EDUCATION

3 credits

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

**EDC 617**

## READING IN THE CONTENT AREAS FOR SECONDARY EDUCATORS

3 credits

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

*Prerequisites: EDC 501, 502 or permission*

**EDC 618****READING AND WRITING IN THE ELEMENTARY-SPECIAL EDUCATION CLASSROOM**  
3 credits

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

*Prerequisites: EDC 501, 502 or permission*

**EDC 619****LITERACY DIFFICULTIES: DIAGNOSIS AND INSTRUCTION FOR READING SPECIALISTS AND CLASSROOM TEACHERS**  
3 Credits

The major goal of this course is to help future and practicing teachers understand how reading and writing ability develop, why some students have difficulty learning to read/or write, how to diagnose and address reading and writing problems, why a variety of assessment and teaching techniques must be used to identify students' strengths and needs, and how to use the results to design appropriate instruction. The premise for this goal is that both understanding why and knowing how are necessary for a teacher to make informed decisions that impact reading and writing instruction.

*Prerequisites: EDC 617 or 618; or enrolled in Special Education certification program*

**EDC 620****LITERACY DIFFICULTIES: ASSESSMENT AND INTERVENTION**  
3 credits

This course prepares reading specialists to meet the needs of students who demonstrate significant problems in reading and writing. It prepares reading specialists to use diagnostic assessments as a basis for planning instruction. Emphasis is placed on understanding and analysis of reading problems and the design and implementation of instructional interventions in reading and language arts.

*Prerequisites: EDC 617 or 618.*

**EDC 624****IMAGES OF SCHOOLING AND CHILDHOOD IN LITERATURE, PAINTING, AND FILM**  
3 credits

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

**EDC 640****LITERATURE FOR CHILDREN AND ADOLESCENTS ACROSS THE CURRICULUM**  
3 credits

This course presents the reading specialist with techniques and strategies for presenting literature to children and adolescents and getting them to respond to it. Students interact with a wide variety of children's literature to recognize notable authors and illustrators and to develop an ability

to critically analyze children and young adult literature from diverse perspectives. Students will examine, evaluate, discuss, and use literature and related non-print materials for children and young adolescents and explore strategies for using trade books across the curriculum and for introducing children to literature. Students develop an understanding for ways in which children's literature develops literacy and encourages young people to know the pleasure that can derive from reading good books. Materials for children, adolescents, and adults with limited reading abilities are covered.

*Prerequisites: EDC 617 or 618.*

**EDC 641****TEACHING SCIENCE AS INTEGRATED INQUIRY**  
3 credits

This course focuses on how to develop student understanding of scientific knowledge and nature of scientific inquiry through inquiry-centered approaches that are in harmony with the contemporary research on cognitive science, motivation, and learning and instruction. It also addresses science education standards, issues, research, and application. Throughout the semester, students are provided with many opportunities to engage in personal and collaborative inquiry about teaching and learning science.

**EDC 642****DEVELOPMENT OF MATHEMATICAL THOUGHT**  
3 credits

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

*Prerequisites: EDC 501, 502 or permission*

**EDC 643****DEVELOPING AND ADJUSTING INSTRUCTION**  
3 credits

This course is designed to help elementary and special education teachers use a developmental perspective in order to design instruction that maximizes learning for a diverse groups of pupils. Further, this course will provide the knowledge necessary for teachers to adjust instruction to accommodate the wide variety of needs commonly found among children with and without disabilities and other needs in current elementary and special education classrooms. Education 643 provides the background necessary for understanding developmental levels, learning styles, and research-based instructional strategies that connect to unit development. Education 645 and 661 represents a summer practicum experience necessary to implement instruction in inclusive and non-inclusive educational settings.

*Prerequisites: EDC 501, EDC 510 and enrollment in elementary and special education certificate program or EDC 510 and enrollment in the special education certification program for practicing teachers.*

**EDC 644****ASSESSING THE ABILITIES OF ALL LEARNERS**  
3 credits

This course provides an overview of norm-referenced, criterion-referenced, curriculum-based, and authentic assessments used in the evaluation of students with and without disabilities. Classroom-based practices using differentiated assessments are also emphasized in this course. Students will be engaged in evaluating a focus child and writing a report containing Individualized Educational Plan (IEP) goals to meet the needs of the student.

*Prerequisites: EDC 510 or permission*

### **EDC 645**

PLANNING AND INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS  
3 credits

This course will extend graduate students' understanding of Individualized Education Plan (IEP) planning, including the Individual Transition Plan, and how to collaborate with parents and outside agencies. Included will be IEP interpretation and accommodations for students classified as low incidence students, including autism. In addition, students will learn how to adjust standards-based units of instruction to meet the needs of students with moderate to severe disabilities. Addressed will be the following: functional and basic academics, communication, daily living skills, socialization, community experiences and related services.

*Prerequisites: EDC 643*

### **EDC 647**

DEVELOPING AND ADJUSTING INSTRUCTION FOR SECONDARY LEARNERS  
3 credits

This course applies a developmental perspective to the design and implementation of secondary-level instruction.

*Prerequisite: Permission of Graduate Director, EDC 501, 502, or permission.*

### **EDC 648**

SECONDARY EDUCATION SUMMER PRACTICUM  
3 credits

An intensive summer immersion program for secondary certification candidates. Provides an early full-time classroom teaching experience in a closely supervised and highly supportive clinical setting.

*Prerequisite: Permission of Graduate Director, EDC 501, 502, 647.*

### **EDC 649**

THE LITERACY COACH: IMPROVING THE TEACHING OF READING AND WRITING IN THE CONTENT AREAS  
3 credits

This course promotes the concept that a specialist, serving as a school's literacy coach, can work effectively with secondary teachers to improve students' literacy skills as they study their content area subjects. Future specialists will learn to collaborate with content teachers as they make learning more lasting and meaningful. Strategies, techniques, and approaches will be demonstrated to show how more effective learning can take place without any appreciable loss of "content time."

*Prerequisites: EDC 617 and 618*

### **EDC 650**

LANGUAGE ASSESSMENT AND SPECIAL EDUCATION OF ESL LEARNERS  
3 credits

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

*Prerequisites: BLS 600, BLS 601, or permission*

### **EDC 651**

LITERACY INTERNSHIP PRACTICUM  
6 credits

The literacy internship is the capstone experience for the program. Students will complete a minimum of 100 hours in an intensive summer reading program designed for children and adolescents. Students will be expected to apply concepts from their coursework to their work with students who are struggling readers. Students will be expected to conduct literacy evaluations of students with mild, moderate, and severe reading or writing difficulties, design specific literacy instruction to meet student needs, implement instruction, and evaluate the effectiveness of the instructional techniques on literacy growth. Students will also be expected to choose literacy materials that are in line with students' instructional levels and to develop a literacy-rich and positive learning environment. An alternate option for completing the required internship hours exists for those currently teaching in reading/literacy-intensive positions. The director of the Graduate Programs in Education must approve this option.

*Prerequisites: EDC 617 or 618, 620, and 640.*

### **EDC 652**

LEADERSHIP AND EDUCATIONAL CHANGE I  
3 credits

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

*Prerequisites: EDC 505, EDC 615*

### **EDC 653**

LEADERSHIP AND EDUCATIONAL CHANGE II  
3 credits

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

*Prerequisite: EDC 505, EDC 615, EDC 652*

### **EDC 655**

DIMENSIONS OF AUTISM  
3 credits

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

**EDC 657**

SYSTEMS APPROACH WITH FAMILIES AND EDUCATORS  
3 credits

This course is designed to provide the Marriage and Family Therapy (MFT) Graduate Student, and the Education Graduate Student with an understanding of how family systems, the education system and the community mental health system operate independently and collectively, and the influence each has on the other with regard to the special needs child and family. The goal of the course is to enhance the understanding of the delivery of service, and its impact on the well being of the child and the family. A comprehensive overview of systems approach to family therapy, the educator's role within the education system, and access and understanding of the community mental health system will be examined and explored. Additionally examined will be cultural issues and realities, the ethical considerations in treating a special needs child and family, and how all systems within the child's life can collaborate within the treatment model developed for that child.

*Prerequisite: EDC 655*

**EDC 661**

ALL STUDENTS IN INCLUSIVE AND SPECIAL EDUCATION SETTINGS  
3 credits

An extension of EDC 645 in which participants design and deliver instruction to moderately and severely handicapped learners. Emphasizes the classroom application of research-based knowledge of child development and individual differences.

*Prerequisites: EDC 643, EDC 645*

**EDC 662**

ELEMENTARY AND SPECIAL EDUCATION STUDENT TEACHING  
3 credits

Required of all Elementary and Special Education Certification candidates with no teaching experience.

*Prerequisites: Must be taken as final course in certification sequence.*

**EDC 665**

COMMUNICATION STRATEGIES FOR TEACHERS OF STUDENTS SPANNING THE SPECIAL NEEDS SPECTRUM  
3 credits

This course will provide educators with new insights into the communications-related needs of students, enable participants to work more effectively with related services in the delivery of special programming and, teach class members to apply new technologies and strategies to best meet the needs of special needs students including those with Autism Spectrum Disorders (ASD). In collaboration with speech-language pathologists, current practices in monitoring, data-gathering and assessment of students holding communications-related IEPs will be introduced, practiced and applied to the classroom setting in a practicum experience.

*Prerequisite: EDC 655*

**EDC 667**

IMPLEMENTING THE IEP IN THE INCLUSIVE CLASSROOM  
3 credits

This hybrid course will enhance graduate students' understanding of how to interpret a Comprehensive Evaluation Report (CER) and Individualized Education Plan (IEP) in order to meet the academic, social, and/or behavioral goals of students with disabilities within the context of the general education curriculum. In addition, special consideration of the needs of English language learners and gifted and talented students will be addressed in the course. Application of universal design, differentiated instruction, and specific accommodations and strategies for students with disabilities will be stressed.

*Prerequisites: (for the special education certification program: EDC 510, EDC 644, EDC 643, EDC 645, EDC 661; for the autism certificate program: EDC 655; EDC 665)*

**EDC 668**

SECONDARY EDUCATION SUPERVISED TEACHING (S)  
3 credits

This course can, with permission of the Candidacy Committee, replace student teaching for candidates with two or more years teaching experience who are also currently employed as teachers. For one semester, the supervised teacher is observed and guided by University faculty while teaching in his or her own current private or public school position. The supervised teacher also conducts an action research project. (Must meet Commonwealth standards as appropriate for area of certification.) Required of all certification candidates who are not required to take student teaching.

*Prerequisite: Must be taken as final course in certification sequence.*

**EDC 669**

ELEMENTARY AND SPECIAL EDUCATION SUPERVISED TEACHING/ TRANSITIONAL TEACHING  
3 credits

This course can, with permission of the Candidacy Committee, replace student teaching for candidates with one or more years teaching experience who are also currently employed as teachers. For one semester, the supervised teacher is observed and guided by University faculty while teaching in his/her own current private or public school position. The supervised teacher also conducts an action research project. Required of all certification candidates who are not required to take student teaching.

*Prerequisite: Must be taken as final course in certification sequence.*

**EDC 670**

SPECIAL TOPICS IN EDUCATION  
3 credits

Permits individual examination of topics of special interest. Requires faculty sponsor and permission of the Director.

**EDC 673**

SEMINAR IN SCHOOL LAW  
3 credits

This course surveys the complex legal environment in which schooling takes place. Explores the variety of laws and regulations that govern the work of educators. Outlines guiding legal principles and summarizes the legal processes whereby conflicts are resolved.

**EDC 679**

ELEMENTARY AND SPECIAL EDUCATION SPECIAL METHODS OF TEACHING  
3 credits

Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates.

*Prerequisite: Must be taken as final course in certification sequence.*

**EDC 680**

SECONDARY EDUCATION SPECIAL METHODS OF TEACHING  
3 credits

Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching

methods in the chosen area of certification. Research project required. Required of all certification candidates.

*Prerequisite: Must be taken as final course in certification sequence.*

### **EDC 682**

**SOCIOLOGICAL FACTORS INFLUENCING EDUCATIONAL OUTCOMES**  
3 Credits

Students will examine the socioeconomic factors that help and hinder educational success and failure. By engaging various texts on educational stratification and social inequality, students will examine how various social locations and structural conditions shape which groups are likely to be educationally mainstreamed and the social factors that result in educational marginalization. The role of social reproduction theory, as an intergenerational arbitrator of academic success and failure, will be examined. Central to this class will be the macro-sociological, political, and economic forces that shape our educational institutions. By the end of the course, our students will have a solid handle on how race, class, gender, sexual orientation, poverty, disability, and educational policy influence educational outcomes.

### **EDC 683**

**SOCIAL, EMOTIONAL, AND BEHAVIORAL ISSUES**  
3 Credits

This hybrid course introduces students to foundational concepts related to social and emotional development from birth to adolescence. Theoretical frameworks and evidence-based methods in social/emotional development will undergird this course. Attention will be given to preventive measures for students who are at risk for developing mental health difficulties.

This information will be juxtaposed against factors that are associated with resiliency to the development of mental-health problems. Specific disorders will be discussed and connected to research-based interventions. Familial and cultural contexts for social development will be integral to the discussions.

### **EDC 684**

**CLASSROOM MANAGEMENT AND SCHOOL DISCIPLINE**  
3 credits

Students will explore issues of school and classroom behavior, examine foundational philosophical perspectives, and reflect on one's own developing perspectives about those issues. The underlying philosophy of this class is that we must first manage our own behavior before we can influence our students. The course is intended to place students in the position of being reflective by making connections between personal experiences and theories of human behavior. Students will be provided with specific tools and techniques for managing the behavior of students, but more importantly, they will be encouraged to develop a systematic process for thinking about (a) their own behavior and (b) the behavior of their students.

### **EDC 685**

**BUILDING RESILIENCY IN SCHOOL SETTINGS**  
3 Credits

As the at-risk population of students continues to grow and the basic needs of at-risk students becomes more complex, educators need to be able to identify the developmental issues, pedagogy, and interventions that would work best in building resiliency. The course seeks to identify characteristics of various at-risk behaviors and the central crisis of each behavior that results in the student being less resilient. In addition, the course will identify the proper interventions/solutions in enabling students who are at risk in becoming resilient and ways of improving student's self-concept. Students will also be exposed to different helping skills of a counselor that can be employed in the classroom by the teachers and other professionals. The Collaborative Consultation Model of Counseling

will be examined as a model that can be most helpful in a classroom in teaching at-risk students and in working with other school professionals and staff. This course will enable the teacher to not only gain a better understanding of the students who are considered at risk, but it will also empower the teacher with the proper interventions and tools in order to build resiliency.

### **EDC 689**

**SECONDARY EDUCATION STUDENT TEACHING**  
3 credits

Required of all certification candidates not eligible for Supervised Teaching.

*Prerequisite: Must be taken as final course in certification sequence.*

### **EDC 695**

**ACTION RESEARCH AND EDUCATIONAL CHANGE**  
3 credits

Focuses on developing education professionals' ability to critically reflect on problems arising in schools through developing, implementing, and analyzing action research projects. Students will be exposed to quantitative and qualitative methods of scientific research, define an area of focus relating to area of study, conduct a literature review, formulate an action research design, collect and interpret data, and synthesize research into a report format. Students will be introduced to publishing opportunities.

*Prerequisites: EDC 617 or 618, 620, 640, and 651*

### **EDC 697**

**MASTER'S ACTION RESEARCH PROJECT**  
3 credits

As a continuation of EDC 695: Action Research and Educational Change, students will design, conduct, implement, and analyze data collected from action research proposals begun during the EDC 695 course. Students will be mentored as they engage in the research process. A final report of the action research will constitute a master's thesis.

*Prerequisites: EDC 695 and 601*

### **EDC 751**

**TRANSFORMATIVE PEDAGOGY: A CAPSTONE EXPERIENCE**  
3 Credits

This capstone course, for students in any of the Education programs leading to a Master's degree, will focus on critical pedagogy and transformative pedagogies, while providing the structure and guidance for the completion of a capstone project. Students will be able to choose one of three capstone options: (1) publishable quality paper, (2) development of a curriculum, or (3) action research project. The course will be structured so that students will be guided through project proposal, design and completion while engaging in coursework and readings that emphasize transformative pedagogies.

*Prerequisites: EDC 501, EDC 502, EDC 504, EDC 604, EDC 613*

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## MASTER OF ARTS IN ENGLISH

### Faculty

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Director: Stephen P. Smith, Ph.D.

Professors: Bednar, Butler (Emeritus), Harty, Musser, Soven

Associate Professors: Allen, Beatty, Busse, Franson, Grauke, Molyneaux, Narendorf

Assistant Professors: Betz, Jesson, Langemak, M. Schoen

### Description of Program

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The MA in English Program offers two tracks:

- The MA in English for Educators (30 credits)
- The MA in English in Literary and Cultural Studies (30 credits)

The M.A. in English for Educators provides middle and secondary school teachers with the opportunity to enhance their credentials through a program that crosses a number of disciplines by combining the study of current critical and pedagogical theory with literary and cultural studies. This combination of traditional and interdisciplinary approaches is designed to give working professionals additional training in their areas of interest, while also allowing them to expand their previous training to include a study of the intersections between literary studies and a variety of disciplines.

For all teachers with Pennsylvania teaching certificates, this program will broaden and deepen their knowledge of English in order to:

- Maintain active certification status (in conformity with Act 48)
- Reach the “highly qualified teacher” category by mastery of content knowledge

The M.A. in English in Literary and Cultural Studies is professional in nature, primarily designed as a terminal degree to prepare students for a variety of professional careers. This curriculum will prepare graduates for careers teaching in private and charter schools, as well as for careers in civil service, theatre, journalism, public relations, law, and numerous other professions requiring critical thinking and communication skills. For those students who may decide to pursue doctoral degrees, the gateway course and the four “readings” courses will extend students’ undergraduate preparation in these areas, while the four electives will provide excellent preparation for studies in writing and rhetoric, language studies, the use of media and technology, cultural studies, theatre arts, and the interdisciplinary research skills needed to succeed in doctoral-level courses.

Teachers are not restricted to the first track and may matriculate into the other M.A. track. Neither track leads to Pennsylvania teacher certification, although graduate students in the M.A. Program in Education who need additional English courses to complete certification requirements may take relevant courses in the graduate English program.

Both tracks include a common core of five courses:

1. Eng 501: Proseminar in Critical and Pedagogical Theory
2. Eng 551: Readings in American Literature and Culture
3. Eng 556: Readings in British Literature and Culture
4. Eng 561: Readings in Western World Cultures and Literature in Translation

5. Eng 562: Readings in Non-Western World Cultures and Literature in Translation

Students in the MA in English for Educators track must take one elective in the La Salle graduate Education Program as one of their four required electives.

Students in the English in Literary and Cultural Studies track have the option of taking one of their four required electives in any other La Salle graduate program.

Students in the MA in English for Educators track culminate their studies with a critical-pedagogical project.

Students in the English in Literary and Cultural Studies track culminate their studies with the option of writing an MA thesis or taking a comprehensive MA exam.

### Certificate Options

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By combining four courses drawn from both within the English program and other graduate programs at La Salle, students can earn certificates in the following areas:

- American Studies
- Global Literature
- Media Studies and the Performing and Visual Arts
- Philadelphia and Regional Studies

Upon completion of a Certificate in one of the four areas, students may, with the approval of the Director, apply these four courses towards either the M.A. in English for Educators or the M.A. in English in Literary and Cultural studies.

### Admission Requirements

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#### MA in English for Educators Track

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

1. Provide official transcript for all degrees, with completed 18 hours of undergraduate course work in English or a related discipline, with a GPA of at least 3.0.
2. Present evidence of one of the following:
  - evidence of a currently valid teaching certificate
  - an acceptable score on the Graduate Record Examination General Test or the Miller’s Analogy test
  - or an acceptable score on the English section of the Praxis Test (native speakers of a language other than English must submit TOEFL scores).
3. Submit transcripts of all undergraduate course work,
4. Three letters of recommendation,
5. Brief personal statement.
6. Professional résumé

#### MA in English in Literary and Cultural Studies Track

1. Provide official transcript for all degrees, with completed 18 hours of undergraduate course work in English or a related discipline, with a GPA of at least 3.0.

2. Present evidence of an acceptable score on the Graduate Record Examination General Test (native speakers of a language other than English must submit TOEFL scores),
3. Submit transcripts of all undergraduate course work,
4. Three letters of recommendation,
5. Brief personal statement (250-500 words),
6. Writing sample (preferably from an undergraduate research paper).
6. Professional résumé
7. Professional résumé

\*It should be noted that the stated admissions requirements are construed as guidelines; the admissions committee fully recognizes that some candidates may present either credentials or prior experiences that lay beyond the parameters described here.

### Certificate Options

Candidates must possess an undergraduate degree in English or a related discipline with a GPA of at least 3.0. In addition, candidates must present transcripts of all undergraduate course work and three letters of recommendation.

### Tuition and Fees 2013-2014

*Application Fee: . . . . .	\$35
Tuition, per credit hour: . . . . .	\$665
General University Fee, per semester: . . . . .	\$100
Technology Fee, full time, per semester: . . . . .	\$100
Technology Fee, part time, per semester: . . . . .	\$50
Parking Fee. . . . .	\$45

\* waived for online application

### Curriculum

#### Required Core (both tracks):

- ENG 501** Proseminar in Critical and Pedagogical Theory
- ENG 551** Readings in American Literature and Culture
- ENG 556** Readings in British Literature and Culture
- ENG 561** Readings in Western World Cultures and Literature in Translation
- ENG 562** Readings in Non-Western World Cultures and Literature in Translation

#### Electives (four required in each track):

- ENG 641** Composition and Rhetoric
- ENG 642** Creative Writing
- ENG 643** Linguistics and Language Studies
- ENG 651** Media and Technology Studies
- ENG 661** Cultural Studies
- ENG 662** Philadelphia and Regional Studies
- ENG 671** Drama and Theatre Practice
- ENG 672** Literature and the Other Arts (film, music, visual arts)

#### MA in English for Educators Track:

- One Graduate Education elective (replaces one English elective)**
- ENG 791** Critical-Pedagogical Master's Project

#### M.A. in English in Literary and Cultural Studies Track:

- One Graduate course in any program (optional; replaces one English elective)**

- ENG 780** Readings for the Comprehensive Examination
- OR**
- ENG 792** M.A. Thesis

### Course Descriptions

#### ENG 501

##### PROSEMINAR IN CRITICAL AND PEDAGOGICAL THEORY

3 credits

This gateway course to the graduate program examines the comparative and contrastive relationships between critical and pedagogical theory. The course's approach is both historical and international with the dual aims of making students keener readers of literature and of preparing them better to show others how to become such readers.

#### ENG 551

##### READINGS IN AMERICAN LITERATURE AND CULTURE

3 credits

Students will apply both practical and theoretical approaches to various texts of American literature. Readings will vary in time period, selection, and genre. Attention will be paid to both the traditional and the ever-expanding canon. Assignments will be writing intensive.

#### ENG 556

##### READINGS IN BRITISH LITERATURE AND CULTURE

3 credits

Students will apply both practical and theoretical approaches to various texts of British literature. Readings will vary in time period, selection, and genre. Attention will be paid to both the traditional and the ever-expanding canon. Assignments will be writing intensive.

#### ENG 561

##### READINGS IN WESTERN WORLD CULTURES AND LITERATURE IN TRANSLATION

3 credits

Students will apply both practical and theoretical approaches to various texts of Western world literature. Readings will vary in time period, selection, and genre. Attention will be paid to both the traditional and the ever-expanding canon. Assignments will be writing intensive.

#### ENG 562

##### READINGS IN NON-WESTERN WORLD CULTURES AND LITERATURE IN TRANSLATION

3 credits

Students will apply both practical and theoretical approaches to various texts of non-Western world literature. Readings will vary in time period, selection, and genre. Attention will be paid to both the traditional and the ever-expanding canon. Assignments will be writing intensive.

#### ENG 641

##### COMPOSITION AND RHETORIC STUDIES

3 credits

This course provides various approaches to the writing process and grounds students in the formal history of rhetoric with an eye to the various modes writers use to inform and persuade audiences.

**ENG 642**  
CREATIVE WRITING  
3 credits

This course allows students an opportunity for directed practice in creative writing and helps them develop techniques and approaches for offering such directed practice to others. The course is structured to respond to student interest in any of the four major genres: playwriting, fiction writing, non-fiction writing, and writing poetry.

**ENG 643**  
LANGUAGE STUDIES  
3 credits

This course studies how language functions in both literary and non-literary contexts. It allows students to examine such issues as the general principles of linguistics, the history of the English language, types of dialects, kinds of grammars, and the use of language in advertising, propaganda, and shifting cultural situations.

**ENG 651**  
MEDIA AND TECHNOLOGY STUDIES  
3 credits

This course studies the intersection of the theory and practice of ever-expanding digital technology with literary and pedagogical issues. Seminar emphasis may vary from semester to semester, but one goal will be to provide a framework for teachers expecting to teach Web and print design at the high school or college level. Student projects may be integrated with publications and Web sites of Philadelphia-area organizations.

**ENG 661**  
CULTURAL STUDIES  
3 credits

This course allows students to ground literary works within their cultural contexts with attention to the historical circumstances and contemporary issues that inform writers and their works.

**ENG 662**  
PHILADELPHIA AND REGIONAL STUDIES  
3 credits

This course examines selected writers from the greater Philadelphia region (such as Benjamin Franklin, Charles Brockdon Brown, Edgar Allan Poe, Walt Whitman, Owen Wister, Christopher Morley, John Edgar Wideman, Lorene Carey, Chaim Potok, Sonia Sanchez, Toby Olsen, David Bradley) in terms of various frameworks and contexts, including the cultural and historical development of the Philadelphia region, the patterns of immigration and migration that have produced the area's ethnic and racial diversity, and the insights into that literature suggested by contemporary critical theories.

**ENG 671**  
DRAMA AND THEATRE PRACTICE  
3 credits

This course studies drama from a number of historical and cultural traditions with an eye both to reading and producing the play text. Students will study in detail the production history of both established and cutting-edge dramatic pieces; this course will also suggest ways for students to stage theatrical productions under their own direction. Students will also have the opportunity to interact with professional theatre artists associated with theatres in Philadelphia.

**ENG 672**  
LITERATURE AND THE OTHER ARTS  
3 credits

This course studies the relationship between literary texts and works of art, music, and film by allowing students to look at examples of literature that reflect, adapt, or make use of materials from a variety of artistic media.

**ENG 780**  
READINGS FOR THE COMPREHENSIVE EXAMINATION  
3 credits

In consultation with the graduate director, students will prepare for a comprehensive examination on a list of readings they have devised in accordance with program policies.

**ENG 791**  
CRITICAL PEDAGOGICAL PROJECT  
3 credits

In consultation with the graduate director, students will undertake a substantive critical pedagogical project approved by the graduate director and advisory committee.

**ENG 792**  
M.A. THESIS  
3 credits

Under the direction of a graduate faculty advisor, students will write a major critical essay of at least 10,000 words (i.e., 40 pages) on a topic approved by the graduate director and advisory committee.

### **Five-Year Bachelor's to Master's in English**

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Students may earn both the BA degree and the MA degree in English by participating in a Five Year Program. Students can satisfy the undergraduate English major requirements during their first four years at the University, earning a minimum of 120 credits, of which a maximum of six may be 500-level graduate credits, completing a minimum of 38 courses. Upon completion of the BA degree, while maintaining a minimum 3.0 GPA, students may then enter the M.A. in English Program and fulfill the remaining full degree requirements.

## THE HISPANIC INSTITUTE AT LA SALLE UNIVERSITY

The Hispanic Institute at La Salle University encompasses an array of programs for study:

- M.A. in Bilingual/Bicultural Studies
- M.A. in TESOL (Teaching English to Speakers of Other Languages)
- M.A. in Translation and Interpretation
- ESL Program Specialist Certification
- Certificate in Translation English/Spanish—Spanish/English
- Certificate in Interpretation English/Spanish—Spanish/English

The description and requirements for each program are provided, followed by the course descriptions for all courses within the Institute.

### Mission

The Hispanic Institute at La Salle University fully supports La Salle University's Mission as well as the Mission of the School of Arts and Sciences.

In search of a teaching and learning environment that promotes human dignity, the Hispanic Institute develops and provides graduate education programs guided toward achieving better understanding and human contact effectiveness among the Hispanic and non-Hispanic populations in the Philadelphia and surrounding regions, as well as throughout the nation as a whole. These programs are designed to better qualify professionals of all types to serve the growing Hispanic population in the region and the country at large. Since effective human communication requires both a linguistic and a cultural content, the Hispanic Institute's programs specialize in these two principal fields of knowledge. The objective is for Hispanic and non-Hispanic graduate students to acquire professional-level linguistic skills with the linguistic pair, English/Spanish, and to improve their awareness of the cultural differences and similarities found among various Hispanic groups. Consequently, our programs are focused on language (Spanish) acquisition, the professionalization of that language in specialized applications, and the teaching of English to speakers of other languages. Human dignity requires that our graduate students, in their professional role as nurses, lawyers, teachers, or business people, are capable of providing services to their patients, clients, students, in a culturally and linguistically appropriate fashion. The Hispanic Institute was created in order to make that goal achievable.

### MASTER'S PROGRAMS

- M.A. in Bilingual/Bicultural Studies
- M.A. in TESOL (Teaching English to Speakers of Other Languages)
- M.A. in Translation and Interpretation

### Admission Requirements for Master's Programs

To be considered for admission into the Master of Arts program, a student must provide the following:

1. An official transcript evidencing completion of a bachelor's degree from an accredited institution of higher education. A GPA of 3.0 or better is desirable.
2. Acceptable scores in the Miller Analogies Test (MAT). Also acceptable are GRE and GMAT results. Arrangements to take the MAT may be made with the Counseling Center at La Salle University. Please call 215.951.1355. This requirement may be waived for those applicants that already hold an advanced degree. This requirement may also be

waived for those applicants with an undergraduate GPA of 3.5 or better. Proof of an advanced degree will be required (official transcript).

3. Two letters of recommendation from former professors or current supervisors who can address the candidate's ability and motivation for successfully completing a graduate degree.
4. A copy of the applicant's professional résumé.
5. The completed Application for Admission.

Please note: online applications for admission may be filed by accessing La Salle's web site: [www.lasalle.edu](http://www.lasalle.edu).

To request an application package, contact the Graduate Academic Adviser, Ms. Guadalupe Da Costa Montesinos, via e-mail at [montesin@lasalle.edu](mailto:montesin@lasalle.edu), by phone at 215.991.3592, by fax at 215.991.3546, or by mail at La Salle University, 1900 West Olney Ave., Philadelphia, PA 19141.

Candidates may also contact the Director, Dr. Carmen E. Lamas directly via e-mail at [lamas@lasalle.edu](mailto:lamas@lasalle.edu) or by phone at 215.951.1209.

To submit a completed paper application please include the \$35 application fee (personal check/ money order), and mail it to the following:

Carmen E. Lamas, Ph.D.  
The Hispanic Institute/Box 247  
La Salle University  
1900 W. Olney Avenue  
Philadelphia, PA 19141

### Additionally, for M.A. in TESOL:

- The applicant must submit a 500-1,000 words essay stating why he/ she is interested in the program and what are his/her goals related to this program including those goals related to career, research and academic accomplishments.

International candidates:

- For students whose native language is not English and who do not hold a degree from a U.S. Institution, the Test of English as a Foreign Language (TOEFL) is required. TOEFL scores must be less than two years old to be considered. Only official documents of this exam will be accepted. Students need to score a minimum of 600 (paper-based), 250 (computer-based), or 100 (Internet-based) with a minimum of a 20 in the IBT speaking section. In lieu of the TOEFL, the minimum acceptable composite score for the IELTS is 7. In addition to this testing requirement and a review of undergraduate academic transcripts, a personal interview is required.

### Additionally, for M.A. in Translation and interpretation:

- Evidence of an advanced level in Spanish. This may be determined in a variety of ways and will be left to the discretion of the Program Director. Some typical indicators are: as an undergraduate, a Spanish major, minor, or double major with a GPA in Spanish above 3.0; working experience as a translator/interpreter; bilingual competency despite the lack of academic credits specifically in language courses; successful completion (evidenced by official transcript) of studies in a Spanish-speaking country at the university level (grading system will be comparable, and the level expected is "notable" or higher, equivalent to a B or higher); and finally demonstrated language skills with Spanish and English as determined, through an interview, by the Director of the program. All students will be interviewed by the Director, the Graduate Academic adviser, or both for language assessment purposes. Inability to show sufficient linguistic competency with the English/Spanish language pair will result in a "no admission" decision irrespective of academic achievement up to that point.

It is preferable (but not required) that candidates for admission to the M.A. in Translation and Interpretation have done some kind of work, voluntary or compensated, in a setting involving intercultural interaction. Typical kinds of experience are community-oriented outreach, hospital volunteering, an undergraduate internship at a place where Spanish is spoken or written as part of the normal routine, or part/full-time work

in a school, business, law firm, or clinic/hospital where Spanish was used routinely by the applicant.

The program is also intended to serve working professionals who may have already had formal experience in one of the areas of specialization (legal, health care, or business Spanish). For these individuals, the letters of recommendation required should come from past or present employers.

### Transfer Credit

The Hispanic Institute at La Salle University will accept up to six (6) graduate credits (generally, two courses) from other accredited institutions' graduate programs. For transferred-in courses/credits, the suggested course(s) must be sufficiently similar to a required course or available to the applicant's elective course within the program that will receive the transfer. The evaluation as to the similarity, and therefore acceptability, with a particular course within the Hispanic Institute's graduate program will be made at the exclusive discretion of the Hispanic Institute's Director.

When an applicant or graduate student desires to have a course considered for transfer into one of the Institute's programs, the applicant/graduate student must provide the Director of the Hispanic Institute the following materials/documents: (1) an official transcript from the graduate program where the suggested transferred-in course was taken and successfully completed; (2) a copy of the graduate catalog from the institution showing the description of the course suggested for transfer-in. If possible, it is very helpful for evaluation purposes to also have the course(s) syllabi, if available.

No course may be transferred in with a grade of less than B.

### Retention and Completion Requirements

- The program requires that a minimum of a 3.0 GPA (grade point average) be maintained through the complete curriculum. A student that falls below this standard, at any time, is automatically in academic jeopardy and he/she is subject to academic review by the Director. A student falling below the GPA requirements will be allowed the two following semesters to bring his/her GPA to a 3.0 or better. Failure to accomplish this will result in dismissal from the program.
- In order to earn the M.A. in Bilingual/Bicultural Studies, students must successfully complete all core and elective courses for a total of 33 credits in the program.
- Once an applicant is accepted into the program, a maximum of seven years will be allowed for the successful completion of the program. Only in extreme circumstances will a "leave of absence" be granted. When a leave of absence is granted, it will not exceed a maximum of one year. The period of leave granted will not count toward the maximum seven years permitted to complete the program.

### Application Deadline

Applicants are considered for acceptance into the program throughout the academic year. The application for admission may be obtained electronically at [lasalle.edu](http://lasalle.edu).

A paper application for admission may be obtained by contacting the Graduate Academic Adviser, Ms. Guadalupe Da Costa Montesinos, via e-mail at [montesin@lasalle.edu](mailto:montesin@lasalle.edu), by phone at 215.991.3592, by fax at 215.991.3546 or by mail at La Salle University, 1900 West Olney Ave., Philadelphia, PA 19141.

Candidates may also contact the Director, Dr. Carmen E. Lamas directly via e-mail at [lamas@lasalle.edu](mailto:lamas@lasalle.edu) by phone at 215.951.1209.

### Tuition and Fees 2013-2014

*Application Fee . . . . .	\$35
Online Application . . . . .	free
Tuition, per credit hour . . . . .	\$695
General University Fee, per semester . . . . .	\$100
Technology Fee, Full time, per semester . . . . .	\$100
Technology Fee, Part time, per semester . . . . .	\$50
Parking Fee . . . . .	\$45

\* waived for online application

### Tuition Assistance

Information about financial aid and application forms may be obtained from the Student Financial Services Web site, [www.lasalle.edu/financialaid/](http://www.lasalle.edu/financialaid/), or by calling 215.951.1070.

### Scholarships

The Hispanic Institute at La Salle University has a very modest scholarship fund. Students wishing to be considered should write a letter stating why they should be awarded a scholarship. The letter must be addressed to the Director of the Hispanic Institute at La Salle University. The letter may be sent as an e-mail or through regular mail.

For additional information, please contact the Graduate Academic Adviser, Ms. Guadalupe Da Costa Montesinos, via e-mail at [montesin@lasalle.edu](mailto:montesin@lasalle.edu), by phone at 215.99.3592, by fax at 215.991.3546. or by mail at La Salle University, 1900 West Olney Ave., Philadelphia, PA 19141.

Candidates may also contact the Director, Dr. Carmen E. Lamas directly via e-mail at [lamas@lasalle.edu](mailto:lamas@lasalle.edu) or by phone at 215.951.1209.

## MASTER OF ARTS IN BILINGUAL/BICULTURAL STUDIES (ENGLISH/SPANISH)

### Faculty

Director: Carmen E. Lamas, Ph.D.

Associate Professors: Biehl, Gómez, Ossa

Lecturers: Ezquerro-Hasbun, Hain-Poorman, Hargrow, Hulmes, Kopec, Natalini, Peale, Tellez, Toro, Zucker

### Description of Program

The Master of Arts degree in Bilingual/Bicultural Studies is a part-time and/or full-time degree program (evenings) for educators and other professionals who work with the ever-growing Latino population of the Philadelphia area and the nation. The program is designed to provide extensive bilingual and bicultural instruction for nurses and doctors, patient care hospital employees, social workers, court employees, law enforcement personnel, human resources professionals, business professionals, lawyers, paralegals, and teachers.

The program is flexible and may be tailored to fit the needs and interests of individual students.

The language component is individualized, and students are encouraged to apply regardless of their current proficiency level in the Spanish language.

## Learning Goals

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The Master of Arts in Bilingual/Bicultural Studies may be either a part-time degree program or a full-time program (nine (9) credits per semester or more) for educators and other professionals who work with the ever-growing Latino population of the Philadelphia area and the nation.

The overall goals and objectives of the program are as follows:

- To provide extensive bilingual and bicultural instruction for nurses, hospital employees, social workers, business professionals, court employees, police officers, human resources professionals, and others.
- To develop, for advanced language students, the capabilities of using vocabulary that is pertinent to a particular Hispanic culture to allow circumstantial language usage.
- To assure that students are exposed to a variety of Hispanic cultures on a first-hand basis through community service.
- To develop an application and understanding of diverse cultural backgrounds and to relate/contrast these cultures, particularly, in terms of the dominant culture in the USA.
- To comprehend the concept of language as a social behavior within the context of Hispanics living in the USA.
- To acquire a solid historical perspective of various Hispanic groups in the USA with an emphasis on special relationships and conflicts among Hispanic groups themselves and in co-existence with the dominant Anglo culture.
- To acquire an understanding of the roles played by race, ethnicity, language, culture, social stratification, family, class structure, and social mobility among Hispanic groups and in contrast to Anglo society.

## Curriculum

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A minimum of thirty-three (33) credits is required for the degree. All courses are three (3) credits each.

Depending on the student's linguistic skills in Spanish, candidates will be classified as "Advanced Language," "Intermediate Language Proficient," or "Not Advanced Language." Classification of a student will depend on past academic background and other linguistic life experiences. The student's classification will also be subject to the judgment of the Director of the program, and an assessment interview is required to determine initial linguistic skills. This assessment may be conducted by the Graduate Academic Adviser, the Director, or both.

The curriculum for each of these three (3) classifications will consist of the following courses:

### Advanced Language Students:

#### Core Requirements

- **BLS 508** Workshops and Symposia
- **BLS 511** Language and Culture of Puerto Rico I
- **BLS 512** Language and Culture of Puerto Rico II
- **BLS 520** Field Experience in the Latino Community
- **BLS 600** Dynamics of Cross-Cultural Communication
- **BLS 639** Advanced Spanish Grammar and Syntax
- **BLS 651** Master's Project
- Any Caribbean Lit. Course

#### Electives Requirements

- Any three courses, nine (9) credits offered by any of the programs within The Hispanic Institute (subject to each program's prerequisites)

### Intermediate Language Proficient Students:

#### Core Requirements

- **BLS 502** Urban Spanish 2  
or **BLS 503** Urban Spanish 3 (depending on proficiency)
- **BLS 504** Urban Spanish 4
- **BLS 505** Urban Spanish 5
- **BLS 508** Workshops and Symposia
- **BLS 511** Language and Culture of Puerto Rico I
- **BLS 520** Field Experience in the Latino Community
- **BLS 600** Dynamics of Cross-Cultural Communication
- **BLS 651** Master's Project

#### Electives Requirements

- For students beginning with **BLS 502**: any two courses offered within The Hispanic Institute, subject to each program's prerequisites (6 credits)
- For students beginning with **BLS 503**: any three courses offered within The Hispanic Institute, subject to each program's prerequisites (9 credits)

### Not Advanced Language Students

#### Core Requirements

- **BLS 501** Urban Spanish 1
- **BLS 502** Urban Spanish 2
- **BLS 503** Urban Spanish 3
- **BLS 504** Urban Spanish 4
- **BLS 505** Urban Spanish 5
- **BLS 508** Workshops and Symposia
- **BLS 511** Language and Culture of Puerto Rico I
- **BLS 520** Field Experience in the Latino Community
- **BLS 600** Dynamics of Cross-Cultural Communication
- **BLS 651** Master's Project

#### Electives Requirements

- Any one course offered within The Hispanic Institute (Note: If a course is waived with permission of the Director, an elective course is added since candidates must complete 33 credits to earn the M.A. in Bilingual Bicultural Studies degree.)

## MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (M.A. IN TESOL) INCLUDING: ESL PROGRAM SPECIALIST CERTIFICATION (PA.)

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### Faculty:

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Director: Carmen E. Lamas, Ph.D.

Associate Professors: Biehl, Gómez, Ossa

Lecturers: Hargrow, Hulmes, Kopec, Zucker

### Description of the program:

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Changing national systems and global concerns in an increasingly interdependent world have resulted in a growing demand for Teachers of English to Speakers of Other Languages (TESOL). The Master of Arts program offered by La Salle University is unique in its practical approach to learning, interaction with other cultures, and the integration of community involvement. With most courses being offered at convenient times in the evenings, attendance can be on a full-time or part-time basis.

The program offers advanced and up-to-date knowledge in ESL/EFL (English as a Second Language and English as a Foreign Language) methodologies, techniques, strategies, critical thinking, and teaching across the curriculum. It also includes the use of multimedia technology

in the second language acquisition process as well as the application of multiple forms of assessment.

The program explores research design methods and writing conventions in the field of TESOL. It also delves deep into the social, cultural, historical, and very personal arenas within sociolinguistics, educational leadership, and community involvement. Equally, it explores the practical foundation in linguistics, and its sub-branches, for teachers who want to apply basic linguistic knowledge and research findings to their practice in the classroom or in course and curricula design.

The program has been designed to complement and expand upon the ESL certification requirements in Pennsylvania and other states. This program also will provide an unquestionable “highly qualified” status to its graduates.

The program consists of 12 courses of three (3) credits per course, to be taken in a predetermined fashion. Therefore, a total of 36 credits are required to complete the M.A. in TESOL program. There are nine (9) required courses (27 credits) including a Practicum and Masters Project/Thesis, supplemented by three (3) elective courses (9 credits) to be selected from the menu of such courses offered at various times.

Note: Students earning the M.A. in TESOL will also receive ESL certification in Pennsylvania—provided that the student meets state requirements. To be ESL certified in Pennsylvania, a teacher must first hold a currently valid teaching certificate (Instructional Level 1 or 2) or, alternatively, the student must have successfully completed all required PRAXIS exams in Pennsylvania in pursuit of his/her teaching certificate.

### Learning Goals:

The M.A. in TESOL program at La Salle University has been designed to provide students with the theoretical foundation and contemporary research in linguistics, sociolinguistics, psycholinguistics (second-language acquisition), and related fields in order to:

1. Understand the nature of second-language learning, interpret current research as it applies to language teaching, and develop the capacity to apply principles of language-teaching in a variety of contexts.
2. Have an ability to critically examine one’s own teaching as well as current language-teaching materials and practices.
3. Think creatively about teaching English as a second language and providing leadership in the field of language teaching.
4. Understand and critically assess issues around educational changes and cultural identity, as well as second language acquisition and use in multilingual societies and communities.

### Curriculum:

A total of thirty-six (36) credits are required to complete the M.A. in TESOL program. The student must maintain a 3.0 GPA throughout the program (see Retention and Completion Requirements for details).

There are a number of core (required/specified) courses and a number of electives where the student may choose from the menu of courses offered in any one semester. The capstone courses (practicum and master’s project/thesis) are required at the end of the program. Students are required to complete the following courses first: BLS 600, BLS 601, BLS 605, BLS 606, and EDC 650 (see below for course descriptions). Completion of these courses as well as TSOL 701, a practicum/internship, leads to the “ESL Program Specialist Certification” for certified teachers in Pennsylvania.

All courses are three (3) credits each.

### CORE COURSES

All students must take these courses and meet any prerequisite indicated.

- **BLS 600** Dynamics of Cross-Cultural Communications.
- **BLS 601** Techniques of Teaching English to Speakers of Other Languages
- **BLS 605** Curriculum and Development of Bilingual Programs
- **BLS 606** Making Language Connections Through Content in ESOL and Bilingual Classroom
- **TSOL 608** Research Methods in TESOL
- **TSOL 609** Language Study for Educators
- **EDC 650** Language Assessment and Special Education of ESL Learners

Total required core courses: 21 credits

### ELECTIVE COURSES:

- **BLS 604** Cultural Pluralism and Minority Groups in the U.S.A.
- **TSOL 610** Teaching Second Language Writing in TESOL
- **TSOL 611** Multimedia Approaches to TESOL
- **TSOL 612** Sociolinguistics for Educators
- **TSOL 613** Special Projects in English Education

Three (3) elective courses required: Nine (9) credits

### PRACTICUM (REQUIRED):

- **TSOL 701** Practicum/Field Experience

All students are required to take this course: 3 credits

### MASTER’S THESIS/PROJECT (REQUIRED)

- **TSOL 751** M.A. in TESOL Masters Project/Thesis

All students are required to take this course: 3 credits.

Total required credits for program: 36 credits

## MASTER OF ARTS IN TRANSLATION AND INTERPRETATION: ENGLISH/SPANISH-SPANISH/ENGLISH

### Faculty

Director: Carmen E. Lamas, Ph.D.

Associate Professors: Biehl, Gómez, Ossa

Adjuncts: Ezquerro-Hasbun, Hain-Poorman, Natalini, Peale, Tellez

### Description of Program

The curriculum for this program is designed to address three of the principal environments where translation and interpretation (English-Spanish and Spanish-English) are currently needed and will be more intensely needed in the future; that is, legal, health-care and business environments. In addition, governing translation/interpretation principles are also studied for application to language environments covered and not covered by the program.

The program consists of 15 courses (three credits each) to be taken in a predetermined fashion. Therefore, a total of 45 credits are required to complete the M.A. in Translation and Interpretation.

As part of the program requirements, the student will complete the following:

- A 100-hour internship with the state courts, a health-care institution, or a translation or interpretation company
- A final master’s project, which may take the form of a thesis, under the supervision of an assigned faculty adviser

## Learning Goals

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The goals of the program include the following:

- Establish a new standard for translators and interpreters in this geographical area;
- Train individuals for multi-competency employment so as to aid/keep pace with the need for multilingual capabilities in the marketplace;
- Add La Salle University to the national educational community of Translation/Interpretation Studies.

Therefore, this program has the following objectives:

- To acquaint participants with the relatively new concept of translation and interpretation studies by reading informed criticism in the theoretical field, thereby contextualizing the disciplines in general terms.
- To fine-tune participants' working languages, so as to bring them up to the same level of proficiency as educated native speakers of Spanish and English and progressively train them to transfer messages from one language to another accurately and fluently.
- To provide training in consecutive and simultaneous interpreting and sight translation, from beginning to advanced levels, in the legal, health-care, and business fields. This training will allow them to perform to the standards of court, health-care, or conference interpreters, as established by nationally recognized associations in those fields. This includes a foundation in the standards of ethics and practice in the respective areas.
- To develop awareness of current issues in translating/interpreting studies and practice, and of the importance of professionalizing this occupation as well as educating the public on the importance of and methods for using professional translators and interpreters.
- To introduce participants to real-life working environments through guest speakers, possible on-site visits, in-class simulations, and, finally, the internship experience.
- To equip students to continue learning on their own by teaching self-assessment techniques and reflective practice skills. Participants will also receive guidance on how to further their professional development.
- To enhance students' linguistic competence in Spanish and English and cultural awareness of contrasting elements between the dominant culture and those cultures of various Hispanic groups.
- To offer credits representing academic achievement.
- To create a new standard of training and achievement for translators and interpreters in this geographic area.
- To train individuals for multi-competency employment.
- To keep pace with the need for linguistic specialists.
- To add Philadelphia to the national educational community of Translation and Interpretation Studies.

## Curriculum

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A minimum of forty - five (45) credits is required for the degree. All courses are three (3) credits each.

### Translation segment:

- **BLS 617** Technology: Applications in Translation and Interpretation
- **BLS 639** Advanced Grammar and Syntax
- **BLS 640** Translation Studies: Theory and Practice

- **BLS 641** Professional Uses of Spanish: Health Care
- **BLS 642** Professional Uses of Spanish: Business
- **BLS 643** Professional Uses of Spanish: Legal

### Interpretation segment

- **BLS 610** Comparative Analysis English/Spanish
- **BLS 611** Fundamentals of Interpretation
- **BLS 612** Consecutive Interpretation and Sight Translation
- **BLS 613** Simultaneous Interpretation
- **BLS 614** Legal Interpretation
- **BLS 615** Health-care Interpretation
- **BLS 616** Business Interpretation

### Capstone Project/Experience

- **BLS 701** Internship
- **BLS 702** Master Thesis/Project

For the translation segment, BLS 639, 640, and 617 should be successfully completed before the "specialties" (BLS 641, 642, and 643) may be taken. BLS 639, 640, and 617 may be taken simultaneously. The specialties may be taken in any order, but no more than two specialties should be taken in a semester.

For the interpretation segment, the successful completion of BLS 610 and BLS 611 is a requirement to continue with the segment. The first four courses (BLS 610, 611, 612, and 613) should be taken in the order listed (except as noted later); the remaining three "specialties" (BLS 614, 615, and 616) may be taken in any order. A student may take the first two courses (BLS 610 and 611) simultaneously. Equally, the following two courses (BLS 612 and 613) may also be taken simultaneously. No more than two specialty courses should be taken during the same semester.

## ESL PROGRAM SPECIALIST CERTIFICATION (ENGLISH AS A SECOND LANGUAGE)

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### Faculty

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Director: Carmen E. Lamas, Ph.D.

Associate Professors: Biehl, Gómez, Ossa

Adjuncts: Hargrow, Hulmes, Kopec, Zucker

### Description of Program

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

Candidates for ESL certification will undergo a predetermined curriculum consisting of six (6) Core courses. These courses will address in depth the areas of expertise that are required by the regulations:

- English Usage and the Development of Linguistic Awareness, including: instruction on the process of first and second language acquisition, the process of literacy development for second language learners, and the required strategies that will assist English Language Learners (ELLs) in the different stages of second language acquisition.
- English as a Second Language (Instructional Materials and Development), which includes the design and implementation of ESL programs to assist ELLs in the acquisition of English and cognitive academic language skills. The student will be required to learn and be

aware of various methods, strategies, research findings, and resources that address the educational needs of ELL in their learning process, including the use of computer technology. The student will also be required to gain very specific knowledge concerning currently accepted/research-based ESL instructional methods and strategies designed to meet the instructional needs of ELLs.

- Support Services for English Language Learners (ELLs), which provides extensive exposure to knowledge concerning effective assessment, including appropriate tools and practices, for identifying levels of language proficiency, acquisition, and content learning, as well as the means to monitor student progress. The student will be required to obtain extensive knowledge concerning the availability of school support services and the promotion of parental/family involvement in the accomplishment and educational needs of ELLs, as well as a complete familiarity with educational programs and instructional activity adaptation for ELLs that require specially designed instruction pursuant to the Individuals with Disabilities Education Act.
- Development of Cultural Awareness and Sensitivity, where students will be required to become thoroughly informed of behaviors, beliefs, and attitudes of multicultural learners and families. Classroom and research activities will include the incorporation of knowledge of current methods and techniques for teaching English as a Second Language within a culturally/linguistically diverse student/family environment. Further, the student will become aware of techniques that may be employed to promote school staff's understanding and sensitivity toward cultures and languages other than the dominant culture/language in the United States.

### Learning Goals of the Program

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The goals for students at the completion of the program are as follows:

- Design and implement ESL programs to assist English Language Learners (ELLs) in the acquisition of English and cognitive academic language skills.
- Develop cultural awareness and sensitivity to different cultures.
- Apply current methods, techniques, strategies for teaching English as a Second Language within a culturally/linguistically diverse student/family environment.
- Understand and critically assess issues related to educational changes, cultural identity, and second language acquisition and its use in multilingual societies and communities.

### Admission Requirements

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

1. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.
  2. Possess a current and valid teaching certificate in some other area.
- OR
3. Have completed an approved teacher preparation program and successfully passed the requisite PRAXIS exams.
  3. Complete the Application for Admission online (free of cost) or the paper Application for Admission, together with the required application fee of \$35.

The application for admission may be obtained by contacting the Graduate Academic Adviser, Ms. Guadalupe Da Costa Montesinos, via e-mail at [montesin@lasalle.edu](mailto:montesin@lasalle.edu), by phone at 215.991.3592, by fax at

215.991.3546 or by mail at La Salle University, 1900 West Olney Ave., Philadelphia, PA 19141.

Candidates may also contact the Director, Dr. Carmen E. Lamas directly via e-mail at [lamas@lasalle.edu](mailto:lamas@lasalle.edu) or by phone at 215.951.1209.

Please note: Online applications for admission may be filed by accessing La Salle's Web site, [www.lasalle.edu](http://www.lasalle.edu).

### Transfer Credit

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The Hispanic Institute at La Salle University will accept up to six (6) graduate credits (generally, two courses) from other accredited institutions' graduate programs. For a transferred-in course/credits, the suggested course(s) must be sufficiently similar to a required or available to the applicant's elective course within the program that will receive the transfer. That evaluation as to similarity, and therefore acceptability, with a particular course within the Hispanic Institute's graduate program will be made at the exclusive discretion of the Hispanic Institute's Director.

When an applicant or graduate student desires to have a course considered for transfer into one of the Institute's programs, the applicant/graduate student must provide the Director of the Hispanic Institute the following materials/documents:

- an official transcript from the graduate program where the suggested transferred-in course was taken and successfully completed;
- a copy of the graduate catalog from the institution showing the description of the course suggested for transfer-in. If possible, it is very helpful for evaluation purposes to also have the course(s) syllabi, if available.

No course may be transferred-in with a grade of less than B.

### Retention, Completion and Certification Requirements

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Every student in La Salle University's graduate programs is required to maintain a cumulative average of "B." Therefore, a minimum cumulative GPA of 3.0 is required to earn the ESL certificate. A student who at any time falls under this standard is automatically in academic jeopardy and is subject to academic review by the Director of the program. A student falling below the GPA requirements will be allowed the two following semesters to bring his/her GPA to a 3.0 or better. Failure to accomplish this will result in dismissal from the program. In order to earn the ESL certificate, students must successfully complete all six (6) required courses (18 credits in total). There are no electives in this program.

A student accepted into the ESL certificate program will have a total of four (4) academic years to complete the program. Only in extreme circumstances is a leave of absence granted. No leave of absence will be granted for more than one year. When a leave of absence is granted, the time period encompassing the leave of absence will not count toward the maximum completion time of four years.

### Application Deadline

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Applicants are considered for acceptance into the program throughout the academic year. The application for admission may be obtained by contacting the Graduate Academic Adviser, Ms. Guadalupe Da Costa Montesinos, via e-mail at [montesin@lasalle.edu](mailto:montesin@lasalle.edu), by phone at 215.991.3592, by fax at 215.991.3546 or by mail at La Salle University, 1900 West Olney Ave., Philadelphia, PA 19141.

Candidates may also contact the Director, Dr. Carmen E. Lamas directly via e-mail at [lamas@lasalle.edu](mailto:lamas@lasalle.edu) or by phone at 215.951.1209.

## Tuition and Fees 2013-2014

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*Application Fee: . . . . .	\$35
Tuition, per credit hour: . . . . .	\$695
General University Fee, per semester: . . . . .	\$100
University Parking Fee, per semester: . . . . .	\$30
Technology Fee, full time, per semester: . . . . .	\$100
Technology Fee, part time, per semester: . . . . .	\$50

\* waived for online application

## Tuition Assistance

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Information about financial aid and application forms may be obtained from the Student Financial Services Web site, [www.lasalle.edu/financialaid/](http://www.lasalle.edu/financialaid/), or by calling 215.951.1070.

### Scholarships

The Hispanic Institute at La Salle University has a very modest scholarship fund. Students wishing to be considered should write a letter stating why they should be awarded a scholarship. The letter must be addressed to the Director of the Hispanic Institute at La Salle University. The letter may be sent as an e-mail or through regular mail.

If you need more information, please contact the Graduate Academic Adviser, Ms. Guadalupe Da Costa Montesinos, via e-mail at [montesin@lasalle.edu](mailto:montesin@lasalle.edu), by phone at 215.991.3592, by fax at 215.991.3546 or by mail at La Salle University, 1900 West Olney Ave., Philadelphia, PA 19141.

Candidates may also contact the Director, Dr. Carmen E. Lamas directly via e-mail at [lamas@lasalle.edu](mailto:lamas@lasalle.edu), or by phone at 215.951.1209.

## Curriculum

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The Certification for ESL Program Specialist requires a total of six (6) courses (18 credits). All six (6) courses are Core courses, and no elective course is available. All Courses are three credits.

- **BLS 600** Dynamics of Cross-Cultural Communications
- **BLS 601** Techniques of Teaching English to Speakers of Other Languages
- **BLS 605** Curriculum and Development of Bilingual Programs
- **BLS 606** Making Language Connections Through Content in ESOL and Bilingual Classrooms
- **BLS 650** Language Assessment and Special Education of ESL Learners
- **TSOL 701** Practicum/Field Experience

## CERTIFICATES

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- Certificate in Translation: English/Spanish-Spanish/English
- Certificate in Interpretation: English/Spanish-Spanish/English

### Admission Requirements:

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Candidates for admission to the Certificate in Translation (CIT) or the Certificate in Interpretation Programs at La Salle University must meet the following admission standards:

- Applicant must have earned a bachelor's degree from an accredited university or college.
- An overall GPA (grade point average) of 3.0 or higher (as an undergraduate) is desirable.
- Two letters of recommendation from former professors (undergraduate or graduate) are required. If the applicant has been out of school for

three years or longer, current or past supervisors may issue the letters of recommendation.

- The applicant must provide evidence of an advanced level in Spanish. This may be determined in a variety of ways and, ultimately, it will be left to the discretion of the Program Director. Some typical indicators are as follows: (1) when the applicant achieved, at the undergraduate level, a major, minor or double major in Spanish with a GPA of 3.0 or higher; (2) when the applicant has secured working experience as a translator (Spanish-English); (3) when the applicant is able to demonstrate bilingual competency (Spanish-English) despite a lack of academic credits in language courses; or (4) when the applicant has experienced immersion language skill acquisition at a foreign university program sanctioned by an accredited U.S. university and he/she has received a grade of "notable" (B) or better. All students will be interviewed by the Director, the Graduate Academic adviser, or both for language assessment purposes. Inability to show sufficient linguistic competency with the English/Spanish language pair will result in a "no admission" decision irrespective of academic achievement up to that point.

It is preferable (but not determinant) that candidates for admission have working experience (voluntary or compensated) in a setting involving intercultural interaction. Typical kinds of experiences include community-oriented outreach programs, hospital volunteering, an undergraduate/graduate internship at a place where Spanish is spoken and/or written as a matter of routine, or part-time or full-time work at a school, business, law firm, or clinic/hospital where the applicant used Spanish in performing his or her duties.

Finally, since the program is also intended to serve professionals who may already have experience in one of the areas of specialization (legal, medical, or business Spanish) but not the others, the recommendations required for these applicants may be supplied by the current/previous employer's appropriate supervisor.

Applicants are considered for acceptance into the program throughout the academic year. The application for admission may be obtained by contacting the Graduate Academic Adviser, Ms. Guadalupe Da Costa Montesinos, via e-mail at [montesin@lasalle.edu](mailto:montesin@lasalle.edu), by phone at 215.991.3592, by fax at 215.991.3546, or by mail at La Salle University, 1900 West Olney Ave., Philadelphia, PA 19141.

Candidates may also contact the Director, Dr. Carmen E. Lamas directly via e-mail at [lamas@lasalle.edu](mailto:lamas@lasalle.edu) or by phone at 215.951.1209.

Please note: Online applications for admission may be filed by accessing La Salle's Web site, [www.lasalle.edu](http://www.lasalle.edu).

## Retention, Completion and Certificate Requirements

---

Every student in La Salle University's graduate programs is required to maintain a cumulative GPA of "B" (3.0). Therefore, a minimum cumulative GPA of 3.0 is required to earn the certificate. A student who, at any time, falls under this standard is automatically in academic jeopardy and is subject to academic review by the Director of the program. A student falling below the GPA requirements will be allowed the two following semesters to bring his/her GPA to a 3.0 or better. Failure to accomplish this will result in dismissal from the program. In order to earn the certificate, students must successfully complete all six required courses (18 credits in total). There are no electives in this program.

An accepted student to the certificate program will have a total of four academic years to complete the program. Only in extreme circumstances is a leave of absence granted. No leave of absence will be granted for more than one year. When a leave of absence is granted, the time period encompassing the leave of absence will not count toward the four-year candidacy maximum.

### Application Deadline

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Applicants are considered for acceptance into the program throughout the academic year. The application for admission may be obtained by contacting the Graduate Academic Adviser, Ms. Guadalupe Da Costa Montesinos, via e-mail at [montesin@lasalle.edu](mailto:montesin@lasalle.edu), by phone at 215.991.3592, by fax at 215.991.3546 or by mail at La Salle University, 1900 West Olney Ave., Philadelphia, PA 19141.

Candidates may also contact the Director, Dr. Carmen E. Lamas directly via e-mail at [lamas@lasalle.edu](mailto:lamas@lasalle.edu) or by phone at 215.951.1209.

### Tuition and Fees 2013-2014

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*Application Fee: . . . . .	\$35
Tuition, per credit hour: . . . . .	\$665
General University Fee, per semester: . . . . .	\$100
University Parking Fee, per semester: . . . . .	\$30
Technology Fee, full time, per semester: . . . . .	\$100
Technology Fee, part time, per semester: . . . . .	\$50
Parking Fee . . . . .	\$45

\* waived for online application

### Tuition Assistance

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Information about financial aid and application forms may be obtained from the Student Financial Services Web site, <http://www.lasalle.edu/financialaid/>, or by calling 215.951.1070.

#### Scholarships

The Hispanic Institute at La Salle University has a very modest scholarship fund. Scholarships are made available to students upon a demonstrated need. Students wishing to be considered should write a letter stating the rationale why a scholarship grant should be awarded. The letter must be addressed to the Director of the Hispanic Institute at La Salle University. The letter may be sent as an e-mail or through regular mail.

The maximum scholarship available is \$300 per semester.

If you need more information, please contact Carmen E. Lamas, Ph.D., at [lamas@lasalle.edu](mailto:lamas@lasalle.edu), or at 215.951.1209

### CERTIFICATE IN TRANSLATION: ENGLISH/SPANISH-SPANISH/ENGLISH

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#### Faculty

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Director: Carmen E. Lamas, Ph.D.  
Associate Professors: Biehl, Gómez, Ossa  
Adjuncts: Ezquerro-Hasbun, Hain-Poorman, Natalini, Peale, Tellez

#### Description of the Program:

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The curriculum for the CIT (Certificate in Translation) is designed to address three of the principal environments in which translations (English/Spanish-Spanish/English) are currently, and more intensely in the future, needed: these are, legal, health care, and business environments. In addition, governing translation principles are also studied for application to language environments not covered by the program.

The program is flexible. A total of 18 credits—six (6) graduate courses—are required to earn the Certificate. The order of the courses is only prescribed at the beginning and the end of the program. Intervening courses may be taken in the order desired by the student.

### Learning Goals

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The learning goals of the program are as follows:

- To familiarize students with the concept of translation studies by reading informed criticism in the theoretical field, thereby contextualizing the discipline in general terms.
- To enhance the student's knowledge of Spanish.
- To provide limited training in consecutive and simultaneous interpreting, as these skills are required in most fields using translators in the United States.
- To develop the specialized vocabulary and concepts needed to work bilingually in law, business, and medicine.
- To gain an inside and outside perspective of the Hispanic and Anglo cultures, so as to grasp the translator's place in a professional setting.
- To assist in the training of students in multi-competencies for employment purposes.
- To keep pace with the need for linguistic specialists.
- To offer graduate credits, representing academic achievement, to our students for the marketing of their translating skills.

### Curriculum:

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All accepted students are required to take BLS 639 as their first course. If a student is deemed to be extremely skillful, he/she may also take BLS 640 at the same time. BLS 641, 642, and 643 may be taken in any order but only after successfully completing BLS 639 and BLS 640. BLS 700 will be taken last as the "capstone" course for the program. All courses are three (3) credits.

- **BLS 639** Advanced Spanish and English Grammar and Syntax
- **BLS 640** Translation Studies: Theory and Practice
- **BLS 641** Professional Uses of Spanish: Medical
- **BLS 642** Professional Uses of Spanish: Business
- **BLS 643** Professional Uses of Spanish: Legal
- **BLS 700** Consecutive and Simultaneous Interpreting

### CERTIFICATE IN INTERPRETATION: ENGLISH/SPANISH-SPANISH/ENGLISH

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#### Faculty:

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Director: Carmen E. Lamas, Ph.D.  
Associate Professors: Biehl, Gómez, Ossa  
Adjuncts: Ezquerro-Hasbun, Hain-Poorman, Natalini, Peale, Tellez

#### Description of the Program:

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The curriculum for the CII (Certificate in Interpretation) is designed to address three of the main environments where interpretation (English-Spanish and Spanish-English) is currently needed, and will be more intensely needed in the future: these are legal, healthcare, and business environments. In addition, governing interpretation principles are also studied for application to language environments covered and not covered by the program.

The program consists of seven (3 credits each) courses to be taken in a predetermined fashion. Therefore, a total of 21 credits is required to complete the certificate.

All courses are offered in the evenings. All courses (fall and spring) require a minimum of three hours of class time per week. The fall and spring semesters have a 14-week duration. Summer sessions have a 5.5-week duration and require a minimum of six hours of class time per week.

## Learning Goals

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The goals of the program are as follows:

- To acquaint participants with the relatively new concept of Interpretation Studies by reading informed criticism in the theoretical field, thereby contextualizing the discipline in general terms.
- To fine tune participants' working languages, so as to bring them up to the same level of proficiency as educated native speakers, and progressively train them to transfer messages from one language to another accurately and fluently.
- To provide training in consecutive and simultaneous interpreting and sight translation, from beginning to advanced levels, in the legal, healthcare, and business fields. This training will allow them to perform to the standards of court, healthcare, or conference interpreters, as established by nationally-recognized associations in those fields. This includes a foundation in the standards of ethics and practice in the respective areas.
- To develop awareness of current issues in interpreting studies and practice, and of the importance of professionalizing this occupation as well as educating the public on the importance of and methods for using professional interpreters.
- To introduce participants to real-life working environments through guest speakers, possible on-site visits, and in-class simulations.
- To equip participants to continue learning on their own, by teaching self-assessment techniques and reflective practice skills. Participants will also receive guidance on how to further their professional development.
- To enhance the participants' linguistic competence and cultural awareness.
- To offer credits symbolizing academic achievement as well as a marketing tool.
- To create a new standard for interpreters in this geographic area.
- To train individuals for multi-competency employment.
- To keep pace with the need for linguistic specialists.
- To add Philadelphia to the national educational context of Interpretation Studies..

## Curriculum

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There are seven (7) courses, three (3) credits each, and all are required, for a total of 21 credits. The minimum grade point average required for certification is 3.0, and the time limit for completion of all courses is four years. The recommended pace is one to two courses per semester/summer session so as to finish in four to six semesters/summer sessions, but the actual pace may be individually driven within the limits set.

The required courses are as follows:

- **BLS 610:** Comparative Analysis English/Spanish
- **BLS 611:** Fundamentals of Interpretation
- **BLS 612:** Consecutive Interpretation and Sight Translation
- **BLS 613:** Simultaneous Interpretation
- **BLS 614:** Legal Interpretation
- **BLS 615:** Healthcare Interpretation
- **BLS 616:** Business Interpretation

The successful completion of BLS 610 and BLS 611 is a requirement to continue with the program. The first four courses (BLS 610, 611, 612, and 613) must be taken sequentially or simultaneously in pairs: BLS 610-611 and BLS 612-613; the remaining three courses (BLS 614, 615, and 616) can be taken in any order.

The rationale for the sequence is that basic interpreting skills and a theoretical base in interpreting should be acquired in order to further develop skills in the specific areas of legal, health-care, and business interpreting. All courses focus on the language combination English-Spanish.

## Course Descriptions

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### BLS 501 to BLS 505

URBAN SPANISH SERIES

3 credits

These five (5) courses are intensive language courses taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. The courses use current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level.

### BLS 508

WORKSHOPS AND SYMPOSIA

3 credits

Offered only during the Summer I session (May-June), this course consists of a series of symposia and practical workshops presented by specialists chosen from bilingual schools, the fine arts, medical agencies, law enforcement facilities, and social agencies as well as from local universities, including La Salle. (In English)

### BLS 511

LANGUAGE AND CULTURE OF PUERTO RICO I

3 credits

This course is for advanced students of Spanish who need development in understanding the spoken and written language of Puerto Rico. Special attention is given to colloquial expressions of the Caribbean. Reading materials in this course not only represent special linguistic characteristics of Puerto Rico, but also reflect the cultural roots and values of the Puerto Rican community in urban mainland settings. (In Spanish)

### BLS 512 (Summer I Session)

LANGUAGE AND CULTURE OF PUERTO RICO II

3 credits

This is an intensive language course for advanced Spanish students and forms part of the Immersion Program. Emphasis is placed upon group work that provides students with practice in listening and speaking in Caribbean Spanish. Students discuss contemporary themes and cultural characteristics of Puerto Rican society. Readings are from Puerto Rican short stories, essays, poems, and periodicals.

### BLS 520

FIELD EXPERIENCE IN THE LATINO COMMUNITY

3 credits

During the academic year, each student works in placements in a field experience directly related to his or her profession in the Greater Philadelphia/New Jersey Latino community. Teachers assist in bilingual

schools; police in districts in bilingual neighborhoods; and social workers in social agencies dealing with Latinos, etc.

**BLS 600**  
DYNAMICS OF CROSS-CULTURAL COMMUNICATION  
3 credits

The major objectives of this course are to develop an appreciation of diverse cultural backgrounds, especially among Latinos and Anglos, and to develop awareness of the complexity of cross-cultural communication. The following areas are considered as they relate to the dynamics of cross-cultural communication: the communication process; group properties and communication; linguistic approaches; the nonverbal element of communication systems, especially related to Anglos and Latinos; language and culture; language as social behavior; and channels of communication.

**BLS 601**  
TECHNIQUES OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES  
3 credits

The course analyzes various methodologies used in teaching English as a second language. Emphasis is placed upon methods in teaching, listening, and speaking. Microteaching of difficult points of pronunciation and grammar is also emphasized. Significant attention is given to effective techniques in second-language acquisition.

**BLS 602**  
HISTORY OF THE AMERICAS  
3 credits

This course treats the history and culture of the major Latino groups in the United States, especially those from the Caribbean. Emphasis is placed on such topics as Puerto Rico's special relationship with the United States, Latino populations (e.g., Cuban, Dominican, Mexican, and Central American) in the United States, and the historical relationship between Latino and Anglo communities.

**BLS 603**  
LITERATURE OF THE SPANISH CARIBBEAN  
3 credits

This course is designed to familiarize the student with Caribbean culture and literature as seen through major literary works. Students read novels, short stories, essays, and poetry of such writers as Julia de Burgos, González Soto, Figueroa, Díaz Valcarcel, Marqués, and Luis Rafael Sánchez. A cultural, sociological, and literary approach is emphasized in order to explore Caribbean culture and the Caribbean individual's perception of society. (In Spanish)

**BLS 604**  
CULTURAL PLURALISM AND MINORITY GROUPS IN THE U.S.A.  
3 credits

Focusing on the ethnicity, language, and cultural and social stratification of minorities, with an emphasis on that of Latinos, this course analyzes contemporary American opportunity, family and class structures, social mobility, migration, the so-called "culture of poverty," urbanism, and related concepts and issues. Certain psychological dimensions, such as self-concept and the self-fulfilling prophecy, are also examined.

**BLS 605**  
CURRICULUM AND DEVELOPMENT OF BILINGUAL PROGRAMS  
3 credits

This course discusses the historical background of the bilingual movement, especially pertinent legislation, as well as the organization of a bilingual program. Topics of lecture and discussion include needs assessment of pupils, staff, and community; various types of curriculum models of bilingual and school organizations; selection of instructional materials for training bilingual students; and proper evaluative procedures.

**BLS 606**  
MAKING LANGUAGE CONNECTIONS THROUGH CONTENT IN ESOL AND BILINGUAL CLASSROOMS  
3 credits

The major objective of this course is to provide mechanisms for second language content delivery utilizing the sheltered class model, SIOP, and "learning to learn" methods. The curriculum includes an analysis of academic language in content and texts and provides for a discussion of metacognitive processes and strategies that may be used in the classroom. Additionally, the role of learning styles and multiple intelligences is examined together with the rationale for and structure of thematic units for lesson planning purposes. The integration of language objectives and "what's difficult" for language learners is directed toward an authentic assessment of content and language.

**BLS 607**  
ART AND CULTURE OF THE SPANISH CARIBBEAN  
3 credits

This course traces the history of art in the Spanish Caribbean, emphasizing the major influences on its evolution and contemporary manifestations. Taino, Spanish, and African contributions to art in Puerto Rico, Cuba, and the Dominican Republic will be explored in detail and in all expressive forms: paintings, broadcasting, cinematography, theater, and popular culture. (In Spanish)

**BLS 610**  
COMPARATIVE ANALYSIS ENGLISH/SPANISH  
3 credits

This course studies the comparative/contrastive grammar in the English-Spanish language pair. The course includes intensive practice in reading comprehension, \*skim, scan, main idea, key words\* sequence of events, usage, error detection, synonyms, and most common translation problems in terms of grammar, vocabulary, idioms, and slang. Registers of speech are also explored.

**BLS 611**  
FUNDAMENTALS OF INTERPRETATION  
3 credits

This course introduces the basic skills of interpretation: public-speaking, memory work, and text analysis, as well as the theoretical foundations of interpretation. In addition, the students learn terminology research and professional skills: general business practices and ethics. Practicum emphasis is on public-speaking skills, as well as the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner.

**BLS 612**  
CONSECUTIVE INTERPRETATION AND SIGHT TRANSLATION  
3 credits

This course builds on the practical and theoretical foundation laid in BLS 611, Fundamentals of Interpretation. In consecutive interpreting, students learn to identify the implicit structural organization of an extemporaneous

speech by presenting and interpreting speeches of this type. The course reinforces the ability to perceive essential meaning and introduces note-taking techniques. It emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Note taking and sight translation are introduced in the latter part of the course.

*Prerequisite: BLS 611*

**BLS 613**  
SIMULTANEOUS INTERPRETATION  
3 credits

In simultaneous interpreting, students are introduced to basic strategies of interpreting in this mode. The course begins with a general introduction and follows up with a series of preparatory exercises helping students to develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the target language with correct grammar, diction, and style.

**BLS 614**  
LEGAL INTERPRETATION  
3 credits

This course further develops the skills in consecutive interpretation with note taking, sight translation, and simultaneous interpreting. Students are expected to apply the knowledge and skills acquired during the introductory courses and produce interpretations that would be of acceptable quality in a professional setting.

Students are introduced to the procedures in criminal and civil law, legal language, the courtroom, and the Interpreter's Code of Ethics. Practice in the classroom strives to recreate the most common scenarios in which legal interpreting takes place while developing the interpreting skills needed to work as a court interpreter. Students will refine their note-taking skills, and special attention is given to develop stamina and maintain concentration while under stress in the courtroom. Assessment takes into account both accuracy and fluency in delivery.

**BLS 615**  
HEALTH-CARE INTERPRETATION"  
3 credits

This course provides information on the health-care system in the United States, medical terminology, code of ethics for medical interpreters, and use of interpreters in health-care situations. In consecutive interpreting, students continue to enhance their memory and note-taking skills. They work on detecting and correcting problems from the listening stage to the delivery stage. In simultaneous interpreting, students work on polishing their delivery and language register. In sight translation, students become familiar with the different forms used in hospitals and health-care centers. Peer-assessment and self-assessment are encouraged in order to bring awareness of the importance of self-monitoring in interpreting. Furthermore, this course discusses current issues in health-care interpreting and provides information for further development in the profession.

**BLS 616**  
BUSINESS INTERPRETATION  
3 credits

This course introduces simultaneous interpreting with text, so that students learn to use visual or written materials appropriately to enhance their accuracy and completeness when interpreting. Conference interpreting is practiced in class, with students carrying on research and preparation for "conferences," including compilations of glossaries and topic research. A code of ethics for conference interpreters is discussed, as well as booth etiquette. In consecutive interpreting, students continue

to develop their note taking skills and interpret longer utterances without interruption. Speech production aspects such as voice, fluency, and pacing are assessed as well.

Material for practice comes from diverse business areas such as banking, finance, world economic issues, and insurance, among others. Students are expected to read and research topics, make presentations, practice, grade peer exercises, and provide self-assessment. The purpose of these assignments is to develop confidence and assertiveness in students and resources for them so they are able to deal with nuances of meaning and accuracy in interpretation while delivering the interpretation smoothly and naturally in their target language.

**BLS 617**  
TECHNOLOGY: APPLICATIONS IN TRANSLATION AND INTERPRETATION  
3 credits

This course analyzes current tools to enhance and speed the translation process. These tools include word processors as well as CAT (computer-assisted translation), voice-recognition, and proofreading tools. The course explores and discusses their practical applications and features in terms of pricing, productivity, user-friendliness, quality output, and compatibility with other tools. The course examines simultaneous interpretation and video and telephonic interpreting in terms of both the software and hardware available to perform these types of interpreting and the job opportunities for interpreters in these growing areas. The course also introduces students to new fields in which translation and interpretation skills are being applied, such as subtitling, web and software localization, and voice-over, along with the tools needed to work in these fields. Students will become familiar with tools and resources to aid them in launching a translation and interpretation business and in keeping current with new advances in the industry.

**BLS 620**  
INDEPENDENT STUDY  
3 credits

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

**BLS 635**  
MYTHS AND LEGENDS IN CARIBBEAN AND LATIN AMERICAN LITERATURE  
3 credits

This course explores mythic patterns and archetypes in Caribbean and Latin American literature. Readings include works by such prominent figures as Luis Rafael Sánchez, Alejo Carpentier, Juan Rulfo, Miguel Angel Asturias, Gabriel García Márquez, and others. In addition, there are supplementary readings from the work of Carl Jung, Joseph Campbell, and other theorists on myth. (In Spanish)

**BLS 639**  
ADVANCED SPANISH GRAMMAR AND SYNTAX  
3 credits

This course is designed to provide a review of standard Spanish grammar and syntax for advanced students of the language. It includes intensive oral and written practice with a view toward improving native and non-native students' speaking and writing skills. The course also intends to make all speakers aware of standard Spanish cultivated in schools of the Spanish-speaking world. (In Spanish)

**BLS 640**

## TRANSLATION STUDIES: THEORY AND PRACTICE

3 credits

The first stage of this course is theoretical. Examining statements on the art of translation acquaint students with typical issues experienced by literary translators. Focusing on individual solutions to translation problems heightens awareness of the challenges of working interculturally and independently. Reading essays on the process of translation helps students understand what the field of translation studies has come to mean in abstract terms. Using explanations of the history of translation and of current theories helps students to develop a broad perspective on the field as a whole as they begin to incorporate standard terms in their own usage.

The second stage of this course is practical. Newspaper articles are examined as examples of language posing different challenges that, when identified, prompt the appropriate stylistic choices for a translator. Discussion and collaborative in-class translations of examples of each type complement the individual work done outside of class.

**BLS 641**

## PROFESSIONAL USES OF SPANISH: MEDICAL

3 credits

The topics and linguistic skills covered in this course include the following: vocabulary, oral practice (Spanish-English and English-Spanish), ethnical norms, health-care practices in the U.S., the Hispanic culture of the patient, role-playing, writing of a short medical script, observation at a local hospital with bilingual services, and supplemental readings on specific diseases or community health problems.

**BLS 642**

## PROFESSIONAL USES OF SPANISH: BUSINESS

3 credits

This course provides students the opportunity to translate a variety of texts, with emphasis on current world economic and financial issues, international trade, and business and economic forecasts. Students learn to apply basic concepts of economics and business to real-world texts, thereby improving their command of the technical terminology of these fields. Texts include printed and online promotional and informational material, as well as various types of business correspondence and transactions. The course both covers sectors of the business world in which consecutive interpretation is frequently used and emphasizes sequential logic in note-taking and accurate terminology in delivery.

**BLS 643**

## PROFESSIONAL USES OF SPANISH: LEGAL

3 credits

A series of legal documents are analyzed for their technical features in order to grasp some of the systemic and cultural complexities that need to be understood in order to bridge the gap between lawyer and client when Spanish and English are both involved in a common legal proceeding.

Deeds, lease agreements, liens, living wills, and powers of attorney, all commonly used documents in the U.S. today, are translated. Students learn how to communicate efficiently with Spanish-speaking clients as well as to relay their verbal messages to a lawyer or a court. Through sight translation of written testimony (for example, letters or statements from clients), students practice basic skills of court translation. Attention is given to registers of speech (slang, police jargon, legal terms, or norms for courtroom testimony). Typical sessions of client counseling and contract negotiations are simulated in teams for classroom practice.

**EDC 650**

## LANGUAGE ASSESSMENT AND SPECIAL EDUCATION OF ESL LEARNERS

3 credits

This course provides an overview of federal, state, and local mandates regarding the assessment of ESL learners. Placement testing, standardized assessment, performance assessment, rubrics, and portfolios will be addressed specifically. Issues in authentic assessment and assessment in the content areas will also be addressed. This course also helps students to understand the legislation that promotes individual rights for children and adults with disabilities, the special education classification and labeling process, and current trends in the education of children with disabilities. Students will analyze the impact that a handicapping condition has on the individual in learning and social environments.

*Prerequisites:* BLS 600 and BLS 601

**BLS 651**

## MASTER'S PROJECT/THESIS

3 credits

A supervised, individual project that may be related to the student's fieldwork in the Latino community is the required capstone experience in the M.A. program. All project topics must relate to the mission and goals of the Bilingual/Bicultural Studies program.

**BLS 678**

## TEXTO EN CONTEXTO: A PANORAMA OF PRESENT-DAY PUERTO RICO THROUGH SELECTED TEXTS

3 credits

A survey of contemporary Puerto Rican thought, this course explores issues critical to the Caribbean island nation's social, cultural, historical, and political identity. Texts hail from a multiplicity of academic disciplines, literary genres, and popular cultural forms. Among the social sciences covered are sociology, anthropology, economics, and political science. Literary genres covered include poetry, fiction, and the essay. Popular cultural forms include folkloric and popular music. (In Spanish)

**BLS 700**

## CONSECUTIVE AND SIMULTANEOUS INTERPRETING

3 credits

The purpose of this capstone course is to acquaint translation students with the variety of ways they may be expected to handle language in the profession. Sight and speed translation, oral summary of a written text, conference interpreting of speeches, consecutive interpreting of interviews, dubbing, and simultaneous interpreting of various sorts will all be practiced. Whether treating familiar texts from previous coursework or handling new, unfamiliar texts (from the areas studied), students will use the same intensive approach. "Best practices" with problematic aspects will be stressed so as to train participants to resolve issues. In this final stage students will draw on knowledge and techniques taught as they also develop their note-taking methods and public speaking skills.

**BLS 701**

## INTERNSHIP

3 credits

Upon the conclusion of all other courses in the program, each student is required to complete an internship in one of the following venues: (1) the state courts in Pennsylvania or New Jersey, as openings are available; (2) a health-care institution such as Einstein Hospital or the Shriners Hospital; (3) an international business where translation and/or interpretation is required of the intern; or (4) a translation and interpretation company providing such services to the public, corporations, courts, or health-care organizations. The student has the ability to establish his/her preference. However, the preference voiced is subject to the availability of intern openings at the time. Each student is assigned a faculty supervisor who

monitors the kind of translation/interpretation being conducted by the student and determines if it is appropriate to the development of skills needed for the student. Equally, the faculty member is in a position to assess whether the student is putting into practice the skills and theories learned during his/her coursework. The internship last an entire semester, and a minimum of 100 hours of actual service is required. Service is defined as translation/interpretation time, exclusive of any other associated duties.

**BLS 702**

## MASTER'S THESIS/PROJECT

3 credits

This is a supervised, individual thesis/project that must be related to the field of translation and/or interpretation. It requires a quality research paper that could explore the linguistic, sociolinguistic, communication dynamics, applications of learned theories, and other matter related to the investigation of translation and interpretation in a general sense or, more particularly, in a specialized linguistic field in legal, business and health-care translation/interpretation. The project is the required capstone experience of all graduate students in the M.A. in Translation/ Interpretation program. All students are assigned a faculty adviser to direct his/her thesis/project.

**ESL 650**

## LANGUAGE ASSESSMENT AND SPECIAL EDUCATION OF ESL LEARNERS

3 credits

This course provides an overview of federal, state, and local mandates regarding the assessment of ESL learners. Placement testing, standardized assessment, performance assessment, rubrics, and portfolios are addressed specifically. Issues in authentic assessment and assessment in

the content areas are also addressed. This course also helps students to understand the legislation that promotes individual rights for children and adults with disabilities, the special education classification and labeling process, and current trends in the education of children with disabilities. Students analyze the impact that a handicapping condition has on the individual in learning and social environments.

*Prerequisites: BLS 600 and BLS 601*

**TSOL 608**

## RESEARCH METHODS IN TESOL

3 credits

This course explores research design methods and writing conventions in the field of TESOL. It provides experience in using research materials and constructing logically coherent and professionally documented research in the discipline. The course connects sociolinguistics and language teaching by researching and reflecting on the social, historical, legal, and cultural issues influencing language learning in the context of cultural and linguistic diversity. The course also explores micro and macro levels of context in a variety of sites for learning a second and foreign language (U.S., international, university-based, community-based, public school-based) and with a variety of types of learners (varying age, ethno linguistic background, educational experiences, socioeconomic class, etc).

**TSOL 609**

## LANGUAGE STUDY FOR EDUCATORS

3 credits

This course serves as a practical foundation in linguistics and its sub-branches for teachers who want to apply basic linguistic knowledge and research findings to their practice. The course begins with an overview of phonology and sounds, and moves gradually through to morphology, syntax, semantics, and pragmatics, and gives special focus to first and second language acquisition research. Attention is given to developmental sequences of language acquisition and implications from research findings

in first and second language acquisition literature as well as interlanguage research for designing lessons for the English Language Learner (ELL). During each unit, comparisons are made between languages from around the world with English, with special attention given to Spanish.

**TSOL 610**

## TEACHING SECOND LANGUAGE WRITING IN TESOL

3 credits

The purpose of this course is to provide teachers with a wide range of strategies for teaching ELLs (English language Learners) the art of writing for different audiences, while examining English grammar as it applies to curriculum and instruction. Methods used in current approaches to teaching grammar are examined and appraised.

**TSOL 611**

## MULTIMEDIA APPROACHES TO TESOL

3 credits

The purpose of this course is to study the application of multimedia technology in the second language acquisition process. The course considers the effect of the use of technology-based centers to the development of listening, viewing, talking, reading, and writing skills in English within the context of Content-Based Instruction (CBI). Students taking this course explore the use of cassette/CD players, movies and shows, computers and the Internet, video cameras, cassette recorders, newspapers, and magazines to develop the second language acquisition continuum at a faster pace.

*Prerequisite: BLS 609: Language Studies for Educators*

**TSOL 612**

## SOCIOLINGUISTICS FOR EDUCATORS

3 credits

This course delves deep into the social, cultural, historical, and very personal arenas within sociolinguistics. Students engage in readings and projects around such issues as language identity, language variation and education, bilingualism, multilingualism, the impact of language planning and policy on education, codes switching, dialects, standard and non-standard languages, language contact, diglossia, language maintenance, and language loss. The purpose of the course is to move beyond viewing language as an isolated subject so that one can take into account the many factors that make communication in multilingual societies so complex. Examples from multilingual environments from all over the world will be used as a basis for discussion of such topics, although special attention is given to the impact of these factors on language instruction and interaction in the classroom.

*Prerequisite: BLS 609: Language Studies for Educators.*

**TSOL 613**

## SPECIAL PROJECTS IN ENGLISH EDUCATION

3 credits

This course focuses on current issues of second language acquisition and can be taken as an independent study.

**TSOL 701**

## PRACTICUM/FIELD EXPERIENCE

3 credits

In this practicum, the students apply what they have learned during their studies in a new setting such as a school or nonprofit organization. Students select the organization with the Director's approval and provide the Director with a supervisor who oversees the practicum at the organization. It is expected that students take advantage of the practicum not only as a way of putting to use what they have learned but also as a means to further understand the cultural dimensions of communication

and nuances of language teaching and learning in a specific setting (the Field Experience).

A Practicum Handbook is available to provide guidance to the student through the Graduate Academic Adviser, Ms. Guadalupe Da Costa Montesinos. Ms. Da Costa Montesinos may be contacted via email at montesin@lasalle.edu, by phone at 215-991-3592, by fax at 215-991-3546 or by mail at La Salle University, 1900 West Olney Ave., Philadelphia, PA 19141.

Students may also contact the Director, Dr. Carmen E. Lamas directly via email at lamas@lasalle.edu or by phone at 215.951.1209.

*Prerequisite: Successful completion of all Core and Elective courses, M.A. in TESOL Program and ESL Specialist Certification Program.*

This practicum is required by the Pennsylvania Department of Education for the ESL Specialist Certification Program.

### TSOL 751

M.A. TESOL MASTERS PROJECT/THESIS

3 credits

Students must complete a master's project/thesis as a capstone project that reflects their practicum, student teaching, and/or teaching practice as a culminating experience. It should provide the opportunity to apply, synthesize, and evaluate knowledge and skills acquired during their graduate studies. Students should consult their faculty adviser for a description of options and guidelines to meet the requirements of the M.A. in TESOL program.

Students should register for the capstone master's thesis in the semester in which they plan to complete the project. Students must successfully complete ALL required and elective courses (including the practicum) before they would be allowed to register for TSOL 751. Research that involves human subjects will be reviewed by the University's Institutional Review Board (IRB) and may not proceed until approval is granted by the IRB.

A Project/Thesis Manual is available to the student through the Graduate Academic Adviser, Ms. Guadalupe Da Costa Montesinos. Ms. Da Costa Montesinos may be contacted via e-mail at montesin@lasalle.edu, by phone at 215.991.3592, by fax at 215.991.3546 or by mail at La Salle University, 1900 West Olney Ave., Philadelphia, PA 19141.

Students may also contact the Director, Dr. Carmen E. Lamas directly via e-mail at lamas@lasalle.edu or by phone at 215.951.1209.

### Special Topics

As interest dictates, special courses may be introduced into the curriculum, treating specialized areas of study in bilingual/bicultural issues. In the past, these courses have included such topics as Techniques of Teaching English to Speakers of Other Languages (Reading and Writing Skills), Latinos and Mental Health, Latinos and Urban Economies, Special Programs in Teaching English to Speakers of Other Languages, Special Topics in Caribbean Literature, Language and Prejudice, and Introduction to Graduate Research.

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## MASTER OF ARTS IN HISTORY

### Faculty

Director: George B. Stow, Ph.D.

Professors: Rossi, Ryan, Stow

Associate Professors: Allen, Desnoyers, Jarvinen, Leibiger

Assistant Professors: McInnes, Stebbins

Lecturers: R. Ryan

### Description of Program

La Salle's M.A. in History program is different from all others in the Mid-Atlantic region in several distinct ways:

A Three-Track Program

- M.A. in History for Educators (30 credits)
- M.A. in History (30 credits)
- M.A. in History with a concentration in Public History (30 credits)

**Unique features of the M.A. in History for Educators and the M.A. in History:**

- a. A common core of seven courses:
  1. HIS 510: Historiography
  2. HIS 610: Readings in American History
  3. HIS 620: Readings in European History
  4. HIS 630: Readings in World History
  5. HIS 640: Visualizing History
  6. HIS 650: Oral History
  7. HIS 663: Readings and Special Topics in American, European, and Global History
- b. The option of either a comprehensive exam or writing a thesis.

These unique features of La Salle's M.A. program provide distinct opportunities to advance the careers of both practicing social studies teachers and aspiring graduate students in history. The appeal for all teachers with teaching certificates is that this program will broaden and deepen their knowledge of history in order to:

- Maintain active certification status (in conformity with Act 48).
- Reach the "highly qualified teacher" category by mastery of content knowledge.

Those students in pursuit of a traditional M.A. in History will also find La Salle's program attractive:

- The M.A. curriculum in History is professional in nature and is designed as preparation for the doctorate and numerous professional careers.

The common core of seven courses, along with upper-level electives and seminars provides excellent preparation for archival analysis, visual history, material culture, oral history, and interdisciplinary research that, collectively, has become the hallmark of doctoral-level courses in history, as well as most doctoral dissertations.

**Unique features of the M.A. in History with a Concentration in Public History:**

La Salle's M.A. in History with a concentration in Public History provides graduates with both historical content knowledge and professional skill needed for successful careers in Public History by offering:

- A general introduction to Public History
- The acquisition of both content knowledge and pedagogical skills in visual representations associated with American social and cultural history
- An introduction to the analysis of material culture and archival analysis
- Familiarization with the workings of history museums and the development of exhibits
- Familiarization with various digital media skills for the development of Web sites and Documentaries
- An internship with a public history venue in order to develop skills required for a successful career in public history

**Certificate Option**

Non-matriculating degree students have the option of enrolling in a series of courses leading to a certificate in one of four areas:

- European History
- American History
- World History
- Teaching Advanced Placement History

Students who earn a certificate in one of the above areas may, with the approval of the Director, apply these four courses toward either the M.A. in History or the M.A. in History for Educators. The certificate option will appeal especially—but not exclusively—to those educators already well along in their teaching careers and interested in qualifying for either Act 48 or “highly qualified” status.

**Admission Requirements**

**M.A. in History and M.A. in History with a Concentration in Public History\***

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

1. Have a Bachelor’s degree with 18 hours of undergraduate course work in history or a related discipline with a GPA of at least 3.0;
2. Have an acceptable score on the Graduate Record Exam General Test (native speakers of a language other than English must submit TOEFL scores);
3. Submit official transcripts of all undergraduate course work;
4. Submit two letters of recommendation;
5. Submit a brief personal statement (250 to 500 words);
6. Submit a writing sample (preferably from an undergraduate research paper).
7. Submit a professional résumé.

\* It should be noted that the stated admission requirements are construed as guidelines; the graduate admission committee fully recognizes that some candidates may present either credentials or prior experiences that lie beyond the parameters described above.

**M.A. in History for Educators\***

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

1. Have a Bachelor’s degree with 18 hours of undergraduate course work in history or a related discipline, with a GPA of at least 3.0.
2. In addition, candidates must present evidence of one of the following:
  - Currently valid teaching certificate
  - An acceptable score on the Professional Knowledge section of the Praxis Test (Native speakers of a language other than English must submit TOEFL scores)
  - An acceptable score on the Miller Analogies Test (MAT).
3. Submit official transcripts of all undergraduate coursework
4. Submit two letters of recommendation
5. Submit a brief personal statement (250-500 words).
6. Submit a professional résumé.

**Certificate Option (12 credits)**

Candidates for admission to the certificate option should submit an application and transcripts of all undergraduate coursework.

\* It should be noted that the stated admission requirements are construed as guidelines; the graduate admission committee fully recognizes that some candidates may present either credentials or prior experiences that lie beyond the parameters described above.

**The Application for Admission may be obtained by contacting:**

Dr. George B. Stow, Director  
 Graduate Program in History  
 La Salle University  
 Philadelphia, PA 19141  
 215.951.1097  
 E-mail: [stow@lasalle.edu](mailto:stow@lasalle.edu)

**Tuition and Fees 2013-2014**

Application Fee . . . . .	\$35
Online Application . . . . .	free
Tuition, per credit hour . . . . .	\$665
General University Fee, per semester . . . . .	\$100
Technology Fee, full time, per semester . . . . .	\$100
Technology Fee, part time, per semester . . . . .	\$50
Parking Fee . . . . .	\$45

**Progression through the Program**

**Required for M.A. in History (30 Credits)**

1. **HIS 510** Historiography
  2. **HIS 610** Readings in American History
  3. **HIS 620** Readings in European History
  4. **HIS 630** Readings in World History
  5. **HIS 640** Visualizing History
  6. **HIS 650** Oral History
  7. **HIS 663** Readings in Special Topics in American, European, and Global History
  8. **HIS 700** History Elective
  9. **HIS 770** Thesis Direction I
  10. **HIS 771** Thesis Direction II
- or
9. **HIS 710** History Elective
  10. **HIS 760** Seminar: Integration and Application of Research Strategies Presented in Core Courses

**Required for M.A. in History for Educators (30 Credits)**

1. **HIS 510** Historiography
  2. **HIS 610** Readings in American History
  3. **HIS 620** Readings in European History
  4. **HIS 630** Readings in World History
  5. **HIS 640** Visualizing History
  6. **HIS 650** Oral History
  7. **HIS 663** Readings in Special Topics in American, European, and Global History
  8. History/Education/English Elective
  9. **HIS 775** Thesis Direction for Educators I
  10. **HIS 776** Thesis Direction for Educators II
- or
9. **HIS 700** History Elective
  10. **HIS 761** Seminar in the History of Education

**Required for M.A. with a concentration in Public History  
(30 Credits)**

1. **HIS 505** Introduction to Public History
2. **HIS 510** Historiography
3. **HIS 610** Readings in American History
4. **HIS 615** History of Philadelphia
5. **HIS 640** Visualizing History
6. **HIS 650** Oral History
7. **HIS 665** Museum Studies
8. **HIS 668** Issues and Practices in Archival Management
9. **HIS 680** Techniques in Public History
10. **HIS 705** Internship in Public History

**Required for Certificate Option (12 Credits)**

- HIS 510** Historiography  
**HIS 610, 620, or 630 (one course in chosen area)**  
**History Elective (area-specific)**  
**History Elective (area-specific)**

**Five-Year Bachelor's to Master's In History**

Students may earn both a B.A. and M.A. in history by participating in the University's Five-Year Program. Students would satisfy the undergraduate history major requirements during their first four years at the University, earning a minimum of 120 credits, of which a maximum of six may be graduate credits, while maintaining a GPA of 3.0 or better. Upon completion of a B.A., students may then enter the M.A. in History program by completing the remainder of the full degree requirements.

**Course Descriptions****HIS 505**

INTRODUCTION TO PUBLIC HISTORY  
3 credits

An introduction to the theoretical and methodological practices of public history. It serves as a foundation for considering the implications of shared practices of history in which professionals consider and collaborate on the meaning of the past for the present.

**HIS 510**

HISTORIOGRAPHY: INTRODUCTION TO RESEARCH AND HISTORIOGRAPHY  
3 credits

This course serves as an introduction to the craft of history. In addition to research methodologies, the course explores different "schools" and approaches to the study of the past.

**HIS 610**

READINGS IN AMERICAN HISTORY  
3 credits

This seminar, which covers central themes and developments from 1607 to the present, will focus on the growth of national identity, the founding and preservation of the American republic, the crucible of slavery and its aftermath, the rise of the United States as a military and industrial power, and the struggle to create an inclusive society.

**HIS 615**

HISTORY OF PHILADELPHIA  
3 credits

A survey of the history of Philadelphia from its founding to the present through an examination of the peoples who imagined it, built it, and struggled for and over it.

**HIS 620**

READINGS IN EUROPEAN HISTORY  
3 credits

This seminar follows the contours of an advanced course in the development of Western Civilization. The seminar is divided into two segments: from antiquity to the Renaissance and from the Renaissance to the modern era. Readings will focus on principal themes and developments in the following areas or disciplines: political and social; economic; religious; scientific; diplomatic and military; intellectual and cultural.

**HIS 630**

READINGS IN WORLD HISTORY.  
3 credits

While there will be appropriate selected readings taken from the classical civilizational cores of Egypt, Southwest Asia, India, China, and the Mediterranean, less studied areas (e.g., the Pre-Columbian Americas and Africa) will be examined as well. Much of the work will concentrate on the post-1500 world, generally—but by no means universally—agreed to be the true realm of global history. Political, social, economic, religious, and gender issues will be examined, with a particular emphasis on cross-cultural connections and patterns.

**HIS 640**

VISUALIZING HISTORY  
3 credits

Analysis of historical themes and topics (e.g., American immigration; 20th century American social and intellectual history; the Greco-Roman World; World Wars I and II) through readings, photography, painting, and film documentaries.

**HIS 650**

ORAL HISTORY: THEORY AND PRACTICE  
3 credits

Theme-based readings and practice in oral history (e.g., family history, labor and class history; gender history; African-American history; military history).

**HIS 663**

READINGS IN SPECIAL TOPICS IN AMERICAN, EUROPEAN, AND GLOBAL HISTORY  
3 credits

This course examines aspects of a selected topic in American, European, or Global History. Sample titles might include the following: Readings in the History of Education; Readings in the History of Ideas; Readings in Roman History; Readings in English History; Readings in Asian History.

**HIS 665**

MUSEUM STUDIES  
3 credits

An introduction to basic object theory and practice as central to every history museum and historical society. Students will gain practical hands-on knowledge through various assignments such as developing exhibitions and creating clear and proper documentation for researchers and future generations.

**HIS 668**

ISSUES AND PRACTICES IN ARCHIVAL MANAGEMENT  
3 credits

The course is designed to meet two objectives to provide an overview of the field of archival management, and introduce the students to the work

of archivists, while at the same time preparing them to fulfill the duties of archivists as a component in a career in public history. The course will also include guest speakers and at least one site visit.

**HIS 680**  
TECHNIQUES IN PUBLIC HISTORY  
3 credits

An introduction to the basic concepts of various digital media processes (e.g., the design and publishing of public history projects by using Web sites, audio, and video content). Students will also review and evaluate public history Web sites and other media based on criteria used by professional public history organizations.

**HIS 700**  
HISTORY ELECTIVE: TITLES VARY  
3 credits

Samples include “The Ordeal of Total War: World War II”; “England in the Late Middle Ages”; “China and Japan”; “American Intellectual History”; “U.S Constitution in Crises”; “Colonial Latin America”; “The American Revolution”; “The Modern Middle East”; “Progressive Era to New Deal”; “Lincoln and the Civil War”; “America and World War I”; “Explorers and Travelers of the 19th Century”; and “Soviet Russia: Lenin to Stalin.”

**HIS 705**  
INTERNSHIP IN PUBLIC HISTORY  
3 credits

An internship experience that allows students to combine theory and course content knowledge with practice through hands-on experience in one of several public history venues in the Philadelphia area. Working approximately 15 hours a week under professional supervision, students learn how to apply their education. The student will meet with the faculty supervisor, reflection papers, and interaction and evaluation by the site supervisors.

*Prerequisites: Be an M.A. student in History; have at least a 3.0 GPA; have completed all required courses; have permission of the graduate director. Students may not take internship credit with an organization for whom the student works full-time.*

**HIS 710**  
HISTORY ELECTIVE: TITLES VARY  
3 credits

Samples include “The Ordeal of Total War: World War II”; “England in the Late Middle Ages”; “China and Japan”; “American Intellectual History”; “US Constitution in Crises”; “Colonial Latin America”; “The American Revolution”; “The Modern Middle East”; “Progressive Era to New Deal”; “Lincoln and the Civil War”; “America and World War I”; “Explorers and Travelers of the 19th Century”; and “Soviet Russia: Lenin to Stalin.”

**HIS 760**  
SEMINAR: INTEGRATION AND APPLICATION OF RESEARCH STRATEGIES PRESENTED IN CORE COURSES  
3 credits

This seminar is designed to allow students to pursue an advanced research project in either American, European, or global history. It also serves to prepare students for a comprehensive exam in their chosen area of concentration.

**HIS 761**  
SEMINAR IN THE HISTORY OF EDUCATION  
3 credits

This seminar is designed to allow students to pursue an advanced research project in the history of education, either American, European, or global history. Students may choose to investigate issues within the areas of curriculum and instruction that relate to middle school, secondary school, or higher education and/or that focus on a variety of topics within education including gender, race, class, ethnicity, politics, or religion. Alternatively, students may choose to investigate other institutions whose form and function are essentially educational, e.g., museums, settlement houses, and historical sites.

**HIS 770**  
THESIS DIRECTION I  
3 credits

Supervised research for students writing the M.A. thesis in order to compose a detailed outline, to write a draft version of the thesis. Research and completion of thesis continues in HIS 771.

**HIS 771**  
THESIS DIRECTION II  
3 credits

Continued supervised research for students writing the M.A. thesis in order to compose a detailed outline, to write a draft version of the thesis, followed by the submission of a final version. Prerequisite: HIS 770.

**HIS 775**  
THESIS DIRECTION FOR HISTORY EDUCATORS I  
3 credits

Supervised research for students writing the M.A. thesis in order to develop a suitable thesis topic, to prepare a working bibliography and to begin research. Research continues and is completed in HIS 776.

**HIS 776**  
THESIS DIRECTION FOR HISTORY EDUCATORS II  
3 credits

Supervised research for students writing the M.A. thesis in order to compose a detailed outline, to write a draft version of the thesis, followed by the submission of a final version.

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## MASTER OF SCIENCE IN HUMAN CAPITAL DEVELOPMENT

### Faculty

Program Director: Stephen Hart  
Faculty: Braverman, Bruce, Falcone, Gairo, Goldner, Hart, Kraybill, Smith, Stieber, Staff

### Description of Program

“Aligning People Strategies to Organizational Objectives” is the tag line for the innovative Online Master of Science in Human Capital Development (HCD) program. The HCD curriculum is designed for human resource practitioners and managers with workforce development responsibilities. It is a cutting-edge alternative to traditional human

resource and business administration MBA degrees. This program combines theory, hands-on design experience, and management skills to provide learners with a theoretical and intellectual foundation of Human Capital Development principles, methods, and techniques.

The HCD program is offered completely online through the College of Professional and Continuing Studies, because we understand the demands placed on busy working adults. The curriculum was developed primarily for managers and human resource professionals working with managers who demand and expect peak productivity from their workforce, despite a tumultuous economic environment. Accomplishing this objective without diminishing the quality of work life for an organization's employees requires a different type of strategic thinking, which is problem-solving from an organizationally holistic point of view.

The Master of Science in Human Capital Development program will teach learners how to serve as internal or external advisers to management at all levels, especially senior management, working to transform the current workforce into the workforce needed one, three, or five years out. Students will learn to develop, implement, and measure strategic human capital plans for their organization.

Whether learners are a project manager or city manager, they will learn how to improve their workforce over time to meet their organization's future needs. The program will teach participants how to develop organizational solutions that will strategically integrate their organization's people, mission, goals, and objectives.

This multidisciplinary curriculum is designed for busy adult learners and integrates courses from psychology, management, negotiation theory, and instructional technology to offer learners a blend of theory and practice. Students are able to focus on a specific aspect of human capital development in fields such as education, healthcare, finance, global corporations, not-for-profit, and government. Students also have the option of surveying many different human capital development initiatives throughout the world.

**Program Goals**

- Explain contemporary human capital development (HCD) theory and how it is strategically integrated with the organization's people, mission, goals, and objectives.
- Recognize the link between human capital development and the organization's bottom line.
- Analyze the human capital development process within organizations.
- Demonstrate strategic HCD decision making that is both legal and ethical.
- Formulate message strategies that demonstrate effective communication with diverse situations and audiences.
- Diagnose complex challenges facing human capital development professionals and generate innovative solutions.

**Admission Requirements**

The Admission Committee of the Human Capital Development Program is concerned with each applicant's interests, aptitude, and potential for achievement in graduate studies. Program applications are reviewed on a rolling basis. Students may enter the program in the fall, spring, or summer. All candidates must have completed a four-year undergraduate degree or its equivalent from an accredited institution of higher learning to qualify for admission. Because oral and written communication is an integral part of many courses, students must have the ability to communicate clearly in English.

The GRE or GMAT are not requirements for this program.

**Application Procedures**

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

- A completed application form
- A baccalaureate degree from an accredited institution of higher learning
- An official transcript from an accredited institution of higher learning
- A current résumé
- A 500- word essay stating why he/she is interested in the program and what his/her goals are related to this program
- Two letters of recommendation from professional references

**All documents should be submitted to the following:**

Office of Graduate Enrollment  
 La Salle University  
 Attn: Stephen Hart  
 1900 W. Olney Avenue, Box 826  
 Philadelphia, PA 19141-1199  
 215.951.1100 / Fax 215.951.1462  
[grad@lasalle.edu](mailto:grad@lasalle.edu)

**Selection Criteria**

Because each applicant's background and profile is unique, the Admission Committee does not establish specific quantitative minimum requirements for admission. The University's Nondiscrimination Policy is stated in the introduction section of this catalog. Admission is based solely upon an applicant's qualifications.

**Tuition and Fees 2013-2014**

Tuition (per credit hour)	\$655
General University Fee (per semester)	\$100
Technology Fee (part-time, per semester)	\$50
Technology Fee (full-time, per semester)	\$100
Parking Fee	\$45

**Tuition Assistance**

For Information about financial aid (FAFSA and Web Institutional Data Form), please contact the Director of Student Financial Services at 215.951.1070 or [finserv@lasalle.edu](mailto:finserv@lasalle.edu).

For information about payment options and deferred payment plans, please contact the Student and Accounts Receivable Office at 215.951.1055 or [bursar@lasalle.edu](mailto:bursar@lasalle.edu).

**Progression through the Program**

La Salle's M.S. in Human Capital Development will follow the traditional academic calendar at La Salle. A full-time graduate student carries six semester credit hours. A full-time graduate student is one who is matriculated and registered for six or more credit hours per semester. Completion of this program will generally take two years (for students who successfully complete two courses each semester). The courses will be completely online; they will meet both synchronously (live online) and asynchronously (based on the individuals schedule) and will not follow traditional classroom hours. All courses earn three credits. Students will be required to participate in chat sessions and/or discussion boards, which will

take the place of classroom meetings and may be frequented by students depending on their personal schedules. Currently, the fall and spring terms are 15 weeks, and the summer sessions are 11 weeks.

In order to earn the degree, students must successfully complete 12 courses for a total of 36 credits in the program. Once an applicant is accepted into the program and registers for his or her first course, a maximum of seven years will be allowed for the successful completion of the program. Only in extreme circumstances will a leave of absence be granted. When a leave of absence is granted, it will not exceed a maximum of one year; and the period of leave granted will not count toward the maximum seven years permitted to complete the program.

### Method of Graduate Instruction/Nature of Research Requirements

Courses are scheduled online to allow students to fulfill their employment or other obligations. Course syllabi specify program expectations and instructional methods for each course in the program.

### Typical Course Sequence

#### Year one

<b>OL 101</b>	Online Orientation (free, no credit)
<b>HCD 730</b>	Strategic Approaches to Human Capital
<b>HCD 650</b>	Self-Assessment for Leadership
<b>HCD 675</b>	Theories of Conflict Analysis and Resolution
<b>HCD 670</b>	Human Resource Development
<b>HCD 710</b>	Investing in Human Capital
<b>HCD 680</b>	Advanced Negotiation Theory and Practice

#### Year two

<b>HCD 720</b>	Legal Environment of HCD
<b>HCD 630</b>	Client Communications and Consulting
<b>HCD 665</b>	Organizational Development and Consulting Process
<b>HCD 900</b>	Capstone Project
<b>HCD 685</b>	Organizational Interventions
<b>HCD 645</b>	Training a Global Workforce

## CERTIFICATE IN HUMAN CAPITAL DEVELOPMENT

### Description of the Program

The online Human Capital Development Certificate Program is a twelve-month graduate certificate program that prepares participants for careers in the exciting field of human capital development by providing them with the skills and tools to better leverage their organizations' human capital and improve their workforce over time to meet their future needs.

Online learning at La Salle offers the same rigorous curriculum as face-to-face learning with increased flexibility for those juggling busy schedules. Courses will meet both asynchronously, using discussion boards, blogs, and journals, and synchronously, using programs that allow real-time chat and video or audio web conferencing to help you stay connected with your instructors and classmates.

### Learning Goals

**Theory:** Students will be afforded a theoretical and intellectual understanding of how HCD is strategically integrated with an organization's ever-changing people, mission, goals, and objectives. This will include a comprehensive understanding of how a HCD framework links the organizations workforce to its bottom line.

**Practical experience:** Through faculty-practitioners, The certificate focus will be on strategic initiatives as we create a realistic understanding of how

organizations invest in their human capital, ethically manage knowledge and measure the development process against their bottom line.

**Workforce development:** Program participants will learn how to diagnose complex strategic challenges facing HCD professionals and then develop innovative solutions to those challenges.

### Admission Requirements

- A completed graduate application form
- A current professional résumé;
- Official transcript of all university-level work attempted or completed (A baccalaureate degree from an accredited institution of higher education is required.)
- Two (2) letters of recommendation (The letters of recommendation may be provided by current or past supervisors at his or her place of professional employment.)
- A 500-word essay stating why he/she is interested in the program and what his/her goals are related to this program

Mail all materials to the address below:

Office of Adult Enrollment  
La Salle University  
1900 West Olney Avenue  
Philadelphia, PA 19141

### Tuition and Fees 2013-2014

Application Fee . . . . .	\$35
Online Application . . . . .	free
Tuition, per credit hour . . . . .	\$665
General University Fee, per semester . . . . .	\$100
Technology Fee, full time, per semester . . . . .	\$100
Technology Fee, part time, per semester . . . . .	\$50
Parking Fee . . . . .	\$45

### Curriculum

All accepted students are required to successfully complete the following six courses:

<b>HCD 670</b>	Human Resource Development
<b>HCD 675</b>	Theories of Conflict Analysis and Resolution
<b>HCD 680</b>	Advanced Negotiation Theory and Practice
<b>HCD 710</b>	Investing in Human Capital
<b>HCD 720</b>	Legal Environment of HCD
<b>HCD 730</b>	Strategic Approaches to Human Capital

### Course Descriptions

**HCD 630**  
CLIENT COMMUNICATIONS AND CONSULTING  
3 credits

This course provides students with the skills needed to effectively communicate with clients, including those of large and small corporations, working with global partners, coaching, and widespread teams. Drawing on real-world case studies, students will learn how to do comprehensive needs analysis for any potential client, the art of persuasion, as well as how to satisfy a client despite budget and methodology restrictions.

**HCD 645**

TRAINING A GLOBAL WORKFORCE  
3 credits

This course will explore the current globalization and market forces that will affect training and development in future multinational corporations. Students will learn how to use communication tools to meet with a global team and gain knowledge about cultural differences that may affect how training is designed and implemented. Students will gain a richer understanding of the barriers that still impact training global employees and customers.

**HCD 650**

SELF-ASSESSMENT FOR LEADERSHIP  
3 credits

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

**HCD 665**

ORGANIZATIONAL DEVELOPMENT AND THE CONSULTING PROCESS  
3 credits

This course provides practicing and potential managers and consultants with an exposure to organizational change programs. It focuses on the change process by addressing organizational diagnosis, implementation of change, and the evaluation process.

**HCD 670**

HUMAN RESOURCE DEVELOPMENT  
3 credits

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

**HCD 675**

THEORIES OF CONFLICT ANALYSIS AND RESOLUTION  
3 credits

This course begins with a study of the fundamental reasons for constructive and destructive conflict in workplaces, neighborhoods, classrooms, homes, and religious institutions. The course covers conflict resolution through the use of different dispute resolution models, including arbitration, mediation, peer review, assisted negotiation, ombuds, ministerial, private judging, conciliation, and a dozen other dispute resolution approaches collectively called Alternative Dispute Resolution, or ADR. The class places an emphasis on resolving conflict through mediation and mediation techniques.

**HCD 680**

ADVANCED NEGOTIATION THEORIES AND PRACTICE  
3 credits

This course explores the theory and practice of negotiation. Successful negotiators adapt their negotiation strategies to match ever-changing

circumstances. They must know when to apply a competitive, winner-take-all negotiation strategy as well as when to use a cooperative, win-win approach. The former, distributive bargaining focuses on goals exclusively, while the latter, integrative bargaining, strongly considers relationships in developing interest-based solutions. Negotiation practitioners must correctly apply the proper distributive or integrative approach to a negotiation. This in-depth study of negotiation methodologies with practical application will equip learners with superior negotiation skills for dispute resolution and deal-making.

**HCD 685**

ORGANIZATIONAL INTERVENTIONS  
3 credits/Capstone

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

**HCD 710**

INVESTING IN HUMAN CAPITAL  
3 credits

This course will evaluate the tangible and intangible costs associated with developing people within an organization from a 360-degree perspective. Students will focus on continuous improvement of the talent management within an organization through long-term investment in leadership. Participants will learn to distinguish between management and mismanagement of human assets and then develop measureable criteria to accentuate positive practices within an organization. Calculating profit per employee (PPE) will be considered along with other measurement tools. This course will also link human capital knowledge with the strategic business activities of the organization from both theoretical and pragmatic perspectives, using case studies. Students will develop a workable theory of knowledge management concepts and tools unique to the individual's field of interest. Recognizing opportunities where knowledge management can best be enhanced within a business community. Learn how to effectively share knowledge across the organization.

**HCD 720**

LEGAL ENVIRONMENT OF HUMAN CAPITAL DEVELOPMENT  
3 credits

Drawing on real-world case studies and current events, this course will provide students with a working knowledge of the HCD legal environment. This course covers employment law for managers and human capital strategists, including employment discrimination, agency, independent contractors, employment-at-will, privacy expectations, and related trends. Understanding the distinctions between legal and ethical HCD decision making is only the beginning of the decision-making process. Fashioning a sound legal and ethical strategy from competing priorities will be addressed. Appreciating both the global diversity and conflicting nature of legal environments under which HCD decisions are made will be emphasized.

**HCD 730**

STRATEGIC APPROACHES TO HUMAN CAPITAL  
3 credits

Accurately assessing and adjusting HCD policies, processes, and practices will be the focus of this course. Connecting individual and organizational learning to improve not just the organizations' "bottom line" but also the sustainability of highly competent talent. This includes reshaping human capital goals to meet continuously changing global political, social, and economic environments. Advancing alternative solutions

that are both tactical and ethical to long-established talent management practices will be emphasized. Creating strategic environments that will turn organizational talent into a long-term competitive advantage will be addressed from pragmatic and theoretical perspectives.

#### HCD 900

##### CAPSTONE – HUMAN CAPITAL DEVELOPMENT INDEPENDENT STUDY

The Capstone Project is an opportunity to pursue an independent learning experience focused on a specific aspect of Human Capital Development that is of strong interest to the individual. The project is intended to stretch participants beyond what they have previously learned and to build on their skills and knowledge in ways that are relevant to their professional goals. Participants will complete a project such as case study, research project, training, program design or evaluation, or paper. Each student presents his or her findings in an oral presentation and in a written document that contains a review of relevant literature as well as a description of how the project relates to that literature. In addition to working one-on-one with the Capstone Instructor, learners will work closely with one another on Capstone Projects offering ongoing peer comments and constructive criticism as the project develops.

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## MASTER OF SCIENCE IN INFORMATION TECHNOLOGY LEADERSHIP

### Faculty

Program Director: Margaret M. McCoe, M.S.  
 Professor: Longo, McManus, Miller, Seltzer, Smither  
 Associate Professors: Blum, Highley, Kirsch, Redmond, Szabat, Tavara  
 Assistant Professors: McCoe, Turk  
 Associate Faculty: Pasquale, Wiley  
 Lecturers: Girone, Grosso, Henry, Levinson, Monaghan, Wacey

### Mission

The M.S. ITL program is consistent with the philosophy of graduate education at La Salle. Through its core competencies, the program enables the students to acquire both the conceptual foundation of leadership skills and technology concepts and to apply these to the Information Technology/Systems profession as project managers and technical leaders. Thus it enables them to advance their professional career as leaders in information technology, effectively and strategically managing both human and technical resources.

### Description of Program

In the Master of Science in Information Technology Leadership (M.S. in ITL) program, students examine the foundation of information technology and the leadership skills needed for mid- to high-level information technology or systems managers. There is ample evidence that companies have a significant need for such leaders with the widespread use of information technology. Industry studies report that it is important for both the technical and the business sides to better understand each other's jobs and functions, especially as technical people assume project management roles.

Recommended by industry leaders, the program's curriculum in current information technologies and management of human and technology resources is meant for professionals who wish to become leaders in

information technology. The program builds upon the strengths of the University's M.S. in Computer Information Science and MBA programs, enabling students to acquire the foundation of leadership skills and technology concepts.

The M.S. in Information Technology Leadership program focuses on three main competency areas:

- Managerial Competencies: leadership, human resource management, and process management
- Technical Competencies: architecture, data communication, application development, data management, and security
- Technology Management Competencies: Policy and Organizational Competencies—mapping IT to mission, budget process, and organizational processes; capital planning competencies, investment assessment, and acquisition; and implementation, legacy, migration, and integration issues and performance measures.

Additionally, these areas are extended through electives in current information technologies. Finally, the program is completed with an integrative capstone experience.

The program emphasizes teamwork, interpersonal communication, and presentations. To address the dynamic nature of the field and the realization that there will always be a need for some self-training, this program encourages active student involvement and collaborative learning. Students are expected to participate in class discussions, to evaluate new software packages, to make formal presentations, and to do independent projects. The program prepares individuals for end-user computing services by addressing both technical challenges and management skills. The program promotes the professional development of the student in the field of Information Technology Leadership.

A strength of the program is its practical focus, built upon a strong conceptual foundation.

The program is offered mainly in an online format. Some courses are still offered in the traditional format and are offered at three convenient locations in Pennsylvania: at La Salle's Main Campus in Philadelphia, at the Bucks County Center in Newtown, and at the Montgomery County Center at Metroplex Corporate Center in Plymouth Meeting.

### Goals

The educational goals of the program include:

- Ensure basic skills in information technology and communication skills
- Provide a foundation in information technology and systems management
- Develop information technology competencies
- Develop leadership competencies
- Develop managerial competencies of information technology resources
- Provide a framework for keeping pace with the rapid advancements in technology
- Develop managerial and team skills through an integrative capstone experience

### Admission Requirements

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

1. Evidence of successful academic achievement in the completion of a baccalaureate degree from an accredited institution of higher education

with an appropriate major. Appropriate undergraduate majors include, but are not limited to, management science, business administration, electrical engineering, systems engineering, mathematics, computer science, physics, or psychology. A minimum undergraduate GPA of 3.0 will normally be required. The applicant must provide official transcripts from all undergraduate and graduate colleges and universities he/she has attended. For students whose undergraduate transcripts are from institutions outside the U.S.: Transcripts/marksheets must be sent to the World Education Service ([www.wes.org](http://www.wes.org)) for a course-by-course evaluation. An appropriate background in management science, systems analysis and design, computer science, or a related discipline, or other equivalent training is required. On the basis of admissions credentials, students may be required to complete a few foundation courses.

2. Two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in the program.
3. Acceptable score in the Graduate Management Admission Test (GMAT), Graduate Record Examination (GRE) General Test, or Miller Analogies Test (MAT). The MAT can be taken at the La Salle University Counseling Center. Call 215.951.1355 for information about the fee and appointment schedule. Original test results are required; photocopies will not be accepted.
4. A resume addressing one's educational and professional background.
5. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University. The fee is waived if the online application is used. See the program Web site.
6. Interview with member(s) of the admission committee. These are typically telephone interviews.

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

The University's Nondiscrimination Policy is stated in the introduction section of this catalog. Because oral and written communication is an integral part of many courses, students must communicate clearly in English. Since this program is offered in an online format, it does not meet the requirement for a U.S. student visa.

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

**The Application for Admission may be obtained by contacting:**

Margaret McCoe, Director  
 Graduate Program in Information Technology Leadership  
 La Salle University  
 Philadelphia, PA 19141  
 Phone: 215.951.1136  
 Fax: 215.951.1805  
 E-mail: [itleader@lasalle.edu](mailto:itleader@lasalle.edu)  
 Web site: [www.lasalle.edu/itleader](http://www.lasalle.edu/itleader)

**Tuition and Fees 2013-2014**

Application Fee . . . . .	\$35
Online Application . . . . .	free
Tuition (per credit hour) . . . . .	\$800
General University Fee (per semester) . . . . .	\$100
Technology Fee, full time (per semester) . . . . .	\$100
Technology Fee, part time (per semester) . . . . .	\$50
Parking Fee . . . . .	\$45

**Tuition Assistance**

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

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

**Progression Through the Program**

Students must complete between 36 and 48 graduate credits in the program to complete the M.S. I.T.L. degree. Each student is required to complete up to four foundation courses, nine core competencies courses, two elective courses, and the capstone experience. The total number of credits to fulfill the requirements depends upon the student's academic and professional background.

The design of this program assumes that the student has a background in information science, information systems, or business administration. Some students may be required to take one to four foundation courses to supplement their experience.

**Warranty Program**

Graduates of the M.S. I.T.L. program can participate in the Warranty Program, which provides the opportunity for them to extend or refresh their skills and knowledge by taking three additional CIS or INL courses on a space-available basis for free. Details and conditions can be found on the program's Web site.

**Master's Degree Requirements**

Twelve to 16 courses (at least 36 graduate credits) are required for the degree. The following outline specifies the program requirements regarding the foundation, core, electives, and capstone courses. Individual plans for progression will be determined for each student in consultation with the Program Director.

**Foundation Courses**

The purpose of the foundation courses is to provide students with a broad-based background in research and writing, networks, databases, and statistics. The following four courses (three credits each) are required but may be waived based on a student's academic and professional training.

**Research and Writing**

**INL 574** Graduate Research and Writing

**Databases**

**CIS 523** Data Processing and Database Management

**Networks**

**CIS 540** Network Theory

**Statistics**

**MBA 620** Statistical Thinking for Managers

**Core Competencies Courses**

The core curriculum focuses on managerial, technical, and technology management competencies. Students are required to take a total of nine courses in these core competencies: three courses from the Managerial Competencies area, three courses selected by the student from the Technical Competencies area, and three courses from the Technology Management area.

**Managerial Competencies (all three required)**

- CIS 612** Ethics, Issues, and Government Regulations (originally CIS 610)
- CIS 615** Project Management
- MBA 810** Self-Assessment for Leadership

**Technical Competencies (three courses; one required and two selected)**

- INL 631** Technology Architecture (required)
- CIS 624** Data Warehouses
- INL 644** Data Security Technologies
- INL 650** User-Interface Technologies

**Technology Management (all three required)**

- INL 632** Technology Development Management
- INL 660** Planning and Effective Management of IS/IT Resources
- INL 736** Organizational Effectiveness: Beyond the Fads

**Electives (two selected)**

Electives provide the framework for keeping pace with the rapid advancements in technology. Students are required to take two elective courses.

- CIS 646** Collaboration Technologies
- CIS 658** Data Mining
- INL 635** Digital Media Content Development
- INL 653** Web Services and Solutions
- INL 665** Computer Digital Forensics
- INL 743** Entrepreneurship
- INL 760** IS/IT Human Resource Management
- MIS 705** Emerging Information Technologies (This is a special topics course in Management Information Systems.)

**Capstone Experience (one course)**

Students culminate their study with an integrative three-credit capstone experience, taken in the final semester of the program. This course is completed with a team of students and provides the opportunity to integrate what has been learned in the core and elective courses.

- INL 880** IT/IS Capstone Experience

**CIO University Certification**

La Salle offers students enrolled in the Information Technology Leadership degree program the opportunity to become certified as a member of the Chief Information Officer (CIO) University. The CIO University consists of nationally accredited institutions of higher learning that meet established requirements and are identified by the Government Services Administration (GSA) as academic partners. Students participating in this program are identified as potential CIOs for government agencies.

To attain certification in the CIO University, students are required to complete the Information Technology Leadership program requirements.

**CERTIFICATE IN BUSINESS SYSTEMS TECHNOLOGY MANAGEMENT**

**Faculty**

- Program Director: Margaret M. McCoe, M.S.
- Professor: Longo, McManus, Miller, Seltzer, Smither
- Associate Professors: Blum, Highley, Kirsch, Redmond, Szabat, Tavana
- Assistant Professors: McCoe, Turk
- Associate Faculty: Pasquale, Wiley
- Lecturers: Girone, Grosso, Levinson, Monaghan, Wacey

**Description of Program**

The M.S. IT Leadership program offers a graduate certificate in Business Systems Management. The certificate seeks to tie IT solutions to business

requirements. Students will explore the IT solutions that will present the best solution for the business problem. The solution analysis will address issues related to technology investment planning, system acquisition and implementation, migration and integration as well as performance metrics. Course work will include case studies that examine current management problems and solutions. Students will be asked to look at real business problems and propose solution plans to solve them. There are three courses in the program. Upon completion of the certificate, students may elect to continue with the M.S. in Information Technology Leadership by completing an additional 27 credits.

**Learning Objectives of the Program**

- Describe and illustrate the technology systems needed to support business operations.
- Formulate and manage effective project plans.
- Plan and analyze resource needs and methodologies for IT projects.

**Admission requirements**

- Baccalaureate degree from an accredited institution;
- Completed application and registration fee (The fee is waived for online applications.);
- Professional resume;
- Two letters of recommendation;
- Interview.

**Tuition and Fees 2013-2014**

Application Fee . . . . .	\$35
Online Application . . . . .	free
Tuition (per credit hour) . . . . .	\$800
General University Fee (per semester) . . . . .	\$100
Technology Fee, full time (per semester) . . . . .	\$100
Technology Fee, part time (per semester) . . . . .	\$50
Parking Fee . . . . .	\$45

**Tuition Assistance**

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

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

**Curricular sequence (list of courses)**

- CIS 615** Project Management
- INL 631** Technology Architectures

**Choose one elective**

- INL 632** Technology Development Management
- INL 660** Effective and Strategic IS/IT Planning

## Course Descriptions

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Course descriptions for the CIS courses are located in the M.S. Computer Information Science section. MBA course descriptions are located in the MBA program section.

### INL 574

GRADUATE RESEARCH AND WRITING  
3 credits

A cross-disciplinary seminar that introduces students to the latest research technology and databases for advanced work in their major. Emphasis is placed on research and communication skills, including oral presentations and written reports.

### INL 631

TECHNOLOGY ARCHITECTURE  
3 credits

This course examines the relationships among business models and processes, communications architectures and infrastructures, applications architectures, security architectures, and the data/information/knowledge/content that supports all aspects of transaction processing. It examines alternative computing and communications platforms, major support technologies, and the issues connected with aligning technology with business goals, as well as issues associated with legacy systems, migration, and integration. Student work includes class presentations and plans to implement, modify, or supplement technology infrastructures.

### INL 632

TECHNOLOGY DEVELOPMENT MANAGEMENT  
3 credits

This course examines technology development and maintenance methodologies, including testing, configuration management, and quality assurance strategies used to manage IT projects. Discussion topics include the business value of the project, as well as the development, collection, and analysis of metrics for technology management. Students investigate development methodologies, such as Waterfall and Rapid Application Development (RAD), technology maintenance, and evolution planning. Case studies are used to evaluate technology management strategy in specific business areas.

### INL 635

DIGITAL MEDIA CONTENT DEVELOPMENT  
3 credits

This course addresses the intersection of digital technology theory and practice with content delivery, media literacy, and audience interface. Topics include Web-based languages (HTML5, CSS3, JavaScript) and authoring environments to develop a framework for specialized digital media content. Students are required to complete projects that integrate the use of digital media with Web-based content.

### INL 644

DATA SECURITY TECHNOLOGIES  
3 credits

This course explores all aspects of computing and communications security, including policy, authentication, authorization, administration, and business resumption planning. It examines key security technologies, such as encryption, firewalls, public-key infrastructures, smart cards, and related technologies that support the development of an overall security architecture. Coursework includes plans for developing and implementing a technology security strategy focused on business needs.

*Prerequisite:* CIS 540

### INL 650

USER-INTERFACE TECHNOLOGIES  
3 credits

This course will examine the issues associated with human-computer interaction, including interface-design principles, human-computer task allocation, and interface technologies, such as GUIs, speech, virtual reality, body interfaces, and mimetics. It will also address how to design interfaces likely to enhance performance. Discussion of interface technologies support for good interface design, so technology managers can understand interface issues in technology choice. Evaluation methods will also be examined, so UI designers can determine if their interfaces are enhancing or degrading human performance. Course work will include a significant team project in which end-user needs are understood, a prototype is developed using a chosen user-interface technology, and persuasive presentation is delivered.

### INL 653

WEB SERVICES AND SOLUTIONS  
3 credits

This course explores current Web services and solutions used in technology projects. Case studies are used to identify technology options and explore solution alternatives, including the use of open source technologies, and packages. Students investigate case studies to propose interface solutions and alternatives with standard frameworks (i.e., Windows and Linux). Students work in groups to analyze case solutions for controlling the application development, deployment, and maintenance for a real-world problem.

### INL 660

EFFECTIVE STRATEGIC IS/IT PLANNING  
3 credits

This course discusses the management of the development, planning, and utilization of IT business systems within an organization. This course addresses business models, organizational impact, IT infrastructure, secure IT services, and delivery. Students complete online reading, discussions and participation, and assignments, as well as written and oral presentations.

### INL 665

COMPUTER DIGITAL FORENSICS  
3 credits

*This course is cross-listed with ECF 665.*

### INL 736

ORGANIZATIONAL DESIGN: BEYOND THE FADS  
3 credits

*This course is cross-listed with MGT 736.*

### INL 743

ENTREPRENEURSHIP  
3 credits

*This course is cross-listed with MGT 743.*

### INL 760

IS/IT HUMAN RESOURCE ADMINISTRATION  
3 credits

*This course is cross-listed with MGT 760*

**INL 880**  
INTEGRATIVE CAPSTONE  
3 credits

The capstone experience provides an opportunity for students to work in a team to apply the leadership skills and tools learned in other required courses to analyze, design, and evaluate a solution for an information technology management environment. Students work in a team, in partnership with an external company. This course requires a paper or report and a presentation. Further guidelines can be found on the program Web page.

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## MASTER OF SCIENCE IN INSTRUCTIONAL TECHNOLOGY MANAGEMENT

### Faculty

Program Director: Bobbe G. Baggio, Ph.D.  
Faculty: Ayscue, Beldarrain, Defelice, Ellis, Lombardozi, Smith

### Description of Program

The future of learning is on a screen, online, or on a device. Learning and training organizations require managerial leadership that can devise and implement enterprise solutions. Learning executives, instructional architects, and designers occupy many roles within a company. They assess performance goals; develop learning objectives; design instructional materials; deliver curriculum in classrooms, online, and in blended environments; and use new and ever-evolving technologies to reduce costs. These are the people who are responsible for the ongoing training and development required to develop human talent and increase profitability. La Salle's M.S. in Instructional Technology Management program combines theory, hands-on design experience, and management skills to provide learners with a theoretical and intellectual foundation of instructional design principles, methods, and techniques. It provides an understanding of adult learning theories and provides the training to evaluate software, applications, programs, and methods in the context of the corporate training environment. This program provides opportunities to design, build, and implement multimedia and online projects for e-learning, mobile learning, blended, ubiquitous learning in corporate, government, or educational settings with an understanding of assessment and evaluation techniques. It also equips the learner with the leadership skills necessary to provide the vision, strategies, and solutions needed to create and sustain a learning culture. The outcomes of this program are designed to support learning leaders in the context of a virtual global workforce.

Graduate education at La Salle emphasizes students' ability to apply universals and specifics to actual situations, to distinguish relationships, to analyze critically, to rearrange component ideas into new wholes, and to make judgments based on external criteria. The M.S. in Instructional Technology Management program is offered through the College of Professional and Continuing Studies because it is a field that attracts people of many backgrounds and experiences, as well as those who are looking to enter into a new field. Also, the field of instructional technology supports La Salle's mission that education should be useful and of service by placing individuals in positions in corporations where they will have the means to build an educated, able, as well as productive national and international workforce.

The Instructional Technology Management program uses an online experiential learning model integrating technologies and replicating the types of learning that graduates of our program in their respective fields

will use in the workforce to train employees. Learners will take courses incorporating the latest learning technologies. This strengthens teamwork, communication, and professional bonding. The entire curriculum "walks the walk" and uses the ADDIE model as a base for each course and evaluation.

La Salle's program in Instructional Technology Management, is unique and highly regarded internationally for its focus on the 21st-century workplace. In addition, the program has several courses taught by highly successful professionals currently working in multi-national corporations to provide learners with real insight into the field.

The strength of the program is its emphasis on practical and authentic learning assessment and application, built on a strong foundation in which students learn by hands-on experience.

### Program Goals

#### Theory

Goal #1:

To provide learners with a theoretical and intellectual foundation of instructional design principles, methods, and techniques.

Goal #2:

To provide learners with a practical and applicable understanding of adult learning theories as they relate to corporate and global workforces.

#### Hands-on Design Experience

Goal 3:

To enable learners with opportunities to evaluate instruction, conduct assessment and evaluations of products, programs, and methods in the context of the corporate training environment.

Goal 4:

To provide learners opportunities to design, build, and implement multimedia and online projects for e-learning in corporate, government, or educational settings.

Goal 5:

To provide learners with an understanding of assessment and evaluation techniques commonly used in the field by instructional designers.

Goal 6:

To prepare learners with the ability to design and recognize the design of quality instruction geared toward continuous learning and leadership development for a global workforce.

#### Management

Goal 7:

To enable learners to understand the challenges that face instructional designers working in a corporate environment and to be able to work successfully to meet the training needs of any business.

Goal 8:

To develop the leadership capacities of learners.

Goal 9:

To develop learner communication skills necessary for a position as an instructional designer consultant or manager working with large teams within multinational companies.

## Instructional Technology Management Admission Requirements

To be accepted for admission into the program, you need the following:

1. A baccalaureate degree from an accredited institution of higher education with an appropriate major. Appropriate undergraduate majors include, but are not limited to management science, business administration, education, information technologies, organizational development, leadership, instructional design, computer science, or psychology. An undergraduate GPA of 3.0 is recommended;
2. An official transcript from an accredited institution;
3. Two letters of recommendation from professional references;
4. Three to five years of professional experience in corporate training, human resources, information technology, or business; (recommended)
5. A completed application form, available in print or online format ( \$35 application fee—waived for on-line applications);
6. a professional résumé;
7. International student applicants: An acceptable TOEFL test score is required. A statement of financial responsibility and official documentation from your sponsor's financial institution are required. La Salle University also requires that you send your transcripts/ marksheets to the World Education Services ([www.wes.org](http://www.wes.org)) or a similar credential evaluation service for a transcript evaluation report.

The GRE or GMAT are not requirements for this program.

Strong consideration will be given to applicants with demonstrated professional experience in the field of instructional technology or with other more general professional experience.

The University's Nondiscrimination Policy is stated in the introduction section of this catalog. Because oral communication is an integral part of many courses, students must communicate clearly in English.

This program is designed to be a terminal program and is not designed solely to prepare learners for doctoral programs. This program leads to a professional degree intended to position graduates in corporations, organizations, institutions, or business enterprises in the area of instructional technology management.

### The Application for Admission may be obtained by contacting:

College of Professional and Continuing Studies  
La Salle University  
Attention: Dr. Bobbe Baggio  
1900 W. Olney Ave.  
Philadelphia, PA 19141-1199  
215.951.1100

Or online at: [www.lasalle.edu/eveningapp](http://www.lasalle.edu/eveningapp)

## Tuition

Tuition (per credit) . . . . .	\$665
General University fee . . . . .	\$100
Technology fee, full time, per semester . . . . .	\$100
Technology fee, part time, per semester . . . . .	50
Parking Fee . . . . .	\$45

We will be happy to help you with financial aid and discuss alternate payment options.

## Tuition Assistance

Questions and information about financial aid (FAFSA form and Web Institutional Data Form) should be directed to the Director of Student Financial Services at 215.951.1070 or [finserv@lasalle.edu](mailto:finserv@lasalle.edu).

Payment plans and deferred payment option questions, should be directed to Student and Accounts Receivable at 215.951.1055 or [bursar@lasalle.edu](mailto:bursar@lasalle.edu).

## Progression Through the Program

La Salle's M.S. in Instructional Technology Management program will follow the traditional academic calendar at La Salle. The typical length of the semester is 15 weeks. A full-time graduate student carries a minimum of 6 semester credit hours. Some courses may require more hours per week in some areas of instruction. A full-time graduate student is one who is matriculated and registered for six or more hours of credit for the semester. All courses are three credit, online courses that will meet both synchronously and asynchronously. Students will be required to participate in chat sessions and/or discussion boards, which will take the place of classroom meetings and may be frequented by students depending on their personal schedules. The fall and spring terms are 15 weeks and the summer sessions are 12 weeks.

In order to earn the degree, students must successfully complete all ITM courses for a total of 36 credits in the program. Once an applicant is accepted into the program and registers for his or her first course, a maximum of seven years will be allowed for the successful completion of the program. Only in extreme circumstances will a leave of absence be granted. When a leave of absence is granted, it will not exceed a maximum of one year and the period of leave granted will not count toward the maximum seven years permitted to complete the program. All students must complete the program with a minimum GPA of 3.0 or above.

## Method of Graduate Instruction/Nature of Research Requirements

Courses are scheduled online to allow learners the flexibility of fulfilling their employment or other obligations. Course syllabi specify methods for each course in the program.

## Course Sequence

<b>ITM 600</b>	Principles of Instructional Design
<b>ITM 605</b>	The Adult as Learner
<b>ITM 615</b>	Web Design, Usability, and Visual Literacy
<b>ITM 620/COM 675</b>	Professional Media Production
<b>ITM 625</b>	E-Learning in the Corporate Environment
<b>ITM 635</b>	Evaluation and Assessment of Learning Programs
<b>ITM 630</b>	Client Communications and Consulting
<b>ITM 645</b>	Training a Global Workforce
<b>ITM 610/CIS 615</b>	Project Management
<b>ITM 640</b>	E-Collaboration for Instructional Technology
<b>ITM 650/MBA 810</b>	Self-Assessment for Leadership
<b>ITM 700</b>	Capstone Project

## Capstone Project

The capstone course will provide learners with a chance to integrate the principles of instructional design that they have learned over the course of two years with real life, industry specific instructional design problems. Using guest lecturers from various regional industries, learners will analyze a problem and work together to come up with a plausible training solution. Either through interning or through collaborative discussions with those

in the field, learners will select a training problem of interest to them and complete an instructional design process, whereby they assess the situation, develop a strategic plan, design the type of training, and begin implementation of the training. Additionally, the capstone will be taught entirely online, so that learners may have flexibility in their schedules to intern at a corporate office. As an online course the capstone itself will be a breeding ground for learners to consider new ideas in online learning and discover for themselves what works and what does not work. The online guest speakers, as well as the readings and discussions, will offer learners a chance to explore critical topics in the field that may impact the design of their projects.

### Certificate Program in Instructional Technology Management

Research shows that the field of e-learning is growing and many new professionals will be needed in the future. This certificate, which is comprised of six courses from the Master of Science in Instructional Technology Management (ITM) degree program could lead to jobs such as chief learning officer, instructional architect and/or designer, or enter many other exciting and well paying positions. The certificate in ITM provides the opportunity for graduates to occupy many roles within an organization; assessing performance goals, developing learning objectives, designing instructional materials, delivering curriculum in classrooms, online or in blended environments, and using new and ever-evolving technologies to improve human performance and reduce costs.

The certificate is half of (or 18 credit hours/6 courses) the M.S. in ITM. Just like the M.S. in ITM, the ITM Certificate program combines theory, hands-on design experience, and management skills to provide learners with a theoretical and intellectual foundation of instructional design principles, methods and techniques. It provides an understanding of adult learning theories and the training to evaluate software, applications, programs, and methods in the context of the corporate training environment. This program provides opportunities to design, build, and implement multimedia and online projects for e-learning in corporate, government, or educational settings with an understanding of assessment and evaluation techniques. This program will also equip the learner with the leadership skills necessary to provide the vision, strategies, and solutions needed to create and sustain a learning culture. This certificate program is designed in the same context as the M.S. in ITM degree and is essential in the global corporate, organizational, or government training environments.

The ITM graduate certificate provides an entry vehicle for those who want to pursue their education in ITM, but may not be ready to commit to a full M.S. degree.

The certificate includes six courses:

- ITM 600** Principles of Instructional Design
- OR**
- ITM 605** The Adult as Learner
- AND**
- ITM 610** Project Management
- ITM 615** Web Design, Usability, and Visual Literacy

The other three ITM courses are elective requirements and can include any ITM course, except ITM 700, which is the M.S. Capstone project.

The tuition and fees for the ITM Certificate program are the same tuition and fees for the M.S. in ITM program.

### Course Descriptions

#### ITM 600 PRINCIPLES OF INSTRUCTIONAL DESIGN

Overwhelmingly, corporations are interested in managers of learning and training with strong backgrounds in principles of instructional design, and they want their employees to be able to tie learning outcomes to productivity rates and product growth. This course will begin with instructional design's background in developmental psychology and will cover several working theories, such as the 1-4 Kirkpatrick and ADDIE models, as well as cognitive, social, behavioral, and constructivist learning theories as they apply.

#### ITM 605 THE ADULT AS LEARNER

This course will specifically focus on adult learners as they exist in the workforce. It will present theories of androgogy used for designing curriculum for adults and teaching techniques to engage this type of learner as it relates to the corporate environment. Tracing the history of androgogy from adult developmental psychology, this course will address the wide range of adult learners that an instructional designer might have to provide training for, including top management, support personnel, and potential customers.

#### ITM 610 PROJECT MANAGEMENT

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

#### ITM 615 WEB DESIGN, USABILITY, AND VISUAL LITERACY

This course is a survey course intended to provide learners with generalized knowledge of Web design, aspects of visual literacy, and usability as well as accessibility concerns. With more online learning opportunities, and customized learning built into Learning Management Systems, this course will provide learners with an understanding of usability principles to be able to communicate with Web designers and build their own pages. Knowledge of file structure and types, images, tables, and use of industry-standard software, such as Dreamweaver, will be covered. Learners will gain basic knowledge of HTML in order to develop learning programs online. This course will discuss how visual media is used to convey messages, both in print and online, and the differences inherent in them. Learners will finish the course with ample practice in production, selection, and use of visual imagery, associated software, and file types.

#### ITM 620 PROFESSIONAL MEDIA PRODUCTION

This course presents current audio and video practices and technologies used in corporate and institutional communications. Learners will implement these pre-production, production, and post-production practices in developing messages for corporate and institutional audiences.

Learners will gain a general understanding of script-writing, lighting, audio, and editing tools used in media production to enable them to best communicate with professional videographers and audio technicians.

**ITM 625**  
DEVELOPING AND TEACHING IN ONLINE DISTANCE EDUCATION

This course will have learners design curriculum and teach each other using various learning management software and collaborative learning software. Learners will be introduced to concepts of delivering content across distance and time, use of synchronous vs. asynchronous models, global challenges, and how to create online communities of learners that may not ever meet in person. This course will be taught entirely online.

**ITM 630**  
CLIENT COMMUNICATIONS AND CONSULTING

This course provides learners with the skills needed to effectively communicate with clients, including those of large and small corporations, working with global partners and widespread teams. Drawing on real-world case studies, students will learn how to do a comprehensive needs analysis for any potential client, the art of persuasion, and how to satisfy a client despite budget and methodology restrictions.

**ITM 635**  
EVALUATION AND ASSESSMENT OF LEARNING PROGRAMS

Assessment and evaluation of curriculum, multimedia, and programs developed for learning are constantly tied to corporate performance outcomes and, ultimately, profits. This course will cover formative and summative evaluation of products and curriculum. Learners will use real-life examples to survey a product or program by conducting focus groups, developing evaluation and survey instruments, analyzing the findings, and presenting suggestions for improvements.

**ITM 640**  
E-COLLABORATION FOR INSTRUCTIONAL TECHNOLOGY

This course provides an overview of electronic collaboration processes, design, issues, and applications. This course will consider the usage of collaboration tools both for instructional design and as courseware. Types of electronic collaboration tools will include electronic mail, intranets, portals, online communities, Web blogs, dashboards, conferencing, forums, meeting rooms, learning management, calendars, workflow, and knowledge management. Learners will critique different types of collaboration tools.

**ITM 645**  
TRAINING A GLOBAL WORKFORCE

This course will explore the current globalization and market forces that will affect training and development in the future of multinational corporations. Students will learn how to use communication tools to meet with a global team and will gain knowledge about cultural differences that may affect how training is designed and implemented. Learners will gain a richer understanding of the barriers that still affect the training of global employees and customers.

**ITM 650/MBA 810**  
SELF-ASSESSMENT FOR LEADERSHIP

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

empowerment, and team leadership. Each participant identifies skills he or she needs to develop and reports their efforts to develop those skills.

**ITM 700**  
CAPSTONE  
3 credits

Learners will use the capstone to select a real-life, industry-specific instructional design problem. Learners will go through an instructional design process, assess the situation, develop a strategic plan, design the type of training, implement the training, and evaluate the results. Learners may work in collaboration with or intern at a specific company or organization to gain experience in the field.

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## MASTER OF SCIENCE IN NONPROFIT LEADERSHIP

### Faculty

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Program Director, Laura Otten, Ph.D.

Faculty: Brown, Kelley, Otten, Reilly, Trimarco

### Description of Program

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The Master's in Nonprofit Leadership is an interdisciplinary program intended for both those already working in the nonprofit sector as either a paid employee or a volunteer, as well as those who wish to move into the nonprofit sector. Preparing leaders for the nonprofit world of the 21st century requires competency in many different disciplines. Thus, the program draws from the disciplines of finance, marketing, planning, evaluation, and more, in order for students to develop the understanding needed to be a successful nonprofit leader and run a successful nonprofit business (understanding that nonprofits are businesses). Graduates of this program, however, will not only have gained that interdisciplinary framework and knowledge needed to lead, they will also have had an opportunity to apply that knowledge and learn the challenges of aligning theory and practice.

The program adheres to the crucial goals of La Sallian graduate education.

1. Scholarly inquiry in the pursuit of truth, evidenced by its faculty and students alike.

Whether relying on real life case studies, the revelations of current research and/or the assessment of real life events, students and faculty in the program will dissect the data to understand better the past and prepare for the future.

2. Through their research and professional components graduate programs prepare students for academic and professional careers as well as service to the community.

Through an integrated approach used in all classes, the program will equip students with the ability to balance theory and reality, a constant need in the real work world. It aims to prepare students to be successful paid leaders in the nonprofit sector, as well as very knowledgeable volunteers, should they choose to serve on a nonprofit board or board committee.

3. Graduate programs promote lifelong learning in response to the changing and diverse needs of the 21st century workplace and the global community.

The current workforce will need more nonprofit employees in general,

and leaders in particular. In the decade 2000-2010, the nonprofit sector achieved an average annual growth rate of 2.1%, while the for-profit sector declined by an average of -.6% a year. Based on past performance, it is predicted that the nonprofit sector will need approximately 68,500 senior management level positions annually going forward. Directly and indirectly, the program curriculum will teach students the importance of bringing research and theory into their daily practice to ensure that they are driving their organization on the good-better-best practices continuum, aiming always for best practices.

## Program Goals

The program has the following three broad goals:

1. to give students a theoretically based, practice-oriented, best practices framework for leading in the nonprofit sector of the 21st century, which translates into competencies in finance, fund development, governance, human resources, marketing, and planning;
2. to emphasize the practical and real time application of knowledge gained, to ensure that students don't just learn ideas about leading a nonprofit but also have experienced how to organize and assess them in the real world under the tutelage of an experienced professional; and
3. to ensure that both the knowledge and experience gained are solidly rooted in ethical practice. Thus, while there is a course focused on the law and ethics of nonprofits, ethical practice will run continuously through each class in the curriculum.

The nonprofit sector is extremely diverse, from social service organizations to arts and culture to environment to social justice and more. The National Taxonomy of Exempt Organizations, used by the IRS and others, identifies 26 major categories of nonprofits, and 655 detailed categories. Variety aside, the majority of the task of leading a nonprofit varies little from category to category. Thus, the program will prepare students to work anywhere in the sector.

## Mission

The mission of the Master's in Nonprofit Leadership is to educate those who seek a leadership position anywhere in the nonprofit sector and provide them with the knowledge, theory, skills, and approaches necessary to guide an organization successfully through the ever changing and complex environment in which we all operate in order to best fulfill the promises of all nonprofits: to improve the quality of lives of all and enrich the communities in which we live.

## Learning Objectives

The learning objectives of the program are:

1. to prepare students for assuming a leadership position or strengthen their performance in a current leadership position in a nonprofit through the teaching of current theory current and research and the translation of theory into practice in the realities of 21st century nonprofits;
2. to develop students' analytical, critical thinking and problem solving skills;
3. to practice the application of newly attained ideas and strategies;
4. to explore topics and issues relevant to their daily, nonprofit lives through case studies, research and data collection of various types;
5. to gain an understanding of what it means to be an ethical leader and steward a nonprofit that operates both legally and ethically; and

6. to determine, through self-assessment and conversation with others, their most appropriate role in the nonprofit sector.

## Admission Requirements

Requirements for admission are:

1. A completed application form
2. Official transcript of all university-level work attempted or completed, with an official transcript showing the completion of a baccalaureate degree from an accredited institution of higher education
3. A current professional résumé
4. A personal statement explaining the applicant's interest in and goals for pursuit of this degree
5. Two letters of recommendation from professional references

In addition, the Program Director may determine that an interview (face-to-face or virtual) is necessary in order to make an admission decision.

## Tuition and Fees 2013-2014

Application Fee . . . . .	\$35
Online Application . . . . .	free
Tuition (per credit hour) . . . . .	\$600
General University Fee (per semester) . . . . .	\$100
Technology Fee, full time (per semester) . . . . .	\$100
Technology Fee, part time (per semester) . . . . .	\$50
Parking Fee . . . . .	\$45

## Progression and Plan of Study

The MNL requires a minimum of 33 credit hours for graduation. Students with at least five years paid work experience in the nonprofit sector in a senior leadership position may be waived out of NPL 605 at the Director's discretion. The decision to waive this class will be determined at the time of admission, based on the required documents listed above. If waived out of NPL 605, students will be required to take a three-credit graduate elective approved by the Program Director.

Students will be allowed to take up to six credits a semester. A sample roster for a student taking six credits during fall and spring semesters and three credits over the summer could, as suggested below in the model roster, complete the degree in as few as seven semesters. A student will, however, have a maximum of seven years to complete the degree, should s/he desire.

First Year

Fall

**NPL 605/MGT 730** Nonprofit Management  
**NPL 615** Nonprofit Finance

Spring

**NPL 620** Fund Development for Nonprofits  
**NPL 625** Strategic Planning for Nonprofits

Summer

**NPL 610** Governance and Leadership

Second Year

Fall

**NPL 630** Law and Ethics in the Nonprofit Sector  
**NPL 645** Marketing for Nonprofits

Spring

**NPL 635** Program Evaluation for Nonprofit Leaders  
**NPL 650** Issues and Trends in the Nonprofit Sector

Summer

**NPL 640/MBA 810** Self-Assessment for Leadership

Third Year

Fall

**NPL 700** Capstone

### Graduation Requirements

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Successful completion of all required courses within a 7-year period is required for graduation. Additionally and importantly, all students must have a cumulative minimum grade point average of 3.0 to graduate.

### Course Descriptions

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**NPL 605/MGT 730**

NONPROFIT MANAGEMENT

3 credits

This course provides an examination of the management, operations and governance principles and practices of nonprofits in the United States. A large part of this examination focuses on a contrast and comparison with the for-profit sector as students seek to bust myths, find commonalities and identify practices from each sector that, if shared, could make both sectors stronger.

**NPL 610**

GOVERNANCE AND LEADERSHIP

3 credits

This course is designed to provide students with a full understanding of the roles and responsibilities of American nonprofit boards, individual board members and executive leadership, as well as the interplay of all, and alternative model(s). Through class, readings and assignments, students will learn the theory and the ideal and compare it with the reality. As a result, they will be able to formulate a strong board, devise a strong governance-leadership relationship, evaluate ongoing performance, and support ongoing positive outcomes.

**NPL 615**

NONPROFIT FINANCE

3 credits

This course is designed to provide the skills and knowledge to plan an organizational budget, to implement best practices in financial policies and procedures, to evaluate financial statements, to make financial decisions, and to comply with the legal reporting requirements.

**NPL 620**

FUND DEVELOPMENT FOR NONPROFITS

3 credits

This class offers an overview of fundraising trends, concepts, and strategies. Students will gain an understanding of how fundraising works, and learn how to design contributed revenue programs for charitable nonprofit organizations. Major topics include donor motivation, communicating your organization's worth to donors, and selecting effective fundraising strategies based on an organization's individual circumstances. Students will learn how to raise funds from individuals, foundations, and corporations. Issues of ethics in fundraising will also be explored.

**NPL 625**

STRATEGIC PLANNING FOR NONPROFITS

3 credits

This class focuses upon strategic planning/strategic management, essential skill areas for the 21st century leader. The course highlights planning models as well as key planning functions. The course is "Grounded in theory; anchored in application." Students will learn and apply a set of well-established planning tools and techniques. This course is collaborative, placing shared responsibility for learning upon all participants, students and instructor alike. This course is interactive, featuring a variety of learning tools and approaches. Real work samples are introduced and multiple learning techniques employed.

**NPL 630**

LAW AND ETHICS IN THE NONPROFIT SECTOR

3 credits

This class is about both law and ethics, underscoring that they are not synonymous. Students will gain an understanding of the legal requirements and ethical considerations surrounding everything from starting and dissolving a nonprofit to the laws of fundraising and lobbying. As a class for nonprofit leaders, not lawyers, the course is designed to allow students to appraise and interpret the legal and ethical frameworks necessary to ensure compliance and the ability to construct the right questions to ask of an attorney, the right ethical challenges to propose to staff and board and the tools and knowledge needed to design an organization that is not only legally compliant but ethically run.

**NPL 635**

PROGRAM EVALUATION FOR NONPROFIT LEADERS

3 credits

Program Evaluation for Nonprofit Leaders recognizes that the nonprofit sector has entered the "Age of Assessment." This course covers both quantitative and qualitative theories and approaches to evaluation with special accent upon measuring program outcomes. The course utilizes a well respected, time tested evaluation model for evaluation and a hands-on approach to apply concrete, practical tools and techniques. Applications range from preparing an evaluation design to demonstrating specific skills such as developing logic models, survey design, and focus group facilitation. The course does not emphasize statistical or technological applications.

**NPL 640/MBA 810**

SELF-ASSESSMENT FOR LEADERSHIP

3 credits

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

**NPL 645**

MARKETING FOR NONPROFITS

3 credits

The course will enable participants to understand the advanced principles of marketing and public relations with the purpose of applying them as part of the strategic planning knowledge base required of any high-level nonprofit executive. By the end of the course, participants will be proficient in preparing a marketing plan and putting these principles into practice.

**NPL 650****ISSUES AND TRENDS IN THE NONPROFIT SECTOR**

3 credits

This course is designed to provide students with the knowledge and understanding of current “hot topics” in the nonprofit sector, from social innovation and microfinancing to venture investors and changing political tides and attitudes to LC3s and proposed tax changes—whatever are the timely ideas that could change and/or influence how nonprofits will need to work. In order to truly keep this class current, more specific topics may be added and others dropped (because they have become accepted) to course content prior to each semester it is offered. As a result of this class, students will be equipped to evaluate and interpret the nonprofit landscape in order to devise a successful sustainability strategy for a nonprofit.

**NPL 700****CAPSTONE**

3 credits

The Capstone Project is an independent learning experience focused on a specific aspect of nonprofit leadership, based on a student’s interests. The capstone is intended as an opportunity both to integrate all that has been learned throughout the course of the degree program and to explore more deeply a particular subject matter tied to a student’s professional development. Each student will be required to present her/his capstone project both orally and in written form.

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## MASTER OF SCIENCE IN NURSING (MSN)

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### Faculty

Director: Patricia Dillon, Ph.D., R.N.

Professors: Wolf

Associate Professors: Altmiller, Breckenridge, Czekanski, Dillon, Frizzell, Goldberg, Wieland

Assistant Professors: Bailey, Bicknell, Burke, Dugan, Gies, Gurmankin, Hoerst, Kavanaugh, Kinder, Levine, Matecki, McGrorty, Sipe, Suozzo, Teixeira, Wilby

Lecturers: Grosshauser, Kenney, McGovern, Neumeister, Smith, Terrell

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### Mission of the Nursing Programs

**Mission**

Consistent with Lasallian values, the Mission of the Nursing Programs is to provide excellent nursing education and service-learning opportunities to develop culturally and clinically competent, caring nursing professionals who are prepared for a life of service, continued learning, leadership, and scholarship.

**Vision**

La Salle University School of Nursing and Health Sciences leads in the implementation of curricula based on the health needs of populations that mobilize social, political, healthcare and educational resources aimed at the welfare of vulnerable, underserved, and diverse populations through educational and service programs. Faculty implement programs of research,

scholarship, leadership, and practice that promote the health and education of people.

**Philosophy for Nursing Programs**

Nursing is an art, science, and practice profession that provides nursing services to diverse individuals and groups. Nurses value collaborative relationships with professionals who deliver health care services and with people who are the recipients of such services. Nursing services aim at facilitating the health of people in many settings, thus fulfilling a contract between society and the profession. Nurses’ primary interests are human responses to health, illness, and healing. Nurses carry out many roles when providing safe and quality nursing interventions based on evidence.

The nursing community at La Salle respects the humanity of the people they serve and recognizes the potential for healing within the person, integrating mind, body, and spirit. Students bring their experience to the learning environment while actively engaging in a transformative process of continuing development as ethical, caring practitioners. The teaching-learning environment fosters scholarship, collegiality, respect, and collaboration among learners and teachers, resulting in informed service to others and the profession.

rev. Spring 1998; approved 5/98; rev. 2/01; approved 3/01; rev. 5/01; rev. 2/02; rev. 5/03; rev. & approved 5/15/08; distributed to NUR faculty 3/27/09; 6/11/09; reviewed Fall 2011; awaiting approval 2/12; approved: 4/21/12; rev. 5/1/12; 5/4/12; 5/7/12; 5/9/12

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### Program Goals

- To educate baccalaureate-prepared nurses for leadership roles in clinical nursing, advanced practice, nursing education, or administration to meet the health needs of diverse individuals, families, groups, communities, and populations across various environments.
- To serve as a foundation for doctoral study.

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### Description of Program

The program of study may be completed in any of ten tracks:

- Adult Health and Illness - Clinical Nurse Specialist,
- Clinical Nurse Leader
- Nursing Administration/MBA (dual degree),
- Nursing Service Administration (for those with a prior MBA),
- Nursing Administration,
- Nurse Anesthetist,
- Adult-Gerontology Primary Care Nurse Practitioner,
- Families--Nurse Primary Care Practitioner,
- Public Health Nursing,
- Public Health Nursing/MPH (dual degree).
- The curriculum reflects a balance between liberal and professional education and is designed to foster intellectual inquisitiveness, analytical thinking, critical judgment, creativity, and self-direction under the guidance of quality faculty. Students are adult learners from diverse backgrounds who participate in the development of their own agendas for learning within a planned program of studies.

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### Graduate Nursing Program Student Learning Outcomes:

At the completion of the program the student will:

1. Integrate advanced theoretical, research-based, scientific, and clinical knowledge into clinical practice or at the point of care to provide nursing care to diverse clients.
2. Practice independently and collaboratively with an interprofessional team while delivering direct and indirect care services in various types of health-care systems.
3. Use research findings from nursing and other disciplines as a basis for clinical decision making to improve practice and to formulate health policy.
4. Use ethical decision making to promote the well-being of individuals, families, health-care professionals, and in local, national, and international communities.
5. Utilize evidence-based practice recommendations and professional standards of care to promote health, prevent disease and improve the health status of individuals, families, groups, communities, and populations.
6. Demonstrate communication skills, including health information management systems, to enhance the quality of care provided at the individual and aggregate level.
7. Demonstrate safe, effective assessment, planning, implementation, and evaluation skills in caring for individuals and groups while working in interprofessional collaborative relationships.
8. Provide culturally competent care to all persons regardless of race, sex, sexual orientation, age, socioeconomic status, culture, health-care beliefs, and religion.
9. Function as a leader and change agent in nursing and in health-care-delivery systems, particularly to insure quality care for vulnerable and under-served populations.
10. Value life-long learning and continuing professional development.

### Accreditation

The Master of Science in Nursing degree program is accredited by the Commission on Collegiate Nursing Education.:

### Admission Requirements

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

1. Evidence of successful academic achievement in completing a baccalaureate degree in nursing from an NLNAC- or CCNE-accredited program or the MSN Bridge program for those R.N.s with a non-nursing baccalaureate degree. Undergraduate coursework must include an introductory statistics course (including inferential and descriptive) and an undergraduate nursing research course. Students who have earned a GPA of 3.2 or higher in their undergraduate program may be formally accepted into the Master of Science program upon receipt of all required documents for admission and a review by the Graduate Nursing Admissions and Progressions committee. Students with an undergraduate BSN GPA of less than 3.2 are required to present test scores from the GRE (Graduate Record Exam) or MAT (Miller Analogies Test) to be considered for admission into the program. In addition, those students applying to the MSN/MBA dual-degree track must take the Graduate Management Aptitude Test (GMAT) and be accepted by the MBA Program. The Frank J. Tornetta School of Anesthesia at Montgomery Hospital must first accept those students applying to the Nurse Anesthetist Track. Please contact the Frank J. Tornetta School directly at 610.270.2139 for an application packet.
2. Current R.N. licensure in the United States.
3. Acceptable scores in the Graduate Management Aptitude Test (GMAT) for students entering the MSN in Nursing Administration/ MBA dual-degree track. For inquiries, contact [mba@lasalle.edu](mailto:mba@lasalle.edu).

4. Two letters of reference from professors or supervisors. At least one reference must be an academic reference.
5. A statement of philosophy related to the student's beliefs about the profession of nursing, the student's values, and how this philosophy fits with the student's career and educational goals.
6. One year of current work experience as a registered nurse.
7. Submit a professional résumé.
8. The online Application for Admission.

### For further information, contact:

Patricia Dillon, Ph.D., R.N.  
 Director, Graduate Nursing Program  
 La Salle University  
 Philadelphia, PA 19141  
 215.951.1413  
[msnapn@lasalle.edu](mailto:msnapn@lasalle.edu)

### Tuition and Fees 2013-2014

Online Application . . . . .	free
Tuition, per credit hour . . . . .	\$815
General University Fee, per semester . . . . .	\$100
Technology Fee, part-time . . . . .	\$50
Technology Fee, full-time . . . . .	\$100
Parking Fee . . . . .	\$45

### Tuition Assistance

Grant funding and Graduate Assistantships might be available. Consult with the Director of the Graduate Nursing Program regarding eligibility.

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

### Progression Through the Program

The following is presented as a model for progression through the Master of Science in Nursing program. Individual plans for progression will be determined for each student in consultation with the Program Director. Please see the Nursing Student Handbook, the University Student Handbook, and Student Guide to Rights and Responsibilities for additional information. These handbooks are both available on the University Web site and in print.

### Required for all MSN Degrees: 34 to 59 graduate credits (depending on track)

Core: Required of students in all tracks (12 credits)

<b>NUR 604</b>	Research for Evidence-based Practice I
<b>NUR 605</b>	Research for Evidence-based Practice II
<b>NUR 607</b>	Advanced Nursing Roles in Health Care
<b>NUR 608</b>	Advanced Nursing Practice for Population-Based Care

Track: Requirements vary with specialization chosen.

### Clinical Nurse Leader

<b>NUR 512</b>	<b>NUR 631</b>
<b>NUR 616</b>	<b>NUR 633</b>
<b>NUR 617</b>	<b>NUR 634</b>
<b>NUR 618</b>	

**Adult Health and Illness—Clinical Nurse Specialist**

NUR 512	NUR 621
NUR 616	NUR 625
NUR 617	NUR 626
NUR 618	one elective
NUR 620	

**Nurse Anesthetist**

NUR 616	NUR 685
NUR 617	NUR 686
NUR 618	NUR 687
NUR 681	NUR 688
NUR 682	NUR 689
NUR 683	NUR 690 (elective)
NUR 684	NUR 691

**Adult Gerontology Primary Care Nurse Practitioner**

NUR 615	NUR 661
NUR 616	NUR 665
NUR 617	NUR 666
NUR 618	One elective
NUR 660	

**Family Primary Care Nurse Practitioner**

NUR 615	NUR 663
NUR 616	NUR 664
NUR 617	NUR 665
NUR 618	NUR 667
NUR 660	NUR 668
NUR 661	NUR 669

**Public Health Nursing**

NUR 635	NUR 655
NUR 637	NUR 656
NUR 650	NUR 610 or NUR 611
NUR 651	Two electives

**Nursing Service Administration (with prior MBA)**

MBA (transfer nine credits)	
NUR 512	NUR 645
NUR 565	NUR 646
NUR 635	
NUR 640	

**Nursing Administration**

NUR 512	NUR 640
NUR 565	NUR 641
MBA 615	NUR 645
MBA 691	NUR 646
MBA 810	no electives

**Master of Science in Nursing/Master of Business Administration (MSN/MBA)**

This dual-degree program prepares nurses for leadership positions in a reformed health-care system in all types of nursing and health-care

practice settings. The curriculum focuses on the disciplines of nursing, management, and business and emphasizes the delivery of quality health-care services. Graduates participate fully in the strategic and operational activities of health-care agencies.

**Nursing Courses MBA Courses**

NUR 604	MBA 610
NUR 605	MBA 615
NUR 607	MBA 625
NUR 608	MBA 630
NUR 640	MBA 690
NUR 645	MBA 691
NUR 646	MBA 692
	MBA 810
	MBA 820
	MBA 830
	MBA 901

**Master of Science in Public Health Nursing/Master of Public Health (MSN/MPH) Track**

This dual degree track prepares public health nurses to meet health needs of diverse populations through community assessment, program planning, and policy development and provides opportunities for knowledge and skill development to solve public health problems, with particular emphasis on health disparities in urban communities. The strategies of consumer advocacy and resource utilization are important components of the track. Graduates are prepared to integrate the fields of nursing, community development, politics, administration, education, public policy, epidemiology, sociology, and research in urban as well as rural settings.

**MSN Core—PHLT Core Knowledge (21 credits)**

PHLT 520	Environmental Health and Program Design
NUR 604	Research for Evidence-Based Practice I
NUR 605	Research for Evidence-Based Practice II
NUR 607	Advanced Nursing Roles in Health Care
NUR 608	Advanced Nursing Practice in Population-Based Care
PHLT 704	Statistics and Biostatistics
PHLT 705	Social and Behavioral Sciences in Public Health

**MSN Advanced Core—PHLT Cross-Cutting Knowledge (21 credits)**

PHLT 500	The Ethical Basis of the Practice of Public Health
PHLT 530	Health Care Administration
PHLT 540	Intro to Public Health
NUR/PHLT 635	Health and Policy and Program Planning and Evaluation
NUR/PHLT 637	Epidemiology
NUR 610	Nursing and Health Education
or	
PHLT 512	Informatics
PHLT 696	Grant Writing Seminar

**Specialized Track (20 Credits)**

NUR 650	Public Health Nursing I
NUR 651	Public Health Nursing II
NUR 655	Field Study I (256 clinical practicum hours) (4 credits)
NUR 656	Field Study II (256 clinical practicum hours) (4 credits)
PHLT 752	Capstone I
PHLT 753	Capstone II

## Course Descriptions

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 identifies courses that have been designated as having a service-learning component.

### NUR 500

ETHICS IN NURSING  
3 credits

This course is designed to provide the foundations for critically analyzing ethical dilemmas in nursing practice. Ethical theories will be explored and critically examined, with a focus on their application to practice. Moral developmental theories will be discussed in light of the current debate regarding gender and racial disparities in decision for ethical practice from a systems theory perspective. The course will draw on students' clinical experiences to promote moral reflection and personal values clarifications with regard to contemporary health-care challenges. The course will examine current and emerging issues as influenced by emerging technological, clinical, political, legal, socio-economic, and fiscal factors.

### NUR 512 (Fall, Spring, Summer)

INFORMATICS  
3 credits

This course focuses on understanding the fundamentals of computer systems and how they might be applied to support nursing and health-care administration. It emphasizes the use of computer applications software for Internet research as well as data analysis and reporting. Content incorporates theoretical and "hands-on" exposure to word processing, spreadsheet, database management, presentations graphics, and electronic mail.

### NUR 520

SPIRITUALITY IN NURSING AND HEALTH CARE  
3 credits

This course provides an introduction to the role of spirituality in nursing practice. The course will analyze the paradigm shifts that have occurred in the history of professional nursing regarding the place of spirituality in professional nursing practice. It explores the phenomenon of spirituality in health and illness across the lifespan and from the perspectives of multiple religious and cultural world views. The course offers students an opportunity to reflect on their understanding and experience of spirituality and how spirituality influences personal decision making. The applicability of current research and specific nursing theories to the practice of spiritually sensitive nursing care is also addressed. Emphasis is placed on personal spirituality as a resource for the provision of nursing care that respects the diverse religious traditions and spiritualities of clients.

### NUR 565

SAFETY STRATEGIES FOR HEALTH CARE DELIVERY SYSTEMS  
3 credits

This course explores medication errors and other health-care errors that threaten patient safety. The impact of health-care errors is examined from the perspectives of consumers, health-care providers, professional organizations, legislators, hospitals, and other health-care delivery agencies. Systems improvement initiatives are investigated with the goal of preventing health-care errors. Interdisciplinary and collaborative roles of consumers, legal counsel, and health-care providers, including nurses, pharmacists, and physicians are emphasized.

### NUR 567

CARING THEORY, CARING PRACTICE  
3 credits

This course examines human caring and nurses' contributions to the health and healing of the people served. It emphasizes the history,

research, and aesthetics of caring from the perspectives of nursing and other disciplines. Emphasis is placed on critique of caring research, scholarly and aesthetic writing on caring, and resources available to study caring. Intentional caring and self-care are also analyzed.

### NUR 574

INTRODUCTION TO GRADUATE RESEARCH AND WRITING  
3 credits

A cross-disciplinary seminar that introduces students to the latest research technology and databases for advanced work in their major. Emphasis on research and communication skills, including oral presentations and written reports and papers. An individualized paper or written project, approved by the student's department, will be completed by each participant in the seminar.

### NUR 604 (F, S)

RESEARCH FOR EVIDENCE-BASED PRACTICE I  
3 credits

This course explores the relationships among research, theory, and practice. Students appraise scholarly literature and evaluate its quality and applicability to clinical practice. A critical review of the literature guides the evolution of a clinically focused research question. Students investigate research methods and standards and approaches of evidence-based practice. Various research designs are contrasted.

### NUR 605 (F, S)

RESEARCH FOR EVIDENCE-BASED PRACTICE II  
3 credits

This course is a continuation of Research for Evidence-Based Practice I (NUR 604). Students develop research proposals, generated by research questions and the literature review, completed in NUR 604. They also examine research design, treatment of variables, sampling, measurement theory, probability theory, qualitative and quantitative analysis, and the use of the computer in data analysis. Ethical and legal principles related to the conduct of nursing research will be discussed. Students employ evidence-based practice strategies to inform clinical practice decisions.  
*Prerequisite: NUR 604*

### NUR 607 (F, S, Summer)

ADVANCED NURSING ROLES IN HEALTHCARE  
3 credits

This course examines the evolution of advanced education nursing in the context of changing health-care delivery systems. Students explore health-care policy development and examine systems of delivering patient care in relation to financial, ethical, legal, socio-cultural, legislative-political, and professional concerns. Program development, informatics, fiscal management of health-care services, budgeting, and reimbursement issues are emphasized. Students practice interdisciplinary networking and coalition-building skills in leadership roles extending beyond the traditional health-care environment.

### NUR 608 (F, S, Summer)

ADVANCED NURSING PRACTICE FOR POPULATION-BASED CARE  
3 credits

In this course, students develop cultural competence regarding the role of the advanced practice nurse by meeting the health-care needs of diverse groups and populations. Health promotion, disease prevention, resource utilization, and health education responsibilities are examined. Students utilize basic epidemiological concepts, group theories, and needs-assessment approaches for vulnerable populations. They explore the varying needs of diverse groups in community setting through a cultural blueprint.

**NUR 610 (F)**  
NURSING AND HEALTH EDUCATION  
3 credits

This is the first graduate nursing education course in a three course sequence designed to prepare the master's-level nurse for beginning teaching roles in nursing education, staff development, and public/health education. The course explores the historical and philosophical underpinnings of education and their relevance to the education of nurses and the public. Emphasis is given to nursing education theory, critical analysis of theories of learning and teaching strategies, and exploration of current issues in nursing education, nursing practice, and public/health education.

*Prerequisite: None*

**NUR 611 (S)**  
METHODS OF EDUCATION IN NURSING  
3 credits

This course builds on the content of NUR 610 and focuses on the way in which the components of the teaching/learning process are organized in order to meet the needs of the learner—nursing student, client/patient and family, or practicing nurse. The emphasis in this course is on the application of models and strategies in any classroom or clinical setting where nurses are responsible for others' learning.

*Prerequisite: None*

**NUR 615 (F, Summer)**  
FAMILY SYSTEM CONCEPTS FOR PRIMARY CARE  
3 credits

This course explores theoretical perspectives on individuals' health within the family system, emphasizing vulnerable and underserved populations. Societal-level patterns of aging are investigated, including issues affecting family systems at the national and global levels. Family assessment, human development, and life transitions theory are introduced to prepare students to provide anticipatory guidance and advance care planning. Family responses to and coping mechanisms associated with acute, chronic, and terminal illness are scrutinized. Principles of cultural competence and leadership/change agency are explored.

**NUR 616**  
ADVANCED HEALTH ASSESSMENT  
3 credits

This course addresses the health assessment of individuals across the lifespan using a framework of physiologic, psychological, socio-cultural, and physical examination data. Students explore history-taking methods, principles of physical assessment, and concepts of clinical diagnosis to determine patients' potential and actual health problems. The course enables students to develop skills necessary to evaluate the comprehensive health status of individuals through assessment of normal and abnormal physical findings. Students combine principles of nursing and other related sciences to analyze clinical problems and provide safe, competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis, and decision-making skills.

*Prerequisites: Core, NUR 617, NUR 618*

**NUR 617 (F, S)**  
ADVANCED PHARMACOLOGY  
3 credits

This course expands the study of the actions and effects of drugs in the human system across the lifespan. Students synthesize legal and professional nursing responsibilities related to pharmacotherapy for health promotion, pathological syndromes, and clinical disorders in advanced practice nursing roles. Students appraise principles of drug therapy,

mechanisms of action, and selection of appropriate pharmacological agents in clinical prescribing.

*Prerequisite: NUR 618*

**NUR 618**  
ADVANCED PATHOPHYSIOLOGY  
3 credits

This course integrates physiological principles, clinical manifestations, and advanced nursing practice implications with the clinical decision-making process. Common pathological syndromes and disorders are explored across the lifespan. Students interpret physiologic, pathophysiologic, psychological, and sociocultural data utilizing information to formulate culturally appropriate advanced nursing practice. Students focus on differentiating normal, variations of normal and abnormal changes of syndromes, and constellations of symptoms with selection of pertinent diagnostic testing.

*Prerequisite: Core*

**NUR 620**  
BIOPSYCHOSOCIAL PROCESSES: NURSING CARE OF ADULTS IN HEALTH AND ILLNESS  
3 credits

This course explores biopsychosocial and cultural processes in relation to health, illness, and healing in diverse human systems, especially those from vulnerable and under-served populations. Students evaluate significant health problems that represent leading causes of mortality and morbidity for adults from early adulthood through senescence. Evidence-based nursing interventions for adult and geriatric patients with varied health problems ranging from primary to acute concerns are evaluated from the Clinical Nurse Specialist's caring perspective. The National Association for Clinical Nurse Specialists' (NACNS) Statement on Clinical Nurse Specialist Practice and Education, the Clinical Nurse Specialist Core Competencies, and Adult-Gerontology Clinical Nurse Specialist Competencies provide the role context for the course with adult-gerontology population content provided using relevant resources to achieve nationally validated competencies with an emphasis on quality improvement, outcomes management, research, and evidence-based practice.

**NUR 621**  
BIOPSYCHOSOCIAL PROCESSES II: NURSING 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 especially those from vulnerable and under-served populations. Students evaluate significant health problems which represent the leading causes of mortality and morbidity for adults in the United States. Nursing interventions for adults with these problems are evaluated from the Clinical Nurse Specialist's caring perspective and from the service orientations of culturally competent health promotion, disease prevention, health maintenance, and health restoration. The National Association for Clinical Nurse Specialists (NACNS) practice and education standards are emphasized. (Under revision)

**NUR 625 (F)**  
FIELD STUDY IN ADULT HEALTH AND ILLNESS I  
4 credits

This seminar and preceptored practicum course is designed to integrate theory, practice, and research as the basis for advanced clinical practice for clinical nurse specialists (CNS). Nursing care needs of adults and their responses to health and illness are explored within the context of health promotion, maintenance, and restoration health-care services.

Clinical practica are structured according to the needs of the graduate student. The seminars provide a forum for discussion of the roles of the advanced practitioner. Practica and seminars enhance knowledge, skills, and attitudes relevant to advanced nursing practice in a variety of settings. This course requires 250 hours of clinical practicum.

*Pre-requisites:* NUR 616, Core

*Co-requisite:* NUR 621

#### **NUR 626 (5)**

##### FIELD STUDY IN ADULT HEALTH AND ILLNESS II

4 credits

A continuation of NUR 625 in which graduate students explore the needs and responses of diverse healthy and ill adults during preceptored clinical practica and seminars. The course views theory and research as foundations of nursing practice. Advanced nursing practice is examined within the context of health promotion, maintenance, and restoration services. Students investigate the characteristics and functions of the clinical nurse specialist role in relation to clinical problems. Practica are structured according to the needs of graduate students. The seminars provide a forum for discussion of various roles and clinical issues of advanced nursing practice in clinical nurse specialist roles in diverse settings. The practica and seminars enable students to expand knowledge, skills, and attitudes relevant to culturally competent advanced nursing practice for diverse clients. The National Association of Clinical Nurse Specialists (NACNS) practice and education standards are integrated. This course requires 250 hours of clinical practicum.

*Prerequisite:* NUR 625

*Co-requisite:* NUR 621

#### **NUR 631**

##### CLINICAL OUTCOMES MANAGEMENT

3 credits

This course addresses clinical decision-making, management of patient care, evidence-based practice, and outcomes management. Students participate in the process of developing best practice guidelines for promoting, maintaining, and restoring health. Quality assurance, safety and risk reduction will be examined. Students begin to develop a leadership portfolio.

#### **NUR 632**

##### SEMINAR IN NURSING HISTORY

3 credits

The purpose of this seminar is to expand the student's awareness of the historical role of nursing as a social response to the health needs of the American public. The changes in nursing itself will be viewed through the context of American political, economic, and social force. The internal forces of nursing will be analyzed as responses to those events. The philosophies of nursing leaders and other leaders and groups will be analyzed. Emphasis will be given to the interplay between societal forces and American nursing practice, education, and administration.

#### **NUR 633**

##### CARE ENVIRONMENT MANAGEMENT

3 credits

This course investigates knowledge of complex health care systems including health care delivery models, financing, organization of health care systems, legislation affecting health care, and the role of professional nursing organizations in the health care environment. Students analyze the role of the CNL in health care systems.

#### **NUR 634**

##### FIELD STUDY IN CLINICAL NURSE LEADERSHIP

This course provides students the opportunity to participate in a leadership practicum with a mentor from a practice setting. Students complete their leadership portfolio that includes a capstone project demonstrating implementation of the leadership skills they have developed during their course of study.

#### **NUR 635**

##### HEALTH POLICY AND PROGRAM PLANNING AND EVALUATION

3 credits

This seminar course introduces students to health policy, program planning, and evaluation in the public health context, especially as they relate to vulnerable and under-served populations. Special emphasis is placed on students' strengthening and developing their skills in policy formulation and implementation. The social, economic, legal, ethical, cultural, and political environments that influence public policy, planning, and evaluation are explored. Students acquire familiarity with strategies for health planning and evaluation through selected applied learning activities.

*Prerequisites:* Core

#### **NUR 637**

##### EPIDEMIOLOGY

3 credits

Epidemiology is concerned with analyzing and describing patterns and determinants of health and disease in human populations. The principles and methods of epidemiology provide knowledge of the evolution of health and disease processes, the foundation for preventive health practices, and the basis for rational health policy decisions. Population-based data collection methods and analyses of health data and their relationship to the utilization of health services are emphasized. Application of epidemiological methods to communicable and chronic diseases is discussed, especially as they relate to systematic health-care interventions.

#### **NUR 638**

##### GROUP PROCESS IN NURSING PRACTICE

3 credits

Nurses in advanced practice are increasingly called upon to participate in and provide leadership to groups of patients, families, and professional staff. Strong leadership in-group process can promote quality health care. To examine group process, course topics will include (1) theories of group development and operation, (2) group properties and process, (3) the synergistic nature of groups, and (4) the function of group leadership. The group theories and processes will be examined in light of support groups, patient education groups, staff-work groups, and committees.

#### **NUR 640**

##### NURSING MANAGEMENT/ADMINISTRATION I: THE CONTENT AND CONTEXT OF NURSING ADMINISTRATION

3 credits

This course focuses on the practice of nursing administration and provides students with the opportunity to critically examine the role of the nurse administrator. Students examine theories and principles regarding management of organizational systems within diverse health-care settings. Delivery of nursing care and services in relation to structure, process, and outcomes within small and large organizational systems is emphasized. Organizational design, administrative processes, and measurement of organizational effectiveness within nursing systems are emphasized. The professional, research, managerial, leadership, and change agency aspects of the nurse administrator role are explored in relation to the practice of nursing administration.

*Prerequisites: Core, MBA Foundation, MBA Executive Perspectives, and acceptance into the MBA program.*

*Co-requisite: NUR 645*

### **NUR 641**

#### **NURSING MANAGEMENT/ADMINISTRATION II**

3 credits

The emphasis of this course is on the role of the nurse administrator in developing and managing human resources within the health care delivery system. Theories and principles related to the development of an organizational climate that fosters staff satisfaction and productivity are explored. The Magnet Program is discussed and reviewed. Principles of personnel administration, employee relations, legal guidelines and collective bargaining are examined throughout the course.

### **NUR 645**

#### **FIELD STUDY IN NURSING MANAGEMENT/ADMINISTRATION I**

4 credits

This is the first of two preceptored field experiences designed to provide the student with the opportunity to integrate administration theory, operations, and research in a variety of health-care settings in order to positively influence the quality of patient care. With faculty guidance, students select and participate in a variety of experiences that focus on nursing management within diverse health-care settings. Seminars provide students with experiences in developing the skills necessary for the nurse administrator to influence change, to work with teams, and to manage resources. Trends, ethics, standards, and research in the area of nursing management are also examined. Emphasis is placed on the student's articulation of the philosophical and theoretical basis of the practicum issues and on the development, refinement, and evaluation of effective management strategies. Clinical practica are structured according to the individual student's knowledge and skill needs. This course requires 125 hours of clinical practicum.

*Prerequisite: MBA Core, MBA Foundation, MBA Executive Perspectives*

*Co-requisite: NUR 640*

### **NUR 646**

#### **FIELD STUDY IN NURSING MANAGEMENT/ADMINISTRATION II**

4 credits

In this preceptored field experience, students select opportunities to participate in strategic and financial management operations in a variety of settings. Seminars examine the impact of prospective payment, managed care, and uncompensated care on health-care organizations and nursing systems, especially those serving vulnerable and under-served populations. Students explore intrapreneurial and entrepreneurial roles of nursing administrators. Seminars provide students with the opportunity to share and process weekly practicum experiences and to receive feedback from students and faculty colleagues. Students articulate the philosophical and theoretical basis of practicum issues and the development, refinement, and evaluation of effective management strategies to effect positive changes in patient-care delivery systems. Students are encouraged to seek practica in alternative care delivery sites such as, but not limited to, Health Maintenance Organizations (HMOs), primary-care health centers, assisted living centers, nursing homes, and hospitals and with diverse client populations, especially the vulnerable and under-served. This course requires 125 hours of clinical practicum.

*Prerequisite: NUR 645*

**Required MBA courses are previously listed and described elsewhere in this catalog.**

### **NUR 650 (F)**

#### **PUBLIC HEALTH NURSING I**

3 credits

This is the first of two courses designed to provide the theoretical foundations necessary for advanced public health nursing practice. Health behaviors and change strategies will be discussed as the bases for effective public health interventions. A variety of community assessment models from nursing, public health, public policy, and the social sciences will be examined. Current writings from the humanities provide an opportunity to apply and critique assessment models. Content includes the scope and standards of practice for public health nursing and exploration of significant public health problems.

*Prerequisites: Core, NUR 635, NUR 637*

*Co-requisite: NUR 655*

### **NUR 651 (S)**

#### **PUBLIC HEALTH NURSING II**

3 credits

This is the second of two courses designed to provide the theoretical foundations necessary for advanced public health nursing practice. Emphasis is placed on intervention and evaluation strategies. Content includes public health services models that support primary, secondary, and tertiary health-care initiatives both in traditional and non-traditional settings. Financial, ethical, cultural, and political factors in aggregate interventions are explored. Models for intervention and evaluation from nursing and other disciplines are analyzed for their utility in advanced practice nursing. Popular works of non-fiction are used to highlight the benefits and limitations of theoretical models in public health nursing. The synthesis of ideas, models, and research from a variety of sources are emphasized as a critical component of public health nursing.

*Prerequisites: NUR 650, NUR 655*

*Co-requisite: NUR 656*

### **NUR 655 (F)**

#### **FIELD STUDY IN PUBLIC HEALTH NURSING I**

4 credits

This seminar and preceptored practicum course integrates theory, practice, and applied research. Through seminars and clinical applications, students develop the initial phases of a community health project with targeted populations. Emphasis is placed on leadership roles that optimize the health of families, groups, and communities through an assessment of the health status of an aggregate or community and a proposed plan of action based on priority needs and resources of the target population. The final phases of this project (implementation, evaluation, and recommendations) will be completed in the Spring Semester (NUR 656). The course builds on public health principles and culturally competent interventions engaging at-risk urban populations. Healthy People 2010 guides the student's advanced practice opportunities through collaborative, multidisciplinary, client-oriented work in community settings. This course requires 256 hours of clinical practicum.

*Prerequisites: NUR 635, NUR 637, HCA 731, or MBA 610*

*Co-requisite: NUR 650*

### **NUR 656 (F)**

#### **FIELD STUDY IN PUBLIC HEALTH NURSING II**

4 credits

This seminar and preceptored practice course further integrates theory, practice, and program evaluation perspectives into advanced practice public health nursing. The course supports the implementation and evaluation phases of the student's ongoing public health project/practicum. Emphasis is placed on expanding professional and community roles, responsibilities and requisite skills to sustain and promote population-focused health within the framework of Healthy People 2010. The course focuses on culturally competent public health nursing interventions and

leadership opportunities in diverse urban settings. Innovative health communication, education, and outreach strategies addressing public health needs in the 21st century are essential components of the course. This course requires 256 hours of clinical practicum.

*Prerequisites:* NUR 650, NUR 655

*Co-requisite:* NUR 651

**NUR 660 (F)**

ADULT-GERONTOLOGY PRIMARY CARE I

3 credits

This course focuses on the primary care health concerns of diverse young adults, adults, and older adults and facilitates student development in the nurse practitioner role. Using national health-care guidelines and professional standards, students assess health behaviors, plan and implement culturally appropriate and evidence-based practice strategies for health promotion and disease prevention, and evaluate health outcomes. Health maintenance and health restoration are explored in light of contemporary health-care environments, especially for underserved and vulnerable populations. Patient education and counseling techniques relevant to advanced nursing practice are emphasized.

*Prerequisites:* Core, NUR 616, NUR 617, NUR 618; *co-requisite:* NUR 665

**NUR 661 (S)**

ADULT-GERONTOLOGY PRIMARY CARE II

3 credits

This course focuses on theories, principles, and processes necessary to diagnose and manage primary care health problems of young adults, adults, and older adults. Evidence-based practice standards and professional ethics are emphasized as students acquire knowledge necessary to evaluate and manage diverse patient populations with complex primary care health needs ranging from acuity to chronicity, including palliative and end-of-life care. Students explore health risks and behaviors, health promotion strategies, disease prevention, and health restoration in the context of contemporary health-care environments. Legal, ethical, financial, and cultural concepts related to advanced-practice nursing and professional credentialing are integrated. Patient education and counseling techniques relevant to the advanced-practice nursing role are addressed.

*Prerequisite:* NUR 660; *co-requisite:* NUR 666 or NUR 667

**NUR 663 (S)**

PRIMARY CARE OF WOMEN

2 credits

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for both the pregnant and non-pregnant woman. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of adult women will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the female patient in the ambulatory care setting.

*Prerequisites:* NUR 616, 617, 618, 660, 665

*Co-requisite:* NUR 668

**NUR 664**

PRIMARY CARE OF CHILDREN

2 credits

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for the child from birth to adolescence. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of children will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the pediatric patient in the ambulatory care setting.

**NUR 665 (F)**

FIELD STUDY: ADULT-GERONTOLOGY PRIMARY CARE I

4 credits

This seminar course focuses on the knowledge and skills necessary to provide safe and effective primary care to young adults, adults, and older adults. Seminars focus on the application of physiologic, pharmacologic, and psychosocial principles in the professional role of the nurse practitioner within the health-care delivery system. Students integrate research-based knowledge of health assessment, health promotion, and disease prevention, pathophysiology, pharmacology, and family theory into preceptored clinical experiences in primary care settings. Course assignments focus on the process of clinical reasoning for accurate diagnosis and management of illness. (256 preceptored clinical hours)

*Co-requisite:* NUR 660

**NUR 666 (S)**

FIELD STUDY IN PRIMARY CARE OF ADULTS II

4 credits

This course allows students to further develop and refine necessary skills for the adult-gerontology nurse practitioner. Students build on competencies achieved in NUR 665 and continue to integrate evidence from advanced practice nursing and related disciplines in classroom and clinical activities to prepare for the role of the nurse practitioner. Students apply knowledge of diagnostic and therapeutic interventions to provide safe and effective health care in the delivery of primary care. (256 preceptored clinical hours)

*Prerequisite:* NUR 665; *co-requisite:* NUR 661; *prerequisites:* Core, NUR 616, NUR 617, NUR 618

**NUR 667 (S)**

FIELD STUDY: ADULT GERONTOLOGY PRIMARY CARE II FOR THE FNP STUDENT

2 credits

This course allows students to further develop and refine necessary skills for the family nurse practitioner. Students build on competencies achieved in NUR 665 and continue to integrate evidence from advanced-practice nursing and related disciplines in classroom and clinical activities to prepare for the role of the nurse practitioner. Students apply knowledge of diagnostic and therapeutic interventions to provide safe and effective health care in the delivery of primary care. (128 preceptored clinical hours)

*Prerequisite:* NUR 665; *co-requisite:* NUR 661; *prerequisites:* Core, NUR 616, NUR 617, NUR 618

**NUR 668**

2 credits

FIELD STUDY IN PRIMARY CARE OF WOMEN

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pregnant and non pregnant woman through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pregnant and non pregnant women.

**NUR 669**

## FNP FIELD STUDY II

3 credits

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pediatric client through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pediatric client.

**NUR 681**

## ORIENTATION TO STUDY AND PRACTICE OF ANESTHESIA

4 credits

This orientation course is required for all students enrolled in the nurse anesthesia track. It is designed to familiarize students with department management, policies, and procedures, the history of nurse anesthesia, the role of the anesthesiologist as an anesthesia care team member, the history of anesthesia, and issues related to anesthesia administration. In addition, this course acquaints students with the physical plant, surgical suite, and critical care area. Program requirements and accreditation requirements of the Council on Accreditation of Nurse Anesthesia Educational Programs are presented. A broad field orientation to clinical practice includes legal implications of anesthesia care, preoperative patient assessment, airway management, and patient positioning. This course provides the basis for meeting the anesthesia-related needs of culturally diverse patients in acute-care settings. Topics included are: (1) Orientation to Anesthesia Department, Care Plans, and Records, (2) Orientation to the Operating Room, (3) Preoperative Patient Assessment, (4) Substance Abuse, Application to Nurse Anesthesia Practice, (5) Airway Management, (6) Patient Positioning, and (7) Basic Principles of Anesthesia Practice. *Prerequisite: Graduate Core, Advanced Core, special permission*

**NUR 682**

## ANATOMY, PHYSIOLOGY, AND PATHOPHYSIOLOGY I

4 credits

Nurse Anesthesia students are presented with specific anatomic and physiologic considerations of the cardiovascular, respiratory, and fluid/electrolyte systems. Cellular physiology as it applies to Nurse Anesthesia practice is presented. Cardiovascular segments provide monitoring modalities, cardiovascular pharmacology, and the effects of the anesthetic agents on the cardiovascular system. The respiratory segment provides an in-depth examination of anatomy, physiology, respiratory reflexes, lung volumes, respiratory sounds, rates, and types as they apply to anesthesia. Pathophysiologic disease processes associated with culturally diverse patient populations are presented and clinically applied. Topics included are (1) Cell Physiology, (2) Respiratory I, and (3) Cardiovascular I.

**NUR 683**

## PHARMACOLOGY I

2 credits

The purpose of this course is to help students understand the actions and effects of specific anesthetic medications on the human system. Students analyze the nursing responsibilities related to anesthetic pharmacokinetics and pharmacodynamics for the advanced practice nurse. Students study principles of drug therapy, mechanisms of action, and selection of pharmacologic agents specific to anesthesia practice. Regional anesthetics, intravenous and inhalational anesthetic agents, and their clinical applications are incorporated. In addition, students examine

pharmacologic considerations associated with diverse patient populations, especially those in urban medically under-served areas. Topics included are (1) Introduction to Pharmacology, (2) Regional Anesthesia, and (3) Inhalational Anesthesia.

**NUR 684**

## PHYSICS AND CHEMISTRY I

2 credits

This course introduces the student to the principles of inorganic chemistry that are applicable to anesthesia practice. The core portion of this course encompasses the critical elements of design, purpose, operation, and safety principles associated with anesthesia machine use. The FDA checklist is incorporated into the didactic portion of the curriculum. Topics included are (1) Anesthesia Machine and (2) Patient Monitoring.

**NUR 685**

## PHARMACOLOGY II

3 credits

The purpose of the course is to expand students' pharmacologic knowledge base related specifically to nurse anesthesia practice while continuing to build on the principles of NUR 683. Students continue to build on the pharmacokinetics and pharmacodynamics related to local anesthetics, muscle relaxants, and intravenous anesthetic agents. The course continues to focus on the pharmacologic considerations and pathophysiologic disease processes of persons in medically under-served areas and with high-risk urban populations. Topics included are (1) Local Anesthesia, (2) Muscle Relaxants, and (3) Intravenous Anesthesia Agents.

**NUR 686**

## ANATOMY PHYSIOLOGY AND PATHOPHYSIOLOGY II

4 credits

The anatomy, physiology, and pathophysiology of the cardiovascular and respiratory systems are expanded upon from NUR 682. In addition, the physiology, anatomy, and pathophysiology of the hepatic, endocrine, excretory, and autonomic nervous systems are presented. The effects of the inhalational and intravenous anesthetic agents on the hepatic, renal, and endocrine systems are featured with a focus on biotransformation and excretory processes. Pathophysiologic disease processes specific to culturally and racially diverse patient populations are applied. Topics included are (1) Cardiovascular II, (2) Respiratory II, (3) Hepatic System, (4) Endocrine System, (5) Excretory System, and (6) Autonomic Nervous System.

**NUR 687**

## CHEMISTRY AND PHYSICS II

2 credits

The physical laws of physics as they apply to anesthesia practice are presented. Organic and inorganic chemistry principles as they apply to nurse anesthesia practice are examined. Electrical safety and electrical principles related to the physical environment and surgical suite are integrated into this dynamic course.

**NUR 688**

## ADVANCED PRINCIPLES OF PRACTICE

4 credits

An in-depth presentation of the respective anesthesia subspecialties is presented. Surgical subspecialties explored include obstetrics, pediatrics, CT surgery, geriatrics, neuroanesthesia, trauma, burns, orthopedics, ENT, plastic surgery, GI surgery, pain management, laser surgery, and hematology. Specific techniques, monitoring devices, complications, physiologic alterations, and anesthesia provider considerations associated with each subspecialty are extensively reviewed and applied clinically.

Subspecialty practice applicable to the medically under-served is included in conjunction with cultural issues that affect health care in the urban setting. Topics included are (1) Obstetrics, (2) Pediatrics, (3) Cardiothoracic, (4) Geriatrics, (5) Neuroanesthesia, (6) Trauma/Burns, (7) Orthopedics, (8) ENT/Plastics, (9) GI Surgery, (10) Pain Management, (11) Laser Surgery, and (12) Hematology.

**NUR 689**

## PROFESSIONAL ASPECTS

2 credits

This culminating course is designed to prepare students for the professional responsibilities they will assume as nurse anesthetists following graduation. Medical-legal considerations associated with nurse anesthesia are incorporated and selected medical malpractice cases are analyzed. This course provides students with the ability to evaluate journal clubs and prepare professional reports for presentation. Topics included are (1) Medical-Legal Considerations in Anesthesia Practice, (2) Seminar Workshop, Educational Meetings, Morbidity, and Mortality Conferences, and (3) Journal Club.

**NUR 690**

## CLINICAL PRACTICUM I

3 credits

This clinical practicum is developed to allow the student to gain exposure to the induction, maintenance, and emergence phases of anesthesia. Students focus on pre-anesthesia assessment, anesthesia induction techniques, emergence, and proper postprocedure care. This is a Pass/Fail course. Objectives included are (1) Room Preparation, (2) Pre-Anesthetic Assessment, (3) Anesthesia Record, (4) Induction, (5) Maintenance, Emergence, and Post-operative Periods, and (6) Interpersonal Behavior.

**NUR 691**

## CLINICAL PRACTICUM II

6 credits

This clinical capstone course is the final culmination of the student's clinical experience. Senior nurse anesthesia students utilize their didactic preparation and clinical anesthesia foundation from the preceding six semesters. Topics included are (1) Room Preparation, (2) Preanesthetic induction, (3) Anesthesia Record, (4) Induction, (5) Maintenance, Emergence, and Post-operative rounds, and (6) Interpersonal Behavior.

**Selected Certificate Courses that May be Taken as MSN Electives****GERO 510**

## CARING FOR THE ELDERLY: THEORIES, PRACTICE, AND SOCIAL POLICY

3 credits

This course analyzes aggregate care models for the elderly. It explores social policy on aging from a governmental and interagency perspective. Population changes and aging in society are highlighted. Public health and social agency strategies are explored. Ethical issues relating to aging and social policy are discussed.

**GERO 522**

## THEORIES, PRINCIPLES, AND ASSESSMENT IN BIOLOGICAL, PSYCHOLOGICAL, AND PATHOPHYSIOLOGICAL AGING

3 credits

The course explores social and psychological aspects of aging, common physical health problems in the elderly, and behavioral and biological aging theories. Behavioral theories such as stress models, person-environment fit, and social cognitive theory are examined. Special attention is given to mood disorders, dementia, elder abuse, congestive

heart failure, degenerative joint disease, and osteoporosis as prototype concerns. Common therapeutic interventions such as fall prevention, pain management, and exploitation prevention and assessment strategies for social, psychological, physical, and functional health aspects of aging are emphasized. Public health implications of depression, delirium, dementia, and elder exploitation are explored. Health advocacy approaches, prevention models, and critical pathway analysis are used to frame health promotion and disease prevention programs.

**GERO 580**

## FIELD STUDY IN GERONTOLOGY: PRACTICUM

3 credits

This practicum course offers opportunities for students to observe and work with a preceptor in clinical or community settings serving the elderly. Seminar meetings and clinical experiences allow students to apply concepts of gerontology in actual elder-care situations.

*Pre-requisites: GERO 410/510, GERO 422/522, GERO 591.*

**GERO 591**

## GERIATRIC PSYCHOPHARMACOLOGY

1 credit

This course explores treatment of mental health problems in the elderly using pharmacological interventions. Drug treatment for depression and psychosis are featured, as well as management of behavior disorders related to dementia along with the role of psychoactive drugs in the care of older adults. Appropriate and inappropriate uses of such drugs will be compared. Depression and dementia will be examined as prototypes of psychoactive drug use in the elderly. End-of-life issues and pain relief will be addressed.

*Pre-requisites: GERO 410/510, 422/522, or special permission.*

**HSC 516**URBAN HEALTH: FAMILIES AND CHILDREN IN JEOPARDY 

3 credits

This course explores the public health resources and challenges of urban families and their children. Utilizing models suitable for vulnerable populations, the impact of social, economic, and educational factors on the well being of urban populations is investigated. Students examine urban communities as complex physical and social environments. Selected threats to quality of life and the effects of common high-risk behaviors on family health are assessed. This course recognizes the family unit as the basis for interrelations health. Students engage family members and community organizations as partners in positive family health strategies. Experiential and service learning projects emphasize both family and community assessments.

Graduate courses in other schools (Business and Arts and Sciences) may be taken as electives in the M.S.N. tracks. Students may also take courses in the post-master's certificate program in Nursing Education as electives, as well as graduate-level nursing courses in the certificate programs.

**Nursing Certificates**

La Salle offers a variety of post-baccalaureate certificates for nursing professionals interested in broadening their skills. These college credit-bearing courses may be applied toward degree requirements at La Salle University in addition to meeting the requirements of the certificate program. For more information on any of the listed programs, contact La Salle's School of Nursing and Health Sciences at 215.951.1430.

**School Nurse Certificate**

The La Salle School Nurse Certificate Program prepares nurses to serve children from infancy to 21 years of age in school settings. The specific

programmatically focus is the needs of school-aged children and adolescents. School nurses provide preventive health teaching and manage primary health-care needs. They deliver services that improve the health status of children based on the principle that healthier children achieve greater academic success. La Salle's School Nurse Certificate Program enables registered nurses who have earned baccalaureate degrees in nursing to prepare for and receive initial certification as school nurses.

**Post-Master's Certificate Options are also available in all MSN tracks:**

Clinical Nurse Specialist—Adult Health and Illness, Nurse Anesthesia, Nurse Practitioner—Adult Gerontology Primary Care Nurse Practitioner, Family Primary Care Nurse Practitioner, Public Health Nursing, and Nursing Administration/MBA. For more information, contact the School of Nursing and Health Sciences at 215.951.1413.

**Post-Master's Certificate in Nursing Education**

A three-course post-master's certificate is available for students who already possess a master's degree in a clinical area. The following three courses are required and may be taken as electives in the MSN tracks.

**NUR 610 (F)**  
NURSING AND HEALTH EDUCATION  
3 credits

This is the first graduate nursing education course in a three course sequence designed to prepare the master's-level nurse for beginning teaching roles in nursing education, staff development, and public/health education. The course explores the historical and philosophical underpinnings of education and their relevance to the education of nurses and the public. Emphasis is given to nursing education theory, critical analysis of theories of learning and teaching strategies, and exploration of current issues in nursing education, nursing practice, and public/health education.

*Prerequisite: None*

**NUR 611 (S)**  
METHODS OF EDUCATION IN NURSING  
3 credits

This course builds on the content of NUR 610 and focuses on the way in which the components of the teaching/learning process are organized in order to meet the needs of the learner—nursing student, client/patient and family, or practicing nurse. The emphasis in this course is on the application of models and strategies in any classroom or clinical setting where nurses are responsible for others' learning.

*Prerequisite: None*

**NUR 612**  
FIELD STUDY IN NURSING EDUCATION  
4 credits

This seminar and preceptored practical course is designed to integrate educational theory and methods. Students will participate in a variety of experiences that focus on educating nursing students, other nurses, and nursing's clients. The ethical and legal issues of education will be explored.

*Prerequisite: NUR 610, NUR 611*

**MASTER OF ARTS IN PROFESSIONAL AND BUSINESS COMMUNICATION**

**Faculty**

Director: Pamela Lannutti, Ph.D.

Professors: Dainton, Molyneaux

Associate Professors: Aylor, Dunleavy, Lannutti, M. Smith, Texter, Zelle

Assistant Professors: Collins, Lashley, Pampaloni

**Description of Program**

The Master of Arts in Professional and Business Communication is a 36-credit program for people who wish to improve their communication skills and understanding of communication issues and practices within business and professional organizations. It is designed to be broad in scope but provides sufficient depth for students to explore issues that meet their interests or needs.

Students may elect to complete the M.A. program in one of two ways. First, students in the One-Year M.A. program complete their degree within 12 months. Students in the One-Year program are expected to be full-time students available for day and evening classes. Second, the part-time program allows working adults to take classes during the evenings and weekends, progressing through the program at a pace of their choosing.

**Admission Requirements**

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

1. Evidence of successful academic achievement in the completion of a bachelor's degree from an accredited institution of higher education. The student's record must show a completion of at least 24 credit hours in any combination of communication, humanities, and social science courses, and an overall "B" average (3.0/4.0). International students must possess the equivalent of a four-year bachelor's degree.
2. The application for admission.
3. A professional résumé.
4. An interview with the program director, which will focus on professional goals.
5. A writing assessment.
6. For students with an undergraduate GPA below 3.25, two letters of recommendation from professors and/or supervisors who can address the candidate's ability and motivation for enrolling in the program.

The University's Nondiscrimination Policy is stated in the introduction section of this catalog. Because oral communication is an integral part of most courses in the program, students must be able to communicate clearly in English. International students must achieve a minimum TOEFL score: CBT 230/PBT 575/IBT 88. A maximum of six credit hours are eligible for transfer from another institution or from another La Salle graduate program.

**The Application for Admission may be obtained by contacting:**

Pamela Lannutti, Ph.D., Director  
Graduate Program in Professional and Business Communication  
La Salle University  
Philadelphia, PA 19141  
215.951.1155

E-mail: [gradcomm@lasalle.edu](mailto:gradcomm@lasalle.edu)

Web site: [www.lasalle.edu/admiss/grad/profcomm/](http://www.lasalle.edu/admiss/grad/profcomm/)

### Tuition and Fees 2013-2014

Application Fee . . . . .	\$35
Online Application . . . . .	free
Tuition (per credit hour, part-time program) . . . . .	\$695
Tuition (full-time program, full year) . . . . .	\$28,910
General University Fee, per semester . . . . .	\$100
Technology Fee, full-time, per semester . . . . .	\$100
Technology Fee, part-time, per semester . . . . .	\$50
Parking Fee . . . . .	\$45

### Tuition Assistance

The program offers three kinds of financial assistance. First, the Professional and Business Communication program provides scholarship grants for part-time students. These awards are available through the program office on a competitive basis, and pay up to 1/3 of the cost of a course for a student.

Second, graduate assistantship awards are also available for superior full-time M.A. students who are available during the week for a work assignment within the department. Graduate assistants do not teach, but are used in program administration and promotion.

Finally, full-time students who are also eligible for federal work study are employed in the department to do professional tasks. Consult the Director of the Professional and Business Communication program for more details about the scholarships, assistantships, or work study opportunities.

The University also participates in a variety of loan programs. Information about financial aid and application forms may be obtained from the Director of Student Financial Services, La Salle University, Philadelphia, PA 19141, 215.951.1070.

### Progression Through the One-Year Program

The One-Year Master of Arts in Professional and Business Communication is a 36-credit program intended to be completed within 12 months, requiring all degree recipients to complete the following:

1. One 3-credit course during the intersession in the first summer
2. Four 3-credit courses during the fall semester
3. One 3-credit course during the winter intersession
4. Four 3-credit courses during the spring semester
5. COM 626 (Practicum I) and COM 627 (Practicum II) during the summer session(s) in the second summer

Students must complete the program with a minimum 3.0 GPA. Students may be required to continue their studies beyond one year if they withdraw from a course or if their grades require courses to be repeated. Students complete the program in a cohort, and there will be limited choices in electives.

### Core (seven courses, 21 credits)

- COM 600 Applied Communication Theory
- COM 601 Professional Communication Ethics
- COM 602 Effective Presentations
- COM 603 Strategies for Professional Writing
- COM 604 Applied Communication Research Methods

COM 626 Practicum I ( may only be taken after the completion of 27 or more graduate credits and COM 604)

COM 627 Practicum II ( may only be taken after the completion of 27 or more graduate credits and both COM 604 and COM 626)

### Some Possible Electives ( five courses, 15 credits)

- COM 608 Intercultural Communication and Organizational Life
- COM 610 Leadership and Interpersonal Communication
- COM 612 Approaches to Organizational Communication
- COM 613 Approaches to Public Relations
- COM 614 Communication and Conflict
- COM 615 Persuasion
- COM 616 Group and Team Communication
- COM 619 Public Relations Campaigns
- COM 641 Social Media
- COM 670-677 Topics in Professional Communication

### Progression Through the Part-Time Program

The part-time Master of Arts in Professional and Business Communication is a 36-credit program requiring all degree recipients to complete the following course.

1. The core
2. The Practicum I (COM 626) and the Practicum II (COM 627), after at least 27 graduate credits and COM 604
3. The completion of 15 credits toward electives (which can be in a concentration)

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

### Core and degree completion (7 courses for 21 credits)

- COM 600 Applied Communication Theory
- COM 601 Professional Communication Ethics
- COM 602 Effective Presentations
- COM 603 Strategies for Professional Writing
- COM 604 Applied Communication Research Methods
- COM 626 Practicum I (must have completed at least 27 graduate credits and COM 604 )
- COM 627 Practicum II (must have completed at least 27 graduate credits and COM 604 and COM 626)

### Possible Concentrations

In addition to the core courses, students in the part-time program can complete concentrations in Communication Management, Communication Consulting and Development, Public Relations, and General Professional Communication.

### Communication Management

The Communication Management concentration provides students with advanced theoretical understanding and practical skills needed for successful leadership in interpersonal, group, and organizational communication. Coursework emphasizes how communication competence is achieved through analysis, problem-solving, teamwork, and conflict management. This track meets the needs of students in a variety of organizations who seek to improve their effectiveness as managers and leaders.

## Communication Consulting and Development

The Communication Consulting and Development concentration provides students with the theoretical knowledge and technical skills necessary for assessing and enhancing the performance of organizational leaders, members, and teams. Broadly, coursework focuses on organizational communication consulting and training and development. Specifically, students will learn to improve organizational communication processes by assessing communication needs and patterns, crafting and implementing plans for individual and team development, and assessing organizational or individual outcomes. This concentration is best suited for experienced students who wish to develop careers in organizational and change management consulting, training and development, meeting facilitation, and executive coaching.

### Public Relations

Public relations is the management of communication between an organization and the publics upon which it depends and influences. This concentration seeks to develop students' theoretical understanding of public relations as a strategic communication process and to enhance the practical skills necessary to implement and manage public relations activities. Students in this concentration typically are pursuing careers in corporate, nonprofit, or agency public relations.

### General Professional Communication

This option is intended for students interested in advanced study in the broad field of communication. Students who opt for this track can combine elective courses from across tracks to create a program that meets their personal and professional needs. In addition to the career paths identified in the other tracks, students may prepare for additional study at the doctoral level.

## GRADUATE CERTIFICATES

### Admission Requirements

To be accepted into the Certificate Program, a student must present the following:

1. The Application for Admission, accompanied by the stipulated application fee made payable to La Salle University. Online applicants do not have to pay the application fee.
2. Transcripts showing evidence of successful academic achievement in completion of a bachelor's degree from an accredited institution of higher education. Typically students must have at minimum a 2.75 GPA (B- average) in undergraduate studies. An interview with the Director of Graduate Studies, preferably in person. An interview with the Director of Graduate Studies, preferably in person.
3. An interview with the Director of Graduate Studies, preferably in person.
4. A writing assessment (may be done via the Internet if the applicant lives at a significant distance from La Salle). For international students, the TOEFL replaces this requirement.
5. Submit a professional résumé.

The University's Nondiscrimination Policy is stated in the introduction section of this catalog. Because oral communication is an integral part of most courses in the Program, students must be able to communicate well in English.

### Tuition and Fees 2013-2014

Application Fee . . . . .	\$35
Tuition, per credit hour . . . . .	\$695
General University Fee, per semester . . . . .	\$100
Technology Fee, full-time, per semester . . . . .	\$100
Technology Fee, part-time, per semester . . . . .	\$50
Parking Fee . . . . .	\$45

## GRADUATE CERTIFICATE IN PROFESSIONAL AND BUSINESS COMMUNICATION

This program is designed for students with bachelor's degrees who wish to upgrade their communication skills and understanding of how communication works and can be utilized in the professional and business world.

The certificate is attained by the successful completion of six La Salle University graduate courses in Communication, with a 3.00 GPA or higher, including COM 601, Professional Communication Ethics; COM 602, Strategies for Professional Writing; and COM 603, Effective Presentations.

### Certificate Requirements:

18 credits (six courses) and a 3.0 GPA

#### Required (Three courses, nine credits)

- COM 601** Professional Communication Ethics
- COM 602** Effective Presentations
- COM 603** Strategies for Professional Writing

#### Electives: (Three courses, nine credits))

- COM 608** Intercultural Communication and Organizational Life
- COM 610** Leadership and Interpersonal Communication
- COM 612** Organizational Communication
- COM 613** Approaches to PR
- COM 614** Communication and Conflict
- COM 615** Persuasion
- COM 616** Group and Team Communication
- COM 619** PR Campaigns (prerequisite: COM 613)
- COM 621** Communication Training and Development
- COM 623** Public Relations Writing and Media Relations
- COM 630-635** Professional Communication Special Topic Modules
- COM 641** Social Media
- COM 670-677** Professional Communication Special Topic Courses

## CERTIFICATE IN SOCIAL AND NEW MEDIA

### Faculty

Director: Pamela Lannutti, Ph.D.

Professors: Dainton, McManus

Associate Professors: Aylor, Beatty, Kirsch, Redmond, Smith, Zelley

Assistant Professors: McCoe, Pampaloni

### Description of the Program

The certificate in Social and New Media aims to assist individuals in mastering the changing digital technology landscape. Social and new media have changed the way that organizations reach their customers and other stakeholders, so courses in this graduate certificate seek to assist working professionals to both understand communication strategies for social and new media and develop the technical skills to implement

those strategies. There are five courses in the program. Upon successful completion of the certificate, qualified students may elect to continue with the M.A. in Professional and Business Communication by completing an additional 21 credits.

### Learning Objectives of the Program

- Summarize ethical behavior relative to the personal and professional use of emerging technologies;
- Analyze legislation and regulations dealing with the use of emerging digital communication technologies;
- Describe social media communication and its effect on society and the business market;
- Design technology solutions to effectively support personal and professional digital media communications;
- Implement basic technology solutions to support digital communication messages;
- Evaluate plans to implement emerging technology communication processes and goals;
- Compare and critique technology solutions to support digital media communication goals.

### Tuition Assistance

The Professional and Business Communication graduate program offers some scholarships to students who demonstrate academic excellence and who do not receive employer tuition benefits. The scholarships are competitive and applications must be submitted to the program director every semester. The scholarship pays for one credit for a three credit course, with a maximum amount of two credits for individuals taking six credits during a semester.

### Curricular sequence (list of courses)

COM 601  
COM 641  
COS 646  
INL 635

Choice of:

COM 640  
COM 645  
INL 660

### Admission Requirements for the Certificate Program:

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

- Evidence of successful academic achievement in the completion of a bachelor's degree from an accredited institution of higher education. The student's record must show a completion of at least 24 credit hours in any combination of communication, humanities, and social science courses, and an overall "B-" average (2.75/4.0). International students must possess the equivalent of a four-year bachelor's degree.
- The application for admission.
- A professional résumé.
- An interview with the program director, which will focus on professional goals.
- A writing assessment.

### Course Descriptions

#### COM 600

APPLIED COMMUNICATION THEORY  
3 credits

This course focuses on the nature and function of communication theory. It examines the role of theory in understanding communication events and explores various advanced communication theories as they apply to professional communication.

#### COM 601

PROFESSIONAL COMMUNICATION ETHICS  
3 credits

This course is designed to examine and critique a range of ethical theories regarding human behavior in interpersonal, group, professional, and mediated contexts. It also is designed to give the students a number of opportunities to apply and critique those theories to a range of hypothetical and real-life situations.

#### COM 602

EFFECTIVE PRESENTATIONS  
3 credits

This course focuses on the development and enhancement of public presentation skills. It presents theoretical background for speaking in different types of public situations, but concentrates primarily on speech preparation and skill development. Use of presentation graphics will be included.

#### COM 603

STRATEGIES FOR PROFESSIONAL WRITING  
3 credits

This is an advanced writing course designed to show participants how to write the documents commonly used in business and in the professions. The course is designed to develop writing and editing skills that participants can use in their professional lives. In addition, the course provides practical instruction in how to effectively manage the writing of others.

#### COM 604

APPLIED COMMUNICATION RESEARCH METHODS  
3 credits

This course introduces graduate students to qualitative and quantitative research methods, particularly the practical aspects of designing and implementing surveys, focus groups, and content analysis. The course will examine how research can be applied in professional settings.

*Prerequisite:* COM 600

#### COM 608

INTERCULTURAL COMMUNICATION AND ORGANIZATIONAL LIFE  
3 credits

This course explores the issues that surround the notion of cultural diversity and form the basis for the study of intercultural communication. Special emphasis will be given to how culture is communicated and interpreted by persons of diverse backgrounds. Within this matrix, the course will explore a variety of communication issues pertinent to professional and organizational life.

**COM 610**  
LEADERSHIP AND INTERPERSONAL COMMUNICATION  
3 credits

This course focuses on the nature and function of interpersonal communication. Content incorporates advanced theories and research on interpersonal communication and their application to the practice of effective interpersonal communication in everyday and professional life.

**COM 612**  
APPROACHES TO ORGANIZATIONAL COMMUNICATION  
3 credits

This course provides advanced study of the theoretical and conceptual aspects of organizations and organizational communication and of their application to practice. The course explores methods for the analysis and evaluation of organizational communication networks and for the planning and development of communication intervention strategies.

**COM 613**  
APPROACHES TO PUBLIC RELATIONS  
3 credits

This course explores public relations as the management of communication between an organization and its various internal and external stakeholders. It examines theoretical and conceptual frameworks with an eye toward the practical application of appropriate ethics, decision-making, research analysis, design, implementation, and evaluation strategies.

**COM 614**  
COMMUNICATION CONFLICT MANAGEMENT  
3 credits

This course focuses on the nature and function of healthy and unhealthy communication conflict. Content incorporates theories of conflict and the application of effective conflict management techniques.

**COM 615**  
PERSUASION  
3 credits

The ability to win support for ideas and motivate others to action is an essential skill for communication professionals and managers. This course will explore the persuasion process in public, organizational, and interpersonal settings. Students will develop practical skills in message design and other techniques to become ethical persuaders.

**COM 616**  
GROUP AND TEAM COMMUNICATION  
3 credits

This course weaves theory of small group interaction with a focus on the practice of participating in groups. Emphasis is placed on factors affecting and affected by symbolic exchanges in task groups. Specific topics include group climate, group decision-making, and leading groups.

**COM 619**  
PUBLIC RELATIONS CAMPAIGNS  
3 credits

The course will introduce students to the process of planning and implementing public relations campaigns. Students will examine techniques for developing and managing public relations campaigns for internal and external audiences. Students will also review historic and contemporary public relations campaigns for both their effectiveness and their social implications.

**COM 620**  
STRATEGIC COMMUNICATION CONSULTING  
3 credits

This course will provide an introduction to the field of communication consulting. The primary aim of the course is to provide students the opportunity to explore the main aspects of communication consulting, in particular, communication strategy development. The course will focus on the key elements of communication strategy development, including determining objectives, identifying stakeholders, conducting research, crafting key messages, selecting appropriate media, branding the campaign, drafting a comprehensive work plan, and managing the overall project. Throughout, students will be challenged to apply communication best practices to case study assignments.

**COM 621**  
COMMUNICATION TRAINING AND DEVELOPMENT  
3 credits

This course provides students with a theoretical and practical overview of training and development. As a complement to the study of organizational communication, students will learn how professionals identify communication needs, and then design, deliver, and assess employee learning, training, and development initiatives.

*Prerequisite:* COM 612

**COM 623**  
PUBLIC RELATIONS WRITING AND MEDIA RELATIONS  
3 credits

Public relations strategists also must understand and master the primary public relations skill—writing. This class will develop students' public relations writing and editing skills for the media and various business segments. An emphasis will be placed on the strategic use of various communication tools.

*Prerequisite:* COM 613

**COM 625**  
PRACTICUM PROPOSAL  
1.5 credits

This course is designed to prepare the student for the practicum experience. Students learn about the process of developing and carrying out the practicum, and they gain an understanding of standards and expectations that students need to meet to be successful in the practicum. Specifically, students will be challenged to identify real-world professional communication problems, and to develop a proposal for how to study that problem. At the conclusion of the course students will have a fully-developed proposal for their practicum project. NOTE: Students must receive a B in this course before they are permitted to enroll in COM 626.

**COM 626**  
PRACTICUM I  
3 credits

This course provides students with the opportunity to apply classroom learning to address a communication challenge or opportunity for an organization. Students work with members of the organization to identify the communication challenge or opportunity, research the challenge or opportunity, and provide suggestions to address the challenge or opportunity. Choice of practicum site and project is developed by the student through consultation with a faculty member and cooperating organization. Practicum I focuses on the initial stages of the Practicum project including site identification, literature review/situation analysis, hypothesis/research question development, study design, and initial data collection.

*Prerequisite:* 27 credit hours in Professional and Business Communication and completion of COM 604.

**COM 627 (S, F, SP)**

## PRACTICUM II

3 credits

This course provides students with the opportunity to apply classroom learning to address a communication challenge or opportunity for an organization. Students work with members of the organization to identify the communication challenge or opportunity, research the challenge or opportunity, and provide suggestions to address the challenge or opportunity. Choice of practicum site and project is developed by the student through consultation with a faculty member and cooperating organization. Practicum II focuses on the final stages of the Practicum project, including final data collection, analysis, reporting, and presentation.

*Prerequisites:* Successful completion of 27 Professional and Business Communication credits, Com 604 and Com 626.

**COM 630-635**

## TOPICS IN PROFESSIONAL DEVELOPMENT

1.5 credits

The field of communication is rapidly changing, with new issues and technologies emerging constantly. Moreover, there are some professional communication topics that require more depth than in a traditional course but do not warrant a full-semester course by themselves (such as crisis communication). It is assumed that the topics covered will relate to each of the tracks or be of general interest to all professional communication students. Students may repeat a module for credit as long as the topic is sufficiently different.

**COM 640**

## PROFESSIONAL MEDIA DEVELOPMENT (SUMMER)

This course presents current audio and video practices and technologies used in corporate and institutional communications. Students will implement this pre-production, production, and post-production practices in developing messages for corporate and institutional audiences. Students will gain a general understanding of script-writing, lighting, audio, and editing tools used in media production to enable them to best communicate with professional videographers and audio technicians.

**COM 641**

## SOCIAL MEDIA

The course will explore the new media landscape in terms of online expression, social networking, identity management, and community building. Central questions include: How is social media changing the way people work and live? What are the implications for individuals and for the organizations they work with? What opportunities and challenges do individuals, news organizations, and businesses face regarding communication, identity/brand management, and community building? This course is grounded in practice, and students will be required to participate in social networks, forums, blogs, wikis, micro-blogs, and other emerging forms of social media.

**COM 645**

## SPECIAL TOPICS IN SOCIAL AND NEW MEDIA

Given the rapid change in communication technologies, this course provides an opportunity to examine 'state-of-the art' topics in social and new media. Sample topics are Content Development for Mobile Applications, Digital E-vangelism, and Social Media Metrics.

**COM 661**

## GRADUATE INTERNSHIP I

1.5 credits

This graduate-level course allows students to work in a professional communication position, requiring them to link their graduate coursework with professional communication activities. Students are expected to work at least 75 hours over the course of the semester. To be permitted to enroll in the internship, students must:

1. Be an M.A. student in Professional and Business Communication;
2. Have at least a 3.0 G.P.A.;
3. Have completed at least 12 credits of coursework, including Com 602 (Presentation Skills) and Com 603 (Professional Writing);
4. Have permission of the graduate director.
5. Students may NOT take internship credit with an organization for whom the student works full-time.

**COM 662**

## GRADUATE INTERNSHIP II

1.5 credits

This graduate-level course allows students to work in a professional communication position, requiring them to link their graduate coursework with professional communication activities. Students are expected to work at least 75 hours over the course of the semester. This course may be combined with Com 661 to create 3 credits during a single semester, or it may be taken as a second internship during a subsequent semester. To be permitted to enroll in the internship, students must:

1. Be an M.A. student in Professional and Business Communication;
2. Have at least a 3.0 G.P.A.;
3. Have completed at least 12 credits of coursework, including Com 602 (Presentation Skills) and Com 603 (Professional Writing);
4. Have permission of the graduate director.
5. Students may NOT take internship credit with an organization for whom the student works full-time.

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**MASTER OF PUBLIC HEALTH****Faculty**

Director: Holly Harner, Ph.D., MPH, CRNP, WHCNP-BC

Assistant Professors: Baker, Brennan, Harner

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**Description of Program**

The Master of Public Health (MPH) Program at La Salle University provides students with opportunities for knowledge and skill development to solve public health problems. Students collaborate with community members and other professionals to create and evaluate health promotion and disease prevention programs. The curriculum includes a practice immersion and a capstone project that emphasize case findings, health education, and disease prevention. The MPH curriculum is designed to ensure that upon graduation students have attained knowledge in the broad field of public health, with particular emphasis on health disparities in urban communities. MPH students complete their public health practice hours in communities identified as medically underserved or vulnerable. Students bring the knowledge, skills, and attitudes gained in core and cross-cutting competency, elective, practice, and capstone courses to the practice site that meet the public health needs of communities.

La Salle University is an applicant for accreditation by the Council on Education for Public Health.

<http://ceph.org/accredited/applicants/>

### Public Health Practice Experience

Placement in the public health practice experience is established by the student's faculty adviser by an affiliation agreement with a health-care agency or organization invested in health-related programs. Students are matched with public health sites based on academic and prior work experience, individual interest, and professional goals. Students must complete 240 practice hours. The emphasis of the MPH program is program implementation and evaluation that is focused on the public health needs of underserved and vulnerable communities.

### Capstone

The purpose of the capstone project (also referred to as a culminating experience) is to have MPH students demonstrate the application and mastery of the MPH program core competencies. This culminating experience is required by the Council on Education for Public Health (CEPH), the accrediting agency for programs of public health.

The capstone project allows students to demonstrate proficiency in the public health core and cross-cutting competencies. Students will work closely with MPH faculty to identify a meaningful and scholarly capstone project that will contribute to the discipline of public health. Students will develop their capstone project based on their academic interests and their future career goals. Successful completion and presentation of the capstone signifies that the MPH student is prepared to be a public health practitioner.

### Mission

The mission of the La Salle University Master of Public Health (MPH) Program, which is rooted in the larger University mission, is to educate professionals from diverse disciplines and backgrounds in core public health knowledge areas so that they are equipped to help prevent disease and promote physical and mental health and social well being through public health practice, leadership, and research.

### Values

The La Salle Master of Public Health (MPH) Program's core values stem from the broader University's values, including teaching excellence, the importance of community, service to the poor, and education that fosters spiritual development. Specifically, the Program's core values include:

1. Excellence in teaching that fosters idealism, creativity, and innovation.
2. Service to vulnerable and underserved populations that helps promote health and prevent disease.
3. Research and scholarship that engages communities as partners in improving the environmental and social conditions necessary to achieve physical and mental health and social well-being.
4. Ethical decision making that considers social justice and health equity.
5. Respect for cultural and religious values at the individual, family, community, and societal levels.
6. Equality for individuals and communities regardless of race, ethnicity, religion, age, gender, sexual orientation, or ability.
7. Commitment to lifelong professional and personal development.

### Learning Objectives of the Program

At the completion of program the student will be able to:

1. Analyze determinants of health and disease using an ecological framework.
2. Explain the role of epidemiology in informing scientific, ethical, economic, and political discussion of health issues.
3. Describe the role biostatistics serves in the discipline of public health research and practice.
4. Identify genetic, physiologic, and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
5. Describe the legal and ethical bases for public health and health services.
6. Apply the principles of program planning, development, budgeting, management, and evaluation in organizational and community initiatives.
7. Compare basic theories, concepts, and models from a range of social and behavioral disciplines used in public health research and practice.
8. Apply informatics and communication methods and resources as strategic tools to promote public health.
9. Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, and other moral theories) to issues of public health practice and policy.

### Vulnerable Populations Specific Competencies

1. Explain how professional ethics and practices relate to equity and accountability in diverse settings.
2. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.
3. Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems.
4. Collaborate with community partners to prioritize individual, organizational, and community concerns related to the health of vulnerable populations.

Note: Competencies adapted from the Association of Schools of Public Health (ASPH) Master's Degree in Public Health Core Competency Development Project

### Admission

Applicants may apply to the MPH program with the following earned degrees from a regionally accredited college or university:

Bachelor of Science,

Bachelor of Arts,

Bachelor of Science in Public Health,

Bachelor of Social Work,

Bachelor of Science in Nutrition

They may also apply with a Master of Science in Nursing, professional doctoral degree, or research doctoral degree.

To be accepted for admission into the MPH program, an applicant must present the following:

1. Official transcript evidence of successful academic achievement in completing baccalaureate, master's, and/or doctoral degrees, with a minimum scholastic GPA of 3.0 on a 4.0 scale. Students with an undergraduate or graduate GPA of less than 3.0 might be provisionally accepted and may take up to three courses. Students who are provisionally accepted must achieve a B or better in their first three MPH courses in order to be considered for formal acceptance.
2. A current curriculum vitae/résumé.
3. A personal statement (600 words or less) addressing the applicant's reasons for wanting to enroll in the MPH program and his or her career plans upon completion of the program at La Salle School of Nursing and Health Sciences. An applicant should note any relevant strengths or weaknesses in his or her background or ability to carry out professional responsibilities.
4. Two letters of reference, one from a professor (academic reference).

Additionally, candidates for admission must:

1. Complete and submit La Salle University's electronic application
2. Interview with the MPH Program Director or designee.
3. Complete an introductory statistics course (including inferential and descriptive), earning a B or better.

Important: Without exception, students may not begin practicum courses without submitting:

- Criminal and child abuse clearances; FBI background check.
- Drug clearances
- Health and physical examination documents (including current immunization/titers)

### Application Deadlines

The Master of Public Health Program admits students for the Fall term only. All documents should be submitted by August 15 for consideration. International student applications should be completed at least two months prior to the date listed above.

Students desiring to audit courses or take a course as a non-degree student must apply for admission in the same manner as MPH candidates. Students who are accepted provisionally will be evaluated by the Master of Public Health Program Admissions Committee after three courses.

Holly M. Harner, Ph.D., MPH, CRNP, WHCNP-BC  
 Director, MPH Program  
 La Salle University  
 Philadelphia, PA 19141  
 215.951.1865  
[harner@lasalle.edu](mailto:harner@lasalle.edu)

All documents should be sent to the following:

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

215.951.1100 / Fax 215.951.1462  
[grad@lasalle.edu](mailto:grad@lasalle.edu)

### Transfer of Credit

Students may transfer up to nine hours of graduate-level work at the discretion of the Program Director.

### Tuition and Fees 2013-2014

Application Fee . . . . .	\$35
Tuition, per credit hour . . . . .	\$815
General University Fee, per semester . . . . .	\$85
Technology Fee, full time . . . . .	\$100
Technology Fee, part time . . . . .	\$50
Parking Fee . . . . .	\$45

### Tuition Assistance

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

### Progression in the MPH Program

Students complete 51 semester hours of degree requirements. This coursework includes successful completion of all core and cross-cutting competency, elective, practice, and Capstone courses. The cumulative GPA in the MPH Program must be a 3.0 or better in order to graduate.

### Plan of Study: Scope and Sequence of Master of Public Health Program

The MPH curriculum incorporates several elements: core and cross-cutting competencies, electives, practice, and two capstone courses. The Council on Education for Public Health (CEPH) Standards structures this curriculum. The Association of Schools of Public Health (ASPH) guides the core and cross-cutting competencies. Courses generally run over 15 weeks in the fall and spring semesters and 7 to 12 weeks in the summer session. The following section details the length of the academic units in courses and credit hours organized in the curricular structures of core and cross-cutting competency, elective, practice, and capstone courses.

### Core Competencies (18 credits)

Classes	Credits
<b>PHLT 520</b> Environmental Health and Program Design	3
<b>PHLT 530</b> Public Health Leadership and Management	3
<b>PHLT 635</b> Public Policy, Program Planning, and Evaluation	3
<b>PHLT 637</b> Epidemiology	3
<b>PHLT 704</b> Statistics and Biostatistics	3
<b>PHLT 705</b> Social and Behavioral Sciences in Public Health	3

### Cross-Cutting Competencies (18 credits)

Classes	Credits
<b>PHLT 500</b> The Ethical Basis of the Practice of Public Health	3
<b>PHLT 512</b> Informatics	3
<b>PHLT 513</b> GIS Applications for Public Health	3
<b>PHLT 540</b> Introduction to Public Health: Concepts of Health and Disease	3
<b>PHLT 696</b> Grant Writing Seminar	3
<b>PHLT 707</b> Community Health Promotion	3

### Electives (Choose 1 elective—3 credits)

Classes	Credits
<b>PHLT 551</b> Urban Men's Health	3
<b>PHLT 554</b> Public Health, AIDS, and Society	3
<b>PHLT 556</b> Reproductive Health for the Public Health Practitioner	3

<b>PHLT 557</b>	Women, Gender, and Public Health	3
<b>PHLT 558</b>	Adolescent Health: Public Health Issues, Programs, and Policies	3
<b>PHLT 615</b>	Violence Prevention and Control	3

### Public Health Practice (6 credits)

Classes	Credits
<b>PHLT 750</b> Public Health Practice Experience I (120 hours)	3
<b>PHLT 751</b> Public Health Practice Experience II (120 hours)	3

### Capstone (6 credits)

Classes	Credits
<b>PHLT 752</b> Public Health Capstone/Culminating Experience I	3
<b>PHLT 753</b> Public Health Capstone/Culminating Experience II	3

### Plan of Study

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#### Year 1

##### Fall (6 credits)

<b>PHLT 540</b>	Introduction to Public Health: Concepts of Health and Disease
<b>PHLT 704</b>	Statistics and Biostatistics

##### Spring (6 credits)

<b>PHLT 512</b>	Informatics
<b>PHLT 637</b>	Epidemiology

##### Summer (6 credits)

<b>PHLT 635</b>	Public Policy, Program Planning, and Evaluation
<b>PHLT 513</b>	GIS Applications for Public Health

#### Year 2

##### Fall (6-9 credits)

<b>PHLT 530</b>	Public Health Leadership and Management
<b>PHLT 705</b>	Social and Behavioral Sciences in Public Health
<b>Elective (optional)</b>	

##### Spring (6-9 credits)

<b>PHLT 500</b>	The Ethical Basis of the Practice of Public Health
<b>PHLT 707</b>	Community Health Promotion
<b>Elective (optional)</b>	

##### Summer (6 credits)

<b>PHLT 520</b>	Environmental Health and Program Design
<b>PHLT 696</b>	Grant Writing Seminar

#### Year 3

##### Fall (6 credits)

<b>PHLT 750</b>	Public Health Practice Experience I (120 hours)
<b>PHLT 752</b>	Public Health Capstone/Culminating Experience I

##### Spring (6 credits)

<b>PHLT 751</b>	Public Health Practice Experience II (120 hours)
<b>PHLT 753</b>	Public Health Capstone/Culminating Experience II

### Course Descriptions

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#### PHLT 500

THE ETHICAL BASIS OF THE PRACTICE OF PUBLIC HEALTH  
3 CREDITS/CROSS CUTTING COMPETENCY

This course provides an introduction to the practice of public health, through an exploration of the ethical and philosophical basis of public health research, practice, and policy. Students gain a broad overview

of some of the main philosophical and moral ideas used as a basis for resolving debates in the public health arena. Ethical theories are explored and critically examined, with a focus on their application to public health. Emphasis is placed on racial and ethnic disparities in health. Moral developmental theories will be discussed in light of the current debate regarding gender and racial disparities in decision for ethical practice from a systems theory perspective. The course draws on students' practice experiences to promote moral reflection and personal values clarifications with regard to contemporary public health challenges and examines current and emerging issues as influenced by emerging technological, clinical, political, legal, socio-economic, and fiscal factors.

#### PHLT 512

##### INFORMATICS

3 CREDITS/CROSS CUTTING COMPETENCY

This course focuses on understanding the fundamentals of computer systems and how they might be applied to support health care administration. It emphasizes the use of computer applications software for Internet research as well as data analysis and reporting. Content incorporates theoretical and "hands-on" exposure to word processing, spreadsheet, database management, presentation graphics, and electronic mail.

#### PHLT 513

##### GIS APPLICATIONS FOR PUBLIC HEALTH

3 Credits

This introductory course provides an overview of the basic concepts and uses of Geographic Information System (GIS) technology in public health. As part of a toolkit for public health professionals, ArcGIS provides a means to explore data on a spatial level and convey this information to a broader audience. Students will explore GIS tools and learn to manipulate, analyze, visualize, and illustrate geographic data. Students will examine relationships, trends and patterns using GIS technology. This course is structured to be a hands-on laboratory that covers both conceptual and technical topics.

#### PHLT 520

##### ENVIRONMENTAL HEALTH AND PROGRAM DESIGN

3 CREDITS/CORE COMPETENCY

Environmental Health studies health effects of modern ecosystems on human populations. Local and regional conditions such as air, water and soil contamination are scrutinized as are global threats, increasing population pressures, poverty and emerging threats to populations. Environmental Health integrates tools of ecological analysis, epidemiology, and toxicology and utilizes risk assessment to define and weigh human exposures to a range of toxicants. We examine impacts of environmental conditions including disaster preparedness, occupational health, community health and healthy conditions in the home. In this course students examine biological, physical, and chemical factors affecting the health of communities. They analyze direct and indirect effects of environmental and occupational agents and outcomes associated with exposure to hazards. Environmental risk assessment involves risk reduction and risk management. Mechanisms of toxicity are investigated. The responsibility of public health professionals for the human safety and health of communities through federal, state, and community regulations and agencies is explored.

#### PHLT 530

##### PUBLIC HEALTH LEADERSHIP AND MANAGEMENT

3 CREDITS/CROSS CUTTING COMPETENCY

Students explore theories of administration as applied to organizations focused on the delivery of public health programs in the context of community systems. They examine the access and distribution of health

services, question issues in managed care, and review budgeting issues challenging public health leaders in the United States. Case studies of health programs are scrutinized.

**PHLT 540**

INTRODUCTION TO PUBLIC HEALTH: CONCEPTS OF HEALTH AND DISEASE  
3 CREDITS/CROSS CUTTING COMPETENCY

Students focus on models of health promotion, disease prevention, and theories of disease causation from an evidence-base perspective. They explore genetic, physiologic, social, and behavioral factors affecting the health status of individuals and populations. Environmental agents that threaten health in urban and rural settings are considered from a systems perspective. Health disparities are investigated as evidenced by current research. Databases are surveyed to reveal vital statistics and public health records that inform public health programs. Health priorities, major diseases, and disease burden are examined.

**PHLT 551**

URBAN MEN'S HEALTH  
3 CREDITS/ELECTIVE

This course explores the growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicament of fragile populations with a focus on the unique health status of the urban male. This course recognizes that the trait masculinity, gender roles, employment, and psychosocial factors influence the way men care for themselves and others. Students experience health promotion activities in environments demonstrating the challenges urban men face when seeking access to health care.

**PHLT 554 (S, Winter Intercession)**

PUBLIC HEALTH, AIDS, AND SOCIETY  
3 CREDITS/ELECTIVE

This course provides in-depth study of the most critical public health issue facing society. Topics include current HIV/AIDS information and an exploration of issues including the history of HIV, transmission and risk factors for infection, local and global disparities in HIV infection, trends in research programs, international/political implications of research and prevention efforts, and the experiences of people living with HIV/AIDS.

**PHLT 556 (S, Winter Intercession)**

REPRODUCTIVE HEALTH FOR THE PUBLIC HEALTH PRACTITIONER  
3 CREDITS/ELECTIVE

Course content emphasizes theories of reproductive health, sexual development, and factors influencing sexual behavior within the continuum of health and illness. Common sexual practices and reproductive health issues of people are studied within the context of lifestyle and situational life crises. Concepts of normal sexual function and dysfunction are examined. Contemporary sexual health and reproductive issues are explored. Theoretical foundations of the medical, psychological, socio-cultural, political, and biological determinants of human sexual behavior and reproductive health will be explored. Issues of biology related to sex, gender identity, social sex role, and sexual orientation will be discussed. Contemporary issues of sexual risk behaviors, sexually transmitted infections, and safe sex practices will be examined in addition to those issues of chronic illness, disability, and sexual coercion.

**PHLT 557**

WOMEN, GENDER, AND PUBLIC HEALTH  
3 CREDITS/ELECTIVE

This course will focus on constructions of gender and sex and their implications for understanding determinants of population health and creating healthy public policy. It will consider how different frameworks

of addressing gender and biological sex shape questions people ask about, and explanations and interventions they offer for, societal patterns of health, disease, and well-being. The course will demonstrate ways of conceptualizing gender in relation to biology and health using case examples. In all cases, issues of gender will be related to other social determinants of health, including social class, racism, and other forms of inequality. Implications of diverse approaches will be debated, as part of developing useful strategies for improving physical, mental, and social well-being.

**PHLT 558**

ADOLESCENT HEALTH: PUBLIC HEALTH ISSUES, PROGRAMS, AND POLICIES  
3 CREDITS/ELECTIVE

This course focuses on the major public health issues of adolescents in the United States and the programs and policies that improve the health and well-being of this population. The students examine the prevalence and etiology of health and wellness indicators for youth and explore a variety of aspects of adolescence and adolescent health. They will analyze adolescent health concerns through conceptual frameworks and recommend effective solutions through interventions.

**PHLT 615**

VIOLENCE PREVENTION AND CONTROL  
3 CREDITS/ELECTIVE

Students review theories of violence causation and epidemiologic patterns of violence in urban settings. An ecological framework will be used to guide critical thinking about risk and protective factors regarding violence. Students explore secondary data sources important to public health practitioners working in the area of violence prevention and control. . Programs aimed at prevention violence and injury in urban settings will be examined and critically evaluated.

**PHLT 635**

PUBLIC POLICY, PROGRAM PLANNING, AND EVALUATION  
3 CREDITS/CORE COMPETENCY

This course will provide an introduction to health policy, program planning, evaluation and grant writing in the public health context. This course will allow students to strengthen and develop their skills in policy formulation and implementation. The social, economic, legal, ethical, and political environments, which influence public policy, planning, evaluation, and funding will be explored. Students will acquire familiarity with strategies for health planning, evaluation and health care funding.

**PHLT 637**

EPIDEMIOLOGY  
3 CREDITS/CORE COMPETENCY

This course is an introduction to epidemiology, the study of the distribution and determinants of health and disease in human populations. The course begins with examination of measures of health, including morbidity, mortality and others. The middle portion of the course focuses on techniques for studying the distribution and causes of population health. Particular emphasis is placed on understanding the strengths and weaknesses of different study designs. The remainder of the course is devoted to the application of epidemiological principles and evidence in practice and policy. Screening is examined as an essential element of public health practice.

**PHLT 639**

RACE, ETHNICITY, AND PUBLIC HEALTH  
3 CREDITS

This course provides students with an understanding of racial and ethnic influences on health status and the societal factors that shape them. Students examine the concepts of race and ethnicity and distinguish between categories of biological and social constructionist perspectives. They define and describe racial and ethnic health inequities, discuss mechanisms underlying inequities, and think critically about existing health research on health inequities. Students explore theoretical frameworks for interpreting inequities in health and examine approaches for elimination of racial and ethnic health disparities.

**PHLT 696**

GRANT WRITING SEMINAR  
3 CREDITS/CROSS CUTTING COMPETENCY

Students investigate private and governmental requests for proposals, grants databases, and grant elements with an emphasis on the introduction, proposal summary, problem statement, program goals and objectives, evaluation, personnel, equipment, consultants, budgets, timelines, and periodic reporting of progress. Requests for information from funding entities are also compared. Students write and critique a grant proposal based on the needs of a vulnerable population.

**PHLT 704**

STATISTICS AND BIOSTATISTICS  
3 CREDITS/CORE COMPETENCY

This course reviews correlation, prediction and regression, hypotheses testing, t-tests, ANOVA, and ANCOVA. Statistical support of decisions to treat is emphasized, including point and interval estimators, risk evaluation, odds ratio, and analysis of dichotomous and continuous variables representing health outcomes. Concepts are applied to the critique of research studies in health care disciplines.

**PHLT 705**

SOCIAL AND BEHAVIORAL SCIENCES IN PUBLIC HEALTH  
3 CREDITS/CORE COMPETENCY

Students analyze the contribution of social factors to health and illness, including risk behavior and health inequities. Health behavior programs and interventions are explored. Theories of health promotion, health behavioral change, and health education are examined and applied to a health promotion project for a vulnerable and diverse community.

**PHLT 707**

COMMUNITY HEALTH PROMOTION  
3 CREDITS/CROSS CUTTING COMPETENCY

In this course, students will learn key principles of community health promotion and community based participatory research (CBPR) principles. Students will learn methodological considerations of CBPR in establishing community collaborations and partnerships, community assessment, research planning, data collection, and dissemination efforts. Primary and secondary sources of data are analyzed and applied to community health analysis. Principles of community engagement are examined in relation to a community health promotion problem challenging a diverse group.

**PHLT 750**

PUBLIC HEALTH PRACTICE EXPERIENCE I  
3 CREDITS/120 HOURS/PRACTICE

The goal of the practicum course is to broaden students' exposure to public health practice, facilitates valuable work experience, and increases students' knowledge of specific career opportunities. Practice placements

are two semester long (120 hours/semester) and provide students with the opportunity to observe a public health professional in practice, complete a public health project that is mutually beneficial to the student and the organization, and synthesize knowledge and skills into public health practice. Students attend mandatory seminars where the principles and practices of public health are examined and students' awareness of the needs, challenges, and career opportunities in the field are further broadened.

**PHLT 751**

PUBLIC HEALTH PRACTICE EXPERIENCE II  
3 CREDITS/120 HOURS/PRACTICE

This second course allows students to continue to link public health concepts and ideas presented in the classroom to real world experiences in the public health practice setting. Students learn public health program evaluation as well as focus on public health workforce development, leadership, professional development, and preparation for entry into the public health workforce. Students continue their practice experiences and complete 120 hours in an underserved community setting. Seminar meetings are conducted in which students discuss their practicum projects and the continuing challenges of program development, evaluation, and implementation.

**PHLT 752 (F)**

PUBLIC HEALTH CAPSTONE I: SEMINAR  
3 CREDITS/CAPSTONE

Part one of this two-part course sequence facilitates initial development and planning for the Master of Public Health (MPH) student's Capstone thesis (also known as the culminating project). The culminating project is required for MPH programs by the Council on Education for Public Health (CEPH). Students conduct a comprehensive review of the scientific evidence related to a public health issue, concern, or intervention over two semesters. Students begin their Capstone thesis during the first Capstone course (PHLT 752) and complete the thesis and present their corresponding scientific poster during the second course (PHLT 753).

**PHLT 753 (S)**

PUBLIC HEALTH CAPSTONE II: SEMINAR  
3 CREDITS/CAPSTONE

Part two of this two-part course sequence continues the development and brings to completion the Master of Public Health (MPH) Capstone thesis (also known as the culminating project). A culminating project is a required component in MPH programs by the Council on Education for Public Health (CEPH). Students complete their Capstone thesis and present their corresponding scientific poster in this final course.

## SPEECH-LANGUAGE PATHOLOGY

### Faculty

Director: Barbara J. Amster, Ph.D., CCC-SLP  
 Professors: Amster, Goldstein  
 Associate Professors: Klein, Kleinow, Ruiz  
 Assistant Professor: Luckhurst  
 Director of Clinical Education: Mancinelli  
 Clinic Director: Costello

### Description of Program

La Salle University's Speech-Language Pathology Program offers a Master of Science in Speech-Language Pathology for students who have an undergraduate degree in communication sciences and disorders, speech-language pathology, audiology, or speech-language-hearing science. In addition, those students with an undergraduate degree in a related field can pursue the master's degree after completing prerequisite courses. See [www.lasalle.edu/schools/cpcs/content.php?section=post\\_bac\\_certificates&group=preslp&page=index](http://www.lasalle.edu/schools/cpcs/content.php?section=post_bac_certificates&group=preslp&page=index) for information about La Salle University's PreSLP Program.

Speech-language pathologists care for patients of all ages and cultural backgrounds with communication disorders. Speech-language pathologists assess, treat, and help to prevent speech, language, cognitive communication, voice, swallowing, fluency, and related disorders.

Our program provides personal and professional growth opportunities. The graduate program is a full-time cohort program. We offer classes in the late afternoon and early evening. Our clinical practicum experiences at our affiliate sites are offered during business hours. Students have the opportunity to gain from diverse, excellent clinical practicum experiences in a variety of professional settings. Our faculty share their vast array of clinical experiences with students and care about each student's success.

### Mission Statement of the Speech-Language Pathology Graduate Program

La Salle University's Speech-Language-Hearing Science Graduate Program provides a research-oriented, clinically based curriculum grounded in theoretical, ethical, and clinical knowledge in speech, language, and hearing science. Students learn to think critically and communicate effectively. They are prepared to meet professional credentialing, including American Speech-Language-Hearing Association certification as speech-language pathologists. Students gain knowledge and skills to evaluate, treat, and advocate for individuals with communication and swallowing disorders in a pluralistic society. Students learn to analyze and integrate research into clinical practice and value life-long learning.

### Goals of Program

The Master of Science in Speech-Language Pathology Program at La Salle University is designed to provide an accredited program in which students are prepared to function as qualified speech-language pathologists. The Program provides theoretical and clinical experiences that prepare students for leadership roles to meet the health, educational, and social needs of individuals with communication and swallowing disorders in the contexts of families, communities, and society. The Program is designed to equip students to meet requirements for certification by the American Speech-Language-Hearing Association, for licensure by the

Commonwealth of Pennsylvania, and as a foundation for doctoral study. Graduates of this program will earn a Master of Science degree.

### Learning Objectives of the Program

The following objectives reflect entry-level competency in all the basic human communication and swallowing areas, including articulation, fluency, voice and resonance, receptive and expressive language, hearing, including the impact on speech and language, swallowing, cognitive and social aspects of communication, and communication modalities.

The codes listed at the end of each objective refer to the ASHA Certification Standards from the Knowledge and Skills Acquisition (KASA) Form (March 2003).

1. Demonstrate proficiency in oral and written communication sufficient for entry into professional practice. (IV-G-3)
2. Apply basic biological/physical science, mathematics, and behavioral/social science to the study of communication and swallowing disorders. (IIIA, III-B)
3. Analyze, synthesize, and evaluate information in the areas of basic human communication and swallowing processes. (III-B)
4. Contrast basic human communication and swallowing processes with communication and swallowing disorders and differences. (III-C, III-D)
5. Demonstrate clinical skill in assessment, intervention, and prevention of human communication and swallowing disorders. (III-D, IV-G1a-g; 2a-g)
6. Integrate and demonstrate ethical, legal, and professional standards in the provision of speech-language pathology services. (IV-G-3d)
7. Integrate research with clinical knowledge to improve evaluation and treatment of individuals with communication and swallowing disorders. (III-A, III-B, III-C, III-D, IV-G)
8. Critique professional issues in speech-language pathology and advocate for individuals with communication and swallowing disorders. (IV-G)
9. Pursue education and credentials necessary for obtaining/maintaining certification and licensure for ongoing professional development. (IV-G)
10. Implement appropriate assessment and intervention for diverse client populations with communication and swallowing disorders. (III-C, III-D, IV-G)
11. Evaluate individuals with communication and swallowing disorders utilizing appropriate diagnostic tools. (III-C, III-D, IV-G)
12. Provide intervention for individuals with communication and swallowing disorders utilizing appropriate clinical methods and strategies. (III-C, III-D, IV-G)
13. Practice independently and collaboratively in various health-care and educational systems with appropriate professional manner. (III-A, III-B, III-C, III-D, IV-G)

### Accreditation

The Speech-Language-Hearing Science Program's Master of Science in Speech-Language Pathology at La Salle University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard, Rockville, MD 20850-3289, 301.296.5700. ASHA is the national professional, credentialing, and scientific organization for speech-language pathologists, audiologists, and speech-language-hearing scientists. To practice in most work settings, speech-language pathologists must hold a master's degree and become

certified by ASHA. This certification, called the Certificate of Clinical Competence (CCC), requires the successful completion of a specific program of coursework and practicum, a supervised Clinical Fellowship (CF), and passing of a national examination. Most states also require speech-language pathologists to be licensed to practice. Licensure requirements in 49 of the 50 states (including Pennsylvania, New Jersey, and Delaware) are identical to ASHA-CCC standards.

For more information about certification, please contact the American Speech-Language-Hearing Association at 1-800-498-2071 or [http://www.asha.org/certification/2005\\_SLP\\_FAQ.htm](http://www.asha.org/certification/2005_SLP_FAQ.htm).

La Salle University's Speech-Language-Hearing Science Program is approved for teacher certification for Speech and Language Impaired from the Pennsylvania Department of Education (PDE) of the Commonwealth of Pennsylvania. This Instructional I certificate is needed to work as a Teacher of Speech and Language Impaired in the various school systems in Pennsylvania. Any candidate applying for an Instructional I certificate is required by Pennsylvania State Board regulations to pass the appropriate sections of the PRAXIS Series Tests: Professional Assessments for Beginning Teachers, administered by the Educational Testing Service. Information about the PRAXIS Series Tests is available in the Program Director's office (St. Benilde 2201). Other states may also require prospective teachers to take these or other examinations. In addition to all of the requirements for completion of the master's degree, candidates for Instructional I certificates must be recommended by the Speech-Language-Hearing Science Program faculty. Recommendations are predicated upon successful completion of all course requirements with the required grade point average (minimum cumulative GPA of 3.0 and a minimum GPA of 3.0 in SLHS courses). In addition to the SLHS course requirements, candidates for Instructional I certificates must complete approved education courses and complete an approved full-time student teaching practicum (SLH 521). Education courses must be approved by the Director of the SLHS Program.

### Clinical Experiences

In accordance with ASHA certification requirements, the SLHS graduate program offers clinical education at various practicum sites. As part of La Salle's School of Nursing and Health Sciences, the Speech-Language-Hearing Science Program has established strong ties with more than 250 schools, hospitals, private practices, and rehabilitation facilities in the greater Philadelphia area for supervised clinical practicum affiliations. In Spring 2008 the Speech-Language-Hearing Science Program moved to St. Benilde Tower and opened the La Salle University Speech-Language-Hearing Community Clinics. SLHS students have observational and clinical practicum opportunities at these sites while receiving close supervision and instruction from La Salle University faculty members. The Speech-Language-Hearing Science Clinical Handbook contains program specific guidelines and procedures for clinical practicum experiences and may be obtained from the Program Director.

### THE NATIONAL STUDENT SPEECH LANGUAGE AND HEARING ASSOCIATION

The National Student Speech Language and Hearing Association (NSSLHA) is a pre-professional membership association for students interested in the study of communication sciences and disorders. La Salle University formed an ASHA recognized NSSLHA chapter in 2002. Membership in the La Salle NSSLHA chapter is available to undergraduate and graduate students enrolled in the Speech-Language-Hearing Science Program.

Student NSSLHA members can increase their involvement in the field by visiting professional work sites, engaging in group outreach programs, attending panel discussions, fundraising, and more. NSSLHA membership allows students to engage in leadership activities locally and nationally

by promoting dialogue between students, professionals, and community members.

Adviser: Maureen Costello, [costellom3@lasalle.edu](mailto:costellom3@lasalle.edu)

Visit the NSSLHA Web site: [www.nsslha.org](http://www.nsslha.org)

### Admission

To be considered for admission into the program, a student must apply via the CSDCAS Centralized application system <https://portal.csdcas.org/> and present:

1. Official transcript as evidence of completing a baccalaureate degree in Speech-Language-Hearing Science or the equivalent from an accredited institution of higher education with a GPA of 3.0 or above.
2. Official scores from the Graduate Record Examination (GRE) taken within the past five years. Please visit <http://www.asha.org/edfind/> to find out information on average GRE scores of students offered admission to our graduate program.
3. Three letters of reference. At least two references must be academic references.
4. A personal essay in 300 to 500 words, describing your reasons for pursuing graduate study in speech-language pathology. Please include why you are choosing La Salle University. We are interested in reading about your career goals as well as your clinical and research interests. You can also include any special life experiences which you believe will further demonstrate your qualifications.

All application information must be received and verified by the CSDCAS Web site on or before Feb. 1st. Please note that verification may take several weeks, after the application is submitted. No application will be reviewed that has not been verified by CSDCAS by the Feb. 1st deadline.

In addition, The SLHS Program participates in ASHA's Higher Education (HES) Edfind data system published on ASHA Web site <https://portal.csdcas.org/>. Data on the HES Web site pertains to current students in the SLHS master's program and indicates their group GPA and GRE scores. Applicants can visit the HES website for data about the GPA and GRE scores of students presently in our program.

The Admission Committee considers each applicant's accomplishments, experiences, and personal qualities as reflected in his/her personal statement and letters of recommendation. Special consideration may be made on the basis of having successfully completed substantial graduate coursework in a related discipline or noteworthy contributions to the field. A personal interview may be required. We invite applications from all students with a strong commitment to excellence in caring for those with communication and swallowing disorders. In order for students to meet 2005 ASHA certification standards, see [http://www.asha.org/Certification/slp\\_standards](http://www.asha.org/Certification/slp_standards) La Salle University's Speech-Language-Hearing Science Program includes prerequisites to graduate study. The chair of the Admission Committee evaluates graduate applications to determine whether an applicant has met all prerequisites. Applicants are asked to complete the undergraduate prerequisites before their application can be considered. La Salle University has developed the PreSLP Program to help students complete these prerequisite requirements in both online or classroom-based formats. For more information about the PreSLP Program, see [http://www.lasalle.edu/schools/cpcs/content.php?section=post\\_bac\\_certificates&group=preslp&page=index](http://www.lasalle.edu/schools/cpcs/content.php?section=post_bac_certificates&group=preslp&page=index). Upon admission to the M.S. in Speech-Language Pathology Program, the student meets with his/her adviser to determine the course of study, review the student's transcript to verify whether the student has fulfilled all the prerequisite requirements, and begin to implement the Knowledge and Skills Acquisition (KASA) summary form for evaluation by the Council For Clinical Certification (CFCC). If the student has not met the prerequisite requirements

(equivalent course title and description at the undergraduate institution) the student is required to meet these requirements upon entering the M.S. program. In certain situations, students may complete some necessary prerequisites simultaneously with graduate study. Students must fulfill prerequisite requirements prior to obtaining the master's degree.

#### For more information about the Program contact:

Dr. Barbara Amster, Director  
Speech-Language-Hearing Science  
La Salle University  
Philadelphia, PA 19141  
215.951.1982  
[slh@lasalle.edu](mailto:slh@lasalle.edu)

La Salle University's Speech-Language-Hearing Science graduate program uses the centralized application service known as CSDCAS. For more information about this application process, please see <http://csdcas.org/>.

#### Tuition and Fees 2013-2014

Application Fee . . . . .	Please see CSDCAS Web site at <a href="http://portal.csdcas.org">portal.csdcas.org</a>
Tuition, per credit hour . . . . .	\$815
General University Fee, per semester . . . . .	\$100
Technology Fee, full time . . . . .	\$100
Parking Fee . . . . .	\$45

Students accepted into the SLHS program are required to submit a non-refundable \$500 deposit to reserve their place in the class. These funds will be credited to the student's first invoice upon enrollment.

#### Tuition Assistance

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

#### Model Curriculum

The following is presented as a model for progression through the Master of Science program. Individual plans for progression will be determined for each student in consultation with the student's adviser and the Program Director.

The Speech-Language-Hearing Science Student Handbook contains program-specific guidelines and procedures for progression through the program and may be obtained from the Program Director.

The model curriculum contains a minimum of 48 credits, which includes clinical practicum requirements and successful completion of the Master's Comprehensive Examination. Only six credits of clinical practicum can be counted toward the 48-credit minimum. Most SLHS students graduate with 54 credits to meet both ASHA Certification and Pennsylvania Teacher Certification Requirements.

Students must meet with their advisers each semester to discuss registration and to review their KASA. The KASA must be completed, approved, and signed by the Director of the Program to complete graduation requirements. When a graduate student enters his/her final semester of study, the student's academic and clinical record is examined by the student's adviser for compliance with La Salle University SLHS Program requirements and ASHA requirements. Typically, the capstone (SLHS 635) course is completed during the student's final semester in the program. Part of the SLHS requirements for graduation includes taking the National Examination in Speech-Language Pathology (NESPA)

examination while enrolled in the capstone course (SLHS 635). Any deviation from this sequence must be approved by the Program Director.

Students are responsible for making sure that they follow ASHA guidelines for course selection. Selection of courses is made with an adviser and includes undergraduate transcript review. If students have deficiencies in undergraduate prerequisites, in accordance with ASHA guidelines, these courses must be completed. Please note: Students must meet the 2005 ASHA Standards for Certification. Please contact the American Speech-Language-Hearing Association at 800.498.2071 or [www.asha.org/certification/slp\\_standards.htm](http://www.asha.org/certification/slp_standards.htm) for more information about certification standards. Graduate students who take longer than three years to finish the M.S. degree will be subject to meeting the curriculum requirements in place at the time of graduation.

#### Progression in the SLHS Program

- SLHS graduate students must maintain a minimum cumulative 3.0 GPA.
- SLHS graduate students may not earn more than two grades below "B" in SLHS courses. Note that a "B-" does not satisfy this requirement.
- If a student receives a "C" in a clinical practicum course, he/she must retake the course and receive a "B" or better. Students who receive below a "B" on retaking the course are subject to dismissal from the program.
- A grade of "F" in any clinical practicum course (SLH 516, SLH 616, SLH 517), including the student teaching course (SLH 521), is grounds for immediate dismissal from the program.
- SLHS graduate students are expected to abide by the ASHA Code of Ethics. The SLHS faculty will determine the degree to which a student fulfills these criteria.
- Decisions of the SLHS faculty are final but subject to appeal. Refer to the La Salle University Graduate Catalog and Student Guide to Rights and Responsibilities.

#### Core: Required for all students

<b>SLH 501</b>	Introduction to Clinical Practicum
<b>SLH 502</b>	Introduction to Aural Habilitation/Rehabilitation
<b>SLH 503</b>	Disorders of Articulation and Phonology
<b>SLH 511</b>	Fluency and Stuttering
<b>SLH 512</b>	Language Disorders in Young Children
<b>SLH 513</b>	Acquired Language Disorders
<b>SLH 514</b>	Language Learning Disabilities in School-Age Children and Adolescents
<b>SLH 515</b>	Voice Disorders
<b>SLH 516</b>	Clinical Practicum and Procedures
<b>SLH 517</b>	Clinical Practicum in Audiology (may be waived if student achieves a minimum of 10 aural habilitation/rehabilitation clinical practicum hours while engaged in SLH 516, SLH 616, or SLH 521)
<b>SLH 518</b>	Research Design in Communication Disorders
<b>SLH 520</b>	Dysphagia
<b>SLH 527</b>	Motor Speech Disorders
<b>SLH 616</b>	Advanced Clinical Practicum and Case Study
<b>SLH 635</b>	Integrative Capstone in Communication Disorders

#### Two electives:

<b>SLH 519</b>	<b>SLH 537</b>	<b>SLH 619</b>
<b>SLH 526</b>	<b>SLH 538</b>	<b>SLH 620</b>
<b>SLH 528</b>	<b>SLH 611</b>	<b>SLH 622</b>
<b>SLH 530</b>	<b>SLH 613</b>	<b>SLH 630</b>
<b>SLH 531</b>	<b>SLH 617</b>	<b>SLH 640</b>

Additional requirements for students pursuing Pennsylvania Teacher Certification:

**SLH 521** Student Teaching in Speech and Language Disabilities and an approved La Salle Education course such as **EDC 501** or **EDC 603** or equivalent (or appropriate education courses completed while enrolled in undergraduate program and approved by the Program Director)

### Course Descriptions

 identifies courses that have been designated as having a service-learning component.

#### SLH 501 (Fall)

INTRODUCTION TO CLINICAL PRACTICUM  
3 credits

This course is the first supervised clinical speech-language pathology experience in the graduate degree program. Students enrolled in this course complete requirements through a clinical assignment in the La Salle University Speech-Language-Hearing Community Clinics (LSU-SLHCC). Students supervised by an ASHA certified speech-language pathologist apply theoretical knowledge, continue to develop clinical management skills, self-analysis and evaluation abilities, and become familiar with professional practices and issues in the discipline of speech-language pathology in general and in this unique practicum setting. Emphasis is placed on selection and administration of diagnostic instruments. Students write reports and daily progress notes and conduct family/patient counseling. Students may have the opportunity to communicate with other health care and educational professionals as needed.

#### LH 502

INTRODUCTION TO AURAL HABILITATION/REHABILITATION  
3 credits

This course examines principles and strategies in management of problems related to hearing impairment in children and adults. Development and maintenance of communication through speech reading, auditory training, and the use of technology in aural habilitation/rehabilitation are investigated.

*Prerequisite: SLH 211, 304, or permission of instructor*

#### SLH 503

DISORDERS OF ARTICULATION AND PHONOLOGY  
3 credits

This course reviews the development of speech sound production and speech perception skills in children. Factors affecting phonological development and auditory-motor learning are discussed. Prominent theories of phonology are reviewed and critiqued and assessment and modification of atypical articulatory patterns are emphasized. The differential diagnosis of oral motor versus phonological disorders is explored. Case studies are used to illustrate methodologies and to plan remediation.

*Prerequisite: SLH 200 or permission of instructor*

#### SLH 506

NEUROLOGICAL BASES OF COMMUNICATION AND BEHAVIOR  
3 credits/Elective\*\*\*

This course is an examination of the structure (neuroanatomy), organization (neurophysiology), and functions of the central and peripheral nervous systems as they relate to speech, language, hearing, and cognition. Behavioral manifestations of normal and abnormal brain functioning are contrasted.

#### SLH 511

FLUENCY AND STUTTERING  
3 credits

This course provides information about normal fluency as well as the history, theories, development, nature, and symptomatology of stuttering and other fluency disorders in children and adults. Controversies regarding theoretical explanations about the nature of stuttering that influence management strategies are discussed. Clinical case studies are used to illustrate methodologies and to plan remediation.

#### SLH 512

LANGUAGE DISORDERS IN YOUNG CHILDREN  
3 credits

This course offers a theoretical and applied approach to childhood language disorders from birth through six years. It provides an overview of language development and early assessment and intervention in the field of child language pathology within and across the domains of semantics, pragmatics, syntax, morphology, and phonology. Clinical applications and controversies in case management are emphasized through case presentations, article reviews, and research presentations. Diagnostic information, including language sampling, stages of emergent literacy, and stages of play are discussed in relation to early intervention.

#### SLH 513

ACQUIRED LANGUAGE DISORDERS  
3 credits

Neuropathology, symptomatology, and speech-language rehabilitation of individuals with aphasia and related disorders due to stroke, traumatic brain injury, etc. are examined in adults and children. Other neurologically based disorders, such as dementia, apraxia, and dysarthria are contrasted for differential diagnosis. Evaluation, treatment, and prognosis for recovery are reviewed.

*Prerequisite: SLH 306 or SLH 506 permission of instructor*

#### SLH 514

LANGUAGE LEARNING DISABILITIES IN SCHOOL-AGE CHILDREN AND ADOLESCENTS  
3 credits

This course focuses on language learning disabilities in school-age children and adolescents and the cognitive/linguistic processes involved in the classroom performance of listening, speaking, reading, and writing. It explores the role of the speech-language pathologist in the evaluation and treatment of students with language learning disabilities.

*Prerequisite: SLH 512: Language Disorders in Young Children or permission of instructor*

#### SLH 515

VOICE DISORDERS  
3 credits

This course investigates the etiology, symptomatology, development, diagnosis, intervention, and prevention of voice disorders in children and adults. Controversies about current treatment strategies are discussed.

*Prerequisites: SLH 306 or SLH 506 or permission of instructor*

#### SLH 516

CLINICAL PRACTICUM AND PROCEDURES  
3 credits

This initial clinical practicum course provides observation and supervised clinical experience focusing on the evaluation and treatment of speech and language disorders, counseling of clients and families, development of treatment plans, and writing of evaluation and progress reports. Emphasis is placed on increasing diagnostic and therapeutic skills with children and

adults with communication problems. SLH 516/616 sequentially build on each other and take place in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA-certified speech-language pathologist. Students meet with the University Coordinator/Supervisor to reflect and discuss procedures within the clinical experience. Prerequisite: SLH 308, SLH 314, SLH 503, SLH 512, and permission of Program Director and University Coordinator. Prerequisites: SLH 503, SLH 512, and permission of Program Director required.

**SLH 517**  
CLINICAL PRACTICUM IN AUDIOLOGY  
1 credit



This supervised clinical experience focuses on conducting pure-tone air conduction hearing screening and screening tympanometry for the purpose of the initial identification and/or referral of individuals with communication disorders or possible middle ear pathology. Emphasis is also placed on aural rehabilitation and related counseling services for individuals with hearing loss and their families. The role of the speech-language pathologist in the assessment of central auditory processing disorders is discussed. Counseling clients and their families and clinical report writing are emphasized.

Prerequisite: SLH 304 and SLH 502 or permission of instructor

**SLH 518**  
RESEARCH DESIGN IN COMMUNICATION DISORDERS  
3 credits

This course explores the relationships among research, theory, and practice. Critique of published research focuses students on literature reviews and purposes, methods, and findings of studies with applicability of research to clinical situations. Treatment and outcome variables, sampling, measurement theory, qualitative and quantitative analysis, and the use of computers in data analysis are emphasized.

Prerequisite: Undergraduate statistics course such as HSC 217 or permission of instructor

**SLH 519**  
CLEFT PALATE AND OTHER MAXILLOFACIAL DISORDERS  
3 credits/Elective\*\*\*

This course focuses on the development of craniofacial structure, classification of clefts, syndromes associated with clefts and other craniofacial anomalies, understanding of the need for surgical repair, and the role of the Speech-Language Pathologist in the diagnosis and treatment of related speech/language disorders. Prerequisite: SLH 202 or permission of instructor.

**SLH 520**  
DYSPHAGIA: DIAGNOSIS AND TREATMENT OF SWALLOWING DISORDERS  
3 credits

The course examines anatomy and physiology of normal swallowing and respiration and the anatomic and physiologic disturbances affecting swallowing in infants, children, and adults. Radiographic and bedside diagnostic and treatment procedures are presented. Indications and methods for non-oral feeding are discussed.

Prerequisite: SLH 306 or SLH 506 or permission of the instructor.

**SLH 521**  
STUDENT TEACHING IN SPEECH AND LANGUAGE DISABILITIES  
6 credits/Elective



Candidates for the Teacher Certificate in Speech and Language Disabilities engage in a student teaching experience in public or private schools in the greater Philadelphia area under the supervision of a certified

speech-language pathologist who has Teacher Certification for Speech-Language Disabilities and a University Supervisor. Students investigate how speech and language affects the child's achievement and functioning in the school environment and assess the child's communication ability in relation to school achievement with consideration of age-appropriate curriculum in the classroom. Students learn federal and state special education requirements as they relate to developing and modifying the Individualized Educational Plan (IEP) and other legal documents. They also participate in parent-teacher conferences pertaining to the child's communication and education, organize a caseload, and provide appropriate intervention in areas including speech, language, voice, and fluency for children who may range in grade from preschool through high school.

Prerequisites: SLH 516: Clinical Practicum and Procedures, appropriate Education courses, permission of Program Director, and recommendation of the Program Director and SLHS faculty.

**SLH 526**  
ALTERNATIVE AND AUGMENTATIVE COMMUNICATION  
3 credits/Elective

This course investigates theories and practices in clinical management of severely impaired or non-speaking persons. Application of graphics, signs, gestural means of communication, use of aids and devices, development of interactive communication behaviors, and development and use of computer-assisted communication strategies are surveyed.

Prerequisite: SLH 516 or permission of the instructor.

**SLH 527**  
MOTOR SPEECH DISORDERS  
3 credits

This course provides an overview of the neurological disorders that affect speech production. Procedures for assessing speech disorders associated with neuromotor impairments are investigated. Neuropathology, symptomatology, and speech-language habilitation/rehabilitation of individuals with apraxia and/or dysarthria are emphasized.

Prerequisite: SLH 306 or SLH 503 and permission of instructor

**SLH 528**  
COUNSELING SEMINAR IN COMMUNICATION DISORDERS  
3 credits/Elective

This course provides an overview of counseling in communication disorders and in the helping professions. Components of the therapeutic relationship including the interpersonal nature of communication, attending to clients, clinical interviewing, and recognizing communication patterns are surveyed. Counseling theories, goal setting, and strategic interventions with clients and their families are critiqued. This course includes active learning strategies and case study analysis.

**SLH 530**  
SPECIAL TOPICS IN COMMUNICATION DISORDERS  
3 credits/Elective

Current scientific and professional problems and issues in communication disorders are investigated. Students may re-enroll for a maximum of 12 credits.

Prerequisite: permission of instructor.

**SLH 537**  
GERIATRIC COMMUNICATION DISORDERS  
3 credits/Elective

Speech, hearing, language, and cognitive problems associated with normal aging and/or various pathological conditions are explored. The course emphasizes evaluation and intervention strategies.

**SLH 538**

ATYPICAL LANGUAGE DEVELOPMENT AND DISORDERS  
3 credits/Elective

This course addresses the language learning problems associated with special populations of children. Characteristics of children with specific language impairment, autism spectrum disorder, emotional/behavioral disorders, and cognitive impairments will be analyzed from theoretical and practical perspectives. Current theories and controversies pertaining to clinical application are explored.

**SLH 611**

FLUENCY AND STUTTERING II  
3 credits/Elective

This course is an in-depth exploration of controversies and issues in the evaluation and management of persons with fluency disorders and stuttering. The phenomenology of stuttering is explored. The role of the client and the client's environment are addressed as they relate to treatment at various stages of life.

*Prerequisite: SLH 511 or permission of instructor*

**SLH 613**

ACQUIRED LANGUAGE DISORDERS II  
3 credits/Elective

The course explores the advanced study of aphasia syndromes and neuropathology with an emphasis on theoretical models of normal and disordered language processing, critique of diagnostic testing procedures, and current approaches to treatment.

*Prerequisite: SLH 513 or permission of instructor*

**SLH 616**

ADVANCED CLINICAL PRACTICUM AND CASE STUDY   
(3 credits repeated as necessary to fulfill ASHA Certification requirements)

This course continues the supervised clinical speech-language pathology experience of SLH 516 necessary to fulfill ASHA Clinical Practicum Requirements. This experience takes place in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA-certified speech-language pathologist. Emphasis is placed on the interpretation and application of diagnostic and therapeutic procedures with individuals with a variety of communication disorders across the life span. Students meet with the University Supervisor to present and discuss case studies. Feedback and reflection regarding clinical decision making are emphasized. *Prerequisite: SLH 516, SLH 513, SLH 520, or permission of the University Coordinator.*

*Prerequisite: SLH 516*

**SLH 617**

TOPICS IN ORAL/DEAF THEORY AND APPLICATION   
3 credits/Elective

This course provides investigation of theory, research, and clinical application of auditory-oral principles for therapeutic intervention with deaf and hard of hearing children. Focus is on the application of theoretical and research-based principles for the development of assessment and treatment plans, including writing of behavioral objectives specific to the needs of this population. Issues related to advances in technology, equipment management, multi-disciplinary collaboration, and family counseling are discussed. Emphasis is placed on increasing diagnostic and therapeutic skills with deaf and hard of hearing children in the educational setting who are developing oral language skills. The lecture portion of this course is designed to provide a framework for students to increase their knowledge base. Students reflect on and discuss cases, issues, and procedures relevant to use of an auditory-oral approach in intervention with deaf and hard of hearing children.

*Prerequisite: SLH 502 or permission of instructor.*

**SLH 618**

COMMUNICATION AND AUTISM SPECTRUM DISORDERS  
3 credits/Elective

This course provides an overview of autism spectrum disorders and the principles for speech-language pathologists in the diagnosis, assessment, and treatment of autism spectrum disorders. Professional issues relating to assessment and treatment of children on the autism spectrum are discussed along with appropriate evaluation protocols, behavioral strategies, treatment methodologies, promoting social-communication, along with appropriate materials and practical supports to enhance communication.

**SLH 619**

MEDICAL SPEECH-LANGUAGE PATHOLOGY  
3 credits/Elective

This course introduces the graduate student in speech-language-hearing science to medical speech pathology as it is practiced in the acute care setting. The student will be introduced to the five major service areas in the acute care setting that interface most commonly with Speech-Language Pathology Services. Those areas are: Neurology, Radiology, Trauma/Neurosurgery, ENT, and Medicine. The information necessary to interact with these services and treat their patients will be provided. The student will also have the opportunity to do site visits, prepare a detailed case study that will be presented in class, submit a research paper in a selected service area, and spend an entire workday with a neurologist and an ENT during office hours. A written structured reflection on that experience will be required.

*Prerequisite: SLH 306 or SLH 506, and SLH 513 and SLH 520 or permission of instructor.*

**SLH 620**

PEDIATRIC DYSPHAGIA  
3 credits/Elective

This course provides information about the anatomy and physiology of normal and abnormal pediatric swallowing, and explores its evaluation and treatment in the context of a neuro-developmental approach. The course facilitates the development of skills in the diagnosis and treatment of swallowing and feeding disorders in different pediatric clinical populations. The role of the speech-language pathologist as part of an interdisciplinary management team is emphasized. Problem-based learning and experiential learning are utilized to illustrate the complex medical and social issues related to pediatric dysphagia.

*Prerequisite: SLH 520 or permission of the instructor.*

**SLH 622**

APPLIED INSTRUMENTATION IN SPEECH-LANGUAGE PATHOLOGY  
3 credits/Elective

This course focuses on the pros and cons of instrumentation in Speech-Language Pathology (SLP). Current instrumentation commonly used in the evaluation and treatment of swallowing, voice, and speech disorders will be closely reviewed. A comprehensive review of clinical and theoretical research will be conducted to understand the clinical benefits and disadvantages of instrumentations. The instruments being discussed will be available for hands on experience to further enhance comprehension of their applications. The following instruments will be included: Electrical Stimulators (VitalStim), Surface Electromyography (sEMG), Modified Barium Swallow Study (MBS), Fiberoptic Endoscopic Evaluation of Swallowing (FEES), Fiberoptic Endoscopic Evaluation of Swallowing and Sensory Testing (FEESST), Computer Speech Lab (CSL), and Videostroboscopy. Emphasis will be given to the instrumentation's purpose, application, risk and management, disinfection, and proper maintenance.

*Prerequisites: SLH 306 or SLH 506, and SLH 515 and SLH 520 or permission of the instructor.*

**SLH 630**

## SEMINAR IN COMMUNICATION DISORDERS

3 credits/Elective

This seminar investigates current technological applications and controversies as they relate to communication and swallowing disorders. Students may re-enroll for a maximum of 12 credits.

*Prerequisite: permission of instructor.*

**SLH 635**

## INTEGRATIVE CAPSTONE IN COMMUNICATION DISORDERS

3 credits

This seminar course is designed as a comprehensive integration and analysis of the field of speech-language pathology. This course provides a formative and summative evaluation of the students' work. Formatively, students will develop a portfolio that contains pieces of work that exemplify their progress throughout the academic program. Summatively, the course provides students with an opportunity to review clinical research across the discipline and gain new insights to the field. Students formally present information from scholarly investigations.

*Prerequisite: SLH 502, SLH 511, SLH 514, SLH 515, SLH 518, SLH 527, SLH 616, and permission of the Program Director*

**SLH 640**

## THESIS RESEARCH IN COMMUNICATION DISORDERS

3 credits/Elective

This course is an opportunity to pursue descriptive and/or experimental research. This thesis option will result in approved, original, scholarly research within the field of communication disorders under the supervision of a member of the faculty to produce an acceptable thesis. Students present their thesis orally to faculty and students in lieu of the master's comprehensive examination.

*Prerequisite: SLH 518 and permission of faculty member and program director. Students may re-register for this course until completion of thesis.*

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## MASTER OF ARTS IN THEOLOGY AND MINISTRY

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### Faculty

Director: Francis Berna, Ph.D.

Professors: Efroymson (emeritus), Kelly (emeritus), McGuinness

Associate Professors: Copeland, Pastis

Assistant Professors: Crawford, Dougherty, Smith

Lecturers: Bartle, Dix, Dolan, Hallahan, Legere, McDougall, Raphael

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### Description of Program

La Salle's Master of Arts in Theology and Ministry provides a solid theological education, preparing students for lay ministry in the church, as well as providing a foundation for more advanced studies. Roman Catholic in its orientation, the program seeks to foster a truly ecumenical spirit with a faculty and student body representing various Christian churches and faith traditions.

Most students pursue the degree on a part-time basis. Classes are held in the evenings and on Saturdays during the Fall and Spring semesters and in the morning, afternoon, and evening during the Summer sessions.

Concentrations are available in three distinct areas: Theology, Pastoral Ministry, and Liturgical Practice. Each is characterized by a distinct

Lasallian methodology combining academic excellence, theological reflection, and practical application.

The Theological Studies track concentrates on research and the systematic study of biblical, dogmatic, and spiritual theology. Graduates are able to articulate a sound contemporary theology that takes into account the cultural and socio-economic context of people's lives.

The Pastoral Ministry track helps students investigate the issues and develop the skills that will enable them to become effective in the work of religious education and youth ministry. The concentration in pastoral care prepares the graduate for lay parish ministry and chaplaincy.

The concentration in Liturgical Practice provides for the needs of those whose ministry intersects with liturgical planning for diocesan, parish, and school ministries. Within a theological, theoretical, and historical framework, the program focuses on the practical concerns of the liturgical life and worship in a Christian community.

In partnership with the Diocese of Trenton, the program offers a concentration in Church Ministry. Students who successfully complete the Institute for Lay Ecclesial Ministry or a similar program as determined by the director, are required to complete only 30 credits for the master's degree. Other students can complete this concentration for the degree with the addition of six hours of practicum or elective courses.

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### Mission

The graduate program in Theology and Ministry of La Salle University strives to provide a theological foundation, to enhance both pastoral skills and facilitate spiritual growth for women and men who wish to serve the diverse needs of our churches and faith communities. This is accomplished through critical reflection and understanding of the balance between the Catholic tradition and the rich diversity of the Christian experience.

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### Student Learning Outcomes

The goals for students in the Program are as follows:

1. Develop skills to read and interpret biblical texts employing the historical-critical method.
2. Gain a general understanding of systematic theology in the areas of fundamental theology, Christology, and sacramental theology.
3. Apply the content of academic theology to contemporary ministerial settings.
4. Gain a focused knowledge of content and methodologies related to their area of concentration.

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### Program Learning Goals

The Master of Arts program in Theology and Ministry seeks to provide the following:

1. A high quality theological education both rooted in tradition and open to current developments in the discipline;
2. Various opportunities for students to enhance their ministerial skills;
3. An enhancement of the understanding of the critical interaction between, academic theology, human experience, and ministerial application.

## Post-Master's Certificate in Pastoral Counseling

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Individuals holding a graduate degree in Counseling Psychology or Social Work with an emphasis on Counseling can pursue a post-Master's certificate in Pastoral Counseling. The program requires the completion of 18 credits at La Salle. The certificate can be pursued while seeking the M.A. in Professional Clinical-Counseling at La Salle University.

### Admission Requirements

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To be accepted for admission, an applicant must present:

1. Evidence of successful academic achievement in completing a baccalaureate degree from an accredited institution of higher education. The transcript should be sent directly from the institution to the Graduate and Adult Enrollment Office at La Salle University.
2. Unless a waiver is granted, a minimum of 26 credits in a combination of religion, theology, humanistic subjects, or ministry-related work.
3. The Application for Admission can be completed online at [www.lasalle.edu](http://www.lasalle.edu).
4. A statement of purpose outlining one's educational and professional goals
5. Two letters of recommendation.
6. Submit a professional résumé.

Further information may be obtained by contacting:

Theology and Ministry Program  
La Salle University  
Philadelphia, PA 19141-1199  
215.951.1335  
E-mail: [religion@lasalle.edu](mailto:religion@lasalle.edu)

### Tuition and Fees 2013-2014

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Online Application . . . . .	free
Tuition (per credit hour) . . . . .	\$425
General University Fee (per semester) . . . . .	\$100
Technology Fee, full time, per semester . . . . .	\$100
Technology Fee, part time, per semester . . . . .	\$50
Parking Fee . . . . .	\$45

### Tuition Assistance

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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

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Students need to maintain a cumulative scholastic average of "B" (3.0). Only two courses of "B-" or lower can be used to fulfill degree requirements. With the exception of students who complete the Institute for Lay Ecclesial Ministry of the Diocese of Trenton, or a similar program approved by the director, are required to complete 36 credit hours (12 courses) for the degree. ILEM and other similarly approved students need to complete 30 credit hours (10 courses) for the degree with a concentration in Church Ministry. The *Curriculum Guide* published by the office of the graduate program in Theology and Ministry details the specific courses for each concentration. Students can obtain the guide by contacting the office at 215.951.1335.

## Course Descriptions

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### Foundation Courses

#### RLE 500

##### INTRODUCTION TO THEOLOGY

This course will employ an intensive online format introducing students to fundamental philosophical concepts, an overview of church history, the historical-critical method of biblical scholarship, and key concepts in systematic theology. The course requires the students to employ online and traditional research skills to complete a short research paper for each of the four main topics.

#### RLE 501

##### INTRODUCTION TO BIBLICAL STUDIES

This course introduces students to the theory and application of biblical interpretation methods. Students will come to understand and learn to use historical-critical method: form, redaction, source, feminist, and post-modern criticism, along with other recent approaches. Internet resources for biblical studies and biblical studies software will be introduced and evaluated.

#### RLE 503

##### FOUNDATIONS OF CHRISTIAN FAITH

This course offers the fundamental methods that will enable students to engage in the lifelong process of articulating a theology rooted in a developing personal and communal experience that continually dialogues with Scriptures, with diverse historical, religious, philosophical, and theological traditions, and with the physical and social sciences.

#### RLE 505

##### RELIGION, PSYCHOLOGY, AND CULTURE

Mindful of the recommendation of Vatican II to "read the signs of the times," this course examines the place of religious imagination in a world vastly changed by recent scientific, sociopolitical, and economic revolutions. Particular attention is given to the impact of modern psychology. The accompanying global shift in human consciousness and understanding not only affects the secular context of people's lives, but has far-reaching implications for the theological and pastoral enterprises as well. The course will examine the rise of modernism and the modern self, religious imagination, questions of social justice, and a global ethics.

#### RLE 507

##### CHURCH AND MINISTRY

This course will critically examine the identity and praxis of the community called Church. Particular attention will be devoted to the ways in which the church has understood and expressed itself in the past, to the issue of leadership structures and their relation to the ministry of all the baptized, to the initiatives for ecumenical unity, and to the scope of the mission of a "world church" acting as a critical dialogue partner with the pluralist and secular world of our time.

#### RLE 509

##### CHRISTOLOGY

Using the contributions of critical biblical scholarship, this course will first reconstruct, from the various Gospel accounts, the traces of what Jesus said and did during his ministry. The way Jesus seems to have faced death will be compared with the way his death and resurrection were interpreted by the early church. Moving through the Christological developments of the second to the eighth centuries, the course will finally consider

how contemporary human experience impacts on current theological interpretations of Jesus and his meaning for our times.

**RLE 511**  
RITUAL AND SACRAMENTS

After exploring the social and psychological foundations for human ritual, the course will consider the sacramental character of creation and incarnation. Particular attention will be given to developing an understanding of Jesus as the primordial sacrament, and on Church as the continuing sacrament of Jesus. Consideration of the sacraments as actualizations of the Church will be complemented with a study of the historical development of the sacraments in the different Christian traditions. Students will apply theology to sound liturgical practice in parish, school, and family.

**RLE 513**  
PRINCIPLES OF MORAL THEOLOGY

Participants will explore the foundation of Christian ethics, with a concentration on these and similar questions: On what basis do people decide how to make moral choices? Why do we take the moral stands we do on issues facing the churches and society? Do Christians have different ways of making decisions than people from other religious or secular traditions? The course examines philosophical, sociological, and theological perspectives to these questions.

**Advanced Courses – Biblical and Theological Studies**

**RLE 600**  
THE HEBREW SCRIPTURES

In this course students will be provided with an overview of the canon of Scripture commonly referred to as the “Old Testament.” Students will explore the general history of Ancient Israel as well as employ the historical-critical method for the interpretation of the text.

**RLE 601**  
TORAH AND EARLY ISRAEL

The history and faith of Israel are examined from the earliest beginnings through the reign of Solomon. The text is interpreted with regard to the cultural context of the Ancient Near East. The early prophetic tradition is explored in light of Torah and the historical writings of the Hebrew Scriptures. Special attention is given to the theological significance for Christian faith.

**RLE 602**  
THE PROPHETS

This course studies the prophets of Israel and the world in which they lived, from the division of the Israelite kingdom to the Maccabean period, to understand their message as well as the nature of the prophetic tradition and its relevance for the church today.

**RLE 603**  
THE WRITINGS

While giving special emphasis to the book of Psalms, the Five Scrolls, Job and other wisdom materials, this course offers a study of the cultic and wisdom traditions in Israel. Special attention is given to the significance of the Psalms and Wisdom for Christian theology and devotion.

**RLE 610**  
THE CHRISTIAN SCRIPTURES

This course includes an introduction to Gospel literature, the writings of Paul, the text of Revelation, and other writings forming the Christian canon of Scripture. Students will gain a knowledge of the origin of the texts, their historical context, and their interpretation through the use of the historical-critical method.

**RLE 615**  
THE SYNOPTIC GOSPELS

This course explores the origins, structure, and general character of Matthew, Mark, and Luke with special emphasis on the theological thrusts of each gospel. Select pericopes, chosen to create an awareness of the difficulties and problems of New Testament interpretation, are taken for extensive exegesis.

**RLE 616**  
JOHANNINE WRITINGS

With consideration of the context of the historical situation of the community in which and for which the Johannine texts were written, this course offers an examination of the Gospel and Letters of John. Emphasis is given to the theology (Christology, Ecclesiology, Eschatology, Ethics) of the texts and their significance for contemporary Christian faith.

**RLE 617**  
THE LETTERS AND THEOLOGY OF PAUL

The central topic of this course is an analysis of the authentic Pauline letters, the situation and conflicts that provoked them, and the theology in and behind them. Other letters attributed to Paul (the “deutero-Pauline” literature) will also be considered.

**RLE 631**  
THE DOCUMENTS AND THEOLOGY OF VATICAN II

Students will review the historical context that gave rise to the Council as well as the most important documents produced by Vatican II. After a thorough consideration of the theologies present in conciliar texts, students will explore the implementation and development of the Council’s teachings in the contemporary Church.

**RLE 632**  
THEOLOGIES OF LIBERATION

While offering an in-depth consideration of the Liberation theology developed in Central and South America, the course will also provide an overview of feminist and Black theologies. Some attention will be given to the foundation of liberation theologies in the political theology of Western Europe and the general struggle for human freedom as an essential component of Gospel faith.

**RLE 633**  
WOMEN AND RELIGION

Students will explore questions of method and concepts of gender, patriarchy, feminism, and liberation as they appear in studies of women and religion. Emphasis will be given to the perspectives that feminist theologians contribute to the theological enterprise based on a critical analysis of established feminist authors. Consideration will be given to the ways in which feminist thought provide renewed understandings of male and female identity.

**RLE 641**  
SACRAMENTS OF INITIATION

This course investigates the sacramental dimensions of Christian Initiation in the Early Church and the historical factors that contributed to the dissolution of the rite in the West. The biblical foundations and theology of Baptism, particularly as developed in the letters of Paul, will be complemented with a study of the development of Confirmation. A consideration of the New Testament theology of the Eucharist and an exploration of the implications of restoring the process of the rites in the contemporary Church will complete the course.

**RLE 643**  
THE EUCHARIST

This course has two aims. The first is to offer a solid historical and theological understanding of Eucharist as a sacrament of the Christian community. The second aim is to apply the insights offered by a historical perspective and the work of contemporary theologians to the work of celebrating the Eucharist in today's parish. Consideration will also be given to topics such as Eucharistic devotion and the Sunday gathering of the Catholic community in the absence of a priest.

**RLE 645**  
SACRAMENTS OF RECONCILIATION AND VOCATION

Attentive to the historical development of the sacraments of Reconciliation, Marriage, Holy Orders, and the Anointing of the Sick, the course will also highlight the particular theology operative in the contemporary practice of the rites. The themes of relationship, commitment, forgiveness, service, and leadership will be explored as dimensions of Christian living in faith and hope.

**RLE 647**  
HUMAN SEXUALITY AND CHRISTIAN MARRIAGE

Drawing on the contributions of contemporary natural and social sciences, the course will provide a critical investigation of the historical and ideological understandings of human sexuality. Building upon the notion of human sexuality and love as dimensions of human holiness, attention will be given to considering Christian marriage as a sacramental event in contemporary theological reflection as well as in historical expression.

**RLE 651**  
MORAL ISSUES IN TODAY'S HEALTH CARE

Although health care began as a ministry of the Church, it is now secularized and commercialized, especially in the United States. Ethical questions arise as a result of this shift and the course will examine them. Topics, among others, include patient autonomy, the right to life, euthanasia, reproductive technologies, abortion, genetic engineering, research ethics, and the cost of health care. Secular as well as religious approaches will be studied.

**RLE 653**  
PROFESSIONAL AND BUSINESS ETHICS

Catholic social teaching in general and the U.S. bishops' pastoral letter on the economy, in particular, provide a perspective for the practice of corporate business in the present culture of the United States. This course intends to explore the ethical implications of social teaching that upholds the rights of labor, insists on the dignity of the worker, and advocates a responsible distribution and use of the world's goods. While the major emphasis is on responsibility in corporate enterprise the course also gives perspective to other professionals who provide service through profit and not-for-profit structures.

**RLE 661**  
THE TRADITION OF THE MYSTICS

This course includes both a study of the nature of mysticism in the Judeo-Christian tradition and the study of selected writings from representatives of that tradition. Consideration will be given to the physical, psychological, and social dimensions of mystical experience as well as a theological understanding of the mystic's encounter with the Holy.

**RLE 663**  
THE SPIRITUAL CLASSICS

The human search for God takes a variety of forms in the Christian tradition. This course explores the path of holiness given in the writings of significant men and women from the early and Medieval periods of Christianity through the Reformation.

**RLE 665**  
CONTEMPORARY SPIRITUALITY

This course focuses on the dynamics and authors on the spiritual life in post-Reformation Christianity. Consideration will be given to European spiritualities of the 17th through 20th centuries and to American movements. Beyond what is generally deemed traditional Christian spirituality, the course will propose some examination of Creation and New Age spiritualities, modern Evangelical Christianity, and feminist and liberation spiritualities.

**RLE 670-671**  
SPECIAL TOPICS: BIBLICAL STUDIES

**RLE 675-676**  
SPECIAL TOPICS: THEOLOGICAL STUDIES

**Advanced Courses: Pastoral Studies**

**RLE 701**  
SERVING AND ADMINISTERING FAITH COMMUNITIES

This inter-disciplinary course provides insights from the secular disciplines on administration and management of groups of people as well as pastoral principles on the nature and function of leadership in Christian communities. It will address the various types and goals of communities of faith, the diversity of interactive and relational dynamics, the multiplicity of human needs and services, and, correspondingly, the various ways in which the ministry of leadership can be implemented.

**RLE 703**  
MULTICULTURAL PERSPECTIVES ON MINISTRY

Major cultural, ethnic, racial, and religious traditions co-existing in contemporary American communities are challenging Church and ministry. The purpose of this course is to appreciate their potential reciprocal contribution to the development of a global, interdependent Christian community. Emerging leadership insights as to how to create and empower a multicultural Christian community around issues and interests will be explored.

**RLE 705**  
CHURCH ACCOUNTING AND FINANCE

This course reviews some fundamental principles of accounting and finance with a particular emphasis on not-for-profit regulations. In addition, the course helps the manager of church finances to understand his or her contribution to church ministry. Attention will be given to

dealing effectively with voluntary and compensated church ministers, church structures, and canon law.

**RLE 707**

## CANON LAW FOR PARISH MINISTRY

After reviewing the basic principles of the Revised Code of Canon Law, students will examine the sections of the Code that pertain most directly to parish ministry. These sections include regulations concerning the celebration of the sacraments, parish administration, pre-marriage requirements, and procedures for nullity.

**RLE 710**

## RELIGIOUS IMAGINATION AND MODELS OF RELIGIOUS EDUCATION

Dynamic images, metaphors, and visions guide the theory and practice of church life. This course seeks to explore the development of appropriate models of religious education relative to the distinct visions of the Church in contemporary culture. Various models will be explored in terms of their conceptual framework, operating principles, strengths, and limitations.

**RLE 711**

## LEADERSHIP AND THE MINISTRY OF RELIGIOUS EDUCATION

The communication, decision-making, and evaluative skills needed by educational leadership to meet the challenges of personal and community conversion are the central themes of this course. Participants will examine contemporary spirituality and leadership skills that promote community advancement. Strands of spirituality and systems of reflective group process will be examined for their underlying energizing principles that nurture shared responsibility, curricular interdependence, creative problem-solving, and the empowerment of people. Participants will articulate a personal and community vision reflecting transforming spirituality and enlightened leadership.

**RLE 713**

## THE TEACHING AND HEALING MINISTRY OF JESUS

This course is designed to offer a theological examination of the most recent developments in contemporary Christology. Emphasis will be given to his most characteristic title "Teacher" and to the most attractive feature of his ministry, his power to heal spiritual and physical ills. Throughout the course there will be a constant reference to the implications of a lived, prayerful relationship with Jesus the Christ for personal commitment and for one's ministry in parish, classroom, and home.

**RLE 715**

## SACRAMENTAL CATECHESIS

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

**RLE 717**

## PARISH YOUTH MINISTRY

Parish youth ministry is moving beyond youth group and religious education models. The ministry requires a comprehensive approach. This course will provide a renewed vision for youth ministry and practical programmatic approaches and strategies for proclaiming the Gospel, connecting young people to the faith community, and calling youth to discipleship.

**RLE 719**

## PASTORAL CARE OF THE ADOLESCENT

An exploration of the developmental stage called Youth from a psychological, behavioral, social, emotional, and moral perspective serves as the foundation for this course to explore the faith and views of young people. Attention will be given to skills needed for youth to develop healthy personal, social, and professional relationships. Practical interventions and guidelines are stressed throughout the course.

**RLE 721**

## INTRODUCTION TO PASTORAL COUNSELING

This course will address the issues that make Pastoral Counseling a unique orientation to counseling psychology. The totality of human experience is addressed, the spiritual as well as the psychological, as the basis for therapeutic intervention. The basic dynamics and approaches are reviewed along with a brief history of the model. It challenges students to identify their resources of faith, meaning, and value.

**RLE 723**

## COUNSELING THE ADOLESCENT

After identifying the particular developmental tasks for adolescence and young adulthood, this course introduces various counseling approaches to help young people achieve their desired goals. Attention will be given to individual and systems approaches for the troubled adolescent as well as developing a supportive relationship to assist in the more general patterns of growth.

**RLE 725**

## MINISTRY TO FAMILIES IN THE FACE OF LOSS

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

**RLE 730**

## UNDERSTANDING THE HUMAN ENCOUNTER WITH DEATH

This experientially oriented course will explore contemporary psychological approaches to death, dying, and bereavement from a spiritual perspective. Through a variety of learning modalities, including lectures, discussion, guest speakers, videos, personal sharing, journal writing, meditation, and other self-awareness exercises, we will focus on four interrelated areas: 1) personal grief journey; 2) the psychology of death and bereavement; 3) specific skills in ministering to the dying and bereaved, and; 4) human mortality, life after death, and questions of "ultimate concern."

**RLE 731**

## PSYCHE, SPIRIT, AND THE QUEST FOR WHOLENESS

The course explores the meeting of psychology and religion in the works of C.G. Jung, Abraham Maslow, and other contemporary transpersonal psychologists. The course investigates specific methods for actualizing one's spiritual potential. Through lectures, readings, class discussions, and journal writing, students will examine the process of coming to wholeness in their lives, in their ministry, and with the culture as a whole.

## Liturgical Studies

### RLE 740

#### PERSONAL, COMMUNAL, AND LITURGICAL PRAYER

This course will investigate the theological foundations of prayer, while studying the biblical roots of prayer, the prayer of Jesus, and the major traditions of personal, communal, and liturgical prayer in the historical Christian communities. It will confront the distinct problems faced by contemporary men and women in their lives of prayer. It will offer guidance to ministers intent on helping people develop personal and communal models of prayer and involving them specifically in the liturgical prayer of the Church.

### RLE 743

#### CELEBRATING THE RITES OF THE CATECHUMENATE

The rites of the process of Christian initiation of adults will be studied from historical, theological, liturgical, and pastoral perspectives. Beginning with the text of the Rite of Christian Initiation of Adults, students will reflect on the order and integrity of each of the rites. Working from this foundation, they will explore appropriate ritual adaptation and will receive guidance for the adapting and enrichment of the rites.

### RLE 745

#### AMERICAN WORSHIP

Students will investigate American worship patterns. The course will be based on regular visiting of Sunday and midweek liturgies. Students will analyze diverse Christian worship patterns in order better to understand the strengths and weakness of their own patterns. Particular attention will be given to worship services in Christian denominations that are usually considered non-liturgical.

### RLE 749

#### MULTICULTURAL TRADITIONS ON LITURGY

With the increasing cultural diversity of traditional Christian churches, this course attempts to help the student explore ways to integrate various cultural traditions in the community's worship. Appreciating the directive for inculturation of the liturgical rites in the Roman Church, students will apply the fundamental dynamic to other churches as well. The topic of incorporating different cultural traditions and offering separate worship opportunities will be explored.

### RLE 751

#### LITURGICAL ART AND ENVIRONMENT

Focusing on both church design as well as church art, liturgical objects, and vesture, this course will examine the theology and spirituality suggested by the environment and art of different historical periods. The question will be raised, "What is appropriate art and architecture for 21st-century America?" Issues regarding contemporary church design, the reordering of space, and art appropriate to a particular community will be explored. Visits to local churches and liturgies will afford considerations of historic design and liturgical adaptation.

### RLE 753

#### LITURGICAL MUSIC

This course offers a study of both the history of liturgical music and the practical considerations for the use of music in contemporary worshipping communities. Students will have the opportunity to apply general theory to a variety of liturgical settings.

### RLE 770

#### SPECIAL TOPICS: MINISTRY

### RLE 771

#### SPECIAL TOPICS: MINISTRY

### RLE 775

#### SPECIAL TOPICS: LITURGY

### RLE 776

#### SPECIAL TOPICS: LITURGY

### RLE 780

#### INDEPENDENT STUDY

In consultation with the program director, a student can contract to study independently a topic not offered in the regular curriculum. The student will propose a topic, develop a tentative bibliography, and identify a faculty member from the University willing to direct the course of study. The course may be for three or six credits.

### RLE 785

#### MINISTRY PRACTICUM

With the approval of the Program Director, a student can contract for a supervised ministry practicum. The ministry may be the student's regular employment or a temporary position. The student will outline goals for the experience, develop a reading list, and propose a final project. A regular member of the faculty will serve as the practicum supervisor and evaluate the final project. The course may be taken for three or six credits.

### RLE 790

#### INTEGRATIVE PROJECT AND SEMINAR

Students complete a major project exploring a topic related to their concentration in theology, pastoral ministry, or liturgical studies. The project may take the form of a major research paper, a methodological reflection on supervised experience, or a creative presentation. Students work independently with a faculty mentor and are required to meet with other participating students and mentors for periodic seminars. An initial plan for the project must be approved by the director of the program prior to establishing an agreement with a faculty member for the independent study. Students will have one year from the time of registration to complete the project. The course is for three credits.

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## DOCTORAL PROGRAMS

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### DOCTOR OF NURSING PRACTICE

#### Faculty

Director: Patricia Dillon, Ph.D., R.N.

Professors: Wolf

Associate Professors: Altmiller, Czekanski, Dillon

Assistant Professors: Bailey, Bicknell, Wilby

Adjunct Faculty: G. Alan Bailey, Esquire, Elizabeth Elkind, Ph.D., R.N.

#### Overview

The DNP Program at La Salle University has a strong clinical practice component with access to practice environments that provide opportunities for knowledge and skill development. The curriculum includes an extensive practice immersion. The capstone project, an important requirement evidencing student expertise, is a practice-application. Students will attend classes offered in a hybrid or on-line format. DNP students must complete a minimum of 1,000 hours of preceptored post baccalaureate clinical practice or its equivalent. DNP students are required to complete preceptored clinical practica during the DNP program. The total hours of preceptored clinical experiences may vary depending on individualized curriculum planning and learning needs. The program is formatted to allow for part-time or full-time studies within the limits of course availability; students must attend full-time once enrolling in Residency and Capstone Project courses.

#### Philosophy

The philosophy of the DNP program is connected to the belief that the practice doctorate enriches advanced nursing practice by strengthening and expanding students' knowledge and skills. The program prepares students for careers as expert nurse clinicians and leaders who develop, implement, and evaluate programs of care and transform health care systems by using evidence-based innovations and technologies and facilitating interdisciplinary processes. The program develops graduates that have met established competencies of specialty organizations and are responsive to the changing health care needs of national and international populations and diverse patients and groups.

#### Purpose

The Doctor of Nursing Practice Program educates professional nurses for interdisciplinary practice in advanced leadership and practice roles across community and health care settings to meet the health needs of diverse individuals, families, groups, communities, and populations.

#### Admission Requirements

Requirements include the following:

- Master of Science in Nursing (MSN) degree:
  - in an advanced practice registered nurse role (APRN: Nurse Practitioner, Clinical Nurse Specialist, Nurse Anesthetist) or

- in nursing administration.

OR

- Master of Business Administration (MBA) or Master of Health Administration (MHA) (or equivalent).

AND

- Board certification as an APRN (CNS-BC; NP-BC; or CRNA) or Nurse Executive, Advanced (NEA-BC) prior to enrolling in DNP Program Residency courses.

- Applicants are advised to ensure that they meet certification eligibility criteria prior to beginning the DNP Program.

- Students may enroll in core courses while preparing for board certification examination.

To be considered for admission into the DNP program, an applicant must submit all materials listed below to the Office of Graduate Admissions.

1. Official transcript evidence of successful academic achievement:

- a baccalaureate and MSN Bridge, or master's degree in Nursing from an NLNAC- or CCNE-accredited program

- a baccalaureate degree in Nursing from an NLNAC- or CCNE-accredited program and MBA (or equivalent) from an appropriately accredited program.

2. Evidence of national board certification, as appropriate.

3. Evidence of unencumbered Pennsylvania R.N. license.

4. Evidence of Advanced Practice Registered Nurse licensure, as appropriate.

5. Curriculum vitae or resume.

6. Competitive scores on the Graduate Record Examination (GRE) general test, including verbal reasoning, quantitative reasoning, and analytical writing sections. **Please note the following guidelines and exceptions:**

a. GRE testing is waived for applicants with an MSN degree cumulative GPA of 3.7 or above.

b. For applicants with an MSN degree, GPA from 3.5 to 3.7, the GRE requirement will be considered on an individual basis within the context of submitted application materials and discussion with the DNP Program Director.

c. Applicants with an MSN degree GPA below 3.5 are required to submit GRE scores, preferably not older than 10 years.

1. In general, verbal and quantitative reasoning scores are expected to be 500, while a score of 4 is expected in the Analytical Writing section (GRE scores after 8/2011 are expected to be approximately 150 in verbal and quantitative reasoning)

2. Applicants who have taken the GRE and earned competitive scores but do not have Analytical Writing scores may provide a proctored writing sample in lieu of the Analytical Writing score.

7. A minimum scholastic MSN, MBA (or equivalent) GPA of 3.4 on a 4.0 scale.

a. Students with a graduate studies academic GPA of less than 3.4 may be provisionally accepted and may take up to two courses, depending on GRE scores.

b. Students who are provisionally accepted must achieve a B or better in their first two doctoral nursing courses in order to be considered

for formal acceptance by the Graduate Nursing DNP Admissions Committee.

- Two letters of reference, preferably one recent academic reference. One reference must be directly related to professional practice.

**Additional requirements for candidates for admission:**

- An interview with the DNP Program Director
- Documentation of a completed introductory statistics course (including inferential and descriptive) and a graduate nursing research course with grades of B or better.
- Submission of a completed La Salle University's electronic application.

**Please Note:**

- Applicants must carefully follow all instructions to avoid delays in the processing of application materials.
- Official transcripts are required.
- Reference letters must be in sealed envelopes with the signature of the author across the back flap.
- New students may earn credits as conditionally accepted students pending approval by the DNP Program Director. No more than six (6) credits earned with conditionally accepted student status may be applied to the DNP degree.
- Students desiring to audit courses or take a course as a non-degree student must apply for admission in the same manner as DNP candidates.

**Submit application materials on an ongoing basis to**

La Salle University  
Office of Graduate Admission – Box 826  
1900 West Olney Avenue  
Philadelphia, PA 19141

Important: Without exception, students may not begin Residency Courses without these submissions:

- Criminal and child abuse clearances; FBI background check.
- Proof of current immunization/titers, professional liability insurance, and CPR Certification.

**Tuition and Fees 2010-2011**

Tuition, per credit hour . . . . .	\$890
General University Fee, per semester . . . . .	\$100
Electronic application . . . . .	Free
Parking Fee . . . . .	\$45
Technology Fee, full time, per semester . . . . .	\$100
Technology Fee, part time, per semester . . . . .	\$50

**Doctoral Nursing Program Student Learning Outcomes**

At the completion of program the student will be able to:

- Apply theoretical and research-based knowledge from nursing and other disciplines to plan and implement safe, quality health care for vulnerable individuals and groups within the context of a specific APRN or advanced nursing practice role serving specified populations.

- Collaborate with health-care providers in intradisciplinary and interdisciplinary health-care teams to provide patient-centered, quality, and safe health-care services.
- Analyze patient outcomes related to health-care interventions built on evidence-based practice recommendations and professional standards of care.
- Evaluate healthcare programs and outcomes to improve and achieve quality health-care services.
- Analyze the influence of public policy decisions on the health promotion, disease prevention, and health restoration services provided to diverse populations.
- Expand clinical judgment and decision-making abilities based on ethical and moral principles to promote the well being of individuals, families, and health-care providers in local, national, and international communities.
- Utilize communication and leadership skills with interdisciplinary teams to improve care delivery systems and health-care outcomes.
- Create culturally competent health-care environments that provide broad and focused services to all persons regardless of race, sex, sexual orientation, age, socioeconomic status, culture, health-care beliefs, and religion.
- Value life-long learning and continuing professional development.

**Progression through the Program**

The DNP Program consists of 38 credit hours beyond the master's degree.

The number of required courses is 13: 4 core courses, 4 advanced core courses, and 5 residency courses. Core and advanced core courses must be completed before residency courses. The program may be completed on a part-time or full-time basis, depending on course availability and length of time requirements. Students must enroll with full-time status once beginning their Residency and Capstone courses. Students should consult with the DNP Program Director for individualized planning.

In addition to the required courses, students may be required to enroll in NUR 881 (Capstone Project Seminar) and/or NUR 883 (Clinical Capstone Residency Seminar). Both courses earn one credit.

The following table depicts the structure of the Doctor of Nursing Practice curriculum for post-MSN students:

**Core (3 credits per course)**

- NUR 702** Advanced Therapeutics
- NUR 703** Professional Ethics
- NUR 609** Health-Care Economics
- NUR 614** Informatics and Health-Care Systems

**Advanced Core (3 credits per course unless otherwise noted)**

- NUR 619** Clinical Issues in Genetics and Genomics (1 credit)
- NUR 695** Public Policy Initiatives: Local to Global
- NUR 696** Grant-Writing Seminar or NUR 637 Epidemiology (special permission)
- NUR 704** Statistics and Biostatistics

**Residency (3 credits per course unless otherwise noted)**

- NUR 705** Patient Safety and Health-Care Outcomes
- NUR 750** Translating Evidence into Practice
- NUR 751** Clinical Leadership and Interprofessional Collaboration
- NUR 880** Clinical Capstone Project
- NUR 882** Clinical Capstone Residency (4 credits)

**Optional (1 credit per course)****NUR 881** Capstone Project Seminar (Pass/Fail)**NUR 883** Clinical Capstone Residency Seminar (Pass/Fail)

Note: Post-MBA or MHA or equivalent students are required to complete a nursing research and evidence-based bridge (NUR 604 and NUR 605). These courses may be in lieu of NUR 702 Advanced Therapeutics and NUR 609 Health-care Economics, with permission, depending on careful and individualized review of previously completed graduate coursework. Advanced Core and Residency courses are unchanged.

**Course Descriptions****NUR 609****HEALTH CARE ECONOMICS**

3 credits

This course examines general economic themes and applies them to health and health care systems. The notion of health care as a public good is discussed. Students analyze the impact of consumer demand for services, the aging population, and chronic illness on health care economics. The United States health care system and the reimbursement of health care services are investigated and compared with systems in other countries.

**NUR 614****INFORMATICS AND HEALTH CARE SYSTEMS**

3 credits

This course provides a comprehensive overview of health care informatics practice from an interdisciplinary approach. Students explore how informatics contributes to the quality, safety, maintenance of standards, and information security of health care services in the United States. The value of informatics to the improvement of care delivery environments in health care and community agencies is explored. Students integrate and apply information from health-related databases for clinical decision-making. The influence of informatics on decision-making and planning in health care systems is analyzed along with the various roles of health care informatics specialists.

**NUR 619****CLINICAL ISSUES IN GENETICS AND GENOMICS**

1 credit

The framework for this Web-enhanced course is the *Essential Competencies in Genetics and Genomics for Nurses with Graduate Degrees*. A practice-based approach will provide students with the opportunity to analyze the genetics/genomics of a disease/condition (related to their practice) applying professional practice competencies of 1) risk assessment, 2) genetic education, counseling, testing and results interpretation, 3) clinical management, and 4) ethical, legal, and social issues. The course will incorporate “need to know” basic genetic/genomic scientific concepts and evidence-based resources to maintain proficiency in this rapidly advancing field. Additionally, students will design a proposal for integration of genetics/genomics in their practice setting with an emphasis on either the professional responsibility and competency of leadership or research.

**NUR 637****EPIDEMIOLOGY**

3 credits

This course focuses on the study of the distribution and determinants of health and disease in human populations. A historical perspective of epidemiology provides a background for current practices. Basic concepts, study design, data sources, and statistical measures are examined and applied. Emphasis is placed on the practical applications of epidemiology

in the work setting and the global environment. Infection, social, behavioral, psychological, genetic, and environmental components of disease are presented from a public health standpoint. Students analyze the efficacy, cost effectiveness, and ethical concerns of screening programs.

**NUR 695****PUBLIC POLICY INITIATIVES: LOCAL TO GLOBAL**

3 credits

This course examines social policy, power, and political behaviors directed at changing health care and community systems to benefit populations. The contributions of researchers, policy-makers, analysts, health care providers, and federal, state, and local governments to local, regional, national and global policies are explored. Social, human development and environmental problems are examined in relation to local and broader public policies. Students develop leadership skills and are involved in simulated field experiences.

**NUR 696****GRANT WRITING SEMINAR**

3 credits

Students investigate private and governmental requests for proposals, grants databases, and grant elements with an emphasis on the introduction, proposal summary, problem statement, program goals and objectives, evaluation, personnel, equipment, consultants, budgets, timelines, and periodic reporting of progress. Requests for proposals from funding entities are also compared. Students write and critique a grant proposal based on the needs of a vulnerable population.

**NUR 702****ADVANCED THERAPEUTICS**

3 credits

This course presents procedures, protocols, therapeutic algorithms, drugs, and diagnostic tests related to the management of high frequency and high risk diseases found across various clinical settings. Students create an electronic portfolio to serve as a tool for conducting a personalized needs assessment specific to the knowledge and skills required of an advanced practice registered nurse role of a population and clinical practice area. Integrative and traditional approaches to disease management are explored. Students use technology to manage data for professional and clinical decision making.

**NUR 703****PROFESSIONAL ETHICS**

3 credits

This course is designed to provide a foundation in ethics as it applies to the health professions. Moral development theories, ethical approaches, principles, and professional codes of ethics are critically examined with a focus on their application to practice and ethical decision-making processes used in health care. The course will draw on students' clinical experiences and use a case study approach to promote moral reflection and personal values clarification. The demand for moral agency and ethical leadership, given a profession's responsibilities to society, is studied. The course highlights the ethical competence needed by health care professionals, individually and collectively, to respond to contemporary and emerging ethical challenges in our pluralistic society.

**NUR 704****STATISTICS AND BIOSTATISTICS**

3 credits

This course reviews correlation, prediction and regression, hypotheses testing, t-tests, ANOVA, and ANCOVA. Statistical support of decisions to treat are emphasized including point and interval estimators, risk

evaluation, odds ratio, and analysis of dichotomous and continuous variables representing health outcomes. Concepts are applied to the critique of nursing and other disciplines' research studies.

**NUR 705 (S)**

**PATIENT SAFETY AND HEALTH-CARE OUTCOMES**

3 credits

60 clinical hours; 30 hours didactic

Students analyze patient safety strategies and programs associated with improved patient care outcomes in various community and health-care agency settings. Students explore health-care errors and the impact of errors on patient, family, and health-care delivery systems. Techniques of process improvement are applied to outcomes management.

**NUR 750 (S)**

**TRANSLATING EVIDENCE INTO PRACTICE**

3 credits

60 clinical hours; 30 didactic hours

In this course, students build on their knowledge of nursing theory, research design, and approaches to data analysis. They evaluate nursing and other disciplines' research based on a critical evaluation of the literature. Students identify an issue from a declared practice focus for a capstone project that is outcomes-focused. Meta-synthesis, meta-analysis, systematic and integrative reviews, and synopses are compared as sources of evidence for clinical decision making. Patient-centered care is emphasized from the perspectives of patient preference and best practices. Guidelines from federal, professional, and voluntary health organizations are investigated. Students increase their skills in database searching.

**NUR 751 (F)**

**CLINICAL LEADERSHIP AND INTERPROFESSIONAL COLLABORATION**

3 credits/60 clinical hours

In this course, students analyze the interplay of organizational culture and structures in complex health-care systems from various theoretical perspectives. Management, organization, team-building, and conflict resolution topics are investigated; and leadership theories are compared. Case studies demonstrating effective and ineffective clinical leadership are scrutinized related to their impact on the care-delivery process. Historical and emerging relationships among health-care professionals are examined along with quality improvement strategies aimed at changing organizational cultures and processes.

**NUR 880**

**CLINICAL CAPSTONE PROJECT**

3 credits

135 clinical hours; 15 didactic hours

Students develop a capstone project and explore practice issues that influence project success. They investigate associated literature and confer with clinical practice leaders to refine the outcomes-focused project. The capstone project proposal is shaped by needs assessment data, literature review, and program evaluation strategies. Students critique and disseminate their approved capstone project. The role of the DNP graduate as a clinical leader in health-care and community systems is addressed as it relates to the evaluation and dissemination of the capstone project.

Clinical activity: Students design a clinical capstone project informed by the work completed in the previous courses. Students synthesize previous assignments and develop a capstone project proposal that is shaped by needs assessment data, literature review, and program evaluation strategies.

Students consult with experts from the clinical field and work closely with a faculty adviser/project chair.

**NUR 881**

**CAPSTONE PROJECT SEMINAR**

1 credit (Pass/Fail) (Additional course) \*\*

This course is a continuation course to NUR 880. It is designed to provide opportunities for students requiring additional supports necessary for completing the written clinical capstone project proposal. Students enroll in this seminar course on a continual basis until the conclusion of the written capstone project proposal and advisor affirmation of proposal completion. Students utilize available university supports including the Sheeky Writing Center and proposal committee members' expertise. Students must be actively enrolled in order to avail themselves of university resources. The course is available during fall and spring semesters. Summer availability is contingent upon DNP Program Director approval. (\*\*optional)

**NUR 882**

**CLINICAL CAPSTONE RESIDENCY**

4 credits

185 clinical hours; 19 hours didactic/meeting hours

Students participate in an individually designed clinical practice immersion experience designed to build knowledge and skill for advanced specialty practice at a high level of complexity. The immersion experience provides the practice context in which the clinical capstone project is completed. Students complete required capstone coursework and obtain approval from their capstone committee. They implement an evidence-based capstone project in a health-care or community agency. The required capstone project end-product is a publishable manuscript.

**NUR 883**

**CLINICAL CAPSTONE RESIDENCY SEMINAR**

1 credit (Pass/Fail) (Additional course) \*\*

This course is a continuation course to NUR 881. This seminar offers students the opportunity to complete the clinical capstone project and develop this project into a finalized form that is consistent with a journal manuscript and ready for defense. NUR 882 will be noted as "Incomplete" until the clinical capstone project is finished. The course is available during fall and spring semesters. Summer availability is contingent upon DNP Program Director approval. Students will utilize university resources including library and writing center supports. (\*\*optional)

**Capstone Project Requirement**

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The Capstone Project (CP) is a scholarly experience using principles of evidence-based practice and research translation that is designed to provide students with a guided opportunity to address a meaningful practice concern relevant to nursing and meaningful to healthcare systems, processes, and/or outcomes. The CP end-product will be a tangible deliverable presented in the form of a publishable manuscript. This product will be reviewed and evaluated by an academic committee. The CP should be a synthesis of the student's work and lay the groundwork for future scholarly endeavors.

Students, working closely with faculty members, identify an issue or question within nursing practice that is of clinical interest and conduct a scholarly review and synthesis of the related literature. Students develop a project around this issue or question, implement and evaluate this project, and disseminate findings and recommendations in the form of a publishable manuscript.

## DOCTOR OF PSYCHOLOGY (PSY.D.) IN CLINICAL PSYCHOLOGY

### Faculty

Program Director: Kelly McClure, Ph.D.

Director of Clinical Training: Randy Fingerhut, Ph.D.

Director, La Salle University Community Psychological Services:  
Kathleen Murphy-Eberenz, Ph.D.

Professors: Burke, Rooney

Associate Professors: Armstrong, Cardaciotto, Collins, Falcone, Fingerhut, McClure, Montague, Moon, Smith, Wilson, Zelikovsky

Assistant Professors: Gambrel, Goldbacher, Jacob, McMonigle, Roth, Spokas, Sude, Williams

Associate Faculty: Mattei

Core Adjuncts: Booker, Gold, Hannigan, Levin, Minniti, Palmer, Richardson, Sposato

### Description of Program

The APA-accredited program leading to the Doctor of Psychology (Psy.D.) is a professional program intended for those students who have completed a bachelor's degree in either psychology or a related field, or for those students who hold a master's degree in a mental health discipline. It is a five-year, full-time program that has a partial part-time option, which allows two levels of the program to be completed over four calendar years for a maximum timeframe of seven years from entry to degree completion.

The program follows the practitioner-scholar model of training clinical psychologists, and, as such, an intensive integration of theory, research, and practice is stressed throughout the entire course of study. The program requires the completion of a practicum progression and a full-year clinical internship. It also requires the completion of the Clinical Dissertation, a qualitative or quantitative research project that addresses an important original question of relevance to the practice of clinical psychology.

The program emphasizes the integration of science and practice, actively promotes an evidence-based approach to the practice of clinical psychology, and acknowledges and incorporates issues of human diversity throughout the curriculum.

The program offers three areas of concentrated study for students with particular career interests: 1) General Clinical Practice, 2) Child Clinical Psychology, and 3) Clinical Health Psychology.

### Accreditation

Susan Zlotlow, Ph.D.

Director, Office of Program Consultation and Accreditation  
American Psychological Association

750 First Street, NE  
Washington, DC 20002-4242  
202.336.5979

Visit the Web site at: [www.apa.org](http://www.apa.org)

### Admission Requirements

The program is seeking applicants who have the academic, personal, and professional qualifications that would make them outstanding prospects toward becoming ethically sensitive, well-informed, and highly competent practitioners. They should possess high academic aptitude and a demonstrable pattern of interest and personal qualifications that would enable them to function effectively in working with problems of individuals, families, and social systems. Applicants with a bachelor's

degree and excellent undergraduate credentials or a master's degree in psychology or a related mental-health discipline will be given full consideration.

To be accepted into the program, the following documentation is required:

1. Evidence of an earned baccalaureate degree from an accredited institution with a major in psychology or a related discipline. Those entering with a B.A. must have a minimum grade-point-average of 3.2 on a 4.0 scale; those with an M.A., a 3.5. The record should show the completion of at least 15 hours in psychology with particular reference to General Psychology, Developmental Psychology, Statistics, Research Methods, and Tests and Measurements (Students lacking these required courses may be required to complete them prior to matriculation).
2. Acceptable scores on the Graduate Record Examination, including verbal, quantitative, and writing portions of the GREs. Those entering with a bachelor's degree must also submit the Graduate Record Examination Advanced Psychology scores. Only students with a completed M.A./M.S. in psychology can request that the GRE subject section be waived.
3. Three letters of recommendation from professors or supervisors familiar with the academic/professional and personal qualifications of the applicant.
4. A statement of interest and intent indicating the applicant's reasons for applying to the Psy.D. program.
5. A professional résumé.
6. The Application for Admission form, accompanied by the stipulated fee payable to La Salle University.
7. Foreign students must present an acceptable TOEFL score and all international academic credentials must be reviewed by WES.
8. A personal interview will be required for all finalists.

### The Application for Admission may be obtained by contacting:

Doctor of Psychology Program, Box 842  
La Salle University  
Philadelphia, PA 19141  
Phone: 215.951.1350  
Fax: 215.951.5140  
E-mail: [psyd@lasalle.edu](mailto:psyd@lasalle.edu)

### Transfer Credit

Students who have completed graduate work in psychology or a closely related discipline may have up to 18 credits of foundations course work transferred. Only foundation courses will be considered for transfer. Under no circumstances will clinical skills courses be eligible for transfer. Courses that can be considered for transfer are: Social Psychology, Developmental Psychology, Personality and Individual Differences, Cognitive Psychology, Psychological Measurement, and Statistical Analysis and Research Methodology. Credit may be awarded for previous course work in these areas that meet the program's equivalency criteria with regard to course content and competency level. Students must submit written requests for transfer prior to beginning class in Level I and include syllabi and any other supporting documentation. Faculty will evaluate the syllabi/documentation submitted and will recommend transfer if the previous course overlaps with the La Salle University course syllabus by 80 percent, and the student passes the appropriate part of the foundations examination given to doctoral students. Decisions in this regard will be made on a case-by-case basis.

### Tuition and Fees 2013-2014

Application fee . . . . .	\$40
Tuition, per credit hour . . . . .	\$890

General University Fee, per semester . . . . .	\$100
Technology Fee, full time, per semester . . . . .	\$100
Technology Fee, part time, per semester . . . . .	\$50
Parking Fee . . . . .	\$45

### Tuition Assistance

A limited amount of tuition-reduction funding is available for full-time students enrolled in the first level of the program. To qualify, students must contact the financial aid office and apply for federally funded work-study (through submission of a FAFSA form). While students do not have to accept an offer for work-study, this process allows the Psy.D. Program to verify financial need. Students who qualify for work-study thus also qualify for consideration for the limited tuition-reduction funding available in the first year of the program.

### Financial Aid

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

### Other Financial Aid Resources

A.P.A.'s Student Financial Aid Pages and Peterson's Web site contain information about how to finance your advanced degree, including loans, grants, employment on campus, and off-campus jobs.

### Degree Requirements

Upon satisfactory evaluation by the faculty (SPEC\*), the doctorate is awarded to candidates who have successfully completed the following requirements of the program:

1. 114 graduate credits of course work as designated.
2. The Comprehensive Examination, Parts I, II, and III (See Student Handbook for details)
3. The Practicum Progression
4. The Clinical Internship
5. The Clinical Dissertation

\* SPEC is an acronym for Student Progress Evaluation Conference, a meeting of all program faculty that meets periodically to review student progress.

### Progression Through the Program

In its entirety, the program is 114 graduate credits—75 credits of required courses shared by all students, 12 credits specific to the chosen area of concentration, 12 practicum credits (minimum), six dissertation credits (minimum), and nine clinical internship credits.

Students choose a concentrated area of study as they progress through the program. From a solid foundation in the basic competencies in clinical psychology, the program offers three concentrations: General Practice, Child Clinical Psychology, and Clinical Health Psychology. In each concentration area, the student is first provided with the essential foundation material upon which clinical practice is based, and then moves to sequential instruction and training in a range of assessment and intervention modes specific to the particular concentration. Students choosing to follow one of these concentrated areas of study will complete their Doctoral Practicum II in a site appropriate for their concentration

and will complete their Clinical Dissertation in their chosen concentration. The program requires the completion of a practicum progression and full-year clinical internship (see Psy.D. Student Handbook for details).

The practicum progression is designed to provide the student with both depth and breadth of experience. Each student will be expected to gain experience with a range of roles, settings, populations, clients, clinical problems, and techniques. This is accomplished in clinics, hospitals, and other community agencies of the richly diverse greater Philadelphia metropolitan area, as well as in our own community clinic (i.e. La Salle University Community Psychological Services). Prior to external practica, students have a "pre-practicum" experience during their first level in the program. This experience is through direct client assessments (as part of the required assessment courses) at the assessment lab and at the La Salle University Community Psychological Services. The practicum progression is ordinarily a two-tiered experience with slight variations built in for students in each concentration area. The two externships share the same structure and requirements, except that the second level requires progressively more sophisticated skills and may encompass a wider variety of clinical activities. All students will complete at least two years of externship training within the program and may choose an optional third externship year. During the entire practicum training experience, in addition to external placements, students will see clinical cases at the psychology training clinic and will participate in weekly clinic team meetings in which they will receive supervision, support, and guidance from clinical faculty and peers.

The clinical internship is a one-year, full-time (or two-calendar-year, part-time) experience that may be undertaken after the student has successfully completed the first four levels of the program, including all practica and Comprehensive Examination Parts I, II, and III, has successfully defended the Clinical Dissertation proposal, and has been approved by the clinical training committee. The clinical internship is an intensive training experience requiring 36 to 40 hours of service a week over one year or 18 to 20 hours a week over two years in a clinical setting. Detailed procedures and requirements for the clinical internship are provided in the Clinical Training Manual.

The program requires the completion of a Clinical Dissertation that addresses an important original question of relevance to the practice of psychology. It is a training experience designed to provide the student with a guided opportunity for integrating and interpreting findings from existing empirical research as well as designing and carrying out a project demonstrating scholarship in addressing a clinically relevant psychological issue.

Effective Jan. 1, 2007, all APA-accredited programs must disclose education/training outcomes and information allowing for informed decision making to prospective doctoral students. This information can be found at [http://www.lasalle.edu/admiss/grad/doc\\_psych/doc\\_psych\\_student\\_stats.swf](http://www.lasalle.edu/admiss/grad/doc_psych/doc_psych_student_stats.swf).

### Psy.D. Curriculum

#### Courses Required of All Students (75 hours)

- PSY 700 (3) Psychotherapy I: Individual Approaches
- PSY 701 (3) Biological Bases of Behavior
- PSY 702 (3) Foundations of Psychotherapy: Mechanisms of Change and the Therapeutic Process
- PSY 703 (3) Human Behavior IV: Social Bases
- PSY 704 (3) Psychopathology I: Adult Psychopathology
- PSY 705 (3) Psychotherapy II: Group and Systemic Approaches
- PSY 706 (3) Interviewing and Psychotherapy Lab
- PSY 707 (3) Psychopathology II: Child and Adolescent Psychopathology
- PSY 708 (3) Human Behavior I: Developmental Bases
- PSY 709 (3) Psychological Assessment I: Cognitive Assessment
- PSY 710 (3) Psychological Assessment III: Integrative Battery

- PSY 711 (3)** Human Diversity  
**PSY 713 (3)** Human Behavior II: Cognitive Psychology  
**PSY 714 (3)** Human Behavior III: Personality and Individual Differences  
**PSY 724 (3)** History and Systems of Psychology  
**PSY 730 (3)** Psychological Assessment II: Personality and Behavioral Assessment—Objective Approaches  
**PSY 740 (3)** Advanced Cognitive Behavior Therapy: Theory and Application  
**PSY 750 (3)** Psychopharmacology  
**PSY 766 (3)** Working with Families in Clinical Psychology  
**PSY 770 (3)** Psychological Measurement and Statistical Analysis  
**PSY 771 (3)** Research Methodology  
**PSY 784 (3)** Consultation and Education  
**PSY 785 (3)** Introduction to Professional Practice, Ethics, and Conduct  
**PSY 787 (3)** Supervision and Management  
**PSY 792 (3)** Professional Ethics

### General Clinical Practice (12 hours)

- PSY 741 (3)** Advanced Seminar in Psychotherapy and Clinical Practice  
**Clinical Elective (3)**  
**Clinical Elective (3)**  
**Clinical Elective (3)**

### Child Clinical Psychology (12 hours)

- PSY 719 (3)** Psychological Assessment of Children and Adolescents I  
**PSY 753 (3)** Pediatric Psychology  
**PSY 762 (3)** Advanced Seminar in Clinical Child and Family Psychology  
**PSY 765 (3)** Child and Adolescent Psychotherapy

### Clinical Health Psychology (12 hours)

- PSY 751 (3)** Clinical Health Psychology I  
**PSY 752 (3)** Clinical Health Psychology II  
**PSY 757 (3)** Neuropsychological Assessment I  
 or **PSY 753 (3)** Pediatric Psychology  
**Clinical Elective (3)**

### Doctoral Practicum (12 hours)

- PSY 782 (3)** Doctoral Practicum I / Practicum Seminar I  
**PSY 783 (3)** Doctoral Practicum I / Practicum Seminar I  
**PSY 788 (3)** Doctoral Practicum II / Practicum Seminar II  
**PSY 789 (3)** Doctoral Practicum II / Practicum Seminar II  
**PSY 794 (3)** Doctoral Practicum III / Practicum Seminar III (OPTIONAL)  
**PSY 795 (3)** Doctoral Practicum III / Practicum Seminar III (OPTIONAL)

### Clinical Dissertation

- PSY 772 (3)** Clinical Dissertation Seminar I: CD Initiation  
**PSY 773 (3)** Clinical Dissertation Seminar II: CD Manuscript Preparation  
**PSY 774 (3)** Clinical Dissertation Seminar III: CD Completion (if necessary)

### Clinical Internship

- PSY 800, 801, 802 (9)** Clinical Internship (Full Time)  
**PSY 870, 871, 872 (6)** Clinical Internship (Part Time)  
**PSY 873, 874, 875 (3)** Clinical Internship (Part Time)

## Course Descriptions

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### PSY 700

#### PSYCHOTHERAPY I: INDIVIDUAL APPROACHES

A first course in psychological treatment designed to provide the student with an understanding of foundational knowledge and skills required for provision of effective evidence-based psychological treatment to individuals. Students will be exposed to the range of approaches to individual psychotherapy utilized in contemporary clinical practice, with particular attention and emphasis given to behavioral, cognitive-behavioral, and other empirically supported models of psychotherapy. Issues of diversity in clinical practice will be considered throughout.

### PSY 701

#### BIOLOGICAL BASES OF BEHAVIOR

This course will focus on an examination of the biological substrates of behavior from the cellular to the systemic to the behavioral level. The course will examine basic aspects of functional neuro-anatomy and brain-behavior relationships. Models of mind, consciousness, and cortical functioning will also be explored.

### PSY 702

#### FOUNDATIONS OF PSYCHOTHERAPY: MECHANISMS OF CHANGE AND THE THERAPEUTIC PROCESS

A clinical skills course that will examine psychotherapy as a change agent. The empirical foundations of psychotherapy will be addressed with an emphasis on practice implications of current therapy research on readiness for change, efficacy, and effectiveness, client-therapist variables, and the therapeutic relationship. In addition, consideration will be given to issues relating to matching clients to therapy type, as well as the theoretical, empirical, and practical consideration of essential mechanisms of change in psychotherapy. The role of spirituality and its impact on the therapeutic process will also be addressed.

### PSY 703

#### HUMAN BEHAVIOR IV: SOCIAL BASES

An examination of the theories and research in social psychology with particular reference to multicultural issues and their relevance to mental health models and psychological practice.

### PSY 704

#### PSYCHOPATHOLOGY I: ADULT PSYCHOPATHOLOGY

This course will explore the major categories of adult psychological disorders. Theory and research regarding symptomatology, etiology, maintaining factors, and diagnostic issues will be examined in detail. Students will receive an introduction to the use of the DSM-IV.

### PSY 705

#### PSYCHOTHERAPY II: GROUP AND SYSTEMIC APPROACHES

A continuation of PSY 700 with the course focus being on those intervention models and techniques appropriate for working with groups, couples, and families. While students will be exposed to a wide variety of intervention approaches seen in contemporary clinical practice, the course will emphasize those models having demonstrated empirical support.  
*Prerequisite: PSY 700*

### PSY 706

#### INTERVIEWING AND PSYCHOTHERAPY LABORATORY

A laboratory course designed to develop basic diagnostic and interviewing proficiency. In addition, basic relational and intervention skills essential to establishing an effective therapeutic alliance and promoting behavioral change will be discussed and practiced.

### PSY 707

#### PSYCHOPATHOLOGY II: CHILD AND ADOLESCENT PSYCHOPATHOLOGY

A second course in psychopathology looking at psychological disorders found in childhood and adolescence. Issues of etiology, symptomatology, diagnosis, prevention, treatment and impact on systems over the life span will be discussed. Emphasis will be placed on contemporary issues and diversity. Students will be introduced to the DSM and related diagnostic systems for disorders of childhood and adolescence.

*Prerequisite: PSY 704*

**PSY 708****HUMAN BEHAVIOR I: DEVELOPMENTAL BASES**

This course examines how developmental pathways are shaped by the interaction of biological (e.g., genetics) and environmental factors. We explore various theoretical frameworks for the study of development, with an eye toward those that have received empirical support. Particular attention is paid to the ways that developmental processes are similar and dissimilar across various sociocultural groups, and to the clinical implications of such processes.

**PSY 709****PSYCHOLOGICAL ASSESSMENT I – COGNITIVE ASSESSMENT**  
3 credits

This course provides students with basic competencies in the selection, administration, scoring, and interpretation of individually administered tests of intelligence and achievement. The Wechsler scales will be highlighted. Issues of theory, research, clinical utility, and ethics are addressed. Special attention will be given to issues relating to culturally sensitive assessment methodology.

*Co-requisite: PSY 770*

**PSY 710****PSYCHOLOGICAL ASSESSMENT III: INTEGRATIVE ASSESSMENT BATTERY**

This course will provide for focused study and experience integrating psychological tests and test batteries. Particular focus will be on writing professional reports specific to a variety of clinical settings and in cross-validating psychological assessment results with interview and other available data.

*Prerequisites: PSY 709 and 730*

**PSY 711****HUMAN DIVERSITY**

This course will provide students with the knowledge needed to be clinically sensitive therapists able to work with a range of individuals from diverse backgrounds.

This course has two parts: 1) multicultural diversity and 2) individual diversity. In the first part of the course, we will cover cultural differences and how they relate to the diagnosis of psychopathology and what we consider “normal” versus “abnormal.” We will explore how cultures differ on important clinical issues such as violence, suicide, expression of emotions, and childrearing, among many others. Practical implications, the APA’s guidelines for multicultural competency, and some multicultural therapy approaches will be presented. The second part of the course will be a discussion of the other ways individuals are diverse and therefore can be treated unfairly in our society. We will spend time examining society’s acceptance, views, and treatment of individuals who are considered diverse, or would be considered minorities, because of their gender, religious practices, sexual orientation, disability, socioeconomic status, or medical conditions. Our role as psychologists in assisting those in need and the importance of social activism will be explored. Practical implications for successful therapy with diverse individuals will be discussed. Finally, we will discuss the importance of therapists’ acknowledgment of their own biases and how these biases can influence the therapeutic process if not addressed.

**PSY 713****HUMAN BEHAVIOR II: COGNITIVE PSYCHOLOGY**

This course provides students with the empirical and theoretical foundations of contemporary cognitive psychology. Topics include attention, perception, memory, knowledge representation, and structure, consciousness and metacognition, imagery, language, reasoning, decision making, and emotion. Attention will also be given to how cognitive

processes may change with aging, be compromised in certain disorders, or vary within gender and culturally diverse groups.

**PSY 714****HUMAN BEHAVIOR III: PERSONALITY AND INDIVIDUAL DIFFERENCES**

This course will involve an exploration of historical and contemporary models for understanding human personality. The focus in this course will be an in-depth examination of the range of major theoretical models that explain and describe human behavior and differences between individuals. Socio-cultural differences in behavior will be given careful attention throughout the course. Attention to both categorical and dimensional models of personality will be examined. In addition, the application of personality theories and research in clinical assessment and psychotherapy will be addressed; in particular, there will be a detailed exploration of personality disorders in terms of both DSM-IV-TR diagnostic criteria and underlying psychopathology.

**PSY 719****PSYCHOLOGICAL ASSESSMENT OF CHILDREN AND ADOLESCENTS**

This is a skills course in which the student will become familiar with psychological assessment principles, tools, and practice with children and adolescents. The student will be given training in the selection, administration, scoring, and interpretation of a variety of measures appropriate to children and adolescents. Students will then learn procedures for effectively utilizing these measures with the individual assessed, family, school, and other significant elements of the child’s world.

*Prerequisite PSY 709 and 730*

**PSY 720****PSYCHOLOGICAL ASSESSMENT OF CHILDREN AND ADOLESCENTS II**

This course is a continuation of PSY 719 in which the student will extend their knowledge, proficiencies, and skills in psychological assessment with this population.

*Prerequisite PSY 719*

**PSY 724****HISTORY AND SYSTEMS OF PSYCHOLOGY**

This course provides the student with knowledge about and understanding of the development of psychology as a science and profession. Three general topic areas are examined: psychology’s historical roots in philosophy, natural science, and national cultures; the work of the early psychologists; and the development of various “systems” or “schools” of psychology in the 20th century.

**PSY 730****PSYCHOLOGICAL ASSESSMENT II: PERSONALITY AND BEHAVIORAL ASSESSMENT--OBJECTIVE METHODS**

This course will focus on theory and practice of personality and behavioral assessment. The student will be given training in the administration, scoring, and interpretation of several of the more widely used measures of personality and behavioral/emotional functioning (MMPI-II, MMPI-II-RE, MMPI-A, PAI, MCMI-III, BDI, etc.). Ethical and cultural issues related to this approach to assessment will also be highlighted.

*Prerequisite: PSY 709*

**PSY 740****ADVANCED COGNITIVE BEHAVIOR THERAPY – THEORY AND APPLICATION**

This course is intended to provide the historical development, theoretical rationale, and the empirical base for rationalist, constructivist, and contextual approaches to cognitive behavioral therapy. Contemporary approaches to cognitive behavioral psychotherapy will be discussed in

terms of its efficacy in the treatment of a wide range of psychological disorders and with diverse populations. Issues relating to psychotherapy integration and treatment of diverse populations will also be covered in this class.

*Prerequisite: PSY 700*

### **PSY 741**

#### ADVANCED SEMINAR IN PSYCHOTHERAPY AND CLINICAL PRACTICE

This is an advanced seminar exploring issues in psychotherapy and the contemporary practice of clinical psychology. Focal topics will be announced and resource speakers with expertise in those areas will be invited to participate. Disciplined and thorough literature reviews will be stressed.

*Prerequisite: PSY 740*

### **PSY 742**

#### CLINICAL PSYCHOLOGY IN PRIMARY CARE

This course will address the importance of the psychologist-physician relationship in the treatment of chronic and acute medical illnesses and the role of psychological interventions in the primary care setting. Illnesses will be conceptualized based on disease causes, treatments, and barriers, and specific interventions for each will be addressed. Treatment techniques, including, but not limited to, brief therapy, stress management, pain management, smoking cessation, and cognitive behavioral therapies, will be addressed as they relate to the psychologist's role in helping patients manage medical illness more effectively.

*Prerequisite: PSY 700 and 705*

### **PSY 743**

#### CLINICAL HYPNOSIS

An intellectual and experiential introduction to hypnosis as a tool in various forms of psychological intervention. The course will examine the history of hypnotic phenomena, the extensive scientific research over the past 40 or so years, and the use of hypnosis in the contemporary practice of psychotherapy.

### **PSY 747**

#### BIOFEEDBACK TRAINING AND SELF-REGULATION

An introductory course in the theory and methods of biofeedback and self-regulation training. The emphasis will be upon presenting the theoretical basis for and technology associated with the primary modalities of biofeedback and their applications to physical rehabilitation and psychotherapy. Demonstrations and hands-on training will be used throughout.

*Prerequisite: PSY 700, 701, 757, and 758*

### **PSY 750**

#### PSYCHOPHARMACOLOGY

A study of how psychoactive drugs impact human behavior. Emphasis will be on how selected drugs interact with neurotransmitter systems and how neurotransmitter systems modulate behavior. Particular reference will be made to reaction of central nervous system to chemically effective drugs (anti-anxiety, anti-depressant, anti-psychotic). Indications and contraindications will be stressed as well as management strategies.

*Prerequisite: PSY 701*

### **PSY 751**

#### CLINICAL HEALTH PSYCHOLOGY I: INTRODUCTION TO BEHAVIORAL HEALTH

Clinical Health Psychology I is a graduate-level course that will provide doctoral students with a foundation of clinical health psychology and

behavioral medicine. First, the most widely studied and empirically supported theories of health behaviors will be introduced in relation to behavioral risk factors. Next, we will focus on assessment and treatment of the primary behavioral problems encountered within behavioral medicine, which include sleep disorders, sexual dysfunction, high-risk sexual behaviors, obesity, eating disorders, chronic pain, substance abuse/dependency, and tobacco addiction.

### **PSY 752**

#### CLINICAL HEALTH PSYCHOLOGY II: WORKING WITH MEDICALLY ILL POPULATIONS

This course will build on the foundation provided by Clinical Health Psychology I. Clinical Health Psychology II is a graduate-level course that will provide doctoral students with an in-depth look at working in medical settings. We will cover working in primary care and working in specific populations such as cancer. We will discuss the practical side of setting up behavioral consultation services in medicine and specific issues related to various diseases seen in primary care as well as cancer, and we will also integrate issues that have been found to be important when working within primary care or oncology. We will discuss the medical field, medical professionals, patient perspectives in health care, and communications between health-care providers and patients. Finally, we will use case examples in discussing disease processes and clinical therapy interventions.

*Prerequisite: PSY 751*

### **PSY 753**

#### PEDIATRIC PSYCHOLOGY

This course will provide an overview of theory, research, and professional practice in pediatric psychology. The course will review medical and behavioral aspects of the most common chronic pediatric illnesses, theories explaining the etiology and maintenance of behavioral aspects of pediatric illness, and considerations for psychological assessment and intervention in areas such as adherence to medical interventions, emotional difficulties related to chronic illness, and coping with medical procedures. Course content will also include discussion about the evolving role of psychologists in pediatric settings.

### **PSY 757**

#### NEUROPSYCHOLOGY I – FUNDAMENTALS OF NEUROPSYCHOLOGICAL ASSESSMENT

An introduction to neuropsychological assessment techniques. Interview-based and psychometric approaches will be examined. The course will emphasize the development of skills for recognizing and describing deficits in major aspects of cognitive functioning. The relationship between neuropsychological assessment techniques and procedures and brain-behavior relationships will be highlighted.

*Co-requisite or prerequisite: PSY 701*

### **PSY 758**

#### NEUROPSYCHOLOGY II – ADMINISTRATION AND INTERPRETATION OF COMPREHENSIVE BATTERIES

The role of the comprehensive neuropsychological assessment procedures in the evaluation of neurobehavioral disorders is explored. Comprehensive batteries, including the Halstead-Reitan and the Luria-Nebraska, will be employed, as well as general use batteries, batteries for assessing specific disorders (e.g. dementia, CVA, etc.), and Lezak's patient-oriented hypothesis-testing model. Both psychometric and qualitative aspects of the assessment process will be explored along with the selection and use of appropriate normative comparison standards.

*Prerequisite: PSY 757*

**PSY 762**

## ADVANCED SEMINAR IN CLINICAL CHILD AND FAMILY PSYCHOLOGY

An advanced seminar on issues of theory and practice in contemporary child-clinical and family psychology. This seminar focuses on in-depth analysis of modern issues impacting child and family psychology, including the practical application of empirically supported treatments and discussions of present-day debates. This seminar is designed to extend the student's knowledge of basic principles and theories beyond the classroom and carefully consider how these translate to real-life situations. Disciplined and thorough literature reviews will be stressed.

**PSY 765**

## CHILD AND ADOLESCENT PSYCHOTHERAPY

An advanced course focusing on issues of theory and practice in child and adolescent psychotherapy. The focus of study will be on those interventions with demonstrated empirical support. Both individual and systemic approaches will be carefully examined and considered. Special attention will be given to issues of diversity and its impact on working with children, adolescents, and their families.

**PSY 766**

## WORKING WITH FAMILIES IN CLINICAL PSYCHOLOGY

This course is designed to provide clinical psychology students with an understanding of the major concepts in the field of family therapy, as well as a comprehensive overview of systems approaches. The course will provide a thorough examination of the classic schools of family therapy and an overview of recent developments in the field. The intrapersonal, interpersonal, and intersystemic dimensions of diagnosis and treatment will be explored. The concepts of family origin, family functioning, structure, strength, and narratives will be studied. The ethical considerations in treating a family, a couple or an individual will also be explored, examined, and discussed.

**PSY 770**

## PSYCHOLOGICAL MEASUREMENT AND STATISTICAL ANALYSIS

Students will be introduced to fundamental principles and concepts of measurement theory. In addition, students will develop a fundamental understanding of the foundation of statistical procedures and data analysis and will develop the statistical skills necessary for accurate interpretation of clinical measures and completing a research project.

Students will be introduced to fundamental principles and concepts of measurement theory, including reliability, validity, standard error of measurement, and correlation. In addition, students will develop a fundamental understanding of the foundation of statistical procedures and data analysis and will develop the statistical skills necessary for accurate interpretation of clinical measures and completing a research project.

**PSY 771**

## RESEARCH METHODOLOGY

The focus of this course will be upon developing an understanding of research design and development of those skills necessary for the implementation of a research project. In particular, students will develop and have an understanding of issues, concepts, and procedures in clinical efficacy and effectiveness research.

*Prerequisite: PSY 770*

**PSY 772**

## CLINICAL DISSERTATION SEMINAR I: PROJECT INITIATION

This course will focus on developing a dissertation idea, conducting a preliminary literature search, and developing appropriate research strategies. The course includes an introduction to advanced statistical approaches such as logistic regression and multivariate analysis of variance.

This statistical training is meant to facilitate the student's literature review as well as provide a foundation in techniques that may be used in the dissertation project. Details about the Clinical Dissertation can be found in the Clinical Dissertation Manual included in the Student Handbook  
*Prerequisite: PSY 771*

**PSY 773**

## CLINICAL DISSERTATION SEMINAR II: MANUSCRIPT PREPARATION

This course will focus on organization of data and manuscript preparation in preparation for a completion of the written and oral portion of the Clinical Dissertation project.

*Prerequisite: PSY 772*

**PSY 774**

## CLINICAL DISSERTATION SEMINAR III: PROJECT COMPLETION

This course must be taken by all students who do not complete the Clinical Dissertation by the conclusion of PSY 773. This course must be retaken until the project is fully completed.

**PSY 782, 783**

## DOCTORAL PRACTICUM I/ PRACTICUM SEMINAR I

The first of two externships in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

**PSY 784**

## CONSULTATION AND EDUCATION

Designed to prepare students for the role of psychologist consultant and educator, this course will pay particular attention to the dynamics of working with groups and organizations in a variety of settings and making effective interventions at a systemic level. In addition, education in psychology, with an emphasis on Core curriculum and competencies, historical developments, and future directions will be thoroughly explored.

**PSY 785**

## INTRODUCTION TO PROFESSIONAL PRACTICE, ETHICS AND CONDUCT

This course includes didactic and discussion components and focuses on issues important to professionals about to enter the field, including an orientation to modern clinical psychology, an introduction to ethical and legal issues, and trends in professional education and practice.

**PSY 786**

## INDIVIDUAL HUMAN DIVERSITY

This course will focus on the impact and implication of diversity issues, beyond cultural differences, on the functioning of individuals and relationships, as well as on the theories of psychopathology and practice of psychotherapy. Clinical psychologists commonly deal with issues related to gender, class, aging, disability, and sexual preference when working with clients. This course will provide students with a solid appreciation of these issues and how living in our society, combating these issues daily, can affect individuals, families, and relationships. Further, we will discuss how therapists can acknowledge their own biases and how these biases can influence the therapeutic process if not addressed. Finally, this course will provide clinical guidelines for working effectively and sensitively with individuals and families dealing with issues of gender, age, disability, class, and sexual preferences.

**PSY 787**

## SUPERVISION AND MANAGEMENT

This course will stress the supervisory and case management roles and the student's ability to be a leader and catalyst in these processes. Furthermore, practice development and economic issues in clinical psychology are explored. The student should have completed the first practicum before enrolling in this course.

**PSY 788, 789**

## DOCTORAL PRACTICUM II/PRACTICUM SEMINAR II

The second of two externships in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

**PSY 792**

## PROFESSIONAL ETHICS

An examination of professional and ethical issues, with particular reference to the everyday issues of practice. The student will be encouraged to develop a "critically examined" personal style and stance with which to address these issues. The class focus will be on the development of an understanding and a working knowledge of the American Psychological Association Code of Ethical Conduct and relevant State of Pennsylvania laws and statutes.

**PSY 794, 795**

## DOCTORAL PRACTICUM III/PRACTICUM SEMINAR III – (OPTIONAL)

The third optional externship in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

**PSY 800, 801, 802**

## FULL-TIME CLINICAL INTERNSHIP

One-year, full-time internship in an approved facility. Continuous registration over three semesters for a total of nine credits is required. The total clock hours served should not be less than 2,000. See Practicum and Internship Manual included in the Student Handbook for details.  
*With Permission of Director of Clinical Training*

**PSY 870, 871, 872, 873, 874, 875**

## PART-TIME CLINICAL INTERNSHIP

Two-year, part-time internship in an approved facility. Continuous registration over six semesters for a total of nine credits is required. The total clock hours served should not be less than 2,000. See Practicum and Internship Manual included in the Student Handbook for details.  
*With Permission of Director of Clinical Training*

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**DOCTOR OF THEOLOGY (TH.D.)****Faculty**

Director: Francis Berna, Ph.D.

Professors: Harty, McGuinness, Ryan, Van Fleteren

Associate Professors: Copeland, Dobie, Tsakiridou

Assistant Professors: Angeles, Crawford, Dougherty, Hymers

Lecturer: McDougall

Professor *Emeritus*: Kelly

**Mission Statement**

The Doctor of Theology program seeks to prepare highly talented individuals to "hand on" the Christian faith in a wide spectrum of venues. Graduates, grounded in solid scholarship, will have the ability to convey the insights of theological knowledge through classroom teaching, programmatic design, ministerial supervision, and the development of theological resources for various audiences. The Doctor of Theology program seeks to provide a course of study for men and women grounded in the Christian tradition to meet the increasing demand for skilled lay leadership in a variety of church ministries that require advanced theological education.

**Description of Program**

The Th.D. Program at La Salle University seeks to prepare highly talented individuals to "hand on" the Christian faith in a wide spectrum of venues. Graduates, grounded in solid scholarship, will have the ability to convey the insights of theological knowledge through classroom teaching, programmatic design, ministerial supervision, and the development of theological resources for various audiences.

The structure of the program includes three intensive summer residencies, online learning, and independent study. Students create and maintain a portfolio that includes reviews of critical texts, annotated bibliographies, and major research papers. At the conclusion of the course work, students review the portfolio to prepare questions for the comprehensive examination and to develop a proposal for the dissertation.

**Student Learning Outcomes**

At the completion of the program, the student will be able to:

1. Demonstrate the ability to analyze and synthesize themes related to the tradition of John Baptist de La Salle, the Christian tradition, and faith development in the different stages of human life;
2. Prepare comparative analyses of current literature in the areas of the common and concentrated studies;
3. Demonstrate competency for the distribution of knowledge using current technologies;
4. Critically synthesize, evaluate and apply significant theological texts related to their areas of the common and concentrated studies; and,
5. Establish by way of the dissertation the ability to think creatively, to express their ideas with clarity, to apply critical analysis and to "hand on" their knowledge in some practical manner.

**Program Goals**

The Doctor of Theology program seeks to accomplish the following:

1. To provide opportunities for critical scholarship in common and particular areas of theology;
2. To enhance the student's ability to convey the insights of scholarship with diverse methodologies for various audiences;
3. To contribute to the ministry of the Christian churches by preparing men and women for leadership roles in a variety of church ministries.

**Concentrations**

The Program offers four areas of concentration:

**Founder's Studies** – a critical understanding of the founding charism of a religious community, its significant individuals, the history of the movement, and its significance in the contemporary world. Examples

include Lasallian Studies, the Sisters of Mercy, Franciscan Studies, and the Quakers.

**Catholic Studies** – the interdisciplinary study of Catholic history, thought, and culture. With a solid grounding in Catholic philosophy and theology, students study the expression of the Catholic imagination in art, literature, music, education, social teaching, and other areas of culture.

**Christian Spirituality** – studies that move beyond a general survey of various schools of Christian spirituality, to gain an in-depth critical understanding of a particular tradition as well as to explore its current value and expression. The concentration may include significant consideration of ecumenical and inter-religious approaches to a particular Christian spiritual tradition.

**Church Ministry** – an in-depth consideration, both theoretical and practical, of specific ministries within a Christian Church. The focused study may highlight historical perspectives on a particular ministry; questions regarding the possible future development of a ministry; theories and programs for faith formation; or a similar topic. Some examples include the ministry of the catechist in missionary countries, restoration of the permanent diaconate in the United States, and emerging models of parish-based religious education.

Intended for working professionals, the Program seeks to help highly motivated, independent learners to meet their educational and professional goals. Individuals completing the degree will be well qualified for professional careers in the areas of institutional Mission and identity, religious education, supervisory positions in Church offices, adult faith formation, and various positions in higher education in seminary and church-related institutions.

### Progression Through the Program

All concentrations for the degree require the completion of 36 credit hours of course work, comprehensive examinations, and the submission of a dissertation. By way of exception, a maximum of six credit hours from doctoral-level courses from an accredited institution may be accepted as transfer credits.

There are four common courses, three of which students complete as a cohort – two on campus summer residencies and one online. The fourth common course is taken as an independent study with the student’s academic adviser at La Salle University upon the completion of all other courses. All of the remaining courses are readings courses, conducted as independent studies with faculty members from La Salle University, or appropriately qualified professors at another accredited institution. With the exception of the summer residencies, all other courses consist of a seven-week term. The structure of the Program encourages the student to complete all course work within two years. The student would then participate in a third summer residency to complete the comprehensive examinations.

### Required for the Th.D. Degree

- THD 700
- THD 720
- THD 730
- THD 750
- At least eight THD 800 – 879 Readings courses in the pertinent concentration
- Successful completion of comprehensive examinations
- Dissertation Proposal
- Dissertation

Students will have a maximum of seven years to complete the degree. The course work may not extend beyond four years. An extension beyond the seven years may be granted by petition to the Program Director. No petition for extension beyond ten years will be approved.

### Admission Requirements

To be accepted for admission, an applicant must provide the following:

1. Evidence of successful academic achievement by completing a master’s degree in theology, religious studies, pastoral care, or a similar field (M.A., M.Th., M.Div.) from an accredited institution of higher education. The transcript should be sent directly from the institution to the Graduate Admissions Office at La Salle.
2. Evidence, as determined by the Program Director, of sufficient course work in theological disciplines appropriate to the student’s intended area of concentration. Applicants may be required to complete additional master’s level course work prior to admission to the Program.
3. Evidence of a basic reading and/or speaking knowledge of one of the following languages: a modern language other than English, Hebrew (biblical), Greek (biblical), or Latin (classical). International students must likewise provide evidence of English competency with a minimum score of 218 (550 paper-based) on the TOEFL.
4. A professional résumé and personal statement of interest in a doctoral degree.
5. A personal on-campus interview with the Program Director and members of the Th.D. Committee unless a waiver is granted.
6. An online application at [www.lasalle.edu](http://www.lasalle.edu)
7. Two letters of recommendation using the form at [www.lasalle.edu](http://www.lasalle.edu)

### Admissions Deadlines

This program will begin to offer classes in June, 2012; applications are now being accepted.

November 1 – An online application, official undergraduate and graduate transcripts, curriculum vitae, and two letters of recommendation must be received by the Program Director.

January 30 – An online campus interview with the Program Director and select members of La Salle University faculty for invited candidates must be completed.

March 1 – Official notification will be sent to candidates accepted for admission to the Program in June.

### Tuition and Fees 2013-2014

Online Application Fee . . . . .	Free
Tuition, per credit. . . . .	\$545
General University Fee . . . . .	\$100
Technology Fee, Full-time, per semester . . . . .	\$100
Technology Fee, Part-time, per semester . . . . .	\$50
Dissertation Fee, per semester . . . . .	\$1000
Parking Fee . . . . .	\$45

### Contact Information

Rev. Francis Berna, Ph.D.  
 Program Director  
 McShain Hall 215  
 215.951.1346  
[berna@lasalle.edu](mailto:berna@lasalle.edu)

## Course Descriptions

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### THD 700

#### THE LASALLIAN TRADITION

This course has a twofold goal. First, it seeks to introduce students to the person and legacy of St. John Baptist de La Salle, the founder of the Brothers of the Christian Schools, and the namesake of the University. The introduction has as its purpose to allow doctoral students to gain an appreciation of the integration of theory and practice in the handing on of the Christian tradition. Second, the course seeks to enhance the research and writing skills of doctoral students so that they might better know and communicate that same tradition. (3 credits) Summer

### THD 720

#### THE CHRISTIAN TRADITION

This course studies the wider context of the Christian tradition and its historical circumstances for the more focused research of doctoral students. The student will learn to appreciate the complex development and interpretation of the Christian experience as essential components in understanding the more specific concepts, themes, and historical moments in their doctoral research. Because it is an online course, students will simultaneously enhance their skills in using this educational format. (3 credits) Fall

### THD 730

#### PATTERNS OF FAITH FORMATION

This course examines the development of faith across the span of the human life cycle. Students will consider the correlation of psychological theories of development and cognition with the development of a conceptual understanding and practice of the Christian faith. Students will apply the theoretical content to their intended professional practice. (3 credits) Summer

### THD 750

#### INTEGRATIVE STUDIES

Doctoral students use this course to review the breadth of research contained in their individual portfolio to develop significant theses related to their course of studies. In addition to organizing the portfolio for final submission, the students will develop and propose three topics for the comprehensive examinations as well as draft an initial proposal for the dissertation.

### THD 800-890

#### INDEPENDENT STUDY

3 credits

### THD 800, 802, 804, 806, 808, 810, 812, 814

#### READINGS IN FOUNDER'S STUDIES

### THD 820, 822, 824, 826, 828, 830, 832, 834

#### READINGS IN CATHOLIC STUDIES

### THD 840, 842, 844, 846, 848, 850, 852, 854

#### READINGS IN CHRISTIAN SPIRITUALITY

### THD 860, 862, 864, 866, 868, 870, 872, 874

#### READINGS IN CHURCH MINISTRY

Each readings and research course provides the opportunity for the individual student to explore a specific topic related to the general theme

of his or her doctoral study. Under the tutelage of an approved faculty member, the student will demonstrate knowledge of essential texts, conduct a literature review, and submit an annotated bibliography as well as a major research paper.

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## GRADUATE CERTIFICATE PROGRAMS

La Salle University offers a variety of post-baccalaureate programs for students who want to build upon their current degrees with specialized certificate training.

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### CERTIFICATE PROGRAM IN BUSINESS SYSTEMS TECHNOLOGY MANAGEMENT

This program is designed for students with bachelor's degrees who wish to supplement their knowledge of Business Systems Technology Management.

The certificate is attained by the successful completion of three La Salle University graduate courses in Business Systems Technology Management. If the candidate lacks sufficient background knowledge in a particular area, he/she may be required to complete one or more foundation courses prior to beginning the certificate program. Each foundation course adds an additional course requirement to the certificate program. Students are required to take two required courses, CIS 615 and INL 631, and one elective from INL 660 or INL 632. For more information, contact Program Director Margaret McCoe at 215.951.1136.

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### CERTIFICATE PROGRAM IN COMPUTER INFORMATION SCIENCE

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

The certificate is attained by the successful completion of three La Salle University graduate courses in applications technology development. If the candidate lacks sufficient background knowledge in a particular area, he/she may be required to complete one or more foundation courses prior to beginning the certificate program. Each foundation course adds an additional course requirement to the certificate program. Three courses are selected from CIS core curriculum. For more information, contact Program Director Margaret McCoe at 215.951.1136.

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## GRADUATE EDUCATION CERTIFICATES

The Graduate Program in Education offers several certificate programs: dual certification in Elementary and Special Education, certification in many secondary teaching areas, and certification in Teaching English as a Second Language (ESL), certification in Reading Specialist, certification in Autism, and certification in Classroom Management. See pages 43-51. For more information, contact Program Director Greer Richardson at 215.951.1806.

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## GRADUATE ENGLISH CERTIFICATES

By combining four courses drawn from both within the English program and other graduate programs at La Salle, students can earn certificates in the following areas:

- American Studies
- Global Literature
- Media Studies and the Performing and Visual Arts
- Philadelphia and Regional Studies

Upon completion of a Certificate in one of the four areas, students may, with the approval of the Director, apply these four courses towards either the M.A. in English for Educators or the M.A. in English in Literary and Cultural studies.

For more information, contact the Program Director, Dr. Stephen Smith, at 215.951.1153.

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## CERTIFICATE IN HISTORY

Non-matriculating degree students will have the option of enrolling in a series of courses leading to a certificate in one of four areas:

- European History
- American History
- World History
- Teaching Advanced Placement History

Under this plan, students will complete four courses: Historiography, Readings, and two [electives](#). The Certificate option will appeal especially—but not exclusively—to those educators already well along in their teaching careers and interested in qualifying for either Act 48 or “Highly Qualified” status.

For more information, contact the Program Director, Dr. George Stow, at 215.951.1097.

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## CERTIFICATE IN HUMAN CAPITAL DEVELOPMENT

The online Human Capital Development Certificate Program is a twelve-month graduate certificate program that prepares participants for careers in the exciting field of human capital development by providing them with the skills and tools to better leverage their organizations’ human capital and improve their workforce over time to meet their future needs.

Online learning at La Salle offers the same rigorous curriculum as face-to-face learning with increased flexibility for those juggling busy schedules. Courses will meet both asynchronously, using discussion boards, blogs, and journals, and synchronously, using programs that allow real-time chat and video or audio.

Students are required to complete six courses: HCD 670, HCD 675, HCD 680, HCD 710, HCD 720, HCD 730. For more information, contact Program Director Stephen Hart at 215.951.1234.

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

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

The Certificate program is designed to enhance the geopolitical knowledge base of the Certificate candidates, to increase their ability to gather, analyze and interpret intelligence and security-related information in the area of focus, and to enhance their career opportunities with intelligence and security related agencies. For more information, contact the Program Director, Dr. Bernhardt Blumenthal, at 215.951.1201.

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## CERTIFICATE PROGRAM IN PROFESSIONAL COMMUNICATION

This program is designed for students with bachelor’s degrees who wish to upgrade their communication skills and understanding of how communication works and can be utilized in the professional and business world.

The certificate is attained by the successful completion of six La Salle University graduate courses in Communication, including COM 602 Strategies for Professional Writing, COM 603 Advanced Oral Communication, and COM 601 Professional Communication Ethics, with a 3.0 GPA or higher. Certificate specializations can be attained in the following areas: Public Relations, Organizational Communication, Mass Communication, and General Professional Communication. For more information, contact the Program Director, Dr. Marianne Dainton, at 215.951.1155.

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## CERTIFICATE IN SOCIAL MEDIA

The certificate in Social and New Media aims to assist individuals in mastering the changing digital technology landscape. Social and new media have changed the way that organizations reach their customers and other stakeholders, so courses in this graduate certificate seek to assist working professionals to both understand communication strategies for social and new media and develop the technical skills to implement those strategies. There are five courses in the program. Upon successful completion of the certificate, qualified students may elect to continue with the M.A. in Professional and Business Communication by completing an additional 21 credits. For more information, contact the Program Director, Dr. Pamela Lannutti, at 215.951.1155.

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## CERTIFICATE FOR PROGRAM SPECIALIST—ENGLISH AS A SECOND LANGUAGE (ESL PROGRAM SPECIALIST)

Using a schedule that accommodates those already employed as teachers, as well as aspiring new teachers, this program is designed to be responsive to requirements promulgated by the Pennsylvania Department of Education (Division of Teacher Education—Bureau of Teacher

Certification and Preparation) requiring that teachers of English as a Second Language (ESL) be certified according to specific competencies set forth in the regulations.

Candidates for ESL certification will undergo a predetermined curriculum consisting of five Core courses. These courses will address in depth the areas of expertise that are required by the regulations: BS 600, BLS 601, BLS 605, BLS 606, and BLS 650. For more information, contact the Director of the Hispanic Institute, Dr. Luis Gómez, at 215.951.1209.

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### **CERTIFICATE IN TRANSLATION: ENGLISH/SPANISH-SPANISH/ENGLISH**

The curriculum for the CIT (Certificate in Translation) is designed to address three of the principal environments in which translations (English/Spanish-Spanish/English) are currently, and more intensely in the future, needed; that is, legal, health, and business environments. In addition, governing translation principles are also studied for application to language environments not covered by the program.

The program is flexible. A total of 18 credits (six graduate courses) are required to earn the certificate. The order of the courses is only prescribed at the beginning and the end of the program. Intervening courses may be taken in the order desired by the student. The courses are BLS 639, BLS 640, BLS 641, BLS 642, BLS 643, and BLS 700. For more information, contact the Director of the Hispanic Institute, Dr. Luis Gómez, at 215.951.1209.

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### **CERTIFICATE IN INTERPRETATION: ENGLISH/SPANISH-SPANISH/ENGLISH**

The curriculum for the CII (Certificate in Interpretation) is designed to address three of the principal environments where interpretation (English-Spanish and Spanish-English) is currently needed, and will be more intensely needed in the future: that is, legal, healthcare and business environments. In addition, governing interpretation principles are also studied for application to language environments covered and not covered by the program.

The program consists of 7 (3 credits each) courses to be taken in a predetermined fashion. Therefore, a total of 21 credits is required to complete the certificate.

All courses are offered in the evenings with varied starting times from 5:30 pm to 6:15 pm. All courses (fall and spring) require a minimum of 3 hours of classroom exposure/week. The fall and spring semesters have a 14 week duration. Summer sessions have a 6+ week duration and require a min. of 6 hours of classroom exposure per week.

For more information, contact the Director of the Hispanic Institute, Dr. Luis Gómez, at 215.951.1209.

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### **POST-MASTER'S CERTIFICATE IN PASTORAL COUNSELING**

The certificate is designed for students with a graduate degree in Counseling Psychology or Social Work with an emphasis on Counseling. The program requires the completion of 18 graduate credits at La Salle, approved by the Director of the M.A. in Theology and Ministry Program. The certificate can also be pursued while seeking the M.A. in Professional Clinical Counseling program at La Salle University. For more

information, contact the Director of the M.A. Theology and Ministry Program, Father Frank Berna, at 215-951-1335.

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## **NURSING CERTIFICATES**

### **Post-Baccalaureate Certificates**

La Salle offers a variety of post-baccalaureate certificates for nursing professionals interested in broadening their skills. These college-credit-bearing courses may be applied toward degree requirements at La Salle University in addition to meeting the requirements of the certificate program. For more information on any of the listed programs, contact

La Salle's School of Nursing and Health Sciences at 215.951.1413.

### **School Nurse Certificate (fully online)**

The La Salle School Nurse Certificate Program prepares nurses to serve children from infancy to 21 years of age in school settings. The specific programmatic focus is the needs of school-aged children and adolescents. School nurses provide preventive health teaching and manage primary health-care needs. They deliver services that improve the health status of children based on the principle that healthier children achieve greater academic success. La Salle's School Nurse Certificate Program enables registered nurses who have earned baccalaureate degrees in nursing to prepare for and receive initial certification as school nurses.

### **School Nursing Courses:**

#### **NUR 581 (F)**

THE SCHOOL NURSE AND THE EXCEPTIONAL CHILD  
3 credits

This course examines the principles of school nursing applied to children with special education and health-related needs. Students explore the practical applications of laws, rules, and regulations that form the basis for accommodating the needs of exceptional children. Emphasis is placed on identifying common health problems and disabilities, nursing care management, and interdisciplinary decision-making. This course addresses Knowledge of Content (IA-ID), Performances, and Professionalism (IIIA-IIID) specified in the School Nurse Guidelines of the Pennsylvania Department of Education Standards.

*Prerequisite: None*

#### **NUR 582 (S)**

SCHOOL NURSE PRACTICUM  
4 credits

This course provides the student with a practicum in school nursing to meet the entry criteria for school nurse certification in the Commonwealth of Pennsylvania and meets Standards IV, V, VI, and VII of the Pennsylvania Department of Education General Standards and School Nurse Guidelines I.A., I.B., I.C., I.D., II, III.B., III.C., and III.D. Practicum students will demonstrate the school nurse role under the supervision of a certified school nurse mentor. Students applying to take course will present a dossier detailing previous work experience and professional academic experience for evaluation by the School of Nursing.

*Prerequisite: NUR 581*

**Education Courses:****EDC 503**

COGNITIVE, SOCIAL, AND EMOTIONAL DEVELOPMENT  
3 credits

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

**EDC 510**

EDUCATION AND HUMAN EXCEPTIONALITIES  
3 credits

Introduces human exceptionalities. Surveys the psychological, medical, legal, and social factors influencing the provision of services for exceptional people. Clarifies perceptions of “exceptionalities,” defines and describes key terms and concepts, and identifies major trends that affect the scope and nature of services to exceptional people. )

**Certificate in Gerontology**

This is a 10-credit interdisciplinary certificate program for all professionals in health and human services who are interested in various careers that provide services to older adults. Courses in this certificate program may be taken as pre-baccalaureate or post-baccalaureate.

**Post-Master’s Certificate Options are also available in all M.S.N. tracks:**

Clinical Nurse Specialist—Adult Health and Illness; Nurse Anesthesia; Nurse Practitioner—Primary Care of Adults; Nurse Practitioner—Primary Care of Families; Public Health Nursing; Nursing Administration and Nursing Administration/MBA. For more information, contact the School of Nursing and Health Sciences at 215.951.1413.

**Post-Master’s Certificate in Nursing Education**

A three-course post master’s certificate is available for students who already possess a master’s degree in a clinical area. The following three courses are required and may be taken as electives in the MSN tracks. For more information, see the Master of Science in Nursing section of this catalog.

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**FRAUD AND FORENSIC ACCOUNTING**

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**FACULTY**

Program Director, Margaret McCoe, M.S.

Multi-billion-dollar corporate scandals have triggered congressional action that resulted in legislation (Sarbanes-Oxley Act of 2002) and auditing standards (Statement on Auditing Standard No. 99), which require companies and their auditors to be more aggressive in detecting and preventing fraud. Additionally, there is widespread growth in white-collar crime. Racketeering and terrorist groups rely on money-laundering schemes to finance and disguise their activities. The increased use of computer technology as a tool for conducting criminal activities, such as identity theft, present new challenges to forensic accountants. This environment has created many job opportunities in federal, state, and local governmental agencies and in both for-profit and nonprofit organizations for accountants and others with forensic and fraud investigation skills. Students may

earn a Certificate in Fraud and Forensic Accounting by **completing** a five-course\*, stand-alone graduate credit certificate program curriculum and earning 15 graduate credits. It prepares participants for a career in the field of forensic accounting by providing them with skills and tools to both prevent fraud from occurring and to discover fraud after it has occurred.

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**COURSE DESCRIPTIONS****FACC 501**

MANAGERIAL AND FINANCIAL ACCOUNTING (FOUNDATION)

Managerial and Financial Accounting gives the students a solid foundation in understanding the accounting process, preparation of financial statements, requirements for public and private company disclosure, and analysis for interpreting financial information. Underlying theory and generally accepted accounting principles are studied with an emphasis on fair presentation and deviations that may lead to fraudulent reporting and misappropriation of company assets. This course sets the framework for understanding how fraud can occur, the underlying relevance of evidence, and managerial analysis to pinpoint fraudulent activities. (Course can be waived if Bus 101, 207 have been completed previously.)

**FACC 701**

FRAUD EXAMINATION: PRINCIPLES AND PRACTICES

Over the last two decades, it appears that fraud is the crime of choice for the 20th and 21st centuries. This course will provide students the weapons to fight fraud by focusing on: basic fraud schemes, information and evidence gathering, criminal and civil prosecution, and criminology and ethics.

The objective of this course is to provide students with methodologies for resolving fraud allegations from inception to disposition. Students taking this course gain an understanding of the different types of fraud, the legal environment of fraud, and how to obtain evidence and assist in the detection and prevention of fraud.

**FACC 702**

FINANCIAL STATEMENT FRAUD

Financial statement fraud involves intentional misstatements or omissions of financial statement amounts or disclosures to deceive users of the statements. This topic, commonly known as “cooking the books,” will introduce students to managements’ motives and pressures to achieve desired financial results as opposed to true economic financial results. This course will enable the student to both understand and detect the creative accounting methods management employs to “cook the books” along with related fraud prevention strategies.

**FACC 703**

OCCUPATIONAL FRAUD AND ABUSE

Occupational fraud and abuse is described as the use of one’s occupation for personal enrichment through the deliberate misuse or misapplication of one’s employing organization’s resources or assets. Through the use of real-life case examples, this course will illustrate the types of persons most likely to perpetrate occupational fraud, under what conditions fraud might be committed, and the specific schemes used to defraud organizations of amounts ranging from hundreds to millions of dollars.

**FACC 704**

THE COMPUTER AND INTERNET FRAUD

Computers have made organizations easier to run. All accounting information, inventory records, customer data, and intellectual property that an organization possesses is contained somewhere in an electronic file. As

such, these electronic files are vulnerable to attacks from both employees and outsiders from around the world. This course will provide the student with an understanding of how computer fraud and manipulation is accomplished and what security measures should be instituted to prevent it.

### **FACC 705**

#### **FRAUD CASES: SPECIAL EXAMPLES**

The opportunity to commit and conceal fraud exists only when there are assets susceptible to misappropriation and a lack of internal controls to prevent or detect fraud. This course will focus on the high-risk fraud environments wherein assets are more vulnerable to misappropriation and fraud environments heightened by either a lack of, or non-functioning of, internal controls. Various fraud investigative methods and the process for communicating an expert report will play an essential role in these studies.

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## **POST-BACCALAUREATE PROGRAMS**

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### **PREMEDICAL CERTIFICATE PROGRAM**

La Salle University's Premedical Certificate Program gives you the opportunity to change your current career to one in the health professions. It provides students with the necessary prerequisites for admission into the medical school or another health professions program, such as dental, optometry, and podiatry schools. Many of these programs are interested in candidates who have unique backgrounds and life experiences. Past students in La Salle's Post-Bac program have had undergraduate degrees in engineering, business, and liberal arts. Students who complete this program receive a Certificate in Premedical Sciences. For more information, contact Dr. Geri Seitchik at 215.951.1248.

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### **THE PRE-SPEECH-LANGUAGE PATHOLOGY PROGRAM**

The PreSLP program provides post-baccalaureate students who do not have the required background in communication sciences and disorders with the prerequisite courses in basic human communication sciences needed to apply to a master's degree program in speech-language pathology.

This unique program offers the recommended 10 to 11 required courses online, affording students the choice of a flexible schedule to pursue the needed prerequisites for a master's program in speech-language pathology.

Upon completing the PreSLP program, students demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases.

Students are strongly encouraged to take all PreSLP courses unless their records indicate that they have taken equivalent courses and earned a B or higher in those courses. By completing the PreSLP program, students are prepared to apply to a graduate program in speech-language pathology. However, entrance into the PreSLP program does not guarantee acceptance into La Salle's graduate Speech-Language-Hearing Science Program.

The following courses are the recommended PreSLP courses and are offered online. Note that WB indicates online and P WB courses are limited to students enrolled in the PreSLP program:

#### **SLH 100P WB**

##### **INTRODUCTION TO LANGUAGE AND COMMUNICATION**

3 credits

This course is an introduction to the study of the grammar and sound systems of natural languages with an emphasis on English. Historical and present-day controversies on linguistic theories and the nature of language are emphasized.

#### **SLH 102P WB**

##### **INTRODUCTION TO COMMUNICATION DISORDERS**

3 credits

This course is an introductory survey of normal processes and disorders of speech, language, and hearing. The behavioral and social consequences of communication disorders in people throughout the life span are presented. Different categories, symptoms, and causes of communication disorders are examined. The roles of the speech-language pathologist and audiologist in the evaluation and treatment of communication disorders are discussed. Preferred American Speech-Language-Hearing Association (ASHA) practice patterns pertaining to a variety of professional situations are surveyed.

#### **SLH 200P WB**

##### **PHONETICS**

3 credits

This course involves the exploration and study of American English pronunciation through the application of the International Phonetic Alphabet (IPA). Students will be trained in transcription of English phonemes and allophones and introduced to distinctive feature analysis, phonological rules, prosodic features, dynamics of articulation, American dialectal variants, and developmental phonology.

#### **SLH 202P WB**

##### **ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISMS**

4 credits

This course is designed to give students a basic understanding of the structural organization (anatomy), function (physiology), and neural control for speech production and hearing. The course will emphasize both normal and disordered systems. Two hours lecture, four hours laboratory. Prerequisite: BIO 161 and BIO 162, BIO 164P WB, or permission of instructor.

#### **SLH 203P WB**

##### **LANGUAGE DEVELOPMENT**

3 credits

This course explores the specific nature, sequence, and patterns of language development from birth through adolescence and its relation to other aspects of child development. Conditions that place infants and children at risk for speech and language disorders are explored. Patterns of normal language development are discussed as a guide for the evaluation and treatment of children with developmental language disorders. Prerequisite: SLH 100, SLH 100P WB, or permission of instructor.

**SLH 211P WB****ACOUSTIC BASES OF SPEECH AND HEARING**

3 credits

This course explores the physical characteristics of speech sounds and the psychophysical processes involved in hearing and speech perception. Sound waves, resonance, decibels, and spectrogram reading are discussed. Computer applications with practical implications are explored.

**SLH 304P WB****INTRODUCTION TO AUDIOLOGY**

3 credit

This course is a survey of the field of audiology, including the measurement of hearing and the nature and causes of hearing impairment in infants, children, and adults. Students are introduced to strategies used by audiologists and physicians in managing hearing impairment.

**SLH 306P WB****NEUROLOGICAL BASES OF COMMUNICATION AND BEHAVIOR**

3 credits

This course is an examination of the structure (neuroanatomy), organization (neurophysiology), and functions of the central and peripheral nervous systems as they relate to speech, language, hearing, and cognition. Behavioral manifestations of normal and abnormal brain functioning are contrasted. Prerequisite: SLH 202 or equivalent, or permission of instructor.

**SLH 308P WB****CLINICAL PROCEDURES IN SPEECH AND LANGUAGE PATHOLOGY**

4 credits

This course introduces the speech-language-hearing science major to the clinical and supervisory process. Basic information regarding certification, professional standards, and ethics are discussed. Goal setting, lesson planning, methods of observing, describing and recording behavior, informal assessment, and related topics are also discussed. Behavioral observation and computer technology in the measurement and modification of speaker-listener attributes are examined. Students develop clinical writing skills appropriate to various speech-language pathology settings. This course is an introduction to the clinical practicum experience and requires observation of a wide variety of clinical cases. Prerequisite: SLH 102, SLH 200, SLH 203, or equivalents, or permission of instructor.

**SLH 314P WB****DIAGNOSTIC PROCEDURES IN SPEECH AND LANGUAGE PATHOLOGY**

3 credits

This course provides the student majoring in speech-language-hearing science with a framework for understanding the diagnostic process in speech-language pathology. General topics in the area of diagnostics are discussed, including obtaining and interpreting assessment information. Report-writing and presentation of findings are examined. Observations of diagnostic testing by an American Speech-Language-Hearing Association (ASHA)-certified speech-language pathologist are required. Principles and procedures common to the diagnosis of most communication and swallowing disorders are considered. Assessments of culturally and linguistically different individuals are surveyed. The ASHA Code of Ethics is emphasized. Standardized testing as well as alternatives to standardized testing are explored. Prerequisite: SLH 102, SLH 200, SLH 203, or equivalents, or permission of instructor.

**GENERAL ASHA CERTIFICATION REQUIREMENTS**

The 2005 ASHA certification guidelines require students to complement their courses in basic human communication sciences with additional

courses. These guidelines require students to have both a biology and physical science course. In addition, students need to have courses in the social and behavioral sciences. Currently, La Salle does not offer most of these courses via distance. Students who have not completed these requirements on the undergraduate level may have to take these courses on either La Salle's campus or another institution to gain the credits needed to be accepted into a master's program.

To fulfill these requirements, La Salle University suggests:

- **BIO 164 WB** Essentials of Anatomy and Physiology (Biological Sciences)
- **PHY 205** Essentials of Physics (Physical Science)
- **HSC 217** Statistics for the Health Sciences
- **EDC 103** Educational Psychology OR **PSY 210** Developmental Psychology
- **PSY 220** Psychopathology (Social and Behavioral sciences)

**Course Descriptions****BIO 164 WB****ESSENTIALS OF ANATOMY AND PHYSIOLOGY**

4 credits

This is a Web-based course designed to present the essentials of human anatomy and physiology. The cell as the fundamental unit of life is discussed and examined, including structure and metabolism. The organization of cells into tissues, tissues into organs, and organs into systems is thoroughly explored, and the integumentary, skeletal, muscular, and nervous systems are focal points of study. The course examines in depth the structure and function of five organ systems: (1) endocrine system, (2) blood and cardiovascular system, (3) lymphatic and immune system, (4) respiratory system, and (5) digestive system. The course emphasizes structure and function relationships as well as the interaction among the organ systems. There will be an array of lecture and laboratory exercises involving the use of computerized data acquisition and analyses.

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## APPENDIX

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Event	Day	Evening/ Continuing Studies	Graduate Programs	Accelerated Programs
<b>Summer 2013</b>				
Undergraduate and Graduate Summer I and Full Summer Sessions start	May 20	May 20	May 20	RN-BSN – I May 20-June 22
Undergraduate Core Online Courses start		May 20		
Last day for filing P/F option	May 28	May 29		
Memorial Day holiday	May 27	May 27	May 27	
Memorial Day make-up	May 31	May 31	May 31	
Registration for Fall 2013 begins		June 3	June 3	
Last day for withdrawal with 'W' grade for 6-week Summer I courses	June 11	June 11	June 11	
Undergraduate and Graduate Summer I Sessions end	June 25	June 25	June 25	
Undergraduate and Graduate Summer II Sessions start	June 26	June 26	June 26	RN-BSN – II July 1-August 3
Pre-MBA Classes begin			July 2	
Last day for filing P/F option	July 3	July 3		
Independence Day holiday	July 4	July 4	July 4	
Independence Day make-up	July 5	July 5	July 5	
Last day for Withdrawal with "W" grade for 11-week courses	July 9	July 9	July 9	
Undergraduate Core Online Courses end		July 12		
Last day for withdrawal with 'W' grade for 5 ½-week Summer II courses	July 22	July 22	July 22	
Undergraduate and Graduate Summer II and Full Summer Sessions end	August 1	August 1	August 1	
Pre-MBA Classes end			August 9	
<b>Intersession Classes – August 3 – August 16</b>				
<b>Fall 2013</b>				
Opening Convocation	August 22			
Undergraduate and Graduate classes start	August 26	August 26	August 26	RN-BSN – I Aug. 26–Oct. 12 ACCL – I Aug. 26–Oct. 11
Last day for late registration and change of roster (Varies for accelerated programs)	August 30	August 30	August 30	
Labor Day holiday	September 2	September 2	September 2	
Undergraduate and Graduate Saturday classes start		September 7	September 7	
Last day for filing P/F option	September 13	September 13		
Honors Convocation	September 29	September 29		September 29
Undergraduate and Graduate mid-semester holidays	October 14 and 15	October 14 and 15	October 14 and 15	Accelerated courses may meet during Mid-semester holidays
Mid-semester grades due	October 21	October 21		
Senior pre-registration for Spring 2014	October 31			
Last day for withdrawal with 'W' grade	November 1	November 1	November 1	Varies for accelerated programs
Junior pre-registration for Spring 2014	November 7	November 7	November 7	
Sophomore pre-registration for Spring 2014	November 14			
Freshman pre-registration for Spring 2014	November 21			
Thanksgiving holidays	Nov. 27 – Dec. 1	Nov. 27 – Dec. 1	Nov. 27 – Dec. 1	Accelerated courses may meet on Nov. 29
Classes end	December 6	December 7	December 7	End dates vary for accelerated programs
Final Examinations	December 9 - 13	December 9 - 14	December 9 - 14	Final exam dates vary for accelerated programs
Supplementary Examination Date	December 14	December 14	December 14	
Fall semester grades due	December 18	December 18	December 18	

Event	Day	Evening/ Continuing Studies	Graduate Programs	Accelerated Programs
<b>Dates for Intersession -- December 14 – January 10</b>				
<b>Spring 2014</b>				
Undergraduate and Graduate classes start	January 13	January 13	January 13	RN-BSN – I Jan. 14 – Mar. 1 ACCL – I Jan. 13 – Feb. 28
Last day for late registration and change of roster (Varies for accelerated programs)	January 17	January 17	January 17	
Martin Luther King holiday	January 20	January 20	January 20	
Last day for filing P/F option	January 31	January 31		
Mid-Semester Holiday	March 3 – 7	March 3 – 8	March 3 – 8	Accelerated courses may meet during mid-semester holidays
Registration for Summer classes begins	March 10	March 10		
Mid-semester grades due	March 17			
La Salle Heritage Week	March 15 – 21			
Junior pre-registration for Fall 2014	March 25			
Sophomore pre-registration for Fall 2014	April 1			
Easter holidays	April 18 & 21	April 18 & 21	April 18 & 21	
Last date for withdrawal with 'W' grade	April 1	April 1	April 1	Varies for accelerated programs
Special "Monday" class	April 23			
Freshman pre-registration for Fall 2014	April 8			
Classes end	May 2	May 2	May 2	End dates vary for accelerated programs
Final Examinations	May 5 - 10	May 5 - 10	May 5 - 10	Exam dates vary for accelerated programs
Supplementary Examination Date	May 10	May 10	May 10	
Grades for Graduating Students due	May 12	May 12	May 23	
All other spring semester grades due	May 14	May 14	May 14	
Graduate Commencement			May 16	
Baccalaureate Liturgy	May 17	May 17	May 17	
Commencement	May 18	May 18	May 18	

2013

AUGUST	S	M	T	W	T	F	S
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2014

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