

2003

La Salle University Graduate Catalog 2003-2004

La Salle University

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Graduate Catalog 2003-2004

La Salle University
Philadelphia, Pennsylvania 19141
215/951-1500

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

ACCREDITATION AND MEMBERSHIPS

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

La Salle is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, Pennsylvania 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 International Association for Management Education, 600 Emerson Road, Suite 300, St. Louis, Missouri 63141, (314)872-8481

Pennsylvania Department of Education, 333 Market Street, 12th Floor, Harrisburg, Pennsylvania, 17126, (717)787-5041

Regents of the University of the State of New York, Albany, New York 12234, (518)474-5844

American Association of Colleges for Teacher Education, One Dupont Circle, NW, Suite 610, Washington, D.C. 20036, (202)293-2450

American Chemical Society, 1155 16th Street, NW, Washington, D.C. 20036, (202)872-4589

National League for Nursing, 350 Hudson Street, New York, New York 10019, (212)989-9393

Pennsylvania State Board of Law Examiners, 5035 Ritter Road, Suite 1100, Mechanicsburg, Pennsylvania 17055, (717)795-7270

Council on Social Work Education, 1600 Duke Street, Alexandria, Virginia 22314, (703)683-8080

Member of: Council of Academic Programs in Communication Sciences and Disorders, American Council on Education, Association of American Colleges, National Collegiate Honors Council, American Assembly of Collegiate Schools of Business, College Entrance Examination Board, American Association of Collegiate Registrars and Admissions Officers, Association of College Admissions Counselors, National Catholic Educational Association, College and University Council of Pennsylvania, Association of Liberal Arts Colleges of Pennsylvania for the Advancement of Teaching, Pennsylvania Catholic Education Association, American Library Association, Urban Studies Association, National Commission on Accrediting, American Catholic Historical Society, Educational Conference of the Brothers of the Christian Schools, National Association for Foreign Student Affairs, National Association of Student Personnel Administrators, Association of College and University Housing Officers, and National Association of College and University Business Officers.

RIGHTS AND PRIVACY ACT PROVISIONS

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

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

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

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

To comply fully with the provisions of the Commonwealth of Pennsylvania's Act 73, the College and University Security Information Act of 1988, La Salle University has available its Crime Statistics Report for 1998, 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 Public Relations, La Salle University, Philadelphia, PA 19141.

To comply with Federal Consumer Information Regulations, La Salle makes available upon request a report on job placement statistics and graduation rates. A copy of the 1999 report may be requested in writing from the Vice President for Enrollment Services, La Salle University, Philadelphia, PA 19141.

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Mission Statements

La Salle University Statement of Mission

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 and for fulfilling the immediate and final goals of their lives.

Mission Statement for Graduate Studies

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

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

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

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

Academic Policies and Procedures

Standards for Graduate Education

Graduate education is not wholly distinct from undergraduate education since all education is a continuous process of personal development. Neither are graduate programs at the Master's and Doctoral levels entirely identical. Some programs have an academic research orientation while others focus on the professional development of students. However, all graduate programs require the development of more sophisticated and complex skills of 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;
- Adhere in their written work to high standards of grammar, punctuation, organization, and style. When appropriate, the official manual of style adopted by the discipline should be followed.

Academic Policy

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

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

Academic Standing

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

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

A student who is required to withdraw for academic reasons may appeal the dismissal within 30 calendar days from the date of the dismissal letter. A student may not register for or attend classes while an appeal is pending. The Dean of the school along with the appropriate Director is responsible for deciding the merits of an appeal. The appeal must be in writing and

addressed to the Dean. The appeal should indicate in sufficient detail that:

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

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

Grading

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

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

Those faculty who do not want to assign +/- grades are not obligated to do so.

A student must repeat a course in which he/she receives an "F" grade. The "F" will remain on the transcript but will not be counted in the cumulative average once the course has been repeated satisfactorily. To repeat a course that has been failed, the student must obtain written approval of the Program Director. Ordinarily, a student may not repeat a course that has been passed.

A student who receives a grade of "I" for a course must complete the remaining work within the time of the next semester (whether the student is enrolled in course work or not during that subsequent semester). If the work is not completed within that time, the "I" will remain on the transcript permanently, and the course must be repeated to produce a satisfactory grade.

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

Admission

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

Matriculation

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

- A full-time student is one who is matriculated and registered for six or more hours of credit for the semester (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 MBA students).

- A non-degree student is one who has not matriculated into the graduate program, but who has been given permission by the Director of the program to take specific courses.

International Student Admission

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

Student Responsibilities

A student’s matriculation at La Salle University is a voluntary decision which involves acceptance of the responsibility to perform academically and to behave socially in ways consistent with the goals and objectives of the University. When registering at La Salle, the student accepts University rules and regulations and the authority of the University to exercise disciplinary powers, including suspensions and dismissal. As an individual, the student assumes responsibility for knowing and complying with all existing regulations in the Graduate Bulletin and in the student handbooks of individual graduate programs. Copies of the handbooks can be obtained from the Directors of the programs.

Registration For Courses

Dates and procedures for registration vary slightly from program to program. Please consult the individual program insert in the back of this book to learn about the registration process for a particular program.

Withdrawals

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

FALL AND SPRING SEMESTERS (also policy for the MBA and CIS summer semester)

- by the end of the first week of class*100%
- during the second week of class.....60%
- during the third week of class.....40%

- during the fourth week of class20%
- after the fourth week of class ...NO REFUND

SUMMER SEMESTER

(except the MBA and CIS programs)

- before the first day of class100%
- during the first week of class60%
- after the first week of classNO REFUND

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

Leave of Absence

Students are encouraged to remain active in their graduate studies. However, those who will not be attending for two or more consecutive terms must notify the Director of their program, and request a leave of absence in writing. Students not enrolled for six (6) consecutive terms (including summer) and who have not been given a written leave of absence will be administratively inactivated from the program.

Readmission

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

Transfer of Credit

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

Graduation

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

Students who will complete requirements for a degree in a given semester must make a written application for graduation at the time specified by the Registrar.

Students enrolled in graduate programs are responsible for adhering to all regulations, schedules, and deadlines pertinent to their particular program. It is the responsibility of students to make sure that they have met all graduation requirements. If they are in doubt, they should consult with the Director of their program prior to registration for each semester.

Student Rights and Grievance Procedure

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

1. A student shall have the right to pursue any course of study available in the graduate programs of the University providing he or she can be accommodated within the program, meet the requirements for entering, and continue to meet the requirements of the program.
2. A student shall have the right to know at the beginning of each semester, ordinarily during the first week of class, the criteria to be used by the instructor in determining grades in each course.
3. A student shall have the right to see his or her own tests and other written material after grading, and the instructor shall have the duty to make this material available within a reasonable time.
4. Upon request, a student shall have a right to have his or her grade on such written material explained by the instructor. A request for such explanation must be made within one week after the written material, as graded, is made available to the student.
5. If a student believes that his or her final grade is the product of the instructor's bias, whimsy, or caprice, rather than a judgment on the merits or demerits of his or her academic performance, the student must follow the procedure described in this subsection.
 - a) The student must initiate the complaint procedure with the instructor before or within the first two weeks of the next regular semester.
 - b) After receiving an explanation from the instructor in the course, the student may make a formal complaint to the instructor, giving his or her reasons, in writing, for thinking that the grade was biased, whimsical or capricious.
 - c) If dissatisfied with the explanation that has been given, the student may appeal to the Director of the appropriate program.
 - d) The student has a further appeal to the appropriate Dean, who will:
 1. request a written statement from that student which will contain a complete and detailed exposition of the reasons for the student's complaint. A response from the faculty member will then be requested.
 2. advise and assist the student in a further attempt to resolve the problem at the personal level.
 - e) If the student remains dissatisfied with the explanation that has been given, the student may initiate a formal appeal:
 1. The faculty member who is accused of bias, whimsy, or caprice may elect one of two procedures. The faculty member may request that the Dean investigate the matter personally. In the alternative, the faculty member may request that a committee investigate the matter and reach a judgment on the merits of the complaint. In either case, the burden of proof shall be upon the complainant. Neither adjudicating forum (Dean or committee) shall substitute his/her or its academic judgment for that of the instructor, but shall investigate and adjudicate only the complaint of bias, whimsy or caprice.
 2. If a committee is to be established, the Dean shall appoint the committee, consisting of two students and three faculty members. The two students and two faculty members shall, if possible, be from the graduate department responsible for the subject in which the grade was given. The third faculty member shall be from another graduate program.
 3. Should the designation of the review body (Dean or committee) be delayed beyond a reasonable time, then the committee structure described in item 2 above will be convened and the question heard.
 - f) If it is found that the grade given was neither biased, whimsical, nor capricious, the case will be dismissed. If it is found that the

grade given was the product of bias, whimsy or caprice, the review body (Dean or committee) shall direct that a notation be entered on the student's transcript that the grade "had been questioned for cause and the recommendation had been made that it be changed because of apparent (bias, whimsy, or caprice)." The original grade, however, will remain a part of the transcript unless changed by the instructor.

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

Seeking a Second Master's Degree

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

1. Credits transferred from programs in other accredited institutions may not exceed 6 in La Salle programs requiring 36 credits or less, or 9 in La Salle

programs requiring more than 36 credits.

2. All requirements for the degree in the second discipline are met to the satisfaction of the program Director and Dean.

3. Courses taken for the first degree and to count for the second degree are essential to meeting requirements of the second degree.

4. The total number of credits taken for the two degrees reach a minimum of 48 credits or the equivalent.



Student Services

Tuition, Fees, and Payment Options

METHODS OF PAYMENT

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

DO NOT SEND CASH THROUGH THE MAIL. The University cannot be responsible for cash sent through the mail. Please pay by check, bank draft, cashier's check, money order, AMEX, VISA or Master Card. Payments by mail should be made in the envelope provided and mailed so as to reach the University by the due date. A \$20.00 fee will be assessed for returned checks. Also, if you need to make a payment outside of the regular office hours, a PAYMENT DROP BOX is located outside of the Bursar's Office on the 1st Floor of the Administration Center.

If you would like to use your AMEX, VISA, or MasterCard to pay some or all of your educational expenses, you can complete the credit card transaction form that is enclosed with your invoice or you can follow the instructions at Brother LUWIS on the La Salle University Web site (www.lasalle.edu) to make payment via the Web.

DEFERRED PAYMENT PLAN

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

Then, three subsequent monthly payments are made during the semester. There is a twenty-dollar (\$20) application fee, which is paid with your first monthly installment and a finance charge calculated at the rate of one percent (1%) of the average daily balance per month. Delinquent payments are subject to a late fee of five dollars (\$5) or five percent (5%) of the past due balance, whichever is greater. The Deferred Payment Plan Promissory Note is included with each semester's invoice or can be printed from the La Salle website at www.lasalle.edu.

THIRD PARTY PAYMENTS

If you have a recognized third party (employer, labor union, foundation, etc.) who is paying all of your tuition, you may send a copy of the "official notification" along with your invoice and credit will be applied to your invoice for the authorized amount of the sponsor's award. Be sure to also enclose a check or other form of payment for any balance due. To be eligible, the sponsor's award notification must be from a recognized "organization", not an individual, clearly indicate the amount that will be paid, give all necessary billing instructions and be signed by an authorized representative. **IF THE ORGANIZATION SENDS THE PAYMENT AT THE END OF THE SEMESTER UPON RECEIPT OF YOUR GRADES FOR THE SEMESTER,** you must pay the tuition in full at the beginning of the semester, enroll in the Deferred Payment Plan or apply for financial aid to cover the tuition charges.

CHANGES

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

Financial Assistance

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

Financial Aid is also available from the sources described in this section. Applicants for financial aid are required to complete the Free Application for Federal Student Aid (FAFSA). This form is available from the La Salle Office of Student Financial Services. If the student is a loan applicant, all awards must be reported to the Office of Student Financial Services for loan eligibility computation. For further information, please call the Office of Student Financial Services at 215/951-1070.

FEDERAL STAFFORD LOAN

Graduate students may borrow up to \$8,500 per grade level of full or half-time study. The loan term should always be for a two-semester period to be in compliance with federal regulations. If a student demonstrates financial need, he or she will receive a subsidized loan with no payment of interest or principal due until six months after the student ceases half-time study. If no financial need is evident, the student will be given an Unsubsidized Stafford Loan. The loan limits and terms are the same as the subsidized loan

except that interest payments must be made on a quarterly basis while the student is enrolled and for the six-month period following attendance. To be considered for either program students must submit the Free Application for Federal Student Aid (FAFSA).

ADDITIONAL UNSUBSIDIZED STAFFORD LOAN

This program replaces the Supplemental Loan for Students (SLS) and enables graduate students to borrow up to \$10,000 per grade level in addition to the Stafford Loan. The terms of the loan are the same as with the Stafford Loan.

VETERAN'S BENEFITS

Veteran's benefits are available for graduate students. Students who qualify for benefits should contact the Registrar's office at 215/951-1020. Information for full-time and part-time students is available.

Student Transcripts

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

A fee of \$5.00 is charged for an official transcript. The University requires at least one week's notice for the issuance of transcripts. No transcripts can be issued until all financial obligations to the University have been satisfactorily settled. A student wishing a transcript for their own use may print an unofficial copy from www.lasalle.edu through Brother LUWIS.

International Student Advising

The International Education Coordinator promote the academic welfare of international students through the coordination and development of programs that enhance international student success. These include orientation and academic counseling; participation in the sponsorship of academic, cultural, and professional activities which promote the educational, recreational, and emotional well-being of international students; and verifying and maintaining all necessary immigration documents. The International Education Coordinator can be contacted at the Multicultural and International Center at 215/951-1948.

Bucks County Center

La Salle University offers Master's and undergraduate degree programs at its Bucks County Center in Newtown, Pa. The Center is located in the Silver Lake Executive Campus, approximately one mile from the Newtown-Yardley exit of I-95. This full-service educational facility includes traditional classrooms, seminar rooms, a psychological assessment lab, a nursing lab, 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), Computer Information Science, Information Technology Leadership (ITL), 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. Undergraduate degree programs in Nursing and Organizational Dynamics are also offered at the Center.

For more information on the La Salle University Bucks County Center, call 215/579-7335, e-mail buckscenter@lasalle.edu, or write to La Salle University Bucks County Center, Silver Lake Executive Campus, 33 University Drive, Newtown, PA 18940.

Library Services

The Connelly Library – Main Campus

The Connelly Library is located on the main campus and offers a combination of traditional library services and the latest information technology database access. The building, with a capacity for 500,000 volumes and seating for over 1,000 people, provides attractive, quiet, study spaces, service points on the bottom two floors for reference, circulation, and audiovisual materials; and a Department of Special Collections housing unique research collections used by La Salle University students as well as by scholars from around the world.

The Connelly Explorer, the automated catalog, provides access to the complete holdings of the library's books, periodicals, and audiovisual materials. Besides the computer terminal in the library and other sites on campus, anyone can log on to the catalog through the Internet, worldwide web or dial-up access.

The Library subscribes to all major research databases including ABI/INFORM (business), CINAHL (nursing), ERIC (education), and various psychology databases. The library also provides access to FirstSearch, a remote service of over 50 databases, the Encyclopedia Britannica Online, and ProQuest Direct, another remote service which provides indexing and abstracts plus complete text of articles in over 1400 periodicals. These suites of databases provide students rapid, often full-text printable format, and easy access to the

world's literature. These all can be searched whenever the library is open or from all off-campus locations via the University's proxy server connection. Reference librarians are available to assist students locate information, use the computer services, and for group instruction. The librarians have compiled many library guides to assist students needing information on specific subjects and to provide general information about the library.

La Salle students and faculty can use the Interlibrary Loan Service to borrow books or obtain photocopies of periodical articles not owned by the Connelly Library. Through a cooperative borrowing agreement with over 30 local libraries, student and faculty can also borrow materials directly from libraries at other academic institutions using the PALCI function on the library's homepage.

The Resource Center – Bucks County Center

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

Computing/Technology-Based Learning Facilities

Wister Computer Lab – Main Campus

The computer facilities at La Salle University's main campus offer all students access to the latest technologies in computers and information retrieval. In addition to the facilities available in the Connelly Library, the computer facilities available to students at La Salle include: a campus-wide network connecting PCs, laser printers, a mini-computer, video projection, and presentation facilities. Most of these computers are available in an "open" lab intended for all students to use without the need of reservations. "Closed" labs are available for training and hands-on classes. Software packages used in courses, including Microsoft Visual Studio, Microsoft Office and many more, are available from the lab servers and are updated periodically to keep current with the latest technologies. In addition to the local area network connections, students are able to connect to the Internet to reach out to networks throughout the world.

Main Campus

The lab in College Hall allows students access to the SAP software, which is integrated into several MBA and CIS courses.

Computer Science Labs – Main Campus

Specialized computing laboratories in Olney Hall allow students to use a variety of software, including Microsoft Visual Studio, Lotus Notes, Oracle, Rational Rose, and Microsoft Project. These labs include connection to the

Internet and to the Connelly Library.

Bucks County Center

The computer facilities at the Bucks County Center also offer all students access to the latest technologies in computers and information retrieval. The computer facilities include four networked labs, presentation facilities, and connection to the Connelly Library and to the Internet.

Appointments are requested in order to ensure the availability of the computers to those students who have a need for them.

Career Services

The resources of the Career Services Center are available to any graduate student or graduate free of charge. Services, such as personalized career counseling, information on careers, and pertinent information sources related to employment, education and salary trends, are available to the student. Students may access currently available openings posted in the Job Books in the lobby, or on the web through *eXplorenet*. Potential employers and contacts can also be developed through the resources and reference materials in Career Services. Because career development is a continuous process, in which skills are learned, developed or enhanced, Career Services provides graduate students with many opportunities to discuss and formulate their career goals and plans.

Career Services is located on the 4th floor of the Administration Center on the main campus and is open during normal business hours. During the academic year the office remains open until 6:30 p.m. on Monday – Thursday. Evening appointments must be made in advance. Please call 215/951-1075 to make an appointment.

Housing/Community Development

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

Graduate students may consider becoming a Resident Director (RD) in La Salle's undergraduate residence halls. Applications for RD positions are typically due by mid-April for the following academic year. For more information on these programs, Call 215/951-1550.

Food Services

Main Campus

The Food Service Department on the main campus offers a variety of items in the two cafeterias it operates on campus. One cafeteria, the Food Court is centrally located in the Student Union and is a popular meeting place on the way to class. The other cafeteria, the Blue and Gold Commons, is located near the residence halls and is primarily used by undergraduates who live on-campus.

Another innovation in Food Service is the 72-seat Intermissions restaurant located in the La Salle Union building adjacent to the Dan Rodden Theatre. Next to the restaurant is the very popular night spot known as Backstage. Here La Salle students and their guests are treated to a variety of entertainments, ranging from live comedy performance to rock bands. Coupled with this is a 7-foot video screen, DJ booth, and mocktail bar which serves non-alcoholic beverages. Additionally, La Salle Food Services provides a variety of conveniently located vending machines throughout campus. Contact the Food Services Department at 215/951-1388 for the hours of operation.

Bucks County Center

Vending machines are located in the Student Center at the Bucks County Center and provide a wide variety of snacks, light meals, and beverages for students.

Health Services

Full-time graduate students (6 credits or more) are eligible to use the services of the Student Health Center, the Counseling Center, and the Alcohol and Other Drug Program. The La Salle University Student Health Center is a primary health care facility that provides acute health care and is staffed by Clinical Nurse Practitioners. Located in the North Complex of the Residence Halls on Olney Avenue, directly across from the Hayman Center, it is open Monday through Friday, 8:30 a.m. to 4:00 p.m. during the academic year. Any full time graduate who would like to use the services of the Student Health Center must have a completed Health History form on file. After office hour emergencies are referred to one of two nearby emergency departments at Germantown Hospital or Albert Einstein Medical Center. Security or fire rescue will transport students to these hospitals. Students are financially responsible for emergency room visits. For more information, contact the Student Health Center at 215/951-1565. The 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 Program (AODP) offers individual counseling and personal assessments concerning issues related to substance use. The AODP is located in the Counseling Center and can be reached by calling 215/951-1357.

Building Blocks: Child Development Center

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

Security Services

The Security Office is staffed 24 hours a day, seven days a week, providing security services, parking registration, shuttle bus/escort services, and help with cars. Students may obtain parking permits at the Security Office which is located in the Carriage House near the tennis courts on 20th Street. Applications for parking permits are also available on the Web at www.lasalle.edu/security. For general information, call 215-951-1300. For emergencies, call 215/951-2111.

Escort service is available at all times to transport students to their destinations on campus. Contact the Security Department at 215/951-1300.

Shuttle Bus Service

Shuttle bus service is also offered on the main campus starting in the Fall semester on Labor Day through the last day of final exams in the Spring semester. Two round trips are made every hour beginning at 7:25 a.m. and continuing to 2:00 a.m. the following morning. Schedules are available at the Security and Safety Department and on the Web at www.lasalle.edu/security. The stops most used by graduate students along with their respective arrival times are:

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

The Security and Safety Department is also available to assist with jump-starting batteries and other small emergencies. For general information, contact 215/951-1300. For emergencies dial 215/951-2111 or use the blue lights auto dialing emergency phones located throughout the campus.

Parking

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

There is no charge for students to park at the Bucks County Center in Newtown and the Good Shepherd Lot.

Parking permits may be acquired in person during business hours, Monday through Friday 9:30 a.m. to 4:30 p.m. Parking permits may also be acquired through the mail. Applications are available on the Web at www.lasalle.edu/security or the proper forms can be mailed to you by contacting the parking office at 215/951-1066.

Identification Cards

All students are required to carry a valid La Salle ID card. This card is also the Library card. The Gold Card/ID Office issues ID cards. The schedule for the ID office is 9:00 a.m. to 8:00 p.m. Monday through Thursday, 9:00 a.m. to 5:00 p.m. on Friday, and 10:00 a.m. to 6:00 p.m. Saturday and Sunday. This schedule will be modified as necessary during school holidays and breaks.

Having a Gold Card is a convenient way to make purchases on campus. If a student simply deposits funds into his or her account, the need to carry cash, checkbooks, or credit cards is eliminated. The student's University ID card will instantly access those funds on deposit. A personal Gold Card can be used at The University Book Store, The Union Market, all food service areas, selected vending machines, photo copiers, selected laundry locations, basketball tickets, and Masque Theater Tickets. For more information, contact the Gold Card ID Office at 215/951-1LSU.

Snow Numbers

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

Main Campus	2105
Bucks County Center, Newtown	2746
Delaware Valley College, Doylestown	770
Gwynedd-Mercy College, Gwynedd Valley	2344

The student can also call the La Salle University Hotline at 215/951-1910 or visit the University Web site at www.lasalle.edu to find out about campus closings due to inclement weather.

Recreational Facilities

La Salle University invites students, faculty, and staff to utilize the recreational facilities available at Hayman Center and its adjacent facilities. Hayman Center offers the use of the following: a completely equipped weight room with free weights and Universal equipment, three 94' by 50' basketball floors, two regulation volleyball courts, a six-lane 25-yard pool with diving well, a squash court, and a training room with sauna. Adjacent to Hayman Center is the Belfield Tennis Complex with six tiered and lighted tennis courts. Across 20th Street, McCarthy Stadium features a football field surrounded by a 1/4 mile all weather track. There is also the Independence Blue Cross (or IBC) Fitness Center on the south campus which contains free weights, nautilus equipment, and cardiovascular machines. From time to time, facilities may be closed for athletic events. For more information, contact the Athletic Department at 215/951-1527.

Art Museum

The Art Museum at La Salle University opened its doors in 1976 as a cultural resource for the neighborhood surrounding the University and for La Salle students. Its art collection represents the only permanent display of paintings, drawings, and sculpture of the Western tradition offered by a college museum in the Philadelphia area. In addition to the paintings on permanent exhibit, the Museum has a collection of Master prints and drawings from the 19th and 20th centuries. Selections from these works, often supplemented by loans from other museums, make temporary exhibitions held four or five times a year. Some developing specializations include portrait prints, Japanese prints, Indian miniatures, and the Susan Dunleavy Collection of illustrated and finely printed Bibles. With these varied resources and the basic collection of paintings, the Museum's educational programs are increasingly interdisciplinary and supplement the humanities, social sciences, and other departments. The Museum offers a unique opportunity to experience the pleasures and insights of good art in an intimate space. The Museum is located on the lower level of Olney Hall. Admission is free. For more information, including arranging group tours, call 215/951-1221.

Graduate Programs



Master of Business Administration

Associate Dean

Joseph Y. Ugras, Ph.D., C.M.A.

Director, Marketing and Corporate Relations

Kathleen Bagnell Finnegan, M.A.

Director, MBA Program

Terry Jackson, M.Mgt., M.Ed.

Assistant Director, MBA Program

Michael Hughes, M.A.

Faculty

Professors: Barenbaum, Borkowski, Joglekar, Kerlin, Longo, Miller, Robison, Schubert, Seltzer, Smither, Stickel

Associate Professors: Buch, George, Grady, Kennedy, Leauby, Meisel, Mshomba, Paulin, Rhoda, Talaga, Tavana, Ugras, Van Buskirk, Walsh, Watson, Welsh
Assistant Professors: Ambrose, Brazina, Cairo, Cogan, Culp, Fitzgerald, Javie, Jones, Massimini, Ratkus, Smith, Szabat, Wentzel, Zook

Lecturers: Alexander, Bagnell Finnegan, Bean, Beck, Brodsky, Bruce, Dickinson, Ferrari, Fleming, Fusco, Gallagher, Gembala, Goodwin, Horan, Jackson, Jaszczak, Julian, Kammerman, Kochanski, Lang, MacLeod, Mallon, Massarro, McAleer, McCloskey, McElroy, Morsell, Newton, Nucera, O'Neill, Sable, Shuman, Shahmaei, Simon, Slemrod, West, Wong

Description of Program

La Salle University provides an innovative Master of Business Administration Program that enables students to develop and strengthen the leadership skills and functional knowledge necessary for the advancement of their current careers and future 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 Administration 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; La Salle Bucks County Center in Newtown, Bucks County; and Gwynedd-Mercy College in Gwynedd Valley, Montgomery County.

It's 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 in the MBA Program stress the interaction of theoretical knowledge with practical experience and shared ideas. The faculty also invest their time wisely in developing new knowledge in their fields through individual and team research — some of which includes students as assistants. The part-time

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

Admission Requirements

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

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

- Application Form
- Application Fee
- Official Transcripts
- Graduate Management Admission Test
- 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: The International Association of Management Education.

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

APPLICATION DEADLINES

Although there are no formal application deadlines, we recommend that all necessary information be received by the

MBA office by August 15th, December 15th, and April 15th for the Fall, Spring, and Summer terms, respectively. Under special circumstances, students may be admitted up to the first day of class of each term. International student applications should be complete at least two months prior to the dates listed above. Please contact the MBA office if you have any questions.

NON-DEGREE ADMISSION

A limited number of students with at least a cumulative undergraduate GPA of greater than 3.0 may apply for non-degree admission into the program without the GMAT examination test scores. To qualify for non-degree acceptance, a student must have a distinguished undergraduate background and, upon non-degree acceptance, will be required to take the examination in their first term in the MBA program. Upon successful completion of the GMAT, students are eligible for degree status and will be notified by the MBA office at that time.

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 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 an M.S. degree in Nursing and an MBA degree 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 at 215/951-1430.

The Application for Admission may be obtained by contacting:

School of Business Administration/MBA Program
 La Salle University
 Philadelphia, PA 19141
 215/951-1057
 Fax: 215/951-1886
 E-mail: mba@lasalle.edu

Tuition and Fees 2003-2004

Application Fee	\$35
Tuition (per credit)	\$595
General University Fee (per semester).....	\$75
Late Registration Administrative Fee	\$50

Tuition Assistance

Full-time students may be appointed as graduate assistants. Such assistants normally work with a professor on a current research project or with one of the graduate business centers on campus for 10 hours per week.

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.

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 to fulfill the requirements of the MBA degree 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 of this program 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 three 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

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

credit elective course in the 700-level. Not all specializations 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

eCommerce

Finance

General Business Administration

Health Care Administration

Human Resource Management

International Business

Management

Management Information Systems

Marketing

Executive Perspectives

The following three 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 effected by such decisions.

MBA 810 Self-Assessment for Leadership

MBA 820 Information Technology for Decision Making

MBA 830 Financial Statement Analysis

Integrative Capstone

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

MBA 901 Competing in a Global Market: Analysis of the Business Environment

MBA 902 Competing in a Global Market: Analysis and Implementation of Strategy

Course Descriptions

Basic Skills

MBA 501

The Executive Communicator: Presentation Module
1 credit

This course module focuses on the skills needed to link oral communication with the ability to work effectively in the executive environment. This work is based on the understanding that content and effective presentations of material are equally important in developing effective

communication. Active participation through oral presentations on current business topics are required. Students will use a variety of presentation technologies.

MBA 502

Computer Literacy for the Contemporary Business Environment

1 credit

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

MBA 503

Mathematical Methods Module

1 credit

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

Foundation

MBA 610

Business Economics

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

MBA 615

Financial Accounting: A Customer Focus

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

MBA 620

Statistical Thinking for Managers

This course introduces the student to the essential ideas of statistical thinking, which is important for every manager, both in dealing with day-to-day operations and in finding opportunities for improvement. Students will learn: how to gather data usefully, how to summarize data into

understandable form, how to use probability ideas in understanding data, how to infer and predict based on the always-limited available 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.

Prerequisites: MBA 502, MBA 503

MBA 625
Effective and Efficient Management of Operations

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

Prerequisite: MBA 620

MBA 630
Financial Markets

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

The Core

MBA 690
Creating Customers Through Effective Marketing Management

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

Prerequisites: MBA 501

MBA 691
Managerial Accounting for Decision Making Planning and Control

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

Prerequisites: MBA 502, MBA 615

MBA 692
Financial Performance: Control and Measurement

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

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

Executive Perspectives

MBA 810
Self-Assessment for Leadership

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

MBA 820
Information Technology for Decision-Making

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

Prerequisite: Completion of all 500 level courses

MBA 830
Financial Statement Analysis

This course integrates the areas of Finance and Accounting and is designed to provide students with the ability to analyze financial statements, understand the incentives of companies to "manage" earnings through their choices of accounting methods, understand the limitations to the usefulness of

financial statements, and understand the value of financial statements in decision making situations such as stock price evaluation and loan approvals. This is accomplished through a body of knowledge developed by research in accounting, finance, and economics.

Prerequisites: MBA 690, MBA 691, MBA 692

Integrative Capstone

MBA 901

Competing in a Global Market I: Analysis of the Business Environment

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

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

MBA 902

Competing in a Global Market II: Analysis and Implementation of Strategy

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

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

Accounting

ACC 704

Problems in Financial Reporting/Intermediate Theory

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

Prerequisite: MBA 615

ACC 706

Advanced Financial Accounting

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

Prerequisite: ACC 704

ACC 734

Accounting for Managerial Decision Making

Advanced managerial accounting, focusing, on commonly used accounting methods and techniques used in making business

decisions. Among topics covered are measurements of divisional performance, revenue and pricing decisions, production decisions, decisions concerning resource levels, and capital budgeting, decisions. Students, on both an individual and group basis, work with complex problems and cases.

Prerequisite: MBA 691

ACC 760

Advanced Accounting Problems

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

Prerequisite: ACC 704 or equivalent

ACC 761

Taxation for Business Planning and Investing

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

ACC 772

Auditing

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

Prerequisite: ACC 704 or equivalent.

ACC 780

Applied Research in Business

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

Prerequisite: Approval of advisor

ACC 782

Accounting Seminar

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

Prerequisite: ACC 704 or equivalent

Business Administration

BUS 776

Law for the Business Manager

An intensive exploration of the law affecting contracts, sales, and commercial paper within the context of management

decision-making. Designed to fill the needs of students who have had no previous exposure to law courses by amplifying the students' legal knowledge and legal reasoning.

Economics

ECN 722

International Economics

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

Prerequisite: MBA 610

Finance

FIN 735

Short-term Financial Planning and Working Capital Management

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

Prerequisite: MBA 692

FIN 746

Principles of Risk and Insurance

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

Prerequisite: MBA 692

FIN 748

Managing Financial Services Organizations

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

Prerequisite: MBA 692

FIN 764

Portfolio Management

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

Prerequisite: MBA 692

FIN 765

International Finance

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

Prerequisite: MBA 692

FIN 766

Public Financial Management

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

Prerequisite: MBA 692

FIN 767

Mergers and Acquisitions

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

Prerequisite: MBA 692

FIN 774

Speculative Markets

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

Prerequisite: MBA 692

FIN 776

Employee Benefit Planning

An analytical study of the nature and operation of employer-sponsored benefit plans offered in a complex socioeconomic and political environment. Topics include mandated benefits such as Social Security, workers compensation, and unemployment insurance as well as a more in-depth

examination of group life, health, disability, and qualified and non-qualified retirement plans. Emphasis is on benefit plan design and administration, cost, funding, and regulation as viewed from a benefits manager's financial perspective.

Prerequisite: MBA 692

FIN 780

Applied Research in Business

(See ACC 780 for general description.)

FIN 784

Selected Topics in Finance

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

Prerequisite: MBA 692

Health Care Administration

HCA 731

Strategic Management of Health Care Organizations

Provides an analysis of the various sectors of the health care industry including acute care, ambulatory care, long term, and the pharmaceutical industry using a strategic management framework. Issues related to competitive analysis, strategy formulation and implementation of strategic decisions are examined through a case analysis approach.

HCA 770

Ambulatory Care Management

This course examines the organizational, legal, and financial management issues which influence ambulatory care management. Issues related to practice management, physician contracting, utilization review and quality assurance are examined in the ambulatory care environment.

Prerequisites: MBA 630, MBA 691

HCA 771

Long-Term Care Administration

Analysis of the various methods of providing long-term care services to the aged including community based services, home health, continuing care communities, nursing homes, and mental health services. Operational issues related to financing, marketing, quality assurance, and strategic planning for long term care services are examined in this course.

Prerequisites: MBA 630, MBA 691

HCA 772

Marketing for the Health Care Organization

Examines health care marketing as a viable mechanism for meeting consumer need and service demand. Design, promotion, and evaluation of various marketing strategies are considered in relation to professional, governmental, and consumer response to marketing strategies.

HCA 775

Financial Management of Health Care Institutions

Provides administrators with a thorough understanding of financial management as it pertains to a health care environment. Examines the budgeting and financial planning process as a system for management and control at various administrative levels within health care institutions. Cost finding

techniques, reimbursement and rate setting, and financial reporting are explored.

Prerequisites: MBA 630, MBA 691

HCA 776

Managed Care

Organizational, financial, and management issues which influence the operation of various managed care products are analyzed. Topics related to relationships with regulatory agencies, finance and underwriting, medical group management, and market segmentation are discussed.

Prerequisites: MBA 630, MBA 691

HCA 780

Applied Research in Business

(See ACC 780 for general description.)

HCA 794

Legal and Regulatory Environment of Health Care

Introduction to law and legal process as it relates to health institutions. Specific focus on the liability of the administrator in relation to the governing board, medical staff, and patient. Impact of federal and state regulations, risk management, and patient rights legislation are addressed.

Prerequisite: HCA 731

Management

MGT 728

Management in the Public Sector

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

MGT 730

Management of Nonprofit Organizations

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

MGT 736

Organizational Design: Beyond the Fads

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

MGT 739**Managing Cultural Diversity in the Workplace**

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

Prerequisite: MBA 810

MGT 741**Organizational Development and the Consulting Process**

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

Prerequisite: MBA 810

MGT 742**Organizational Communication**

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

Prerequisite: MBA 810

MGT 743**Entrepreneurship**

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

Prerequisite: MBA 630

MGT 744**Power and Influence**

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

MGT 745**International Management**

Considers identification, development, and exploitation of business prospects across frontiers. Importing, exporting, investment, and operations management integrated with issues

of sovereignty, culture, treaties, politics, and finance. Heavy case emphasis, lectures, and team projects cover unique methods, opportunities, and challenges in world trade.

Prerequisite: MBA 630

MGT 752**Managerial Skills Laboratory**

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

Prerequisite: Permission of the Professor

MGT 760**Human Resource Management**

This survey course provides an overview of the major areas of human resource management including HR strategy and planning, EEO laws, job analysis and competency models, recruiting, selection, training, performance appraisal and management, job design, compensation, benefits, and labor relations. Focus is on both the line manager's and the human resource professional's role in creating a culture that attracts, rewards, and retains the talent necessary to ensure business success.

Prerequisite: MBA 810

MGT 761**Employment Legislation**

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

Prerequisite: MBA 810

MGT 762**Collective Bargaining**

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

Prerequisite: MBA 810

MGT 763**The Arbitration Process**

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

Prerequisite: MBA 810

MGT 768**Topics in Human Resource Management**

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

Prerequisite: MBA 810

MGT 769**Human Resource Development**

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

Prerequisite: MBA 810

MGT 780**Applied Research in Business**

(See ACC 780 for general description.)

MGT 786**Management Seminar**

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

Management Information Systems

Three courses are required for Specialization in Management Information Systems:

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

MIS 700**Business Applications Programming**

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

Corequisite: MBA 820

MIS 705**Emerging Information Technology**

The purpose of this course is to provide students with an understanding of the critical role that information technology (IT) plays in today's organizations and society, and to help them appreciate the speed and the magnitude of change in

information technology. There are two main components of this course: (1) historical perspective on the strategic role of IT; and (2) the structures, issues, and trends in the contemporary IT industry focusing on communication, telecommunication and connectivity, hardware and software trends, electronic commerce, National Information Infrastructure (NII) and information highway, the role of government and other constituencies influencing the future of IT, and the role of Chief Information Officer (CIO).

Corequisite: MBA 820

MIS 710**Information Systems Analysis and Design**

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

Corequisite: MBA 820

MIS 720**Database Management**

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

Prerequisite: MIS 710

MIS 730**Electronic Commerce for Competitive Advantage**

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

Corequisite: MBA 820

MIS 775**Project Management for Information Technology and Systems**

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

Corequisite: MBA 820

MIS 780**Applied Research in Business**

(see ACC 780 for general description)

MIS 785**Decision Support and Data Warehouse Systems**

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

Corequisite: MBA 820

Marketing

MKT 730**Marketing Research**

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

Prerequisites: MBA 503, MBA 620, MBA 690

MKT 732**Consumer Behavior**

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

Prerequisite: MBA 690

MKT 734**Advertising and Promotion Management**

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

Prerequisite: MBA 690

MKT 738**Selected Topics in Marketing**

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

Prerequisite: MBA 690

MKT 739**International Marketing**

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

Prerequisite: MBA 690

MKT 780**Applied Research in Business**

(See ACC 780 for general description.)

MKT 788**Marketing Seminar**

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

Prerequisite: MBA 690

Full-Time Master of Business Administration

Associate Dean

Joseph Y. Ugras, Ph.D., C.M.A.

Director, Marketing and Corporate Relations

Kathleen Bagnell Finnegan, M.A.

Director, Full-Time MBA Program

Elizabeth Scofield, MBA

Description of Program

Accredited by AACSB International and built on a 25-year tradition of educating business leaders, La Salle University's Full-Time MBA Program provides students with the skills necessary to become successful business leaders in the international job market. Combined with challenging academics, students are immersed in an intercultural environment as a result of La Salle's worldwide recruiting efforts.

Program Goals

Full-time MBA students will have opportunities to:

- Gain the communication, technical and quantitative skills needed to be successful business leaders on every continent.
- Earn an MBA in one year.
- Optional study abroad for one semester.
- Attend classes with a diverse group of students from every continent.
- Participate in professional development modules designed to provide skills to accelerate their career.
- An option to participate in international travel seminars to Europe and the Pacific Rim.
- Participate in workshops to enhance their international business etiquette skills and their knowledge of American corporate culture.

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

Students with an undergraduate degree in business or a related field can complete the degree in one year. Students without a business background will be able to complete the program in two years.

Faculty

Professors: Barenbaum, Blumenthal, Miller, Schubert, Seltzer, Smither, Stickel

Associate Professors: Talaga, Tavana, Ugras, Van Buskirk

Assistant Professors: Bean, Gauss, Brazina, Massimini

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 structure of the program lends itself to students with various undergraduate degrees. Students may enter the program in the fall, spring and summer. All candidates must have completed a four (4) year undergraduate degree or its equivalent from an accredited institution of higher learning to qualify for admission. The Admissions Committee considers the above factors and attempts to achieve some reasonable geographic distribution among countries and continents when accepting full-time MBA students. Formal work experience is not required. Upon receipt of the required documents, candidates are interviewed (by phone or in person) prior to final admission decisions.

Although there are no formal application deadlines, we recommend that the full-time MBA Office receive all required information by August 15th, December 15th, and April 15th for the fall, spring, and summer terms, respectively. International students applications should be complete two or three months prior to the dates listed above.

All full-time MBA applicants must submit the following documents:

- Application Form (apply online by visiting www.lasalle.edu/mba)
- Application Fee \$35.00. The fee is waived for candidates who apply online.
- Test scores from the Graduate Management Admission Test (GMAT).
- Official transcripts from all institutions previously attended.
- Two letters of reference.

International Students

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

- Take the Test of English as a Foreign Language (TOEFL) if their native language is not English and have their test scores forwarded to the MBA Program Office by the Educational Testing Service (ETS), in Princeton, New Jersey, USA (1-800-257-9547). Note: The TOEFL is not required when the applicant has an undergraduate degree from a university in the United States.

- Submit a Statement of Financial Responsibility Form, which may be obtained from the MBA Office at La Salle.
- Submit a Summary of Educational Experience, which may be obtained from the MBA Office at La Salle.

The Application for Admission may be obtained by contacting:

MBA Program (FT)
 La Salle University School of Business
 1900 West Olney Avenue
 Philadelphia, Pennsylvania
 Phone: 215-951-1913
 E-mail: ftmba@lasalle.edu

Tuition and Fees 2003-2004

Application Fee	\$35
Tuition (per semester).....	\$5,540
General University Fee (per semester).....	\$75
Late Registration Administrative Fee	\$75

One-Year MBA Program

Students who participate in Option I or II complete the full-time MBA Program in 12-months. Designed for students with a bachelor's degree in business or a related field, this intensive option consists of 11 courses (33 credits) and 4 or 5 non-credit courses.

Option I

Option I students do not participate in the MBA semester-long study abroad program. Option I specialization options include accounting, finance, health care administration, human resource management, international business, management, management information systems, marketing or general business administration. Option I students who major in international business are required to participate in one of the international travel seminars.

Option II

Option II students participate in the MBA semester-long study abroad program. They attend La Salle University during the fall and summer semesters and they study at ESC Marseille, France, University of Brighton, England, or with another La Salle partner university for the spring term. Option II specializations include international business, marketing, finance, or general business administration.

Two-Year MBA Program

Students who participate in Options III and IV complete the full-time MBA Program in two years. Designed for students who do not have an undergraduate degree in business, these options feature 16 courses (48 credits) and 4 or 5 non-credit courses.

Option III

Option III students do not participate in the MBA semester-long study abroad program. Option III specialization options include accounting, finance, health care administration, human resource management, international business,

management, management information systems, marketing or general business administration. Option III students who major in International business are required to participate in one of the international seminars.

Option IV

Option IV students to participate in study abroad for a full semester, spending three semesters at La Salle University and one semester at ESC Marseille, France, University of Brighton, England, or one of La Salle's partner institutions. Option IV students may specialize in international business, marketing, finance, or general business administration.

The Full-time MBA Curriculum

The structure of La Salle's full-time MBA Program is comprised of six sections: Non-credit Workshops, Foundation, Core, Specialization and Electives, Executive Perspectives, and the Integrative Capstone. Students must complete between 33 and 48 credits (plus any of the Basic Skills courses) to complete the MBA degree at La Salle University. The total amount of credits to fulfill the requirements of the MBA degree depends upon the student's academic and professional background.

Non-credit Workshops

Students will participate in these non-credit workshops to enhance international business etiquette skills and increase knowledge of American corporate culture.

- MBA 510 Personal Development
- MBA 520 Business Communication Skills
- MBA 530 Culture and Language Emersion
- MBA 540 Experience America Field Trip
- MBA 550 International Business Etiquette
- MBA 560 American Corporate Culture

Course Descriptions

Foundation

**MBA 610
 Business Economics**

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

MBA 615**Financial Accounting: A Customer Focus**

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

MBA 620**Statistical Thinking for Managers**

This course introduces the student to the essential ideas of statistical thinking, which is important for every manager, both in dealing with day-to-day operations and in finding opportunities for improvement. Students will learn: how to gather data usefully, how to summarize data into understandable form, how to use probability ideas in understanding data, how to infer and predict based on the always-limited available 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.

Prerequisites: MBA 502, MBA 503

MBA 625**Effective and Efficient Management of Operations**

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

Prerequisite: MBA 620

MBA 630**Financial Markets**

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

The Core

MBA 690**Creating Customers Through Effective Marketing Management**

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

promotion and distribution; (4) marketing strategy and planning.

Prerequisites: MBA 501

MBA 691**Managerial Accounting for Decision Making Planning and Control**

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

Prerequisites: MBA 502, MBA 615

MBA 692**Financial Performance: Control and Measurement**

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

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

Executive Perspectives

MBA 810**Self-Assessment for Leadership**

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

MBA 820**Information Technology for Decision Making**

This course is about the manager's responsibilities for problem solving and decision-making, and those areas in which information technology (IT) can be used to gain the insight needed to support selection of decision alternatives. Topics include: IT Concepts and Architecture, Strategic Information Systems and IT for Business Reengineering, Total Quality Management, Computer Hardware and Software, Human Computer Communication, Data and Data Management, Data Communication and Network Architecture, The Corporate

Information Architecture, Information Systems Planning, Information Systems Analysis and Design, Supporting Communication and Collaborative Work, Supporting the Managers and Decision Making, Intelligent Support Systems, Innovative Functional Systems, Organizing Information Resources, Control and Security of Information Systems, and Impact of IT on Organizations, Individuals, and Society.

Prerequisite: Completion of all 500 level courses

MBA 830

Financial Statement Analysis

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

Prerequisites: MBA 690, MBA 691, MBA 692

Integrative Capstone

MBA 901

Competing in a Global Market I: Analysis of the Business Environment

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

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

MBA 902

Competing in a Global Market II: Analysis and Implementation of Strategy

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

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



Specialization

Students electing a specialization are required to complete three 700-level courses in one of the following areas plus one three credit elective course in the 700-level. Students should contact the Full-time MBA Program Director for more advising.

Accounting

Finance

General Business Administration

Health Care Administration

Human Resource Management

International Business

Management

Management Information Systems

Marketing

For descriptions of the specialization courses, please see pages 20-25.

Master of Arts in Bilingual/Bicultural Studies (Caribbean Spanish)

Director

Luis A. Gómez, Ph.D.

Faculty

Associate Professor: Angerosa

Assistant Professors: Gómez, Ossa, Toro

Adjuncts: Navarro, Ramirez, Scheiber, Swartz

Description of Program

The Master of Arts degree in Bilingual/Bicultural Studies is a part-time degree program (evenings, Saturdays, and late spring) for educators and other 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 police officers, nurses, hospital employees, social workers, court employees, human resources professionals, etc.

The program is flexible and may be tailored to fit the needs and interests of individual students. **The language component is individualized, and students are encouraged to apply regardless of their current proficiency level in the Spanish language.**

Admission Requirements

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

1. Evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.
2. Acceptable scores in the Miller Analogies Test (MAT). Arrangements to take this examination may be made with the Counseling Center at La Salle University.
3. Two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in this program.
4. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University. Application for admission may be filed online at no cost.

The Application for Admission may be obtained by contacting:

Luis A. Gómez, Director
Bilingual/Bicultural Studies
La Salle University
Philadelphia, PA 19141
Phone: 215/951-1209
Fax: 215/991-3546
E-mail: gomez@lasalle.edu

Tuition and Fees 2003-2004

Application Fee.....	\$35
Tuition (per credit)	\$485
General University Fee (per semester)	\$75
Late Registration Administrative Fee	\$50

Tuition Assistance

A modest amount of need-based, tuition-reduction funding is available. Consult the Director of Bilingual/Bicultural Studies for more details.

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

Core Course Requirements

A minimum of 30 credits is required for the degree. All courses are 3 credits.

Degree candidates may begin the program with BLS 501 Urban Spanish I or BLS 502 Urban Spanish II.

All degree candidates are required to complete certain courses in Spanish language.

Advanced language students are required to complete: BLS 511 Language and Culture of Puerto Rico I
BLS 512 Language and Culture of Puerto Rico II
One other course in Caribbean Literature

Students who are not advanced Spanish language must complete the series of five Urban Spanish Courses:

BLS 501, 502, 503, 504, and 505

All students must matriculate in BLS 600 Dynamics of Cross-Cultural Communication.

All degree candidates must complete BLS 651 Master's Project.

All degree candidates must complete the Spring Immersion Session. This 9-credit, 5-week program in May and June (which may be divided over several years if necessary) includes intensive language training, symposia/workshops, and field experience in the Latino communities of the region.

In order to complete the degree, all candidates must complete a capstone Master's Project (BLS 651), which may take the form of a thesis.

Course Descriptions

BLS 501 Urban Spanish 1

BLS 502 Urban Spanish 2

BLS 503 Urban Spanish 3 (Spring Immersion Program)

BLS 504 Urban Spanish 4

BLS 505 Urban Spanish 5

These courses are intensive language courses taught by instructors familiar with the pronunciation, intonation, and

idiomatic characteristics of Caribbean Spanish, especially that of Puerto Rico, Cuba and the Dominican Republic. The courses use current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Instructors and others from the Latino community will develop new materials for the teaching of these courses. Tests evaluate oral and written competency of the candidate at each level.

BLS 511
Language and Culture of Puerto Rico I

This course is for advanced students of Spanish who need development in understanding the spoken and written language of Puerto Rico. Special attention is given to colloquial expressions of the Caribbean. Reading materials in this course not only represent special linguistic characteristics of Puerto Rico, but also reflect the cultural roots and values of the Puerto Rican community in urban mainland settings. (In Spanish)

BLS 512
Language and Culture of Puerto Rico II

This is an intensive language course for advanced Spanish students. Emphasis is placed upon group work in which students gain practice in listening and speaking in Caribbean Spanish. Students discuss contemporary themes and cultural characteristics of Puerto Rican society. Readings are from Puerto Rican short stories, essays, poems, and periodicals. This course forms part of the Immersion Program and meets four times a week for five weeks in May-June period. (In Spanish)

BLS 508
Workshops and Symposia (Spring Immersion Program)

Offered during the five-week Immersion Program (May-June), this course of study consists of a series of symposia and practical workshops presented by specialists chosen from bilingual schools, the fine arts, medical agencies, law enforcement facilities, and social agencies as well as local universities including La Salle.

BLS 520
Field Experience in the Latino Community

During the academic year, each student will find placements in a field experience directly related to his or her profession in the Greater Philadelphia/ New Jersey Latino Community. Teachers will assist in bilingual schools, police in districts in bilingual neighborhoods, and social workers in social agencies dealing with Latinos, etc.

BLS 600
Dynamics of Cross-Cultural Communication

The major objectives of this course are to develop an appreciation of diverse cultural backgrounds, especially among Latinos and Anglos, and to develop awareness of the complexity of cross-cultural communication. The following areas are considered as they relate to the dynamics of cross-cultural communication: the communication process; group properties and communication; linguistic approaches; the nonverbal element of communication systems, especially related to Anglos and Latinos; language and culture; language as social behavior; and channels of communication. Required for the MA.

BLS 601
Techniques of Teaching English to Speakers of Other Languages

Analysis of various methodologies used in teaching English as a second language. Emphasis upon methods in teaching, listening, and speaking. Microteaching of difficult points of pronunciation and grammar. Attention given to affective techniques in second language learning.

BLS 602
History of the Americas

This course treats the history and culture of the major Latino groups in the United States, especially those from the Caribbean. Emphasis on such topics as Puerto Rico's special relationship with the United States, Latino immigrants in the United States and their special problems, Cuban exiles, and the historical relationship between Latino and Anglo communities.

BLS 603
Literature of the Spanish Caribbean

This course is designed to familiarize the student with the problems of the Caribbean individual as seen through major literary works. Students read novels, short stories, essays, and poetry of such writers as Julia de Burgos, González, Soto, Figueroa, Díaz Valcarcel, Marqués, and Luis Rafael Sánchez. Emphasis is given to a cultural, sociological approach as well as a literary one in order to understand better the problems of the Caribbean individual and his or her perception of society.

(In Spanish)

BLS 604
Cultural Pluralism and Problems of Minority Groups in the U.S.A.

Emphasizing Latinos but also focusing in general on race, ethnicity, language, cultural and social stratification, this course analyzes contemporary American opportunity, family and class structures, social mobility, migration, the so-called "culture of poverty," urbanism, and related concepts and issues. Certain psychological dimensions, such as self-concept and the self-fulfilling prophecy, are also examined.

BLS 605
Curriculum and Development of Bilingual Programs

This course discusses the historical background of the bilingual movement, especially pertinent legislation, as well as the organization of a bilingual program. Topics of lecture and discussion include needs assessment of pupils, staff and community; various types of curriculum models of bilingual and school organizations; selection of instructional materials for training bilingual students; and proper evaluative procedures.

BLS 606
Making Language Connections Through Content in ESOL and Bilingual Classrooms

The major objectives of the course are to provide mechanisms for second language content delivery utilizing the sheltered class model, SIOP, "learning to learn" methods. The curriculum analyzes academic language in content and texts, and discusses metacognitive processes and strategies that may be used in the classroom. Further, the

role of learning styles and multiple intelligences are also examined and discussed; together with the rationale and structure of thematic units for lesson planning purposes. The integration of language objectives and “what’s difficult” for language learners is directed toward an authentic assessment of content and language.

BLS 607**Art and Culture of the Spanish Caribbean**

This course traces the history of art in the Spanish Caribbean, emphasizing the major influences on its evolution and contemporary manifestations. Taino, Spanish, and African contributions to art in Puerto Rico, Cuba and the Dominican Republic will be explored in detail and in all expressive forms: paintings, broadcasting, cinematography, theater and popular culture. (In Spanish)

BLS 620**Independent Study**

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

BLS 635**Myths and Legends in Caribbean and Latin American Literature**

This course explores mythic patterns and archetypes in Caribbean and Latin American Literature. Readings include works by such prominent figures as Luis Rafael Sánchez, Alejo Carpentier, Juan Rulfo, Miguel Angel Asturias, Gabriel García Márquez, and others. In addition, there will be supplementary readings from the work of Carl Jung, Joseph Campbell, and other theorists on myth. (In Spanish)

BLS 639**Advanced Spanish Grammar and Syntax**

Designed to provide a review of standard Spanish grammar and syntax for advanced students of the language. Includes intensive oral and written practice with a view toward improving native and non-native students’ speaking and writing skills. The course also intends to make all speakers aware of standard Spanish cultivated in schools of the Spanish Speaking world.

BLS 651**Master’s Project**

A supervised, individual project that may be related to the student’s fieldwork in the Latino community. All project topics must relate to the mission and goals of the Bilingual /Bicultural Program. The project is the required capstone experience of all members of the MA program.

BLS 678**Texto en Contexto: A Panorama of Present-day Puerto Rico through Selected Texts**

A survey of contemporary Puerto Rican thought, this course explores issues critical to the Caribbean Island Nation’s social, cultural, historical, and political identity. Texts hail from a multiplicity of academic disciplines literary genres, and popular cultural forms. Among the social sciences covered are Sociology, Anthropology, Economics, and Political Science. Literary genres covered include the essay, poetry, and fiction. Popular cultural forms include folkloric and popular music.

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.

Certificate for Program Specialist— English as a Second Language (ESL Program Specialist)

Director

Luis A. Gómez, Ph.D.

Faculty

Associate Professors: Angerosa, Mosca

Assistant Professor: Gómez

Adjuncts: Ramirez, Scheiber, Swartz

Description of Program

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

Candidates for ESL certification will undergo a predetermined curriculum consisting of five (5) 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 on-line (free of cost) or the paper Application for Admission, together with the required Application Fee.

The Application for Admission may be obtained by contacting:

Luis A. Gómez, Director
Bilingual/Bicultural Graduate Studies
La Salle University
Philadelphia, PA 19141
Phone: 215/951-1209
Fax: 215/991-3546
gomez@lasalle.edu

Tuition and Fees (2003-2004)

Application Fee.....	\$35
Tuition (per credit).....	\$485
General University Fee (per semester).....	\$75

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.

Core Course Requirements

The Certificate for Program Specialist—ESL requires a total of five courses (15 credits). All five courses are Core Courses and no elective course is available.

Course Descriptions

BLS 600

Dynamics of Cross-Cultural Communications 3 credits

The major objectives of this course are to develop an appreciation of diverse cultural backgrounds and to develop awareness of the complexity of cross-cultural communications. The following areas are considered as they relate to the dynamics of cross-cultural communications: the communication process; group properties and communications; linguistic approaches; the nonverbal element of communications systems, 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. There is an emphasis placed upon methods in teaching, listening, and speaking, as well as microteaching of difficult points of pronunciation and grammar. Significant attention is given to affective techniques in second language learning.

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 lectures and discussions 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 objectives of the course are to provide mechanisms for second language content delivery utilizing the sheltered class model, SIOP, "learning to learn" methods. The curriculum analyzes academic language in content and texts, and discusses metacognitive processes and strategies that may be used in the classroom. Further, the role of learning styles and multiple intelligences are also examined and discussed; together with the rationale and structure of thematic units for

lesson planning purposes. The integration of language objectives and “what’s difficult” for language learners is directed toward an authentic assessment of content and language.

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



Master of Arts in Central and Eastern European Studies

Director

Bernhardt Blumenthal, Ph.D.

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 four semesters at a foreign university.
2. Two letters of recommendation from professors or supervisors who can address the candidate's ability and qualifications for enrolling in this program.
3. International students must present an acceptable TOEFL score.
4. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.

Faculty

Professors: Blumenthal, Clabaugh, Mshomba, Perfecky, Rudnytzky (emeritus)

Lecturers: Grugan, LaMonica, Lavundi, Oblescuk, Paulo, Rayca, Repasch, Sarkissian, Turzanski

The Application for Admission may be obtained by contacting:

Dr. Bernhardt Blumenthal, Director
 Central and Eastern European Studies
 La Salle University
 Philadelphia, PA 19141
 215/951-1200
 Fax: 215/991-3546
 E-mail: cees@lasalle.edu

Tuition and Fees 2003-2004

Application Fee.....	\$35
Tuition (per credit)	\$485
General University Fee (per semester)	\$75
Late Registration Administrative Fee	\$50

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
3. Completion of 30 credit hours (up to 6 semester credit hours may be transferred from another institution)

Course Descriptions

(All courses listed are 3 credits each)

CES 610

Introduction to Economics: Central and Eastern Europe

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

CES 620

Cultures of Central and Eastern Europe

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

CES 630/631

Masterpieces of Slavic Literatures I/II

A survey of great literary works of the Slavic peoples with emphasis on the 19th and 20th centuries, featuring an examination of spiritual values and an ideological conflict in literature within the context of diverse social and political systems. Among the problems to be examined are: literature under Communism; the hegemony of Socialist Realism in the Central and East European realm; religious literature in the Soviet Union, and the phenomenon of "dissidentism." Readings from the works of: Pushkin, Shevchenko, Mickiewicz, Solzhenitsyn, Honchar, Mrozek, Havel, et al.

CES 640/646

Great German Thinkers

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

CES 650/651

Modern History of Eastern Europe

This course is a survey of major historical developments in the countries of Eastern Europe from Napoleon to the present. It begins with an analysis of the French Revolution and the birth of modern European Nationalism and ends with an examination of the present state of Eastern Europe and the internal and external problems of the successor states to the Soviet Empire. It includes a study of the Russian, Austrian, and Ottoman Empires, the national liberation movements

within each of them, and the unabated struggle of oppressed people for nationhood.

CES 660

Democratic Development of Eastern Europe

This course will analyze the issues surrounding the formation and dismantlement of what was known as the Eastern Bloc, and its transformation into a region of developing democratic states. It will include an analysis of the ideological and historical underpinnings of Communism and the formation of the Eastern Bloc, Stalin's legacy, and Soviet Policy from Lenin to Brezhnev, the evolution of Gorbachev's reforms (*Perestroika* and *Glasnost*), and a survey of the dissent and democratic movements in Central and Eastern European countries.

CES 670/671

Religion in Central and Eastern Europe

This course provides a critical and historical survey of the religious traditions of Central and Eastern Europe. Primarily, the course 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 course also considers the Jewish presence in the region with respect to Yiddish culture and religious practice. Likewise the course considers the Islamic presence in Eastern Europe.

CES 680

Opportunities in Central and Eastern European Markets

The purpose of this course is to provide the students with a greater understanding of current business opportunities in selected markets of the region; to make aware the difficulties likely to be faced by the 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. Readings of original materials and discussion of the business opportunities offered will be the principal substance of the course. The students final requirement will be to choose one of the opportunities and prepare a finished analysis of it, including a plan for proceeding.

CES 690

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 611

Geography of Central and Eastern Europe

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

CES 510-517

Immersion Program in German/Russian Language Studies

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

CES 700/701

Capstone Seminar

The course will consist of regular meetings with students and will feature discussion and analysis of their individual M.A. theses, projects, or seminar papers. Initial meetings will be devoted to bibliographical searches, reading and comprehension of primary sources, and methodology. At the final meeting each student will present his/her M.A. thesis.



Master of Arts in Clinical-Counseling Psychology

Director

John J. Rooney, Ph.D.

Faculty

Professors: Burke, McCarthy (Emeritus), Rooney (Emeritus)

Associate Professors: Armstrong, Collins, Falcone, Gardner, Nguyen, Smith, Turk, Watson

Assistant Professors: Halpern, McMonigle, Montague, Riley

Lecturers: Boyll, Chapman, Combs, Conway, Dematatis, DiOrio, Erb, Fina, Fingerhut, Fry, Giantini, Hannigan, Hoffer, Lomauro, Marks, May, Santone, Silverman, Slowinski, Stookey, Tonrey, Trainer-Haas, Vice-Black

Description of Program

The graduate program in Clinical-Counseling Psychology offers an intensive program of studies with concentrations in the following areas:

- Psychological Counseling
- Marriage and Family Therapy
- Addictions Counseling
- Industrial/Organizational Psychology

While the program stresses skills training and clinical preparation for the above concentrations, it also requires a common core of psychological studies as a basis for disciplined practice in the respective areas.

Admission Requirements

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

1. Evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education. The record must normally show a GPR of 3.0 or higher and completion of a minimum of 15 hours in psychology.
2. Two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in this program.
3. Acceptable scores in the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE scheduling is also available from the Counseling Center.
4. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University. Fee is waived for on-line applications.
5. Work experience (paid or volunteer) in an area related to one of the Clinical-Counseling Psychology concentrations.
6. Evidence of the ability to meet the qualifications, both academic and professional, required for field placement in the profession. These are described in the Clinical Manual.

The Application for Admission may be obtained by contacting:

Dr. John J. Rooney, Director
M.A. Psychology Program, Box 268
La Salle University
Philadelphia, PA 19141
215/951-1767
Fax: 215/951-5140
E-mail: psyma@lasalle.edu
Web site: www.lasalle.edu/academ/grad/counseling/counseling.htm

Tuition and Fees 2003-2004

Application Fee	\$35*
Tuition (per credit)	\$485
General University Fee (per semester)	\$75
Late Registration Administrative Fee	\$50

*(waived for on-line applications)

Tuition Assistance

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

Information about financial aid and application forms for student loans may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070.

Progression Through the Program

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

- 15-21 credits – Theories and Processes in Clinical-Counseling Psychology
- 15-27 credits – Advanced Training in Specific Approaches in each Concentration
- 6-12 credits – Supervised Practical Training through practicum, internships, case seminar and professional seminar

Preparation for Licensure

A certificate program of 60 credit hours (M.A. plus 12 hours) is available to help prepare students for licensure as Professional Counselors or Marriage and Family Therapists in Pennsylvania, New Jersey, Delaware and most other states.

**SUPERVISED PRACTICAL TRAINING:
(FIELD PLACEMENT)**

Includes Practicum, Internship, Case Seminar, and Professional Seminar

All students are required to engage in supervised clinical training. The usual placement involves 12 to 15 hours per week of on-site service with a working case load of six to ten clients and generous exposure to a range of support activities. The students may choose to serve the internship either in an approved community agency or in the on-campus clinic operated by the Graduate Psychology Programs. While engaged in this training, students will also attend a Case Seminar/ Professional Seminar.

**PSYCHOLOGICAL COUNSELING
CONCENTRATION**

**MASTER'S DEGREE PROGRAM
(48 Credit Hours)**

	Credits
PSY 500 Introduction to Counseling and Psychotherapy	3
PSY 502 Counseling Laboratory I	3
PSY 503 Psychopathology	3
PSY 506 Basic Principles of Research and Design	3
PSY 509 Assessment in Clinical and Career Counseling	3
PSY 512 Introduction to Addictions Counseling	3
Any Two of the Following Three	
PSY 504 Human Behavior: A Developmental Perspective*	3
PSY 508 Cognition and Learning	3
PSY 515 Personality	3
Any Two of the Following Six	
PSY 610 Cognitive Behavioral Approaches	3
PSY 612 Group Processes in Counseling and Psychotherapy*	3
PSY 619 Ethnic, Gender, Class Issues in Counseling*	3
PSY 674 Career Counseling*	3
PSY 600 Change Processes in Counseling and Psychotherapy	3
PSY 611 Insight Approaches in Counseling and Psychotherapy	3
PSY 602 Advanced Counseling Lab	3
PSY 679 Personality Assessment	3
PSY 660 Counseling Practicum	3
PSY 661 Professional/Ethical Issues in Counseling	3
PSY 680/81/82 Internship	9
PSY 690/91/92 Professional Seminar	9
	Total 48

**CERTIFICATE PROGRAM IN PROFESSIONAL
COUNSELING**

(Additional 12 Credit Hours)

From the above listed courses or the following courses

PSY 505 Introduction to Systems and Systems Thinking	3
PSY 511 Religion, Psychology and Culture	3
PSY 603 Human Sexuality	3
PSY 633 Professional Issues in Addictions Counseling	3
PSY 634 Addictions and the Family	3
PSY 641 Counseling Families in the Face of Loss	3
PSY 603 Human Sexuality	3
PSY 614 Working with Families	3
PSY 624 Marital Therapy	3
PSY 626 Child in the Family Context	3
PSY 628 Understanding Relationships	3
	Total 60

*Required for NBCC Licensure Examination

**MARRIAGE AND FAMILY THERAPY
CONCENTRATION**

**MASTER'S DEGREE PROGRAM
(48 Credit Hours)**

	Credits
PSY 500 Introduction to Counseling and Psychotherapy	3
PSY 502 Counseling Lab I	3
PSY 503 Psychopathology	3
PSY 504 Human Behavior: A Developmental Perspective	3
PSY 505 Introduction to Systems and Systems Thinking (F/TR)	3
PSY 506 Basic Principles of Research and Design	3
PSY 602 Advanced Counseling Lab (F/TP)	3
PSY 603 Human Sexuality	3
PSY 614 Working with Families (F/TP)	3
PSY 619 Ethnic, Gender, Class Issues in Counseling	3
PSY 624 Marital Therapy (F/TR)	3
PSY 628 Understanding Relationships (F/TR)	3
PSY 634 Addictions & the Family	3
PSY 680/81/82 Internship	9
PSY 690/91/92 Professional Seminar	9
	Total 48

F/TR = Family Theory

F/TP = Family Therapy

**CERTIFICATE PROGRAM IN MARRIAGE AND
FAMILY THERAPY**

(additional 12 Credit Hours)

PSY 509 Assessment in Clinical and Career Counseling	3
PSY 512 Introduction to Addictions Counseling	3
PSY 600 Change Processes in Counseling and Psychotherapy	3
PSY 610 Cognitive Behavioral Approach in Counseling and Psychotherapy	3
PSY 611 Insight-Oriented Approaches in Counseling and Psychotherapy	3

PSY 612	Group Processes in Counseling and Psychotherapy	3
PSY 616	Contextual Family Therapy	3
PSY 626	Child in the Family Context [NEW]	3
PSY 641	Counseling Families in the Face of Loss (F/TP)	3
		Total 60

ADDICTIONS COUNSELING CONCENTRATION

MASTER'S DEGREE PROGRAM

(48 Credit Hours)

	Credits	
PSY 500	Introduction to Counseling and Psychotherapy	3
PSY 502	Counseling Laboratory I	3
PSY 503	Psychopathology	3
PSY 506	Basic Principles of Research and Design	3
PSY 509	Assessment in Clinical and Career Counseling	3
PSY 512	Introduction to Addictions Counseling	3

Any Two of the Following Three

PSY 504	Human Behavior: A Developmental Perspective*	3
PSY 508	Cognition and Learning	3
PSY 515	Personality	3
PSY 505	Introduction to Systems and Systems Thinking (F/TR)	3
PSY 633	Professional Issues in Addictions Counseling	3
PSY 634	Addictions and the Family	3
PSY 619	Ethnic, Gender, Class Issues in Counseling*	3
PSY 660	Counseling Practicum	3
PSY 661	Professional/Ethical Issues in Counseling	3
PSY 680/81/82	Internship	9
PSY 690/91/92	Professional Seminar	9
		Total 48

CERTIFICATE PROGRAM IN PROFESSIONAL COUNSELING

(Additional 12 Credit Hours)

From the above listed courses or the following courses

PSY 511	Religion, Psychology and Culture	3
PSY 602	Advanced Counseling Lab	3
PSY 603	Human Sexuality	3
PSY 610	Cognitive Behavioral Approaches	3
PSY 612	Group Processes in Counseling and Psychotherapy*	3
PSY 674	Career Counseling*	3
PSY 600	Change Processes in Counseling and Psychotherapy	3
PSY 611	Insight Approaches in Counseling and Psychotherapy	3
PSY 641	Counseling Families in the Face of Loss	3
PSY 679	Personality Assessment	3
		Total 60

*Required for NBCC Licensure Examination

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY: COUNSELING & CONSULTING OPTION

MASTER'S DEGREE PROGRAM

(48 Credit Hours)

	Credits	
PSY 500	Introduction to Counseling and Psychotherapy	3
PSY 502	Counseling Laboratory I	3
PSY 503	Psychopathology	3
PSY 506	Basic Principles of Research and Design	3
PSY 509	Assessment in Clinical and Career Counseling	3
PSY 512	Introduction to Addictions Counseling	3

Any Two of the Following Three

PSY 504	Human Behavior: A Developmental Perspective*	3
PSY 508	Cognition and Learning	3
PSY 515	Personality	3
PSY 659	Assessment in I/O	3
PSY 653	Consulting in I/O	3
PSY 654	Organizational Training	3
MBA 810	Self Assessment/Leadership	3
PSY 660	Counseling Practicum	3
PSY 661	Professional/Ethical Issues in Counseling	3
PSY 680/81/82	Internship	9
PSY 690/91/92	Professional/Case Seminar	9
		Total 48

CERTIFICATE PROGRAM IN PROFESSIONAL COUNSELING

(ORGANIZATIONAL OPTION)

(Additional 12 Credit Hours)

From the above- listed courses or the following courses

PSY 610	Cognitive Behavioral Approaches	3
PSY 612	Group Processes in Counseling and Psychotherapy *	3
PSY 619	Ethnic, Gender, Class Issues in Counseling*	3
PSY 633	Professional Issues in Addictions Counseling	3
PSY 674	Career Counseling*	3
PSY/MGMT	Elective	3
		Total 60

*Required for NBCC Licensure Examination

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY: MANAGEMENT AND HUMAN RESOURCES OPTION

MASTER'S DEGREE PROGRAM

(48 Credit Hours)

	Credits	
PSY 500	Introduction to Counseling and Psychotherapy	3
PSY 502	Counseling Laboratory I	3
PSY 506	Basic Principles of Research and Design	3
PSY 509	Assessment in Clinical and Career Counseling	3

Any Two of the Following Three

PSY 504	Human Behavior: A Developmental Perspective	3
PSY 508	Cognition and Learning	3
PSY 515	Personality	3
PSY 612	Group Processes	3

PSY 659	Assessment in I/O	3
PSY 653	Consulting in I/O	3
PSY 654	Organizational Training	3
MGT 736	Organizational Design	3
MGT 760	Human Resource Management	3
MBA 810	Self Assessment/Leadership	3
PSY/MGT Elective		3
PSY 680/81	Internship	
PSY 690/91	Professional/Case Seminar	6
		Total 48

Electives

Electives are offered to help prepare students for the specific settings in which they intend to work. With permission of the director of a program, students may elect courses from among graduate offerings in business, bilingual/bicultural studies, education, Central and Eastern European studies, computer information science, communication, religion, nursing, and psychology (including doctoral psychology courses). Student research projects may be completed as electives. Courses in sports psychology are available.

Pastoral Counseling

A program in pastoral counseling is administered by the Graduate Religion Department in cooperation with the Clinical Counseling Psychology Program. For information, see the Graduate Religion section.

Counseling the Latino Population

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

Graduate Psychology in Bucks County

Students are able to complete the full M.A. program at the La Salle University Bucks County Center in Newtown, Pennsylvania.

Course Descriptions

PSY 500

(Main: Fall) (Bucks: Spring)

Introduction to Counseling and Psychotherapy: Theories and Interventions.

3 credits

Major theories of counseling and psychotherapy and the interventions based on those theories. Emphasis on knowledge and skills needed to provide direct counseling and psychotherapeutic interventions for individuals, families, and groups.

PSY 502

(Main: Fall) (Bucks: Spring)

Counseling Laboratory I

3 credits

A laboratory course designed to develop the basic counseling skills which will enable students to understand the client, to

develop a trusting relationship with the client, and to facilitate the client's self-exploration.

PSY 503

(Main: Spring) (Bucks: Fall)

Psychopathology

3 credits

Major categories of psychological disorders. Theory and research regarding etiology, diagnosis, prevention, and treatment. Introduction to the use of the DSM.

PSY 504

(Main: Spring) (Bucks: Fall)

Human Behavior: A Developmental Perspective

3 credits

The process and stages of human development form the context for the study of human behavior. Issues of separation, individuation, and integration in the life patterns of individuals, couples, and families will be studied within the context of major psychological theories of personality and learning.

PSY 505

(Main: Summer) (Bucks: Fall)

Introduction to Systems and Systems Thinking

3 credits

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

PSY 506

(Main: Summer) (Bucks: Summer)

Basic Principles of Research Design, Statistics, Program Development and Evaluation

3 credits

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

PSY 508

Cognition and Learning

(Main: Fall) (Bucks: Summer)

3 credits

The empirical and theoretical foundations of present understanding of cognitive psychology and learning psychology and their integration in contemporary social learning theory. Attention to the application of the theories and research in counseling and psychotherapy.

PSY 509

(Main: Fall) (Bucks: Summer)

Psychological Assessment I: Assessment in Clinical and Career Counseling

3 credits

Basic concepts in the construction, selection, administration, scoring, and interpretation of assessment procedures commonly used in psychology. Use of major reference works for selecting and evaluating assessment procedures. Supervised experience in selecting, administering, scoring and interpreting assessment procedures and experience in use of computer-assisted testing.
Prerequisite: PSY 506

PSY 510

(Main: As Needed) (Bucks: As Needed)

Inferential Statistics and Research Design**3 credits**

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

*Prerequisite: PSY 506***PSY 511**

(Main: Fall) Offered in 2004 and alternate years

Religion, Psychology, and Culture**3 credits**

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

PSY 512

(Main: Spring, Summer) (Bucks: Summer)

Introduction to Addictions Counseling**3 credits**

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, identification and diagnosis of addiction, as well as to the selection of appropriate processes of intervention.

PSY 515

(Main: Fall) (Bucks: Spring)

Personality Theories**3 credits**

Present understanding of the development of human personality and social behavior from the perspective of contemporary social psychology. Attention to application of theories and research in counseling and psychotherapy.

PSY 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.

PSY 550

(Main: As Needed) (Bucks: As Needed)

Biological Bases of Behavior**3 credits**

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.

PSY 570

(Main: Fall, Spring, Summer) (Bucks: Fall, Spring, Summer)

Intro to Statistics and Research Methods**3 credits**

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

PSY 574

(Main: Fall, Spring, Summer) (Bucks: Fall, Spring, Summer)

Introduction to Graduate Research and Writing**3 credits**

A cross-disciplinary seminar which 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. (Credits in this course do not count toward the 48 hour program requirement.)

PSY 600

(Main: Spring) Offered in 2004 and alternate years (Bucks: Fall)

Offered in 2003 and alternate years

Process of Therapeutic Change**3 credits**

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

*Prerequisites: PSY 500, 502, 503***PSY 602**

(Main: Summer) (Bucks: Fall)

Advanced Counseling Laboratory**3 credits**

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

*Prerequisite: PSY 502***PSY 603**

(Main: Summer) (Bucks: Spring)

Human Sexuality**3 credits**

This course examines the variety of ways that human sexuality is expressed in attitudes, beliefs, and behaviors in the context of the interplay between social, physiological, and psychological factors. Methods of studying sexual behavior, concepts of

variation and difference, psychosexual development in life stages, sexual dysfunctions and treatment are addressed.

PSY 607

(Main: Fall, Spring, Summer) (Bucks: Fall, Spring, Summer)

Graduate Research

3 credits – elective

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

Prerequisite: PSY 506

PSY 610

(Main: Fall) (Bucks: Spring)

Cognitive-Behavioral Approaches in Counseling and Psychotherapy

3 credits

A clinical skills course with 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 which includes a variety of specific intervention strategies designed to address problems of self-regulation.

Prerequisites: PSY 500 and PSY 502

PSY 611

(Main: Spring) Offered in 2004 and alternate years

(Bucks: Fall) Offered in 2004 and alternate years

Insight-Oriented Approaches in Counseling and Psychotherapy

3 credits

A clinical skills course with focus on the issues addressed in the process of psychological intervention, namely, the client's personal quest for self-understanding, intimacy, maturity, and personal meaning. Training in cognitive approaches which emphasize enhanced maturity through insight.

Prerequisite: PSY 500

PSY 612

(Main: Spring, Summer) (Bucks: Summer)

Group Processes in Counseling and Psychotherapy

3 credits

A course which 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 which will illustrate the dynamics of groups and lead to the acquisition of skills needed to assist in the resolution of behavioral problems.

Prerequisites: PSY 500 and PSY 502

PSY 614

(Main: Fall) (Bucks: Spring) Offered in 2003 and alternate years

Working with Families

3 credits

This course covers the basic principles, techniques, applications, uses and contraindicators of the major family therapy systems models. Specifically, the intersystems interface among intrapsychic, interpersonal and family systems dynamics are addressed. Diagnosis, techniques and intervention rationales are covered along with the role of the therapist and the therapist as person. Application of theory and research to practice is discussed.

Prerequisite: PSY 505

PSY 616

(Main: Spring) (Bucks: Fall) Offered in 2004 and alternate years

Contextual Family Therapy

3 credits

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

Prerequisite: PSY 505

PSY 619

(Main: Fall) (Bucks: Spring)

Ethnic, Gender, and Class Issues in Counseling and Psychotherapy

3 credits

A study of how ethnic, gender, and class issues influence the counseling process and the understanding of family and family therapy. Modes and practices of therapy will be examined to locate ethnic, gender, and class biases, and to trace and assess their effects. Major critiques will be reviewed and guidelines will be established for correcting and/or avoiding biases.

PSY 624

(Main: Spring) Offered in 2004 and alternate years

(Bucks: Fall) Offered in 2003 and alternate years

Marital Therapy

3 credits

Role-playing is used to illustrate couples' treatment dynamics and intervention strategies from initial contacts through the treatment process. Special issues in couple therapy are addressed.

Prerequisite: PSY 505

PSY 626

(Main: As Needed) (Bucks: As Needed)

Child in the Family Context

3 Credits

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

PSY 628

(Main: Spring) (Bucks: Fall) Offered in 2003 and alternate years

Introduction to Relationships

3 Credits

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

PSY 633

(Main: Fall) Offered in 2003 and alternate years
(Bucks: Spring) Offered in 2004 and alternate years

Professional Issues in Addictions Counseling

3 credits

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

Prerequisite: PSY 512

PSY 634

(Main: Fall) Offered in 2004 and alternate years
(Bucks: Spring) Offered in 2003 and alternate years

Addictions and the Family

3 credits

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

Prerequisite: PSY 512

PSY 641

(Main: As Needed) (Bucks: As Needed)

Counseling Families in the Face of Loss

3 credits

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

PSY 653

(Main: Summer) Offered in 2004 and alternate years
(Bucks: Spring) Offered in 2003 and alternate years

Organizational Interventions

3 credits

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

PSY 654

(Main: Spring) Offered in 2003 and alternate years
(Bucks: Spring) Offered in 2004 and alternate years

Issues in Organizational Training

3 credits

This course reviews the issues that need to be addressed when designing and implementing training programs in organizational settings. Special emphasis is given to issues of needs analysis, design of programs, technologies that enhance training, the evaluation of training results, and the transfer

of training to the work setting. The course includes review of these issues, as well as hands-on experience in designing and delivering training topics.

PSY 659

(Main: Fall) Offered in 2003 and alternate years
(Bucks: Fall) Offered in 2004 and alternate years

Assessment in Organizational Settings

3 credits

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

Prerequisite: PSY 509 or equivalent

PSY 660

(Main: Fall, Spring, Summer) (Bucks: Fall, Spring, Summer)

Practicum

2 Credits

A practicum at an approved field placement site for a minimum of 100 hours. Practice in clinical skills with individuals, couples, families, and or groups under the direction of an approved supervisor. Must be taken in conjunction with on campus seminar in professional ethics (PSY 683).

PSY 661

(Main: Fall, Spring, Summer) (Bucks: Fall, Spring, Summer)

Professional/Ethical Issues in Counseling and Marriage & Family Therapy

1 Credit

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

PSY 674

(Main: Summer) (Bucks: Fall)

Career Counseling

3 credits

Offers an opportunity to help adapt your clinical skills to the critical area of career development. Relates career success and satisfaction to mental health and life fulfillment. Considers theories of career development and the process of career counseling. Utilizes career assessment, career resource information, and job placement requirements. Includes career counseling with special populations.

Prerequisite: PSY 500

PSY 679

(Main: Spring) (Bucks: Fall)

Personality Assessment

3 Credits

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

Prerequisite: PSY 509

PSY 680

(Main: Fall, Spring, Summer) (Bucks: Fall, Spring, Summer)

Field Placement (Internship)

2 credits

A practicum in supervised experience at an approved field placement site for a minimum of 200 hours for the term. Practice in clinical skills with individuals, couples, families, and/or groups. Includes on-campus case seminar. (Continued with PSY 681, 682. Each semester is 2 credits.)

Prerequisites: PSY 683 and 693 plus completion of 27 credit hours including necessary skills courses.

PSY 690

(Main: Fall, Spring, Summer) (Bucks: Fall, Spring, Summer)

Professional Seminar/Case

1 credit

The personal, practical, and ethical issues involved in the practice of professional psychology. Examination of professional development, professional associations, continuing education, credentialing, legal responsibilities and liabilities, confidentiality, agency practice, independent practice, consulting, and inter-professional cooperation. (PSY 691, 692 — continuation of Professional Seminar — 1 credit each semester.)

Prerequisite: Same as PSY 680

PSY 709

(Main: As Needed)

Assessment in Psychological Services: Individual Measures of Cognition

3 credits

The primary goal of this course is to provide students with basic competencies in the administration, scoring and interpretation of individually administered tests of intelligence and achievement. Theoretical, research, psychometric, clinical and ethical issues related to these instruments will be addressed. The Wechsler Scales — WAIS-III and WISC-III — along with the WIAT and WRAT* 3 and the Woodcock-Johnson Achievement Tests will be the major tests which students must master and integrate into sound clinical reports. Interviewing and testing subjects with presentations of case reports in class.

Prerequisites: PSY 503 and 509

Master of Science in Computer Information Science

Interim Director

Thomas E. Blum, Ph.D.

Faculty

Professors: Longo

Associate Professors: Kirsch, McManus, Redmond, Wiley

Assistant Professors: Blum, Elliott, McCoey, Reichardt, Turk

Associate Faculty

Bien, Pasquale

Lecturers

Kiernan, Mieziako, Meinster, Wacey

Description of Program

The Master of Science degree in Computer Information Science is a program for persons who wish to advance their knowledge of computer information science, technology, and practices within the professional community. Its comprehensive curriculum addresses information distribution through personal and Internet computing, distributed environments, n-tier architectures, and enterprise systems. Object-oriented and component-based programming, developed through the Unified Modeling Language, are the principal programming paradigms. Four main areas of study, the building blocks for current and emerging technologies, are addressed.

- *Software engineering area* includes the methodologies of the software development life cycle, and leadership and communication skills.
- *Databases area* includes current database models, design, implementation and access through structured query language, client/server, intranet databases and n-tier architectures.
- *Systems and Developer area* addresses systems through an object-oriented approach and component programming of client/server and n-tier interfaces.
- *Networking area* includes the concepts of data communications and the installation and administration of networked systems.

Students gain additional depth in at least two areas of study by taking additional specialized elective(s) in those areas. Specialized elective courses address current and emerging technologies, such as the Internet, the World Wide Web, E-commerce, and Enterprise Resource Planning (ERP) systems.

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 join 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 computer information science.

A strength of the program is its practical focus, based on a

strong conceptual foundation. Students may culminate their learning with a capstone project or research paper under the supervision of a faculty advisor.

The Program is offered at two convenient locations: at the Main Campus in Philadelphia and at the Bucks County Center in Newtown.

Admission Requirements

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

1. Evidence of successful academic achievement in the completion of a baccalaureate degree from an accredited institution of higher education.
2. Appropriate background in computer science, a related discipline or equivalent other training. On the basis of admissions credentials, students may be required to complete certain 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 General Test (GRE) or Miller's Analogies Test (MAT).
5. A professional resume.
6. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University. Evidence of qualification and capacity for graduate study as reflected in the application, references, GRE or MAT, and grade point average in undergraduate studies.
7. Interview with member(s) of admissions committee.

International Students: An acceptable TOEFL test score is required of international student applicants. A statement of financial responsibility with accompanying documentation from the student's sponsor's financial institution must also be submitted.

The program is open to applicants without regard to age, creed, race, gender or national origin. Because oral communication is an integral part of many courses, students must communicate clearly in English. A maximum of six (6) hours transfer credit may be granted for graduate work at another institution.

The Application for Admission may be obtained by contacting:

Dr. Thomas Blum, Interim Director
 Graduate Program in Computer Information Science
 La Salle University
 Philadelphia, PA 19141
 Phone: 215/951-1222
 Fax: 215/951-1805
 E-mail: gradcis@lasalle.edu
 Web site: www.lasalle.edu/gradcis

Tuition and Fees 2003-2004

Application Fee	\$35
Tuition (per credit)	\$560
General University Fee (per semester)	\$75
Late Registration Administrative Fee	\$50

Tuition Assistance

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

The program also offers a small number of graduate assistant positions. These positions are available to students for each academic year. In addition to providing financial support, the graduate assistant position is intended to enhance the student's educational experience. The students will work closely on research and planning projects and are required to work approximately eight to ten hours a week. These positions are granted on the basis of academic credentials and financial need. Interested students should contact the program Director.

Information about other financial aid, deferred payments, and application forms may be obtained from the Director of Financial Aid, La Salle University, 215/951-1070.

Progression Through the Program

Eleven to fourteen courses (at least 33 graduate credits) are required for the degree. Each student is required to satisfy the foundation courses, all four core courses, two areas of study through specialized electives, and sufficient electives and/or capstone experience. An area of study is composed of the appropriate foundation course(s), the required core course, and at least one specialized elective in the area.

The design of this program assumes that the student has a background in computer science or a related discipline, or professional training. The total number of credits to fulfill the requirements depends upon the student's academic and professional background. Some students may be required to take one to five foundation courses to supplement their computing expertise. The appropriate number of foundation courses is determined by the Admissions Committee; one or more 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 select one of three options to progress through the foundation, core, elective and/or

capstone courses to earn the degree:

Capstone Project Option: 11-14 courses (33-42 credits)

- A maximum of five foundation courses as specified by the Admissions Committee
- Four core courses
- At least three elective courses, at least two of which are specialized electives; students will complete two Areas of Study by taking one specialized elective in each of these two selected areas.
- Capstone project, designed and developed in a two-course sequence (CIS 681, 682) over a two-semester time period.

Capstone Paper Option: 11-14 courses (33-42 credits)

- A maximum of five foundation courses as specified by the Admissions Committee
- Four core courses
- At least four elective courses, at least two of which are specialized electives; students will complete two Areas of Study by taking one specialized elective in each of these two selected areas.
- Capstone research paper, written in one course (CIS 685) in a one-semester time period.

Additional Coursework Option: 11-14 courses (33-42 credits)

- A maximum of five foundation courses as specified by the Admissions Committee
- Four core courses
- At least five elective courses, at least two of which are specialized electives; students will complete two Areas of Study by taking one specialized elective in each of these two selected areas.

Preparatory Course

Candidates for the program who are familiar with computing packages but not with algorithm development and computer programming may prepare for the graduate program by taking preparatory course(s). The Director of the graduate program will be able to advise such students concerning what course work would be needed in order to prepare to enter the program. The Program provides the following four-credit course which may fulfill this preparation:

CIS 500 Problem Solving and Programming

Foundation Courses

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

CIS 523 Data Processing and Database Management

CIS 530 Graphical User Interfaces

CIS 536 An Object Approach to Operating Systems

CIS 540 Data Communications and Internetworking

MBA 810 Self-Assessment for Leadership

Core Courses

The core courses provide the essential computing concepts, methodologies and practical tools of the four main areas of study: software engineering, databases, systems and developer, and networking. The courses provide a comprehensive study of current computing concepts and technologies.

- CIS 613 Software Engineering
- CIS 623 N-Tier Architectures
- CIS 630 Component-based Programming
- CIS 643 Design and Implementation of Networks

Specialized Elective Courses

Students are required to complete two areas of study by taking one specialized elective for that area. Not all specialized elective courses are offered at all locations; specialized elective courses are determined by student interest at each location. Students should contact the M.S. CIS office for more information as to what specialized electives are offered at each location.

Software Engineering

- CIS 615 Project Management for IT/IS

Databases

- CIS 624 Data Warehouses, Mining, and Marts
- CIS 625 Internet and Web Programming
- CIS 627 Enterprise Data Management

Systems and Developer

- CIS 607 Computer Graphics
- CIS 635 Topics in Distributed Computing
- CIS 636 Advanced Computing with Java
- CIS 637 Design and Implementation of Enterprise Systems

Networking

- CIS 645 Internet and E-Commerce Architecture

Additional Electives

Additional elective courses provide additional topics of current interest, such as e-commerce, knowledge-based systems, enterprise resource systems, digital arts and other emerging technologies. Students may take one or more additional electives to complete their curriculum. Not all elective courses are offered at all locations; elective courses are determined by student interest at each location. Students should contact the M.S. CIS office for more information as to what electives are offered at each location.

Issues in Computing

- CIS 610 Legal, Ethical and Social Issues in Computing

e-Business

- CIS 617 Overview of Enterprise Systems
- CIS 638 Enterprise Resource Planning Systems Programming
- CIS 646 Groupware and Knowledge Management
- CIS 655 Intelligent Systems Technology
- CIS 656 E-Commerce for Competitive Advantage

- CIS 657 Computer-Based Training
- CIS 658 Machine Learning with Data Mining Applications

Digital Arts Systems

- CIS 628 Web Animation

Emerging Technologies

- CIS 670 Special Topics in Computer Information Science

Capstone Experience

Students may culminate their learning by a capstone project, achieved in a two-course sequence, or by a research paper, achieved in one course, under the supervision of a faculty advisor. 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.

Capstone Project

- CIS 681 Project Design and Implementation I
- CIS 682 Project Design and Implementation II

Capstone Paper

- CIS 685 Independent Research

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

Applicants to the Bachelor of Arts or Bachelors of Science in Computer Science may simultaneously apply for the Master of Science in Computer Information Science degree. Qualified candidates are accepted provisionally to the Master's program. Accepted students may complete both programs in a five-year time period. For more information, interested candidates should contact the Director of the Master's program in CIS or the Chair of the Mathematics and Computer Science Department at 215/951-II30.

Nursing Informatics Program

Students in the Nursing Program may participate in the Nursing Informatics Program to learn how to effectively use computer information science and systems in the nursing profession. Interested students should contact the School of Nursing at 215/951-I430.

Course Descriptions

CIS 500

Problem Solving and Programming 4 credits

Development of computer problem solving techniques and algorithms. Programming in a development environment such as Visual Basic, including control flow, iteration, modules, basic graphical user interface, event principles, functions, arrays, lists. Computing software issues including piracy and viruses. Three hours of lecture and two hours of laboratory per week.

CIS 523**Data Processing and Database Management****3 credits**

Database system, database architecture and data languages. Logical and physical database design. Database models: entity-relationship, relational, hierarchical, network; normalization, integrity, query languages including SQL and relational algebra. Analysis and evaluation of database designs, in relation to the strategic mission of the project. Social, ethical considerations, and privacy of data. Case studies and a project using a relational DBMS.

CIS 530**Graphical User Interfaces****3 credits**

This course provides a foundation for the design, development and assessment of effective graphical user interfaces. Human factors principles and theories are studied to provide the conceptual basis for explorations into the windows environment on the PC. Implications of the use of computers on humans and society including ergonomics. Study will include objects, interfaces, and component development. Unified Modeling Language will be used to model the objects. Students will apply learned principles through the design and specification of a custom interface or custom component into an integrated application. This interface will be implemented using a development environment such as Visual Basic.

Prerequisite: Programming skills in a high level language

CIS 536**An Object Approach to Operating Systems****3 credits**

Objects, object-oriented design, and object-oriented programming in C++ or Java; computer systems concepts and algorithms. Students will be expected to design and implement various operating systems simulations in an object-oriented programming language (C++, Java). Accountability issues in software development.

Prerequisite: Programming skills in a high-level language

CIS 540**Data Communications and Internetworking****3 credits**

This course covers the ISO and the TCP/IP network models with emphasis on the lower layers. In addition the popular protocols, standards and services are examined including: IEEE 802 family of standards (protocols), SMDS, ISDN, Frame Relay, and ATM. Bridges, routers and internetworking are also covered. Data security, encryption, and related issues.

CIS 607**Computer Graphics****3 credits**

This course covers graphics concepts and techniques including graphics hardware, Windows-based graphics programming and libraries including the Graphics Device Interface (GDI) and DirectX, graphics algorithms, scan conversion, light/color, animation, graphics file formats and conversions, image compression and manipulation techniques, and graphics packages. Students will design, specify, and implement custom graphics applications.

Prerequisite: CIS 630

CIS 610**Legal, Ethical, and Social Issues in Computing****3 credits**

Topics include: laws regarding computer use; privacy both on and off-line; cryptography and encryption; attacks on computer systems; ethics and codes of ethics; risks and responsibilities of computing; effects of computers on society and culture.

CIS 613**Software Engineering****3 credits**

Software Engineering treats the technical and administrative issues; software milestones and development: models of the software development process including object oriented analysis and design, project planning design, team management, requirements of specification, and Unified Modeling Language, technique and tools, implementation, testing, and integration, maintenance. Software legal issues including contractual, ownership, copyrights, intellectual property rights; ethical issues including IEEE and ACM Code of Ethics and ethical responsibility of accurate software. This course requires the completion of a team project.

Prerequisites: CIS 523, CIS 530, MBA 810

CIS 615**Project Management for Information Technology and Systems****3 credits**

Concepts, principles and practices of project management in information technology and systems. Integrates the pertinent organization structure and behavior with project management issues. Covers the project management life cycle. Includes project planning, controlling, and monitoring techniques in the areas of project integration, scoping, time considerations, costing, quality assurance, resource planning, reporting, risk analysis, and procurement. Analyze, evaluate and select appropriate project management systems, tools, and methodologies, from a project leader point of view. Case studies and implementation using appropriate project management software. Cross-listed with BUS 715.

Prerequisite: CIS 613

CIS 617**Overview of Enterprise Resource Systems**

Business engineering and enterprise optimization and implementation as it affects the client/server environment and database design. Effects and consequences of transaction processing on the databases. Value chain principles in the business process, including sales, production, procurement, internal and external accounting and production. Supporting tasks including human resources, controlling, asset management, finance management and customer service. Introduction to an enterprise resource system. Use of ERP in e-commerce. Cross-listed with MIS 735.

Prerequisite: CIS 613 or MBA 725

CIS 623**N-Tier Architectures****3 credits**

Programming models that support database access, OLE DB, ODBC, ADO. N-tier architectures, distributed databases, data fragmentation, query optimization, transaction processing. COM, DCOM, MTS, COM+. Internet and Intranet database

design and implementation, database driven web sites. Database issues including privacy of data and protection of data on servers.

Prerequisite: CIS 523, CIS 530

CIS 624

Data Warehouses, Mining and Marts

3 credits

The use of large scale data stores to support decision making; critical success factors in designing and implementing a data warehouse; 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; data access including On-line analytic processing (OLAP) tools; introduction to data mining; analysis, evaluation, and selection of data warehousing and data mining systems, tools, techniques and methodologies.

Prerequisite: CIS 523 or CIS 623

CIS 625

Internet and Web Programming

3 credits

This course will focus on Web application development (both client and server side) using various programming techniques. The course will discuss and use popular Internet mark-up languages, e.g. HTML, DHTML and XML, scripting languages, e.g. VB Script and JavaScript, and ActiveX components. In addition other contemporary topics such as WSH, ASP, RDS, SAPI and Agents will be covered.

Prerequisite: CIS 523, CIS 530, CIS 536 and CIS 540

CIS 627

Enterprise Data Management

3 credits

Design and implementation of enterprise-wide data management systems. Database administration of enterprise data systems, such as Oracle, SQL server and SAP.

Prerequisite: CIS 623

CIS 628

Web Animation

3 credits

Current topics in web animation, digital arts and multimedia technologies.

Prerequisite TBD

CIS 630

Component-Based Programming

3 credits

The issues associated with software reuse; applications and examples use the Microsoft environment: the component technologies COM and .NET as well as COM+, the component services for both; topics include: the component object model; implementing a COM client and server; the Active Template Library v 7.0; COM+ programming model; COM+ services, with emphasis on transactions; using COM+ from COM and .NET; meaning of a component in .NET; using C# to create a .NET component; .NET interoperability with COM.

Prerequisite: CIS 536

CIS 635

Topics in Distributed Computing

3 credits

This course will examine issues related to distributed computing including: communications, synchronization, file systems, shared memory, replication, directory services, clustering, and object request brokers (ORBs). Use of appropriate environments and architectures, such as message queuing with MSMQ, and transaction servers with MTS. One of the main objectives of this course is to examine the emerging ORB standards, namely, CORBA and DCOM. Those aspects of Java and Visual Basic pertinent to distributed computing will be introduced.

Prerequisite: CIS 630

CIS 636

Advanced Computing with Java

3 credits

This course is a high-level introduction to Java for experienced programmers. Topics that will be covered include: an overview of the basic syntax and semantics of Java, Java Files and Streams, Java Foundation Class (JFC, including the Abstract Window Toolkit, AWT and Swing), Sockets, Threads, Pipes, Callbacks, and Java Server Pages (JSP). Depending on interests and time topics such as Java Database Connectivity (JDBC), Remote Invocation (RMI), Java Internet Networking Interface (JNI) and distributed computing issues will be discussed. Students will be expected to complete weekly programming assignments, a team project, and hands-on examinations.

Prerequisites: CIS 536, 540

CIS 637

Design and Implementation of Enterprise Systems

3 credits

Principles of design of enterprise resources systems, such as SAP and Unix. System installation, administration and management of enterprise systems. Server and client management.

Prerequisites: CIS 643

CIS 638

Programming Enterprise Resource Systems

Introduction to programming Enterprise Resource Systems, such as Advanced Business Application Programming (ABAP). Development of business applications and tools and extension of existing ERP solutions through the ABAP Developers Workbench.

Prerequisite: CIS 536

CIS 643

Network Design and Installation

3 credits

This course will focus on the designing, setting up and managing of local area networks and intranets. Various topologies, architectures and management software will be discussed. Students will be expected to install and administer a LAN. Data security issues, viruses and virus protection.

Prerequisite: CIS 540

CIS 645**Internet and E-Commerce Architecture****3 credits**

Design and implementation of Internet and E-commerce sites. Web site hosting and testing. Server software, such as Unix, Linux, Windows NT, MS-Commerce Server. Information servers such as Apache, or Internet Information Server. Security and e-money technologies. Metrics for site assessment. Enterprise approach to E-commerce, such as SAP.

Prerequisite: CIS 540, 643

CIS 646**Groupware and Knowledge Management****3 credits**

Groupware and Computer-Supported Cooperative Work. Issues: Group process, facilitation, control, data sharing, privacy, and consistency. Human-computer interaction. Groupware design, architecture, and implementation. Example systems such as mail, discussions, conferencing, meeting rooms, scheduling, workflow, document management and knowledge management. Students will design and implement a groupware project.

Prerequisites: CIS 523, CIS 530, CIS 540

CIS 655**Intelligent Systems Technology****3 credits**

This course will examine the full range of intelligent systems technology, such as simple expert systems, complex inference networks, neural networks and fuzzy logic, among a variety of hybrid intelligent technologies. Analyze, evaluate, and select appropriate intelligent systems technologies.

Prerequisites: CIS 523

CIS 656**Electronic Commerce for Competitive Advantage****3 credits**

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, and analyze and evaluate appropriate e-commerce systems, tools, and methodologies. The course will include a case study approach, examining successful sites. The students will work in teams to design and prototype an electronic commerce site.

Prerequisite: CIS 523

CIS 657**Computer-Based Training****3 credits**

History, design, comparison, evaluation, and examples of computer-based training and knowledge communication systems. Human-Computer Interaction principles and guidelines will be applied to domain specific training and end-user assistance problems and projects. Issues: linear versus nonlinear control, interactive communication, and end-user assessment. Students will design and implement a project.

Prerequisite: CIS 630

CIS 658**Machine Learning with Data Mining Applications****3 credits**

This course is an introduction to the field of Machine Learning, with specific emphasis on its use for Data Mining. Techniques covered may include conceptual clustering, learning decision trees, case-based reasoning, genetic algorithms, reinforcement learning, and neural networks.

Prerequisite: CIS 523, 530, 536

CIS 670, 671**Special Topics in Computer Information Science****3 credits**

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

CIS 681**Project Design and Implementation I****3 credits**

The design of a project appropriate to Computer Information Science. This may be an individual or a group project and may be the outgrowth of a design done in a previous course. The proposal must have the approval of the graduate director and the faculty member who is supervising the project. The project design will use a software engineering approach, including an information description, functional description, validation criteria, requirements cross-reference, and test provisions, developed in a progressively detailed process. This course must be successfully completed before the student may enroll in CIS 682 Project Design and Implementation II.

Prerequisite: All Core Courses

CIS 682**Project Design and Implementation II****3 credits**

The implementation of the project designed in Project Design and Implementation I. The project will be supervised by a faculty member. The project implementation will use a software engineering approach, including an initial prototype, a full implementation, test report, and documentation. Results of this project should include the project deliverable and an oral presentation on the project. The student must have successfully completed CIS 681 Project Design and Implementation I before enrolling in this course.

Prerequisite: All Core Courses and CIS 681

CIS 685**Independent Research****3 credits**

Independent research on an approved topic in Computer Information Sciences. Students will be directed by a faculty member in this research. The topic must be approved by the graduate director and the faculty member who is directing the research. Results of this research should include the preparation of a publishable quality paper and an oral presentation on the research.

Prerequisite: All Core Courses

Master of Arts in Education

Director

Frank J. Mosca, Ph.D.

Faculty

Professors: Clabaugh, Feden, F. Ryan, Vogel

Associate Professors: Bednar, Mosca, Schoen, Sweeder, Yost

Assistant Professors: Greenland, Liang, Modla, Patrylo, Richardson

Instructor: R. Ryan

Adjuncts: Buckley, Dougans, Rozycki

Description of Program

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

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

Admission Requirements

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

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 overall GPA of 3.4 or above.*)
3. Provide two letters of recommendation from colleagues or supervisors who can address the candidate's ability and motivation for enrollment.
4. Complete the Application for Admission, accompanied by the stipulated application fee payable to La Salle University.
5. Attend a personal interview with the Director of the program if requested.
6. Provisionally meet the criteria, both academic and professional, detailed later in this section under the heading, "Candidacy Procedures for Teaching Certification."

The Application for Admission may be obtained by contacting:

Bernadette Esack, Academic Advisor
Graduate Education Program
La Salle University
Philadelphia, PA 19141
Phone: 215/951-1593
E-mail: esack@lasalle.edu

Tuition and Fees 2003-2004

Application Fee	\$35
Tuition (per credit)	\$485
General University Fee (per semester) ..	\$75
Late Registration Administrative Fee	\$50

Tuition Assistance

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070.

Progression Through the Program

Individual plans for progression will be determined for each student in consultation with the Program Director and Program Advisor.

Required for Degree:

30 graduate credits plus a Comprehensive Examination. Candidates failing the Comprehensive Examination will be permitted to retake it only once. Comprehensive Examination grades will be final and not subject to appeal.

Core Courses:

Required for Degree and all Certificates

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

Electives: Four required

(*Certification courses can be used as Electives for M.A.*)

Course Descriptions

Core Courses (required of all students)

EDC 501 (F, S)

Education and the Cognitive Development of the Child and Adolescent

3 credits

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

EDC 502 (F, S)

Education and the Social-Emotional Development of the Child and Adolescent

3 credits

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

EDC 507

Breaking Ranks: Reforming Secondary Education

3 credits

Operationalizes the recommendations of the National Association of Secondary School Principals and the Carnegie Foundation for the Advancement of Teaching. Offers a comprehensive strategy for improving: curriculum, instruction, school environment, professional development, alliances with non-school organizations and the accommodation of diversity. A user-friendly technology based course conducted via the Internet. For more information, visit www.breakingranks.com.

EDC 510 (S, SUM)

Education and Human Exceptionalities

3 credits

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

EDC 601 (F, S)

The Foundations of Education

3 credits

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

EDC 603 (F, S)

Curriculum Development

3 credits

Assists students in examining and refining their own concept of the curriculum and provides them with the knowledge and

practical skills required to translate that concept into an effective, developmentally-based program for learners. Stresses acquiring the knowledge, developing the attitudes, and cultivating the skills that make teachers effective curriculum workers in the schools.

Prerequisites: EDC 501, 502, 602, 613 or permission

EDC 613 (F, S)

Role of the Developmentally Oriented Teacher

3 credits

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-teaching both in the laboratory and the classroom.

Prerequisites: EDC 501, 502 or permission

Certification and Elective Courses

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

EDC 602 (F, S)

The Teacher and Technology

3 credits

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

Prerequisites: EDC 501, 502 or permission

EDC 612 (SUM)

Geography for Teachers

3 credits

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 618 (F, S)

Developmental Reading

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. Employs a variety of formats including lecture, demonstration, discussion, and hands-on experiences. Course projects provide practical application of the theoretical, instructional, and diagnostic issues presented. Required of all certification candidates.

Prerequisites: EDC 501, 502 or permission

EDC 619 (SUM)

Images of 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; childhood, creativity, and imagination. The course will also include a field trip to the Philadelphia Museum of Art.

EDC 642 (F)

Development of Mathematical Thought
3 credits

Assists students in understanding how children develop quantitative reasoning and examines implications for teaching math concepts, skills, and problem-solving approaches across content areas. Provides a basis for understanding the changing mathematics curriculum and offers opportunities to plan and evaluate instructional techniques. Required of all elementary and special education certification candidates.

Prerequisites: EDC 501, 502 or permission

EDC 644 (SUM)

Assessing the Learning Abilities and Disabilities of Elementary and Special Needs Learners
3 credits

Provides elementary and special education teachers with knowledge of the meaning, or lack of meaning, of standardized test scores. Also instructs how to gather curriculum based assessment data in the areas of oral and written language, mathematics, social behaviors and perceptual motor performance and to develop interventions when indicated. Required of all elementary and special education certification candidates.

Prerequisites: EDC 501, 502, or permission

EDC 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 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

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 676

Classroom Management and School Disciplines
3 credits

Critically surveys various approaches to classroom management and school discipline. Emphasizes the planning and execution of practical skills.

Field Experience and Integrated Course Work

Elementary and Special Education Certification Candidates

PRACTICUM I

(combines EDC 643, EDC 659, and EDC 660)

EDC 643 (SUM)

Developing and Adjusting Instruction for Gifted, Average and Mildly Handicapped Learners
3 credits

Enables elementary and special education teachers to use a developmental perspective to design and adjust instruction to accommodate the wide spectrum of needs commonly found among learners, both handicapped and non-handicapped. Stresses an interdisciplinary view of instruction. Emphasizes teaching gifted, average range and mildly handicapped learners.

Prerequisites: EDC 501, 502, 644 or permission

EDC 659 (SUM)

Teaching Gifted, Average and Mildly Handicapped Learners: Performance
3 credits

EDC 660 (SUM)

Teaching Gifted, Average and Mildly Handicapped Learners: Portfolio
3 credits

An intensive summer immersion program in which participants, under close supervision, design and deliver instruction to gifted, average range and mildly handicapped elementary-aged children. Uses cooperative learning activities to emphasize the classroom application of research-based knowledge of child development and individual differences.

Prerequisites: EDC 501, 502, 644 or permission

PRACTICUM II*(combines EDC 646 and EDC 661)***EDC 646 (SUM)****Developing and Adjusting Instruction for Moderately and Severely Handicapped Learners****3 credits**

A field-based extension of EDC 643 that stresses use of a developmental perspective in designing and adjusting instruction to accommodate the individual needs found among moderately to severely handicapped learners. Stresses a range of approaches including cognitive and behavioral practices.

*Prerequisites: EDC 501, 502, 510, 643, 660 or permission***EDC 661 (SUM)****Teaching Moderately and Severely Handicapped Learners: A Field Experience****3 credits**

An extension of EDC 660 in which participants design and deliver instruction to moderately and severely handicapped learners. Emphasizes the classroom application of research-based knowledge of child development and individual differences.

*Prerequisites: EDC 501, 502, 510, 643, 660 or permission***PRACTICUM III***(combines EDC 662 and EDC 679, or EDC 669 and EDC 679)***EDC 662 (F, S)****Elementary and Special Education Student Teaching****3 credits**

Required of all elementary and special education certification candidates with no teaching experience.

*Prerequisites: Approval of ESE Director, Graduate Director, and faculty; 3.0 GPA or better.***EDC 669 (F, S)****Supervised Teaching****3 credits**

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: If required, EDC 669 must be taken as final course in Certification Sequence.***EDC 679 (F, S)****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: Comes at end of program***Secondary Education Certification Candidates****PRACTICUM I***(combines EDC 647 and EDC 648)***EDC 647 (SUM)****Developing and Adjusting Instruction for Secondary Learners****3 credits**

Applies a developmental perspective to the design and implementation of secondary level instruction.

EDC 648 (SUM)**Secondary Education Summer Practicum****3 credits**

An intensive summer immersion program for secondary certification candidates. Provides an early full-time classroom teaching experience in a closely supervised and highly supportive clinical setting.

PRACTICUM II*(combines EDC 669 and EDC 679, or EDC 689 and EDC 679)***EDC 669****Supervised Teaching (S)****3 credits**

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/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: Application to the Candidacy Committee. If approved, EDC 669 must be taken as final course in Certification Sequence.***EDC 679 (S)****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: All other courses***EDC 689 (S)****Secondary Education Student Teaching****3 credits**

Required of all certification candidates not eligible for Supervised Teaching.

Prerequisite: All other courses

Certificate in Teaching English as a Second Language (ESL)

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 (5) 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 on-line (free of cost) or the paper Application for Admission, together with the required Application Fee.

Course Descriptions

BLS 600

Dynamics of Cross-Cultural Communications 3 credits

The major objectives of this course are to develop an appreciation of diverse cultural backgrounds and to develop awareness of the complexity of cross-cultural communications. The following areas are considered as they relate to the dynamics of cross-cultural communications: the communication process; group properties and communications; linguistic approaches; the nonverbal element of communications systems, language and culture; language as social behavior; and channels of communication. This course is a requirement for an MA in Bilingual/Bicultural Studies.

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. There is an emphasis placed upon methods in teaching, listening, and speaking, as well as microteaching of difficult points of pronunciation and grammar. Significant attention is given to affective techniques in second language learning.

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 lectures and discussions 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 objectives of the course are to provide mechanisms for second language content delivery utilizing the sheltered class model, SIOP, "learning to learn" methods. The curriculum analyzes academic language in content and texts, and discusses metacognitive processes and strategies that may be used in the classroom. Further, the role of learning styles and multiple intelligences are also examined and discussed; together with the rationale and structure of thematic units for

lesson planning purposes. The integration of language objectives and “what’s difficult” for language learners is directed toward an authentic assessment of content and language.

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

Teacher Certification Through La Salle’s Graduate Program in Education.

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

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

Scope:

Certification programs are offered to post-baccalaureate students intending to pursue Pennsylvania Instructional I certification in either Secondary Education or Elementary and Special Education. Post-baccalaureate certification candidates commonly take the M.A. degree as part of Secondary or Elementary and Special Education certification. Completion of certification requirements, and successful completion of the Comprehensive Examination, usually fulfill 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 as full-time, tenure-track positions at an accredited school.
2. Those currently employed as full-time, tenure track teachers in private schools, but not holding teacher certification.
3. Those without teacher certification and without any teaching experience or current employment as a teacher.

Candidacy Procedures for Teacher Certification

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

Academic Requirements

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

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

Other Professional Requirements

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

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

The obligations of teaching also require that candidates for certification demonstrate self-motivation, compassion, honesty, punctuality, and the ability and willingness to assume responsibility. They must work with others cooperatively and congenially. Additionally, they must demonstrate the capacity to discuss and reconsider their underlying assumptions, and the facility to listen to, accept, and act on constructive criticism. Students who are guilty of criminal behavior, academic dishonesty, or conduct that is inconsistent with the Judeo-

Christian moral tradition of La Salle University will not be permitted to continue in the Graduate Program in Education.

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

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

The following PRAXIS Examinations are required for certification:

Elementary/Special Education Candidates

Reading	test 10710
Writing	test 20720
Math	test 10730
Content Knowledge	test 30511
Elementary Education Curriculum	test 10011
Special Education Core Principles/ Content Knowledge	test 20353

Secondary Education Candidates

Reading	test 10710
Writing	test 20720
Math	test 10730
Fundamental Subj: Content*	test 30511
Content Specialty Tests	

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

Summary of Certification Requirements in Elementary and Special Education

General Requirements

Individualized Certification Programs are determined after initial interview

Commonwealth of Pennsylvania Prerequisites

Studies, or appropriate CLEPs to indicate knowledge of, American history, art, music, literature, and economics

Course Work in Pedagogy

Core EDC 501, 502, 510, 601, 603, and 613, plus:
EDC 602, 612, 618, 642, 644

Field Experiences

(Requirements determined on individual basis)

PRACTICUM I

EDC 643, 659, 660

PRACTICUM II

EDC 646, 661

PRACTICUM III

EDC 662 *(candidates with no teaching experience)*, EDC 679

OR

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

Summary of Certification Requirements in Secondary Education

Certification Areas

Certification is offered in Biology, Chemistry, Communication, Comprehensive Social Studies (concentration in History), Earth/Space Science, English, Environmental Science, French, General Science, German, Italian, Latin, Mathematics, Physics, and Spanish

Subject Area Courses

Determined on individual basis

Course Work in Pedagogy

Core EDC 501, 502, 510, 601, 603, and 613, plus:
EDC 602, 618

Field Experiences

(Requirements determined on individual basis)

PRACTICUM I

EDC 647, 648

PRACTICUM II

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

OR

EDC 689 *(candidates with no teaching experience)*, EDC 679

Master of Science in Information Technology Leadership

Interim Director

Thomas E. Blum, Ph.D.

Faculty

Professor: Joglekar, Longo, Miller, Seltzer, Smither

Associate Professors: Kirsch, McManus, Redmond, Tavana, Wiley

Assistant Professors: Blum, Elliott, McCoey, Reichardt, Smith, Szabat, Turk

Associate Faculty: Bien

Lecturers: Julian, Lynn, Malone, Mullikin, Ramsey

Description of Program

The Master of Science in Information Technology Leadership (M.S. ITL) program, a multi-disciplinary program in the School of Arts and Sciences and the School of Business, provides 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 for-profit and non-profit 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, its multidisciplinary curriculum in management, 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 to enable the students to acquire the conceptual foundation of leadership skills and technology concepts.

The M.S. Information Technology Leadership program focuses on three main competency areas:

Managerial Competencies: leadership, people management, and process management.

Technical Competencies: architecture, data communication, application development, data management and security.

Technology Management Competencies: Policy and Organizational Competencies--Mapping IT to Mission, Budget Process, Organizational Processes; Capital Planning Competencies--Investment Assessment, Acquisition; and Implementation and Performance Measures

Additionally, these areas are extended through electives in current information technologies. Finally, the program is completed with an integrative capstone experience taken in a cohort model.

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 join 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, based on a strong conceptual foundation. Students culminate their learning with a capstone project or research paper under the supervision of a faculty advisor.

The Program is offered at two convenient locations: at the Main Campus in Philadelphia and at the Bucks County Center in Newtown.

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.
2. Appropriate background in management science, systems analysis and design, computer science, a related discipline or equivalent other training. On the basis of admissions credentials, students may be required to complete several 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 Management Admission Test (GMAT), Graduate Record Examination General Test (GRE), or Miller's Analogies Test (MAT).
5. A professional resume.
6. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University. Evidence of qualification and capacity for graduate study as reflected in the application, references, GMAT, GRE or MAT, and grade point average in undergraduate studies.
7. Interview with member(s) of admissions committee.

International Students: An acceptable TOEFL test score is required of international student applicants. A statement of financial responsibility with accompanying documentation from the student's sponsor's financial institution must also be

submitted.

The program is open to applicants without regard to age, creed, race, gender or national origin. Because oral communication is an integral part of many courses, students must communicate clearly in English. A maximum of six (6) hours transfer credit may be granted for graduate work at another institution.

The Application for Admission may be obtained by contacting:

Thomas Blum, Interim Director
Graduate Program in Information Technology
Leadership
La Salle University
Philadelphia, PA 19141
Phone: 215/951-1222
Fax: 215/951-1805
E-mail: itleader@lasalle.edu
Web site: www.lasalle.edu/itleader

Tuition and Fees 2003-2004

Application Fee	\$35
Tuition (per credit)	\$585
General University Fee (per semester)	\$75
Late Registration Administrative Fee	\$50

Tuition Assistance

The program offers a small number of graduate assistant positions. These positions are available to students for each academic year. In addition to providing financial support, the graduate assistant position is intended to enhance the student's educational experience. The students will work closely on research and planning projects and are required to work approximately eight to ten hours a week. These positions are granted on the basis of academic credentials and financial need. Interested students should contact the program Director.

Information about other financial aid, deferred payments, 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 45 graduate credits in the Program (preceded by any or all of the non-degree skills courses) to complete the M.S. ITL degree. Each student is required to complete the 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 three foundation courses to supplement their expertise.

Students who are less skilled in communications and/or information literacy may prepare for the graduate program by taking basic skills course(s). The Director of the graduate

program will be able to advise such students concerning what course work would be needed in order to prepare to enter the program.

Degree Requirements

Twelve to fifteen courses (at least 36 graduate credits) are required for the degree. The following outlines specify 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.

Skills Courses:

Candidates for the program who are not familiar with communication and presentation skills and/or information technology literacy may prepare for the graduate program by taking skills course(s). The Program provides the following one-credit courses that may fulfill this preparation:

MBA 501 The Executive Communicator: Presentation Module

MBA 502 Computer Literacy for the Contemporary Business Environment

Foundation Courses

The purpose of the Foundation courses is to provide students with a broad-based background in information systems, databases, and statistics. The following three courses (three credits each) are required but may be waived based on a student's academic and professional training.

Information Systems

MIS 710 Information Systems Analysis and Design

Databases

CIS 523 Data Processing and Database Management
OR

MIS 720 Database Management

Statistics

CIS 502 Applied Statistics and Modeling
OR

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 Managerial Competencies area, three courses selected by the student from Technical Competencies area, and three courses from Technology Management area.

Managerial Competencies (all three required)

CIS 610 Legal, Ethical and Social Issues in Computing
CIS 615/MIS775 Project Management for IT/IS
MBA 810 Self Assessment for Leadership

Technical Competencies (three selected)

CIS 624 Data Organization, Warehousing and Mining Technologies

INL 631 Technology Architecture
 INL 632 Application Development Technologies
 INL 642 Data Communication Technologies
 INL 644 Data Security Technologies

Technology Management (all three required)

INL/MIS 660 Effective Strategic IS/IT Planning
 INL/MIS 662 Management of IS/IT System Resources
 INL/MGT 736 Organizational Effectiveness:
 Beyond the Fads

Electives (two selected)

Electives provide the framework for keeping pace with the rapid advancements in technology. Students are required to take two elective courses in new technologies.

CIS 655 Intelligent Systems Technology
 CIS 656/ECM716 Electronic Commerce for the
 Competitive Advantage

INL 650 User-Interface Technologies
 INL/MGT 743 Entrepreneurship
 INL/MGT 760 IS/IT Human Resource Management
 MIS 705 Emerging Information Technologies

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 cohort group 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, which meet established requirements and are identified by 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. Students seeking this certification will have the following modifications to their course requirements for the INL program.

In the Technical Competencies area students must complete

INL 631 Technology Architecture
 INL 644 Data Security Technologies

And a third course from those listed in this area above.

In the Elective area students must complete

CIS 656/ECM716 Electronic Commerce for the
 Competitive Advantage

INL 664 Technology Management and Governmental
 Regulations

All other program requirements remain as specified above.

Course Descriptions

CIS 502

Applied Statistics and Modeling

3 credits

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

CIS 523

Data Processing and Database Management

3 credits

Database system, database architecture and data languages. Logical and physical database design. Database models: entity-relationship, relational, hierarchical, network; normalization, integrity, query languages including SQL and relational algebra. Analysis and evaluation of database designs, in relation to the strategic mission of the project. Social, ethical considerations, and privacy of data. Case studies and a project using a relational DBMS.

CIS 610

Legal, Ethical and Social Issues for Computing

3 credits

Topics include: laws regarding computer use; privacy both on and off-line; cryptography and encryption; attacks on computer systems; ethics and codes of ethics; risks and responsibilities of computing; effects of computers on society and culture. Course informs students of the issues and enables them to provide leadership in implementing appropriate policies and guidelines.

CIS 615

Project Management for Information Technology and Systems

3 credits

Concepts, principles and practices of project management in information technology and systems. Integrates the pertinent organization structure and behavior with project management issues. Covers the project management life cycle. Includes project planning, controlling, and monitoring techniques in the areas of project integration, scoping, time considerations, costing, quality assurance, resource planning, reporting, risk analysis, and procurement. Analyze, evaluate and select appropriate project management systems, tools, and methodologies, from a project leader point of view. Case studies and implementation using appropriate project management software. Cross-listed with BUS 715.

CIS 624

Data Warehousing, Mining and Data Marts

3 credits

The use of large scale data stores to support decision making; critical success factors in designing and implementing a data warehouse; 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; data access

including On-line analytic processing (OLAP) tools; introduction to data mining; analysis, evaluation, and selection of data warehousing and data mining systems, tools, techniques, and methodologies.

Prerequisites: CIS 523 or MIS 720

CIS 655

Intelligent Systems Technology

3 credits

This course will examine the full range of intelligent systems technology, such as simple expert systems, complex inference networks, neural networks and fuzzy logic, among a variety of hybrid intelligent technologies. Analyze, evaluate, and select appropriate intelligent systems technologies.

Prerequisites: CIS 523 or MIS 720

CIS 656

Electronic Commerce for Competitive Advantage

3 credits

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, and analyze and evaluate appropriate e-commerce systems, tools, and methodologies. The course will include a case study approach, examining successful sites. The students will work in teams to design and prototype an electronic commerce site.

INL 631

Technology Architecture

3 credits

This course will examine the relationships among business models and processes, communications architectures and infrastructures, applications architectures, security architectures and the data/information/knowledge/content that supports all aspects of transaction processing. It will examine alternative computing and communications platforms, major support technologies, and the issues connected with aligning technology with business goals. Course work will include class presentations and projection plans to implement, modify or supplement technology infrastructures.

Prerequisites: CIS 615 or MIS 775

INL 632

Application Development Technologies

3 credits

This course will examine the array of applications development and maintenance technologies available to IT managers. It will examine the dominant programming languages, the movement to packaged applications, advances made in enterprise resource planning (ERP) applications, as well as architectures for distributed applications, such as multi- and n-tier architectures. Course work will include class presentations, risk analysis and implementation strategies to augment develop or implement application solutions for business change.

Prerequisites: MIS 710

INL 642

Data Communication Technologies

3 credits

This course will examine the primary communications technologies including telecommunications, messaging, groupware and workflow technologies. It will examine how these technologies inter-relate and inter-operate. It will explore some of the key aspects of the application of communications technologies, such as bandwidth management, quality of service (QoS), and network administration. Course work will include business planning, persuasive presentations and implementation strategies to align the business communication infrastructure with new communication technologies

INL 644

Data Security Technologies

3 credits

This course will explore all aspects of computing and communications security including policy, authentication, authorization, administration and business resumption planning. It will examine key security technologies, like encryption, firewalls, public key infrastructures, smart cards, and related technologies that support the development of an overall security architecture. Course work will include plans for developing and implementing a technology security strategy focused on the business needs.

Prerequisites: INL 642 or CIS 540

INL 650

User-Interface Technologies

3 credits

This course will examine the issues associated with human-computer interaction including human-computer task allocation, interface technologies, such as GUIs, speech, virtual reality, body interfaces, mimetics. It will also address how to design interfaces likely to enhance performance. Evaluation methods will also be examined, so UI designers can determine if their interfaces are enhancing or degrading human performance. Course work will include development of persuasive presentations, end-user relationship management strategies and interpersonal communication skills to create a business atmosphere conducive to partnerships between IT departments and the organizations it services.

INL/MIS 660

Effective Strategic IS/IT Planning

3 credits

This course will investigate the steps necessary to effectively plan and lead IS/IT projects and programs. The course will stress requirements analysis and modeling, prototyping, and other techniques designed to improve our understanding of what technology needs to be deployed and why. Business/IT alignment will be the theme of this course as alternative methods, tools and techniques for planning optimal IT investments are explored. Students will define, justify, and present IT project proposals. Justifications will include on-going and initial financial implications as well as, operational and technical considerations. Specifically, students will need to address business scenario development, cost-benefit analysis, budgeting considerations, total cost of ownership, expected value, and class return on investment (ROI) models to measure the effectiveness of IS/IT.

Prerequisites: INL 631

INL/MIS 662**Management of IS/IT System Resources****3 credits**

This course will explore the range of IS/IT acquisition strategies available to IS/IT leaders, alternatives that range from total in-house support to extreme outsourcing in the form of external hosting and applications service providing (ASP). The use of telecommuting, small office home office (SOHO), global, offshore and out-sourced resources will also be examined as well as trends toward virtual skillsets and expertise. Systems management tools, such as versioning and distribution tools, will also be addressed. Change management during constant technological change will be addressed and simulations used. This course will also examine finance and accounting systems designed to track IS/IT expenditures as well as support IS/IT expenditure forecasting.

Prerequisites: INL 631

INL 664**Technology Management and Government Regulations****3 credits**

An examination of government policies related to technology management; technology procurement, performance assessment, and organizational responsibility including contractor and intergovernmental management; a review of government regulations and strategies for effective technology planning, and acquisition; case studies including deployment of E-government solutions and services, information assurance strategies, and new technology tools and their implications.

Prerequisites: CIS 610

INL/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 not simple solutions, but rather that organizational restructuring should involve a careful analysis of the needs of one's organization. The course examines a variety of factors that high level managers should take into consideration when restructuring, including the organization's size, environment, strategy, internal strengths, personal values, and technology. We will also examine ways that organizations influence their environments (e.g., mergers, strategic alliances, and lobbying) and the effects of current structural trends, such as downsizing, outsourcing, and employee involvement programs.

INL/MGT 743**Entrepreneurship****3 credits**

This course will examine what it takes to create a new idea, such as a piece of software, and then communicate its significance to an audience of prospective employees, investors and customers. Form and content will be explored, as cases of successful and unsuccessful entrepreneurship are examined.

INL/MGT 760**IS/IT Human Resource Administration****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. Focus is on both the line manager's and the human resource professional's role in creating a culture that attracts, rewards, and retains the talent necessary to ensure business success. When cross-listed for the MS-ITL program, this course will focus on particular aspects of HR that pertain to IS/IT, such as IS/IT intellectual capital management: how to match the right IS/IT skills to the right problems, IS/IT skills enhancement and re-training, continuous learning, retention, recruiting, market compensation, and change management.

INL 880**Integrative Capstone****3 credits**

The capstone experience will provide an opportunity for students to work in a cohort to apply the leadership skills and tools learned in other required courses to analyze, design and evaluate a solution for an information technology management environment. The students will work in a cohort, in partnership with an external company.

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 presentation of material are equally important in developing effective communication. Active participation through oral presentations on current business topics is 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 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 usefully, how to summarize data into understandable form, how to use probability ideas in understanding data, how to infer and predict based on the always-limited available data, and how to use modern computers to aid in the process. Case studies and student-designed projects enhance the student's understanding of the practical application of statistical methods.

MBA 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.

MIS 705

Emerging Information Technologies

3 credits

This course is designed to introduce students to one of several areas of emerging information technology such as networking, electronic commerce, enterprise resource planning applications, etc. Students will learn the fundamental principles and concepts of a specific topic, its applicable technology, the design and implementation of the systems that support the area of study and methods for measuring efficacy. Evolving technologies will be addressed as appropriate, and their relevance to business pursuits will be discussed and analyzed. Lectures and case studies will be used to give the student a solid understanding of the topic. A group project to develop and present an area initiative/concept will be the capstone of this course.

MIS 710

Information Systems Analysis and Design

3 credits

This course will cover information systems in businesses, systems analysis and design. It will also address fundamental computing concepts, such as operating systems and levels of programming languages. It will provide an introduction to Unified Modeling Language (UML) as a tool for system analysis and design.

MIS 720

Database Management

3 credits

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



Master of Arts in Professional Communication

Director

Richard J. Goedkoop, Ph.D.

Faculty

Professor: Molyneaux

Associate Professors: Dainton, Goedkoop, M. Smith, S. Smith, Texter

Assistant Professors: Aylor, Hall, Kuszta, Lehr, MacLeod, Oppliger, Waltrich, Zelle

Lecturers: Herbst

Description of Program

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

A strength of the program is its pragmatic focus. While emphasizing theory and methods in the core courses, students are invited throughout the program to apply the communication principles and practices that they learn to real-life situations.

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

The program can be tailored to the individual student's goals through the choices that can be made in General Courses as well as through the experiences that can be pursued in the Practicum.

Admission Requirements

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

1. Evidence of successful academic achievement in completion of a Bachelor's degree from an accredited institution of higher education. The student's record must show completion of 24 credit hours in any combination of communication, humanities, and social science courses.
2. Three letters of recommendation from professors and/or supervisors who can address the candidate's ability and motivation for enrolling in the program.
3. Acceptable scores on either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE scheduling is also available from the Counseling Center.
4. The Application for Admission, accompanied by the stipulated application fee made payable to La Salle University.

The program is open to applicants without regard to age, creed, race, gender, national origin, disability, or sexual orientation. Because oral communication is an integral part of most courses in the program, students must be able to communicate clearly in English. A maximum of six (6) credit hours are eligible for transfer from another institution or from another La Salle Graduate Program.

The Application for Admission may be obtained by contacting:

Dr. Richard J. Goedkoop, Director
Graduate Program in Professional Communication
La Salle University
Philadelphia, PA 19141
215/951-1155
E-mail: comm@lasalle.edu

Tuition and Fees 2003-2004

Application Fee	\$35
Tuition (per credit)	\$485
General University Fee (per semester)	\$75
Late Registration Administrative Fee	\$50

Tuition Assistance

Partial grants are available for Fall and Spring semesters based upon a combination of need and merit. Consult the Director of the Professional Communication Program for more details. 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 Master of Arts in Professional Communication degree is a 36-credit program requiring all degree recipients to complete:

1. The five-course Core
2. A required Practicum (COM 605), after at least 18 graduate credits and COM 604
3. Six elective, general courses
4. 36 course credits plus Comprehensive Exams.

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

Core (5 courses, 15 credits)

COM 600 Communication Theory
 COM 601 Professional Communication Ethics
 COM 602 Advanced Oral Communication
 COM 603 Strategies for Professional Writing
 COM 604 Communication Research Methods

Required (1 course, 3 credits)

COM 605 Practicum (after at least 18 graduate credits and COM 604)

General Courses (6 courses, 18 credits)

COM 608 Intercultural Communication and Organizational Life
 COM 610 Approaches to Interpersonal Communication
 COM 611 Communication Technology
 COM 612 Approaches to Organizational Communication
 COM 613 Approaches to Public Relations
 COM 614 Communication Conflict Management
 COM 615 Persuasion
 COM 616 Group Communication
 COM 617 Communication Management: Media & Public Relations
 COM 618 Professional Media Production
 COM 619 Public Relations Campaigns

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 five La Salle University graduate courses in Communication. Certificate specializations can be attained in the following areas: Public Relations, Organizational Communication, Mass Communication and General Professional Communication.

Certificate Requirements:

15 credits (5 courses), and a 2.75 G.P.A.

Required (Two Courses, 6 credits)

COM 602-Advanced Oral Communication
 COM 603-Strategies for Professional Writing

Electives: Three courses from COM 608, 610, 611, 612, 613, 614, 615, 616, 617, 618 and 619

Public Relations Certificate

(electives from) COM 604, 613, 615 & 619

Mass Communication Certificate

(electives from) COM 611, 615, 617 & 618

Organizational Communication Certificate

(electives from) COM 608, 610, 612, 614 & 616

General Professional Communication

(electives from) COM 608, 610, 611, 612, 613, 614, 615, 616, 617, 618, and 619

Admission Requirements:

- Application Form or On-line application (no fee required)
- Application Fee of \$35 (check made payable to La Salle University)
- Official Copy of the candidate's Undergraduate Transcript

Students who wish to move into the degree program (M.A.) from the Certificate Program may do so as long as they have achieved at least a 3.0 academic average in their coursework. All credits would transfer and the candidate would need only to forward a written statement to the Director within one year of Certificate completion. All additional degree coursework would need to be completed as well as the Comprehensive examination before the student would be awarded the Master's degree.

For more Information or Questions please contact: Dr. Richard Goedkoop at 215-951-1155 or at comm@lasalle.edu

Course Descriptions**COM 600****Communication Theory**

This course focuses on the nature and function of communication theory. It examines the role of theory in understanding communication events and explores various advanced communication theories as they apply to professional communication.

COM 601**Professional Communication Ethics**

This course is designed to examine and critique a range of ethical theories regarding human behavior in interpersonal group, professional, and mediated contexts. It is also designed to give the students a number of opportunities to apply and critique those theories to a range of hypothetical and real-life situations.

COM 602**Advanced Oral Communication**

This course focuses on the development and enhancement of public presentation skills. It presents theoretical background for speaking in different types of public situations, but concentrates primarily on speech preparation and skill development. Use of presentation graphics will be included.

COM 603**Strategies for Professional Writing**

This is an advanced writing course designed to show participants how to write effectively the documents common to the worlds of business and professions. The course is designed to develop writing and editing skills that participants can use in meeting the writing needs of their professional lives. In addition, the course provides practical instruction in how to effectively manage the writing of others.

COM 604**Communication Research Methods**

This course introduces graduate students to qualitative and quantitative research methods, including experimental, survey, textual analysis, and ethnography. The course will also include

an examination of how research can be applied in professional settings.

Prerequisite: COM 600

COM 605

Practicum

This course will provide students with the opportunity to integrate classroom learning with professional employment through a supervised experience at an approved placement site. The practicum will stress the development of the student through enhanced opportunities and challenges in a professional setting. Choice of practicum site and project will be developed by the student through consultation with a faculty member and with the cooperating company or institution.

Prerequisite: 18 credit hours in Professional Communication and COM 604

COM 608

Intercultural Communication and Organizational Life

This course explores the multitude of issues that surround the notion of cultural diversity, which are the bases 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

Approaches to Interpersonal Communication

This course focuses on the nature and function of interpersonal communication. Content incorporates advanced theories and research on interpersonal communication and their application to the practice of effective interpersonal communication in everyday and professional life.

COM 611

Communication Technologies

This course is designed to explore the role of new communication technologies in society. The course will cover the history, the future, and the impact of communication technology on the community.

COM 612

Approaches to Organizational Communication

This course provides advanced study of the theoretical and conceptual aspects of organizations and organizational communication and of their application to practice. The course explores methods for the analysis and evaluation of organizational communication networks and for the planning and development of communication intervention strategies.

COM 613

Approaches to Public Relations

This course explores public relations as the management of communication between an organization and its various internal and external stakeholders. It examines theoretical and conceptual frameworks with an eye toward the practical application of appropriate ethics, decision-making, research analysis, design, implementation, and evaluation strategies.

COM 614

Communication Conflict Management

This course focuses on the nature and function of healthy and unhealthy communication conflict. Content incorporates

theories of conflict and the application of effective conflict management.

COM 615

Persuasion

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

COM 616

Group Communication

This course weds theory of small group interaction with a focus on the practice of participating in groups. Emphasis is placed on factors affecting and affected by symbolic exchanges in task groups. Specific topics include group climate, group decision-making, and leading groups.

COM 617

Communication Management Media & Public Relations

The focus of this course is to analyze an organization's internal and external communication challenges through needs assessment techniques and effective planning strategies.

COM 618

Professional Media Production

This course presents current audio and video practices and technologies used in corporate and institutional communications. Students will implement these pre-production, production, and post-production practices in developing messages for corporate and institutional audiences.

COM 619

Public Relations Campaigns

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.

Master of Arts in Theology and Ministry

Director

Francis Berna, O.F.M., Ph.D.

Faculty

Professors: Efroymsen (Emeritus), Kelly, Ramshaw

Associate Professor: Pastis

Assistant Professors: Devlin, Dougherty

Lecturers: Bartle, Brame, Dix, Dolan, Hallahan, Lathrop, McCarthy, McCoy, McDougall, Raphael, Ryan, Whalen

Visiting Professors: Bornemann, Prusak

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 which 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 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.

Post-Master's Certificate in Pastoral Counseling

Individuals holding a graduate degree in Counseling Psychology or Social Work with an emphasis on Counseling can pursue a post-Master's certificate in Pastoral Counseling. The program requires the completion of 18 credits at La Salle. The certificate can be pursued while seeking the M.A. in Counseling-Psychology at La Salle University.

Admission Requirements

To be accepted for admission, an applicant must present:

1. Evidence of successful academic achievement in completing a baccalaureate degree from an accredited institution of higher education. The transcript should be sent directly from the institution to the Graduate Religion Office at La Salle.
2. Unless a waiver is granted, a minimum of 26 credits in a combination of religion, theology, humanistic subjects, or ministry-related work.
3. The Application for Admission can be completed on-line at www.lasalle.edu. Alternatively a paper application can be submitted with the stipulated fee and an accompanying essay describing one's educational and professional goals.
4. Two letters of recommendation.

The Application for Admission and further information may be obtained by contacting:

Theology and Ministry Program
La Salle University
Philadelphia, PA 19141-1199
215/951-1335
E-mail: religion@lasalle.edu

Tuition and Fees 2003-2004

Application Fee	\$35
Tuition (per credit)	\$310
General University Fee (per semester)	\$75
Late Registration Administrative Fee	\$50

Tuition Assistance

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070.

Progression Through the Program

The degree is 36 credits. For information about sequence of courses recommended for each concentration—Theological Studies, Pastoral Studies, and Liturgical Praxis—refer to the Curriculum Guide for these programs. Call 215/951-1335 for a copy.

Course Descriptions

FOUNDATION COURSES

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 which will enable students to engage in the lifelong process of articulating a theology rooted in a developing personal and communal experience that continually dialogues with 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 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 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 which 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 which 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 which 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 which 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 traditions. 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, feminist and liberation spiritualities,

670-671 Special Topics: Biblical Studies**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

which 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 747**Eucharist and the Japanese Tea Ceremony**

Students will learn to perform the Japanese Tea Ceremony both for its own sake and for comparison with the Christian Eucharist. The philosophy of the Tea ceremony will also be studied and compared with a Christian liturgical life.

RLE 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 twenty-first century America?" Issues regarding contemporary church design, the reordering of space and art appropriate to a particular community will be explored. Visits to local churches and

liturgies will afford considerations of historic design and liturgical adaptation.

RLE 753

Liturgical Music

This course offers a study of both the history of liturgical music and the practical considerations for the use of music in contemporary worshipping communities. Students will have the opportunity to apply general theory to a variety of liturgical settings.

RLE 770 Special Topics: Ministry

RLE 771 Special Topics: Ministry

RLE 775 Special Topics: Liturgy

RLE 776 Special Topics: Liturgy

RLE 780

Independent Study

In consultation with the program director, a student can contract to study independently a topic not offered in the regular curriculum. The student will propose a topic, develop a tentative bibliography and identify a faculty member from the University willing to direct the course of study. The course may be for three or six credits.

RLE 785

Ministry Practicum

With the approval of the program director, a student can contract for a supervised ministry practicum. The ministry may be the student's regular employment or a temporary position. The student will outline goals for the experience, develop a reading list and propose a final project. A regular member of the faculty will serve as the practicum supervisor and evaluate the final project. The course may be taken for three or six credits.

RLE 790

Integrative Project and Seminar

Students complete a major project exploring a topic related to their concentration in theology, pastoral ministry or liturgical studies. The project may take the form of a major research paper, a methodological reflection on supervised experience, or a creative presentation. Students work independently with a faculty mentor and are required to meet with other participating students and mentors for periodic seminars. An initial plan for the project must be approved by the director of the program prior to establishing an agreement with a faculty member for the independent study. Students will have one year from the time of registration to complete the project. The course is for three credits.



Master of Science in Nursing (MSN)

Director

Kathleen O. Vito, DNSc, R.N.

Faculty

Professor: Giardino, Wolf

Associate Professors: Beitz, Kinsey, Serembus, Wieland, Vito, Zuzelo

Assistant Professors: Frizzell, Goldberg, Hoerst, Miller, Strayer, Wilby, Zurakowski

Mission of the Nursing Programs

Consistent with Lasallian values, the Mission of the Nursing Programs is to provide excellent nursing education and service initiatives to develop culturally and clinically competent, caring nursing professionals, prepared for life long learning, service, leadership, and scholarship.

Nursing students engage in programs that develop appreciation of human autonomy, dignity, spirituality, complexity, and diversity. Students think critically, communicate effectively, and possess a comprehensive body of knowledge about nursing care and the health status of individuals, families, groups, communities, and populations in a changing world.

Philosophy for Nursing Programs

Nursing is an art, science, and profession in which the relationships between nurses and those cared-for are essential. The roles of the nurse include direct and indirect caregiver, advocate, collaborator, teacher, leader, manager, coordinator, researcher, consultant, and administrator.

The foundation of basic and advanced nursing education includes the humanities and sciences. Nursing Programs prepare students to become self-aware and sensitive to the complexity and diversity of human systems and their environments.

The nursing community at La Salle is committed to respecting the autonomy, uniqueness, and shared humanity of the cared for individuals, families, groups, communities, and populations. The nurse recognizes that the greatest potential for healing lies within the person. The programs use systems theory that views health as an ever-changing state. Nurses' primary interests are human responses to health and illness as well as healing.

The nursing community believes that learning is a transformative, life long process that requires active engagement of learners. Students possess a reservoir of experience that is a continuing resource for learning. The teaching-learning environment reflects scholarship, collegiality, respect, and collaboration among learners and teachers, resulting in informed service to others.

Nursing Programs develop students as leaders who are responsive to the persons served and concerned with their welfare. Students develop as ethical, caring practitioners who promote health in the 21st Century. La Salle graduates strengthen the nursing profession and contribute to the health of society.

Purpose of the Graduate Nursing Program

The purpose of the Master in Science in Nursing degree program is to educate baccalaureate prepared nurses for leadership roles in advanced practice or administration to meet the health needs of diverse individuals, families, groups, communities, and populations across various environments.

Description of Program

The program of study may be completed in any of six tracks: Adult Health Illness- Clinical Nurse Specialist, Nursing Administration/MBA, Nursing Anesthesia, Primary Care of Adults-Nurse Practitioner, Primary Care of Families-Nurse Practitioner, Public Health Nursing. The curriculum reflects a balance between liberal and professional education, and is designed to foster intellectual inquisitiveness, analytical thinking, critical judgment, creativity, and self-direction under the guidance of quality faculty. Students are adult learners from diverse backgrounds who participate in the development of their own agendas for learning within a planned program of studies.

Learning Goals of the Graduate Nursing Program:

At the completion of the program the student will:

1. Integrate theoretical, research-based, scientific, and clinical knowledge in an area of advanced practice nursing or nursing administration to provide nursing care to diverse clients.
2. Practice independently and collaboratively to deliver direct care 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 clients, families, health care professionals, and the community at large.
5. Utilize caring, effective interventions, in accordance with standards of advanced practice nursing or nursing administration, to improve the health status of individuals, families, groups, communities, and populations.
6. Value lifelong learning and continuing professional development.
7. Demonstrate communication skills, including

computing and health information management that enhance the quality of care provided at the individual and aggregate level.

8. Demonstrate safe, effective assessment, planning, implementation, and evaluation skills in caring for individuals and groups.
9. Provide culturally competent care to all persons regardless of race, sex, sexual orientation, age, socioeconomic status, culture, health care beliefs, and religion.
10. Function as a leader and change agent in nursing and in health care delivery systems particularly to insure quality care for vulnerable and underserved populations.

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 RNs with a non-nursing baccalaureate degree. Course work must include an introductory statistics course (including inferential and descriptive) and an undergraduate nursing research course.
2. Current R.N. licensure.
3. Acceptable scores in the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) taken within the past five years. Students in the MSN/MBA dual degree program must take the Graduate Management Admission Test (GMAT). Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE and GMAT scheduling is also available from the Counseling Center. Graduates from the La Salle University School of Nursing Baccalaureate Program with an undergraduate cum of 3.4 or higher are not required to take standardized testing for admission (GRE or MAT) unless they are applicants to the MSN/MBA track (which requires the GMAT exam for admission).
4. Two letters of reference from professors or supervisors. At least one reference must be an academic reference.
5. A statement of philosophy
6. Personal health insurance
7. Child abuse clearance and a criminal background check no older than one year prior to admission (forms available from the Graduate Nursing Program Secretary).
8. One-year work experience as a registered nurse
9. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University, or the free on-line application
10. Applicants to the Nursing Administration/MBA track must also be accepted into the MBA program of La Salle University.
11. Applicants to the Nursing Anesthesia track must also be

accepted by the Frank J. Tornetta School of Anesthesia at Montgomery Hospital.

The Application for Admission may be obtained by contacting:

Dr. Kathleen O. Vito, Director
 Graduate Nursing Program
 La Salle University
 Philadelphia, PA 19141
 215/951-1413
 msnapn@lasalle.edu

Tuition and Fees 2003-2004

Application Fee	\$35 (waived for on-line applications)
Tuition (per credit)	\$580
General University Fee (per semester)	\$75
Late Registration Administrative Fee	\$50

Tuition Assistance

Advanced Nurse Traineeship funding and Graduate Assistantships are available. Consult with the Director of the 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.

Required for all MSN Degrees:

41 to 48 graduate credits (depending on track)

Core: Required of students in all tracks (12 credits)

NUR 604 Research and Theory I

NUR 605 Research and Theory II

NUR 607 Advanced Practice Nursing and Administration in Health Care Delivery Systems

NUR 608 Population-Based Care and Advanced Practice Nursing

Track: Requirements vary with specialization chosen (29 to 35 credits)

Adult Health and Illness—Clinical Nurse Specialist

NUR 616 NUR 621

NUR 617 NUR 625

NUR 618 NUR 626

NUR 620 2 electives

Nursing Anesthesia

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

No electives other than NUR 690

Primary Care of Adults—Nurse Practitioner

NUR 616	NUR 661
NUR 617	NUR 665
NUR 618	NUR 666
NUR 660	2 electives

Primary Care of Families—Nurse Practitioner

NUR 615	NUR 660
NUR 616	NUR 661
NUR 617	NUR 665
NUR 618	NUR 666
NUR 636	No electives

Public Health Nursing

NUR 635	NUR 655
NUR 637	NUR 656
NUR 650	HCA 731 or MBA 610
NUR 651	2 electives

Master of Science in Nursing/Master of Business Administration (MSN/MBA)

This dual degree program prepares nurses for leadership positions in a reformed health care system in all types of nursing and health care practice settings. The curriculum focuses on the discipline of nursing, management, and business and emphasized the delivery of quality health care services. Graduates participate fully in the strategic and operational activities of health care agencies.

Nursing Courses

NUR 604
NUR 605
NUR 607
NUR 608
NUR 640
NUR 645
NUR 646

MBA Courses

MBA 610
MBA 615
MBA 625
MBA 630
MBA 690
MBA 692
MBA 810
MBA 820
MBA 830
MBA 901
MBA 902

Course Descriptions**Core Courses****NUR 604****Research and Theory I****3 credits**

This course explores the relationships among research, theory, and practice. Students learn the process of theoretical thinking, and examine integrated knowledge development in nursing. Theory and literature review skills assist the student to develop a researchable question relevant to nursing practice. Students explore both qualitative and quantitative research paradigms. The roles of advanced practice nurses are explored in relation to evidence-based practice. Critiques of published research studies facilitate students' use of research in nursing practice. The course addresses the ethical implications (and obligations) of the research question. Students become proficient in scholarly writing and presentation skills as they develop a research proposal that will be completed in NUR 605.

NUR 605**Research and Theory II****3 credits**

This seminar course is a continuation of Research and Theory I (NUR 604). The student develops a research proposal which originates in a question derived from clinical practice. The course examines treatment of variables, sampling, measurement theory, probability theory, qualitative and quantitative analysis, and the use of the computer in data analysis. The research consumer and participant roles are emphasized.

Prerequisite: NUR 604

NUR 607**Advanced Practice Nursing and Administration in Health Care Delivery Systems****3 credits**

This course examines the evolution of advanced nursing practice in the context of changing health care delivery systems. Students explore health care policy development and examine systems of delivering patient care in relation to financial, ethical, legal, sociocultural, legislative-political, and professional concerns. Program development, informatics, fiscal management of health care services, budgeting, and reimbursement issues are emphasized. Students practice interdisciplinary networking and coalition-building skills in leadership roles extending beyond the traditional health care environment. This course meets the standards of care and professional performance as published in the Scope and Standards of Advanced Practice Registered Nursing (ANA, 1996)

NUR 608**Population-Based Care and Advanced Practice Nursing****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 settings through a cultural blueprint.

Track Courses

Adult Health and Illness – Clinical Nurse Specialist

NUR 616

Assessment of the Adult in Health and Illness

3 credits

This course addresses the health assessment of clients using a framework of physiologic, psychologic, sociocultural, and physical examination data. Students explore history taking methods, principles of physical assessment, and concepts of clinical diagnosis to determine clients' potential and actual health problems. The purpose of the course is to enable students to develop skills necessary to evaluate the holistic health status of adults through assessment of normal and abnormal physical findings. Students combine principles of nursing and related sciences to analyze clinical problems and provide safe competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis, cultural competence, and decision-making skills.

Prerequisites: Core, NUR 617, NUR 618

NUR 617

Pharmacology

3 credits

This course examines the actions and effects of drugs on the human system. Students analyze the scope of legal and professional nursing responsibilities related to pharmacology in expanded nursing roles. They study principles of drug therapy, mechanisms of action, and evaluation of drug therapy in current practice, as well as the selection of pharmacologic agents in clinical practice.

Prerequisite: NUR 618

NUR 618

Pathophysiology

3 credits

This course integrates physiological principles, physical manifestations, and clinical practice implications with pathological interferences. Students focus on recognizing changes in client status, interpreting physiologic, pathologic, psychologic, and sociocultural data, and utilizing this information in formulating safe, culturally competent advanced practice nursing care. Advanced practice nursing implications of current diagnostic studies and prototype pharmacological interventions will also be addressed.

Prerequisite: Core

NUR 620

Biopsychosocial Processes I:

Care of Adults in Health and Illness

3 credits

This course focuses on the identification and analysis of biopsychosocial and cultural processes in relation to health and healing in diverse human systems especially those from

vulnerable and underserved populations. The student evaluates the complex influences of biological, social, cultural, and physical ecology in light of their effects on the health of adults. Significant adult diseases in the United States are emphasized. 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.

Prerequisite: NUR 616

Co-requisite: NUR 625

NUR 621

Biopsychosocial Processes II: Care of Adults in Health and Illness

3 credits

This course explores biopsychosocial and cultural processes in relation to health and healing in diverse human systems especially those from vulnerable and underserved 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.

Prerequisites: NUR 616, NUR 620

Co-requisite: NUR 626

NUR 625

Field Study in Adult Health and Illness I

4 credits

This seminar and preceptored practicum course is designed to integrate theory, scientific knowledge, and research as the basis for clinical nurse specialists (CNS) practice. The nursing care needs of adults and their responses to health and illness are explored within the context of health promotion, maintenance, and restoration health care services. 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 in diverse clinical settings. The practica and seminars enhance 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.

Prerequisite: NUR 616

Co-requisite: NUR 620

NUR 626

Field Study in Adult Health and Illness II

4 credits

A continuation of NUR 625 in which graduate students explore the needs and responses of diverse healthy and ill adults during preceptored clinical practica and seminars. The course views theory and research as foundations of nursing practice. Advanced nursing practice is examined within the context of health promotion, maintenance, and restoration services. Students investigate the characteristics and functions of the clinical nurse specialist role in relation to clinical problems.

Practica are structured according to the needs of graduate students. The seminars provide a forum for discussion of various roles and clinical issues of advanced nursing practice in clinical nurse specialist roles in diverse settings. The practica and seminars enable students to expand knowledge, skills, and attitudes relevant to culturally competent advanced nursing practice for diverse clients. The National Association of Clinical Nurse Specialists (NACNS) practice and education standards are integrated.

Prerequisite: NUR 625

Co-requisite: NUR 621

Adult Nurse Practitioner

NUR 660

Primary Care of Adults I

3 credits

This course focuses on primary care health concerns of diverse adult clients and develops the advanced practice nursing role reflecting evidence-based practice. Using national health care guidelines and professional standards, students evaluate health behaviors and implement culturally competent strategies for health promotion and disease prevention. Health maintenance and health restoration principles are explored in light of the traditional and contemporary managed care environments especially for vulnerable and underserved populations. Client education and counseling techniques relevant to advanced nursing practice are emphasized.

Prerequisites: Core, NUR 616, NUR 617, NUR 618

Co-requisite: NUR 665

NUR 661

Primary Care of Adults II

3 credits

This course focuses on the theories, principles, and processes necessary to diagnose and manage primary care clients. Using evidence-based practice standards and ethical principles, students gain the knowledge base to evaluate and manage diverse clients with complex primary care health needs. Students explore health risks and behaviors, health promotion strategies, disease prevention and health restoration in the context of traditional and contemporary managed care environments especially for vulnerable and underserved clients. Legal, ethical, financial and cultural concepts related to advanced practice nursing and professional certification requirements are integrated.

Prerequisite: NUR 660

Co-requisite: NUR 666

NUR 665

Field Study in Primary Care of Adults I

4 credits

This seminar course focuses on knowledge and skills necessary to provide primary care to adults at varied developmental stages especially those from vulnerable and underserved populations. Seminars focus on the application of physiologic, pharmacologic, and psychosocial principles in the role of the nurse practitioner within the health care delivery system. Students integrate research based knowledge of health assessment, health promotion and disease prevention, pathophysiology, pharmacology, and family theory into preceptored clinical experiences in primary care settings. Case

presentations focus on the process of clinical reasoning for accurate diagnosis and management of illness.

Co-requisite: NUR 660

NUR 666

Field Study in Primary Care of Adults II

4 credits

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities through integration of theory and principles of nursing and other related fields and preceptored clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease in diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness.

Prerequisite: NUR 665

Co-requisite: NUR 661

Family Nurse Practitioner

NUR 615

Family Health Nursing

3 credits

This course explores theoretical perspectives on the family system and analysis of factors influencing family health, especially those of vulnerable and underserved populations. Students examine the life cycle of the family, including transitions of child bearing, the prenatal period, childrearing, and bereavement. Health promotion interventions are proposed for families with chronically ill and acutely ill members. Family responses to and coping mechanisms associated with acute and chronic illness are scrutinized. Students apply family theory as enacted by the advanced practice nurse in diverse community settings. Family assessment strategies are introduced as they relate to family nursing interventions. Principles of cultural competence and leadership/change agency are explored. Course may be taken as an elective in other MSN tracks.

NUR 616

Assessment of the Adult in Health and Illness

3 credits

This course addresses the health assessment of clients using a framework of physiologic, psychologic, sociocultural, and physical examination data. Students explore history taking methods, principles of physical assessment, and concepts of clinical diagnosis to determine clients' potential and actual health problems. The purpose of the course is to enable students to develop skills necessary to evaluate the holistic health status of adults through assessment of normal and abnormal physical findings. Students combine principles of nursing and related sciences to analyze clinical problems and provide safe competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis, cultural competence, and decision-making skills.

Prerequisites: Core, NUR 617, NUR 618

NUR 617**Pharmacology****3 credits**

This course examines the actions and effects of drugs on the human system. Students analyze the scope of legal and professional nursing responsibilities related to pharmacology in expanded nursing roles. They study principles of drug therapy, mechanisms of action, and evaluation of drug therapy in current practice, as well as the selection of pharmacologic agents in clinical practice.

Prerequisite: NUR 618

NUR 618**Pathophysiology****3 credits**

This course integrates physiological principles, physical manifestations, and clinical practice implications with pathological interferences. Students focus on recognizing changes in client status, interpreting physiologic, pathologic, psychologic, and sociocultural data, and utilizing this information in formulating safe, culturally competent advanced practice nursing care. Advanced practice nursing implications of current diagnostic studies and prototype pharmacological interventions will also be addressed.

Prerequisite: Core

NUR 636**Primary Care of Families: Women and Children****6 credits**

This course presents the principles of primary care emphasizing health promotion and disease prevention for the child from birth through adolescence and woman's health care both pregnant and non pregnant. Pathophysiological alterations, developmental stages, family, culture and societal influences are addressed and the primary care management of the health problems of women and children are emphasized. Students increase clinical reasoning skills to manage minor and chronic illnesses as well as meet the health promotion needs of individuals and families in ambulatory care settings. Specific emphasis will be placed on the objectives from Healthy People 2010 for women and children services especially as they relate to vulnerable and underserved populations. This course meets the standards of care and professional performance as published in the Scope and Standards of Advanced Practice Registered Nursing (ANA, 1996).

Prerequisites: NUR 661, NUR 666

NUR 660**Primary Care of Adults I****3 credits**

This course focuses on primary care health concerns of diverse adult clients and develops the advanced practice nursing role reflecting evidence-based practice. Using national health care guidelines and professional standards, students evaluate health behaviors and implement culturally competent strategies for health promotion and disease prevention. Health maintenance and health restoration principles are explored in light of the traditional and contemporary managed care environments especially for vulnerable and underserved populations. Client education and counseling techniques relevant to advanced nursing practice are emphasized.

Prerequisites: Core, NUR 616, NUR 617, NUR 618

Co-requisite: NUR 665

NUR 661**Primary Care of Adults II****3 credits**

This course focuses on the theories, principles, and processes necessary to diagnose and manage primary care clients. Using evidence-based practice standards and ethical principles, students gain the knowledge base to evaluate and manage diverse clients with complex primary care health needs. Students explore health risks and behaviors, health promotion strategies, disease prevention and health restoration in the context of traditional and contemporary managed care environments especially for vulnerable and underserved clients. Legal, ethical, financial and cultural concepts related to advanced practice nursing and professional certification requirements are integrated.

Prerequisite: NUR 660

Co-requisite: NUR 666

NUR 665**Field Study in Primary Care of Adults I****4 credits**

This seminar course focuses on knowledge and skills necessary to provide primary care to adults at varied developmental stages especially those from vulnerable and underserved populations. Seminars focus on the application of physiologic, pharmacologic, and psychosocial principles in the role of the nurse practitioner within the health care delivery system. Students integrate research based knowledge of health assessment, health promotion and disease prevention, pathophysiology, pharmacology, and family theory into preceptored clinical experiences in primary care settings. Case presentations focus on the process of clinical reasoning for accurate diagnosis and management of illness.

Co-requisite: NUR 660

NUR 666**Field Study in Primary Care of Adults II****4 credits**

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities through integration of theory and principles of nursing and other related fields and preceptored clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease in diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness.

Prerequisite: NUR 665

Co-requisite: NUR 661

Nursing Anesthesia

NUR 616

Assessment of the Adult in Health and Illness 3 credits

This course addresses the health assessment of clients using a framework of physiologic, psychologic, sociocultural, and physical examination data. Students explore history taking methods, principles of physical assessment, and concepts of clinical diagnosis to determine clients' potential and actual health problems. The purpose of the course is to enable students to develop skills necessary to evaluate the holistic health status of adults through assessment of normal and abnormal physical findings. Students combine principles of nursing and related sciences to analyze clinical problems and provide safe competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis, cultural competence, and decision-making skills.

Prerequisite: NUR 617 or Special Permission

NUR 617

Pharmacology 3 credits

This course examines the actions and effects of drugs on the human system. Students analyze the scope of legal and professional nursing responsibilities related to pharmacology in expanded nursing roles. They study principles of drug therapy, mechanisms of action, and evaluation of drug therapy in current practice, as well as the selection of pharmacologic agents in clinical practice.

Prerequisite: NUR 618, Core or Special Permission

NUR 618

Pathophysiology 3 credits

This course integrates physiological principles, physical manifestations, and clinical practice implications with pathological interferences. Students focus on recognizing changes in client status, interpreting physiologic, pathologic, psychologic, and sociocultural data, and utilizing this information in formulating safe, culturally competent advanced practice nursing care. Advanced practice nursing implications of current diagnostic studies and prototype pharmacological interventions will also be addressed.

Prerequisites: Core or Special Permission

NUR 681

Orientation to Study and Practice of Anesthesia 4 credits

This orientation course is required for all students enrolled in the nurse anesthesia track. It is designed to familiarize students with department management, policies and procedures, the history of nurse anesthesia, the role of the anesthesiologist as an anesthesia care team member, the history of anesthesia, and issues related to anesthesia administration. In addition, this course acquaints students with the physical plant, surgical suite, and critical care area. Program requirements and accreditation requirements of the Council on Accreditation of Nurse Anesthesia Educational Programs are presented. A broad field orientation to clinical practice includes legal implications of anesthesia care, preoperative patient assessment, airway management and patient positioning.

This course provides the basis for meeting the anesthesia related needs of culturally diverse patients in acute care settings. Topics included are: (1) Orientation to Anesthesia Department, Care Plans and Records (2) Orientation to the Operating Room (3) Preoperative Patient Assessment (4) Substance Abuse, Application to Nurse Anesthesia Practice, (5) Airway Management, (6) Patient Positioning, (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, (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 underserved areas. Topics included are: (1) Introduction to Pharmacology, (2) Regional Anesthesia, (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, (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 underserved areas and with high-risk urban populations. Topics included are: (1) Local Anesthesia, (2) Muscle Relaxants, (3) Intravenous Anesthesia Agents.

NUR 686**Anatomy Physiology and Pathophysiology II****4 credits**

The anatomy, physiology and pathophysiology of the cardiovascular, 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 system 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, (6) Autonomic Nervous System.

NUR 687**Chemistry and Physics II****2 credits**

A continuation of the study of chemistry and physics is presented. Organic chemistry and its relation to anesthesia is also reviewed.

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 underserved is included in conjunction with cultural issues that affect healthcare 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, (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, (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, (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, (6) Interpersonal Behavior.

Public Health Nursing

NUR 635**Health Policy and Program Planning & Evaluation****3 credits**

This seminar course introduces students to health policy, program planning, and evaluation in the public health context especially as they related to vulnerable and underserved 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, HCA 731 or MBA 610

NUR 637**Epidemiology****3 credits**

Epidemiology is concerned with analyzing and describing patterns and determinants of health and disease in human populations. The principles and methods of epidemiology provide knowledge of the evolution of health and disease processes, the foundation for preventive health practices, and the basis for rational health policy decisions. Population-based data collection methods and analyses of health data and their relationship to the utilization of health services are emphasized. Application of epidemiological methods to communicable and chronic diseases is discussed especially as they relate to systematic health care interventions.

NUR 650**Public Health Nursing I****3 credits**

This is the first of two courses designed to provide the theoretical foundations necessary for advanced public health

nursing practice. Health behaviors and change strategies will be discussed as the bases for effective public health interventions. A variety of community assessment models from nursing, public health, public policy, and the social sciences will be examined. Current writings from the humanities provide an opportunity to apply and critique assessment models. Content includes the scope and standards of practice for public health nursing and exploration of significant public health problems.

Prerequisites: Core, NUR 635, NUR 637, HCA 731 or MBA 610

Co-requisite: NUR 655

NUR 651

Public Health Nursing II

3 credits

This is the second of two courses designed to provide the theoretical foundations necessary for advanced public health nursing practice. Emphasis is placed on intervention and evaluation strategies. Content includes public health services models that support primary, secondary, and tertiary health care initiatives both in traditional and non-traditional settings. Financial, ethical, cultural, and political factors in aggregate interventions are explored. Models for intervention and evaluation from nursing and other disciplines are analyzed for their utility in advanced practice nursing. Popular works of non-fiction are used to highlight the benefits and limitations of theoretical models in public health nursing. The synthesis of ideas, models, and research from a variety of sources are emphasized as a critical component of public health nursing.

Prerequisites: NUR 650, NUR 655

Co-requisite: NUR 656

NUR 655

Field Study in Public Health Nursing I

4 credits

This seminar and preceptored practicum course integrates theory, practice and applied research. Through seminars and clinical applications, students develop the initial phases of a community health project with targeted populations. Emphasis is placed on leadership roles that optimize the health of families, groups, and communities through an assessment of the health status of an aggregate or community and a proposed plan of action based on priority needs and resources of the target population. The final phases of this project (implementation, evaluation and recommendations) will be completed in the Spring Semester (Nursing 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.

Prerequisites: NUR 635, NUR 637, HCA 731 or MBA 610

Co-requisite: NUR 650

NUR 656

Field Study in Public Health Nursing II

4 credits

This seminar and preceptored practice course further integrates theory, practice and program evaluation perspectives into advanced practice public health nursing. The course supports the implementation and evaluation phases of the student's ongoing public health project/practicum. Emphasis is placed

on expanding professional and community roles, responsibilities and requisite skills to sustain and promote population-focused health within the framework of Healthy People 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.

Prerequisites: NUR 650, NUR 655

Co-requisite: NUR 651

HCA 731

Strategic Management of Health Care Organizations

3 credits

Provides an analysis of the various sectors of the health care industry including acute care, ambulatory care, long term, and the pharmaceutical industry using a strategic management framework. Issues related to competitive analysis, strategy formulation and implementation of strategic decisions are examined through a case analysis approach.

(MBA 610 may be taken instead of HCA 731)

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. 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. (HCA 731 may be taken instead of MBA 610.)

Nursing Administration/MBA

NUR 640

Nursing Management/Administration I: The Content and Context of Nursing Administration

3 credits

This course focuses on the practice of nursing administration and provides students with the opportunity to critically examine the role of the nurse administrator. Students examine theories and principles regarding management of organizational systems within diverse health care settings. Delivery of nursing care and services in relation to structure, process and outcomes within small and large organizational systems is emphasized. Organizational design, administrative processes, and measurement of organizational effectiveness within nursing systems are emphasized. The professional, research, managerial, leadership, and change agency aspects of the nurse administrator role are explored in relation to the practice of nursing administration.

Prerequisites: Core, MBA Foundation, MBA Executive Perspectives and acceptance into the MBA program.

Co-requisite: NUR 645

NUR 645**Field Study in Nursing Management/Administration I
4 credits**

This is the first of two preceptored field experiences designed to provide the student with the opportunity to integrate administration theory, operations, and research in a variety of health care settings in order to positively influence the quality of patient care. With faculty guidance, students select and participate in a variety of experiences that focus on nursing management within diverse health care settings. Seminars provide students with experiences in developing the skills necessary for the nurse administrator to influence change, to work with teams, and to manage resources. Trends, ethics, standards, and research in the area of nursing management are also examined. Emphasis is placed on the student's articulation of the philosophical and theoretical basis of the Practicum issues and on the development, refinement and evaluation of effective management strategies. Clinical practica are structured according to the individual student's knowledge and skill needs.

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 underserved 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 underserved.

Prerequisite: NUR 645

Required MBA Courses are previously listed and described elsewhere in this catalog.

Elective Nursing Courses**NUR 574****Introduction to Graduate Research and Writing
3 credits**

A cross-disciplinary seminar which introduces students to the latest research technology and databases for advanced work in their major. Emphasis on research and communication skills, including oral presentations and written reports and papers. An individualized paper or written project, approved by the student's department, will be completed by each participant in the seminar.

NUR 632**Seminar in Nursing History
3 credits**

The purpose of this seminar is to expand the student's awareness of the historical role of nursing as a social response to the health needs of the American public. The changes in nursing itself will be viewed through the context of American political, economic and social force. The internal forces of nursing will be analyzed as responses to those events. The philosophies of nursing leaders and other leaders and groups will be analyzed. Emphasis will be given to the interplay between societal forces and American nursing practice, education and administration.

NUR 638**Group Process in Nursing Practice
3 credits**

Nurses in advanced practice are increasingly called upon to participate in and provide leadership to groups of patients, families, and professional staff. Strong leadership in-group process can promote quality health care. To examine group process, course topics will include: (1) theories of group development and operation, (2) group properties and process, (3) the synergistic nature of groups, and (4) the function of group leadership. The group theories and processes will be examined in light of support groups, patient education groups, staff-work groups and committees.

NUR 520**Spirituality in Nursing and Healthcare
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 worldviews. 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.

Selected Certificate Courses that May be Taken as 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 512

Theories, Principles, and Assessment in Social and Psychological Gerontology
3 credits

In this course students explore social and psychological aspects of aging, and concomitant problems for the elderly. Various behavioral theories, including stress models, person-environment fit, and social cognitive theory, are integrated into a model for aging and enhanced well-being. Assessment strategies for social and psychological aspects of aging will be emphasized. Public health implications of prevalent problems such as depression, delirium, and dementia are targeted. Abuse and exploitation of older adults as societal problems are explored.

GERO 522

Theories, Principles, and Assessment in Biological, Physiological, and Pathophysiological Aging
3 credits

The course explores common physical health problems in the elderly and biological aging theories. Special attention is given to congestive heart failure, degenerative joint disease and osteoporosis as prototype concerns. Common therapeutic concerns such as fall prevention and pain management are emphasized. Assessment strategies for physical and functional health aspects of aging will be included. Health advocacy approaches, prevention models, and critical pathway analysis are used to frame health promotion and disease prevention programs at the aggregate level.

GERO 532

Case Management and Program Planning for the Elderly
3 credits

This course focuses on caring for the elderly population from a public health perspective. Various settings for residence and care will be addressed, including private homes, assisted living facilities, nursing homes, and informal group settings. Additionally, the course stresses case management of elderly patients through the continuum of long-term care. Special management problems are discussed with a focus on aging in place.

GERO 580

Field Study in Gerontology: Practicum
4 credits

This course incorporates seminar meetings and clinical experience in various clinical settings that provide services to

the elderly. Students apply concepts of gerontology and demonstrate competencies in a variety of clinical settings. Students may complete the practicum in their place of employment, but must work with the instructor to ensure that individual learning objectives are met. Pre-requisite: four courses in gerontology. Course may be taken for undergraduate or graduate credit.

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. This course explores the role of psychoactive drugs in older adults. Appropriate and inappropriate uses of such drugs will be covered. Depression and dementia will be explored as prototypes of psychoactive drug use in the elderly.

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-making processes. Ethical dilemmas will be analyzed with an emphasis on identifying the multiple interests involved, the situational and social constraints and strategies promoting for ethical practice from a systems theory perspective. The course will draw on student's 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

Introduction to Nursing 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 "hand-on" exposure to word processing, spreadsheet, database management, presentations graphics, electronic mail, and web page authoring. *While no prior knowledge of Microsoft Office is required for this course, it is expected that the student will have a familiarity with using a keyboard and mouse in a Windows environment. Students with light computer backgrounds will be expected to maintain pace with the instructor and with the rest of the class.* Basic computer knowledge required.

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

investigates. 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 MSN 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 at 215-951-1430.

School Nurse Certificate

The La Salle School Nurse Certificate Program prepares nurses to serve children from infancy to 21 years of age in school settings. The specific programmatic focus is the needs of school aged children and adolescents. School nurses provide preventive health teaching and manage primary health care needs. They deliver services that improve the health status of children based on the principle that healthier children achieve greater academic success. La Salle's School Nurse Certificate Program enables registered nurses who have earned baccalaureate degrees in nursing to prepare for and receive initial certification as school nurses.

Wound, Ostomy, and Continence Nursing Education Program

Through the School of Nursing's Wound, Ostomy, and Continence Nursing Education Program (WOCNEP), nurses are prepared to provide acute and rehabilitative care for people with disorders of the gastrointestinal, genitourinary, and integumentary systems. WOC nurses provide direct and consultative care for persons with abdominal stomas, wounds, fistulas, pressure ulcers, and incontinence problems. La Salle's WOCNEP enables registered nurses who have baccalaureate degrees to prepare for and receive initial certification as WOC nurses.

Clinical Research Operations Certificate Program

This four-course program readies baccalaureate-prepared health care professionals, including registered nurses and pharmacists, for employment opportunities in the pharmaceutical industry in relation to clinical trials. The professionals who complete the certificate program will become an integral part of the

research and development process of new drugs, biologicals, and medical devices in the pharmaceutical and biotechnical industries as well as the academic health centers supporting clinical investigations.

Certificate in Nursing Informatics

This six-course program provides nurses with advanced skills in the methods and technologies of information management in nursing and health care. Baccalaureate educated registered nurses are instructed in data processing and management, programming and problem solving. Systems designs and ethico-legal and social issues in computerized information management are examined.

Certificate in Gerontology

This is a sixteen-credit interdisciplinary certificate program for all professionals in health and human services who are interested in various careers that provide services to older adults. **Courses in this certificate program may be taken as pre-baccalaureate or post-baccalaureate.**

Post-Master's Certificate Options are also available in all MSN tracks:

Clinical Nurse Specialist – Adult Health and Illness, Nurse Anesthesia, Nurse Practitioner – Primary Care of Adults, and Nurse Practitioner – Primary Care of Families. Public Health Nursing, and Nursing Administration/MBA. For more information, contact the School of Nursing at 215-951-1430.

Post-Master's Certificate in Nursing Education

A three course post master's certificate is available for students who already possess a master's degree in a clinical area. The following three courses are required and may be taken as electives in the MSN tracks.

NUR 610

Nursing and Health Education

3 credits

This is the first graduate nursing education course, in a three course sequence designed to prepare the master's level nurse for beginning teaching roles in nursing education, staff development and public/health education. The course explores the historical and philosophical underpinnings of education and their relevance to the education of nurses and the public. Emphasis is given to nursing education theory, critical analysis of theories of learning and teaching strategies, and exploration of current issues in nursing education, nursing practice and public/health education.

Prerequisite: None

NUR 611

Methods of Education in Nursing

3 credits

This course builds on the content of Nursing 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



Speech-Language-Hearing Science

Director

Barbara J. Amster, Ph.D., CCC-SLP

Faculty

Assistant Professors: Klein, Kleinow, Ruiz

Description of Program

La Salle University's Speech-Language-Hearing Science Program is offering a Master of Science degree for students who have an undergraduate degree in 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.

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. We understand the needs of the busy, working professional and offer classes in the late afternoon and early evening. Students have the opportunity to gain from diverse, excellent clinical practicum experiences in a variety of professional settings. Our faculty share their vast array of clinical experiences with students and care about each student's success.

Mission Statement of the Speech-Language-Hearing Science Graduate Program

La Salle University's Speech-Language-Hearing Science Graduate Program provides a research-oriented, clinically-based curriculum, grounded in theoretical, ethical, and clinical knowledge in speech, language, and hearing science. Students learn to think critically, communicate effectively and are prepared to meet professional credentialing including American Speech-Language-Hearing Association Certification as speech-language pathologists. Students are prepared to evaluate, treat, and advocate for individuals with communication and swallowing disorders in a pluralistic society, as well as, analyze and integrate research, adapt to changes in the profession, and value life-long learning.

Goals of Program

The goal of the Speech-Language-Hearing Science Program at La Salle University is 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.

Objectives of SLHS Program

1. Demonstrate proficiency in oral and written communication sufficient for entry into professional practice.
2. Apply basic biological/physical science, mathematics, and behavioral/social science to the study of communication and swallowing disorders.
3. Analyze, synthesize, and evaluate information in the areas of basic human communication and swallowing processes.
4. Contrast basic human communication and swallowing processes with communication and swallowing disorders and differences.
5. Demonstrate clinical skills in assessment, intervention, and prevention of human communication and swallowing disorders.
6. Integrate and demonstrate ethical, legal and professional standards in the provision of speech-language pathology services.
7. Integrate research with clinical knowledge to improve evaluation and treatment of individuals with communication and swallowing disorders.
8. Critique professional issues in speech-language pathology and advocate for individuals with communication and swallowing disorders.
9. Pursue education and credentials necessary for obtaining/maintaining certification and licensure for ongoing professional development.
10. Implement appropriate assessment and intervention for diverse client populations with communication and swallowing disorders.
11. Evaluate individuals with communication and swallowing disorders utilizing appropriate diagnostic tools.
12. Provide intervention for individuals with communication and swallowing disorders utilizing appropriate clinical methods and strategies.
13. Practice independently and collaboratively in various health care and educational systems in an appropriate professional manner.

Accreditation

La Salle University's Speech-Language-Hearing Science Program has been awarded Candidacy Status from the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The award of Candidacy indicates that the curriculum is sufficient to allow a graduate of that program to meet the American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence (CCC) Standards. ASHA is the national professional, credentialing, and scientific organization for speech-language pathologists, audiologists, and speech-language-hearing scientists. To practice in most work settings, speech-language pathologists must hold a master's degree and become certified by ASHA. This certification, called the Certificate of Clinical Competence (CCC), requires the successful completion of a specific program of course work and practicum, a supervised Clinical Fellowship Year (CFY), and passing a national examination. Most states also require speech-language pathologists to be licensed to practice. Licensure requirements in 44 of the 50 states (including Pennsylvania, New Jersey, and Delaware) are identical to ASHA-CCC standards. Students who initiate and complete a master's degree while a program is in candidacy, will be eligible for the Certificate of Clinical Competence. For more information about the importance of certification, please contact the American Speech-Language-Hearing Association at 1-800-498-2071 or www.asha.org/membership/certification

La Salle University's Speech-Language-Hearing Science Program has received initial approval 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. (Wister 219). 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 an approved full time student teaching practicum (SLH 521).

Clinical Experiences

An important part of the graduate program is the clinical education at various practicum sites. As part of La Salle's School of Nursing, the Speech-Language-Hearing Science Program has established strong ties with more than 300 schools, hospitals, private practices and rehabilitation facilities in the greater Philadelphia area for clinical practicum affiliations. La Salle University is also establishing a Community Speech-Language Clinic at St. Francis of Assisi Parish.

Admission

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

1. Evidence of successful academic achievement in completing a baccalaureate degree in Speech-Language-Hearing Science or the equivalent from an accredited institution of higher education
2. Acceptable scores in the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) taken within the past five years. Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE scheduling is also available from the Counseling Center.
3. Two letters of reference. At least one reference must be an academic reference.
4. A statement of career plans and qualifications
5. The application for admission, accompanied by the stipulated application fee payable to La Salle University

The chair of the admissions committee evaluates graduate applications to determine whether the applicant has met all prerequisites. If the student has not met these requirements (equivalent course title and description at the undergraduate institution) the student is required to meet these requirements upon entering the MS program. In certain situations, students may complete the necessary prerequisites simultaneously with graduate study. Students must fulfill prerequisite requirements prior to obtaining the master's degree.

The Admissions 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.

The Application for Admission may be obtained by contacting:

Dr. Barbara Amster, Director
Speech-Language-Hearing Science
La Salle University
Philadelphia, PA 19141
215/951-1986
slh@lasalle.edu

Tuition and Fees 2003-2004

Application Fee	\$35
Tuition (per credit)	\$595
General University Fee (per semester)	\$75
Late Registration Administrative Fee	\$50

Tuition Assistance

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070.

Progression Through the Program

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

Model Curriculum

The model curriculum contains a minimum of 45 credits, which includes clinical practicum requirements, a research component and successful completion of the Master's Comprehensive Examination.

Students are responsible for making sure that they follow ASHA guidelines for course selection. Selection of courses is made with an advisor 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 who do not complete the requirements for the Master's Degree before 2005 will have to meet the 2005 ASHA Standards for Certification. Please contact the American Speech-Language-Hearing Association at 1-800-498-2071 or www.asha.org/membership/certification for more information about the new standards.

Core: Required for all students

SLH 502	Introduction to Aural Habilitation/Rehabilitation
SLH 503	Disorders of Articulation and Phonology
SLH 511	Fluency and Stuttering
SLH 512	Language Disorders in Young Children
SLH 513	Acquired Language Disorders
SLH 514	Language Learning Disabilities in School-Age Children and Adolescents
SLH 515	Voice Disorders
SLH 516	Clinical Practicum and Procedures
SLH 517	Clinical Practicum in Audiology
SLH 518	Research Design in Communication Disorders
SLH 520	Dysphagia
SLH 527	Motor Speech Disorders
SLH 616	Advanced Clinical Practicum and Case Study
SLH 635	Integrative Capstone in Communication Disorders

Two electives:

SLH 519	SLH 531	SLH 611
SLH 526	SLH 537	SLH 613
SLH 530	SLH 538	SLH640

Additional Electives for Students Pursuing Pennsylvania Teacher Certification:

SLH 521
SLH 501 or EDC 603

Course Descriptions

SLH 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 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 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.

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.

Permission of Program Director required.

SLH 517**Clinical Practicum in Audiology****1 to 2 credits**

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 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 or permission of instructor

SLH 519**Cleft Palate and Other Maxillofacial Disorders****3 credits*****

This course focuses on the development of craniofacial structure, classification of clefts, syndromes associated with clefts and other craniofacial anomalies, surgical repair, diagnosis, and treatment of related speech/language disorders.

SLH 520**Dysphagia: Diagnosis and Treatment of Swallowing Disorders****3 credits**

The course examines anatomy and physiology of normal swallowing and respiration and the anatomic and physiologic disturbances affecting swallowing in infants, children, and adults. Radiographic and bedside diagnostic and treatment procedures are presented. Indications and methods for non-oral feeding are discussed.

SLH 521**Student Teaching in Speech and Language Disabilities****6 credits*****

Candidates for the Teacher Certificate in Speech and Language Disabilities engage in a student teaching experience in public or private schools in the greater Philadelphia area under the supervision of a certified speech-language pathologist who has Teacher Certification for Speech-Language Disabilities and a University Supervisor. Students investigate how speech and language affects the child's achievement and functioning in the school environment and assess the child's communication ability in relation to school achievement with consideration of age appropriate curriculum in the classroom. Students learn Federal and State special education requirements as they relate to developing and modifying the Individualized Educational Plan (IEP) and other legal documents. They also participate in parent-teacher conferences pertaining to the child's communication and education, organize a caseload and provide appropriate intervention in areas including speech, language, voice, and fluency for children who may range in grade from preschool through high school.

Prerequisites: SLH 516: Clinical Practicum and Procedures, appropriate Education courses, permission of Program Director, and recommendation of the Program Director, and SLHS faculty

SLH 526**Alternative and Augmentative Communication
3 credits*****

This course investigates theories and practices in clinical management of severely impaired or non-speaking persons. Application of graphics, signs, gestural means of communication, use of aids and devices, development of interactive communication behaviors, development and use of computer-assisted communication strategies are surveyed.

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 503 or permission of instructor

SLH 530**Special Topics in Communication Disorders
3 credits*****

Current scientific and professional problems and issues in communication disorders are investigated. Students may re-enroll for a maximum of 12 credits.

SLH 537**Geriatric Communication Disorders
3 credits*****

Speech, hearing, language and cognitive problems associated with normal aging and/or various pathological conditions are explored. The course emphasizes evaluation and intervention strategies.

SLH 538**Atypical Language Development and Disorders
3 credits*****

This course addresses the language learning problems associated with special populations of children. Characteristics of children with specific language impairment, autism spectrum disorder, emotional/behavioral disorders and cognitive impairments will be analyzed from theoretical and practical perspectives. Current theories and controversies pertaining to clinical application are explored.

Prerequisite: SLH 203 or permission of instructor

SLH 611**Fluency and Stuttering II
3 credits *****

This course is an in-depth exploration of controversies and issues in the evaluation and management of persons with fluency disorders and stuttering. The phenomenology of stuttering is explored. The role of the client and the client's environment are addressed as they relate to treatment at various stages of life

Prerequisite: SLH 511 or permission of instructor.

SLH 613**Acquired Language Disorders II
3 credits*****

The course explores the advanced study of aphasia syndromes and neuropathology with an emphasis on theoretical models of normal and disordered language processing; evaluation of diagnostic testing procedures and current approaches to treatment.

Prerequisite: SLH 513 or permission of instructor

SLH 616**Advanced Clinical Practicum and Case Study
(3 credits repeated as necessary to fulfill ASHA
Certification requirements)**

This course continues the supervised clinical speech-language pathology experience of SLH 516 necessary to fulfill ASHA Clinical Practicum Requirements. This experience takes place in an affiliated hospital, clinic, rehabilitation facility or 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 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: Clinical Practicum and Procedures

SLH 630**Seminar in Communication Disorders
3 credits*****

Various topics in human communication disorders are explored. Students may re-enroll for a maximum of 12 credits.

SLH 635**Integrative Capstone in Communication Disorders
3 credits**

This seminar course is designed as a comprehensive integration and analysis of the field of Speech-Language Pathology. This course provides a formative and summative evaluation of the students' work. Formatively, students will develop a portfolio that contains pieces of work that exemplify their progress throughout the academic program. Summatively, the course provides students with an opportunity to review clinical research across the discipline and gain new insights to the field. Students formally present information from scholarly investigations.

Prerequisite: SLH 518: Research Design in Communication Disorders and permission of program director

SLH 640**Thesis Research in Communication Disorders ***
3 credits**

This course is an opportunity to pursue descriptive and/or experimental research. This thesis option will result in approved, original, scholarly research within the field of communication disorders under the supervision of a member of the faculty to produce an acceptable thesis. Students present their thesis orally to faculty and students in lieu of the master's comprehensive examination.

Prerequisite: SLH 518 and permission of faculty member and program director. Students may re-register for this course until completion of thesis.

*** SLH elective

Doctor of Psychology in Clinical Psychology

Program Director

Frank L. Gardner, Ph.D., ABPP

Director of Clinical Training

Kevin Riley, Ph.D.

Director, La Salle University Community Center for Counseling and Psychological Services

Sarah Stookey, Ph.D.

Description of Program

The Doctor of Psychology Program (Psy.D.) is a professional program intended for those students who have completed a bachelor's degree in psychology, or a related field and for those students who hold a master's degree in a mental health discipline. It is a 5-year full time program that has a partial part-time option that allows the first two levels of the program to be completed over 4 calendar years for a maximum time frame of 7 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 and practice is stressed throughout the entire course of study.

The program requires the completion of a two-year 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 those approaches to the practice of clinical psychology that have demonstrated empirical support and acknowledges and incorporates issues of human diversity throughout the curriculum. In addition to the general track, the program offers three areas of concentrated study for students with particular career interests:

- 1) Clinical-Child and Family Psychology
- 2) Rehabilitation- Neuropsychology
- 3) Sport-Performance Psychology

Admission Requirements

The program is seeking applicants who have the academic, personal and professional qualifications that would make them outstanding prospects toward becoming ethically sensitive, well-informed and highly competent practitioners.

They should possess high academic aptitude and a demonstrable pattern of interest and personal qualifications that would enable them to function effectively in working with problems of individuals, families and social systems. Applicants with a bachelor's degree and excellent undergraduate credentials or a master's degree in psychology or a related mental-health discipline will be given full consideration.

Faculty

Professors: Burke, Rooney

Associate Professors: Armstrong, Collins, Falcone, Gardner, Smith, Watson

Assistant Professors: Halpern, Riley, Turk, Walker

Associate Faculty: Lawson

Core Adjuncts: Alexander, Combs, Filicetti, Loving, Lomauro, Ruchinskas

To be accepted into the program, the following documentation is required:

- Evidence of an earned baccalaureate degree from an accredited institution with a major in psychology or a related discipline. Those entering with a B.A. must have a grade-point-average of 3.0 on a 4.0 scale; those with an M.A., a 3.2. The record should show the completion of 15 hours in psychology with particular reference to General Psychology, Developmental Psychology, Statistics, Reseated Methodology and Tests and Measurements (Students lacking these required courses may be asked to complete them prior to matriculation).
- Acceptable scores on the Graduate Record Examination. In some cases the Miller Analogies Test may be substituted (with permission only). Those entering with a bachelor's degree must also submit the Graduate Record Examination Advanced Psychology scores.
- Three letters of recommendation from professors or supervisors familiar with the academic/professional and personal qualifications of the applicant.
- A statement of interest and intent indicating the applicant's reasons for applying to the Psy.D. program.
- The Application for Admission form, accompanied by the stipulated fee payable to La Salle University.
- Foreign students must present an acceptable TOEFL score.
- A personal interview will be required for all finalists.

The Application for Admission may be obtained by contacting:

Doctor of Psychology Program, Box 842

La Salle University

Philadelphia, PA 19141

Phone: 215/951-1350

Fax: 215/951-5140

E-mail: psyd@lasalle.edu

Transfer Credit

Students who have completed graduate work or a Master's degree may be eligible to receive credit for previous graduate work. Credit may be awarded for previous foundation level course-work that meets the Program's equivalency criteria with regard to course content and competency level. A maximum of 18 credits can be applied as transfer credit. A

copy of the Psy.D. Program transfer policy can be requested from the Psy.D. office.

Tuition and Fees 2003-2004

Application Fee.....	\$40
Tuition - (per credit) all levels.....	\$635

Tuition Assistance

A limited amount of need-based, tuition reduction funding is available. Consult the Director of the Psy.D. Program for details.

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.

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 completion with a grade of B or better
3. The Comprehensive Examination, Parts 1, 2, and 3 (See Student Handbook for details)
4. Successful completion of the Practicum Progression
5. Successful completion of the Clinical Internship
6. The Clinical Dissertation

* SPEC is an acronym for *Student Progress Evaluation Committee*, a standing faculty committee that meets periodically to review student progress.

Progression Through the Program

In its entirety, the program is 114 graduate credits, 72 credits of required courses shared by all students, 15 advanced/concentration courses (including elective credits), 12 practicum credits, 6 dissertation credits (minimum) and 9 clinical internship credits.

Students may choose a general course of study or select 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: Clinical-Child and Family Psychology; and Rehabilitation-Neuropsychology and Sport-Performance 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 a full year clinical **internship** (see *Psy.D. Student Handbook for details*).

Clinical Dissertation: After the student earns a passing score on Part I of the Comprehensive Examination, the Foundations Examination, given at the completion of the first level (year) of study (see student handbook for details), the student is eligible to undertake the **Clinical Dissertation**. The Clinical Dissertation - is a training experience designed to provide the student with a guided opportunity for integrating and interpreting findings from existing research toward addressing a clinically relevant psychological issue. Once the student has completed the Statistics (PSY 770) and Methods (PSY 771) courses, he/she may select a committee and undertake the dissertation (see *Psy.D. student handbook for details*).

Psy.D. Courses Required of All Students (72 Hrs.)

- PSY 700 (3) Psychotherapy I: Individual Approaches
- PSY 701 (3) Biological Bases of Behavior
- PSY 703 (3) Human Behavior IV: Social Bases
- PSY 704 (3) Psychopathology I: Adult Psychopathology
- PSY 705 (3) Psychotherapy II: Group and Systematic Approaches
- PSY 706 (3) Interviewing and Psychotherapy Lab
- PSY 707 (3) Psychopathology II: Child and Adolescent Psychopathology
- PSY 708 (3) Human Behavior I: Developmental Bases
- PSY 709 (3) Psychological Assessment I: Cognitive Assessment
- PSY 710 (3) Psychological Assessment IV: Integrative Battery
- PSY 711 (3) Human Diversity in Professional Practice
- PSY 713 (3) Human Behavior II: Cognitive Psychology
- PSY 714 (3) Human Behavior III: Personality and Individual Differences
- PSY 724 (3) History and Systems of Psychology
- PSY 730 (3) Psychological Assessment II: Personality and Behavioral Assessment - Objective Approaches
- PSY 731 (3) Psychological Assessment III: Personality Assessment-Projective Approaches
- PSY 750 (3) Psychopharmacology
- PSY 770 (3) Psychological Measurement and Statistical Analysis
- PSY 771 (3) Research Methodology
- PSY 784 (3) Consultation and Education
- PSY 785 (3) Introduction to Professional Practice, Ethics and Conduct
- PSY 786 (3) Advanced Issues in Assessment and Treatment of Diverse Populations
- PSY 787 (3) Supervision and Management
- PSY 792 (3) Professional Ethics

Advanced Clinical/Concentration Courses (15 Hrs.)

(For Students not selecting a concentration)

- PSY 702 (3) Foundations of Psychotherapy: Mechanisms of Change & the Therapeutic Process
- PSY 740 (3) Advanced Cognitive Behavior Therapy: Theory and Application
- PSY 741 (3) Advanced Seminar in Psychotherapy and Clinical Practice
- Clinical Elective (3)
- Clinical Elective (3)

Clinical-Child and Family Psychology

- PSY 719 (3) Psychological Assessment of Children and Adolescents I
- PSY 720 (3) Psychological Assessment of Children and Adolescents II
- PSY 760 (3) Advanced Family Therapy
- PSY 762 (3) Advanced Seminar in Clinical-Child and Family Psychology
- PSY 765 (3) Child and Adolescent Psychotherapy

Rehabilitation-Neuropsychology

- PSY 742 (3) Principles of Rehabilitation Psychology
- PSY 751 (3) Clinical Health Psychology
- PSY 757 (3) Neuropsychological Assessment I
- PSY 758 (3) Neuropsychological Assessment II
- PSY 759 (3) Advanced Seminar in Clinical Geropsychology

Sport-Performance Psychology

- PSY 732 (3) Theory and Research in Sport and Performance Psychology
- PSY 733 (3) Principles and Professional Practice of Sport and Performance Psychology
- PSY 734 (3) Consulting and Counseling in Sport and Performance Psychology
- PSY 735 (3) Sport and Exercise Science
- Sport-Performance Elective (3)

Doctoral Practicum (12 HRS)

- 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

Clinical Dissertation

- PSY 772 (3) Clinical Dissertation Seminar I: CD Initiation
- PSY 773 (3) Clinical Dissertation Seminar II: CD Manuscript Preparation

- PSY 774 (3) Clinical Dissertation Seminar III: CD Completion (if necessary)

Clinical Internship

- PSY 800,801,802 (9) Clinical Internship (Full Time)
- PSY 870,871,872 (6) Clinical Internship (Part Time)
- PSY 873,874,875 (3) Clinical Internship (Part Time)

Course Descriptions**PSY 700****Psychotherapy I: Individual Approaches****3 credits**

A first course in psychotherapy designed to provide the student with an understanding of the therapeutic knowledge and skills required to provide effective service to individuals. While students will be exposed to the range of approaches to individual psychotherapy utilized in contemporary clinical practice, particular attention will be given to cognitive-behavioral and other empirically supported models of psychotherapy.

PSY 701**Biological Bases of Behavior****3 credits**

This course will focus on an examination of the biological substrates of behavior from the cellular to the systemic to the behavioral level. Demonstrations and laboratory exercises will be included. The course will examine basic aspects of functional neuro-anatomy and brain-behavior relationships. Models of mind, consciousness and cortical functioning will be explored.

PSY 702**Foundations of Psychotherapy: Mechanisms of Change & the Therapeutic Process****3 credits**

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 III: Social Bases****3 credits**

An examination of the theories and research in Social Psychology with particular reference to multi-cultural issues and their relevance to mental health models and psychological practice.

PSY 704**Psychopathology I: Adult Psychopathology****3 credits**

This course will explore the major categories of adult psychological disorders. Theory and research regarding etiology, symptomatology, diagnosis, prevention and treatment

will be examined in detail. Students will receive an introduction to the use of the DSM and other classification systems

PSY 705

Psychotherapy II: Group and Systemic Approaches

3 credits

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

3 credits

A laboratory course designed to develop basic interviewing and intervention skills essential to establishing an effective therapeutic relationship and promoting behavioral change.

PSY 707

Psychopathology II: Child and Adolescent

Psychopathology

3 credits

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 lifespan will be discussed. Students will be introduced to the DSM and related diagnostic systems for disorders of childhood and adolescence.

Prerequisite: PSY 704

PSY 708

Human Behavior I: Developmental Bases

3 credits

The processes and stages of human development will be carefully explored. Theory and research relating to separation, individuation and integration in the life patterns of individuals, couples and families will be studied within the context of major psychological theories of personality and learning.

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.

Corequisite: PSY 770

PSY 710

Psychological Assessment IV: Integrative Assessment

Battery

3 credits

This course will provide for focused study and experience integrating psychological tests and test batteries. Particular focus will be on writing professional reports specific to a variety of clinical settings and in cross validating psychological assessment results with interview and other available data.

Prerequisites: PSY 709, 730 and 731

PSY 711

Issues of Human Diversity

3 credits

This course will focus on the study of the impact and implications of ethnic, gender and class issues on the functioning of individuals and relationships, as well as on the theories and practice of psychotherapy. Major ethnic, gender and class critiques will be reviewed and evaluated for their applicability.

PSY 712

Advanced Group Processes

3 credits

A clinical skills course that addresses advanced issues in group psychotherapy. Active participation in an on-going group illustrates the dynamics of groups and the acquisition of skills needed to assist in the resolution of behavioral problems in this intervention format.

Prerequisite: PSY 700, 705 and 706

PSY 713

Human Behavior II: Cognitive Psychology

3 credits

The empirical and theoretical foundations of present understanding of cognitive psychology including memory, language, and emotion along with its integration in contemporary social learning theory will be the focus of attention in this course.

PSY 714

Human Behavior III: Personality and Individual

Differences

3 credits

Present understanding of the development of human personality will be explored. 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 application of theories and research in counseling and psychotherapy will be discussed.

PSY 719

Psychological Assessment of Children and Adolescents I

3 credits

This is a skills course in which the student will learn to engage in psychological assessment with children and adolescents. The student will be given training in the selection, administration, scoring and interpretation of a variety of cognitive, educational, and personality behavioral measures appropriate to children and adolescents and then learn procedures for effectively utilizing these measures directly with the individual assessed, family, school and other significant elements of the child's world. The facilities of the Good Shepherd Clinic will be used for this course.

Prerequisite PSY 709, 730, 731

PSY 720**Psychological Assessment of Children and Adolescents II****3 credits**

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 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.

PSY 730**Psychological Assessment II: Personality and Behavioral Assessment - Objective Methods****3 credits**

This course will focus on theory and practice of personality and behavioral assessment. The student will be given training in the administration, scoring and interpretation of several of the more widely used measures of personality and behavioral/emotional functioning (MMPI-II, MMPI-A, MCMI-III, BDI, BDA, etc.). Ethical and cultural issues related to this approach to assessment will also be highlighted.

Prerequisite: PSY 709

PSY 731**Psychological Assessment III: Personality Assessment - Projective Methods****3 credits**

A second course in the theory and practice of personality assessment, this course will focus on the theory, administration, scoring, interpretation and clinical uses of major projective techniques with an emphasis on the Rorschach.

Prerequisite: PSY 709 and 730

PSY 732**Theory and Research in Sport and Performance Psychology****3 Credits**

This course will focus on the development of a thorough understanding of fundamental principles and current research in applied sport psychology. Social, cognitive, affective and behavioral factors in athletic performance and participation will be covered. Students will develop a thorough grounding in current concepts and issues in applied sport psychology. Topics such as motivation, team cohesion, anxiety-performance relationship, stress and coping in athletic populations, and psychological preparation/mental skills training for enhanced athletic performance will also be covered.

PSY 733**Principles and Professional Practice of Sport and Performance Psychology -****3 credits**

This course will focus on the development of an in depth understanding of the principles and practices of human performance enhancement by the utilization of psychological interventions in both individual and group (team) settings.

Students will develop proficiency in the selection, development and implementation of psychological interventions based on current theory and research. Mental skills training techniques such as guided imagery, goal setting, self-instructional training, mental practice, pre-competitive routine development, and arousal/intensity regulation, as well as issues, techniques and instrumentation in psychological testing in applied sport psychology, will be of prime focus. Issues relating to performance enhancement with specialized populations such as the performing arts, military, corporate, professional and elite sports, etc will be covered in depth. Ethical issues in the practice of applied sport psychology as well as gender issues, considerations in working with diverse groups, and special needs of challenged populations will also be addressed.

PSY 734**Counseling and Consulting in Sport and Performance Psychology****3 credits**

This course will focus on the development of both theoretical understanding and technical proficiency in counseling and consulting issues inherent in sport and performance psychology. This course will focus on an in depth exploration of both theory and technique in counseling student athletes and elite performers as well as the theory and practice of life skills program development and implementation. In addition, issues and procedures in the assessment and treatment of clinical issues often seen in the athletic-performance domain such as anxiety, depression, eating disorders, psychological reaction to injury, substance abuse, impulse control disorders etc. will also be covered. Special focus will be given to the recognition and assessment of clinical issues often at the heart of performance concerns. In addition, special attention will be given to the psychological needs and issues inherent in youth sports.

PSY 735**Sport and Exercise Science****3 credits**

This course provides students an overview of major body systems, acute and chronic responses to exercise, training and over-training, and environmental effects of those systems and responses. This course will also provide students a comprehensive overview of fundamental principles and concepts in sports medicine including biomechanical principles and analysis, sports nutrition, and psychological aspects of sport injury and rehabilitation. Mechanisms of sports injuries and principles and issues involved in treating and rehabilitating injury are carefully addressed. Special attention is given to medical/physiological issues and concerns with regards to children in sport, the female athlete, and those with challenging medical/physical realities.

PSY 736**Executive Coaching and Organizational Consulting****3 credits**

This course will focus on theory, research and practice of executive coaching and consulting as a vehicle for enhancing performance in a variety of individual and organizational settings. Emphasis will be placed on distinguishing clear roles and responsibilities of coaches and consultants and will discuss in detail issues relating to ethical and professional practice in this area. Special issues in working with high performing individuals and teams will be carefully considered. In addition,

a discussion thread throughout the course will be the role of gender and socio-cultural differences and their impact on performance expectations and opportunities through the life span.

PSY 737

Motor Learning and Development

3 credits

This course provides students an overview of the fundamental skills development that individuals incorporate in order to engage in motor activities. Various theoretical approaches to motor development and learning are also addressed. Principles of control and accuracy with relation to motor ability will be discussed. The importance of integration and application of motor development, learning and control to sport and exercise domains are displayed.

PSY 740

Advanced Cognitive Behavior Therapy - Theory and Application

3 credits

An advanced course in the theory and techniques of contemporary Cognitive Behavior Therapy. An in-depth exploration and discussion of rationalist and constructivist approaches to Cognitive-Behavior Therapy will be the prime focus of this course. Clinical material will be used for examining the therapeutic processes involved and to help the student develop a methodical style of practice. Emphasis will be placed upon how theory, research and assessment are employed in selecting techniques and making effective intervention decisions.

Prerequisite: PSY 700

PSY 741

Advanced Seminar in Psychotherapy and Clinical Practice

3 credits

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. Students will be assigned to each speaker and will be expected to prepare the class for each presentation. Disciplined and thorough literature reviews will be stressed.

Prerequisite: PSY 740

PSY 742

Principles of Rehabilitation Psychology

3 credits

An intensive examination of theories, methods and techniques of Rehabilitation Psychology.

Prerequisite: PSY 700 and 705

PSY 743

Clinical Hypnosis

3 credits

An introduction to direct and indirect modes of trance induction and the therapeutic utilization of hypnosis. Basic induction and utilization skills will be taught and practiced. Emphasis will be on how hypnosis is incorporated into psychological treatment and efforts to enhance human performance. An Eriksonian approach will be highlighted.

PSY 746

Cognitive Rehabilitation

3 credits

An introduction to the basic techniques and methods of cognitive rehabilitation. The roles of emerging cognitive rehabilitation systems, including those developed for use with the personal computer and naturalistic cognitive rehabilitation strategies will be examined. The development of productive individualized rehabilitation plans, based upon available assessment data, will be emphasized

Prerequisite: PSY 700 and 705

PSY 747

Biofeedback Training and Self-Regulation

3 credits

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

3 credits

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

3 credits

This course will provide an overview of mind-body theory and the biopsychosocial model of health and illness. A basic conceptualization and formulation of stress and related constructs will be provided, and the role of physiological, cognitive, behavioral, emotional, personality, and social/interpersonal factors in the stress-illness relationship will be explored. An introduction to stress assessment and stress management strategies will be provided.

Prerequisite: PSY 701

PSY 754

Theory, Research and Practice of Behavior Management

3 credits

The fundamental theoretical constructs, research findings and practical applications of behavioral management are addressed. The techniques of behavior modification and their applications to various clinical problems are presented and examined. Particular reference is made to the research and practical issues regarding the use of behavior management procedures in rehabilitation, with the severely mentally impaired and with children and adolescents.

PSY 757**Neuropsychology I - Fundamentals of Neuropsychological Assessment****3 credits**

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: PSY 701***PSY 758****Neuropsychology II - Administration and Interpretation of Comprehensive Batteries****3 credits**

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 759****Advanced Seminar in Clinical Geropsychology****3 credits**

This course will explore issues salient to older adults and their mental health. Topics to be discussed include assessment and psychotherapy of older adults, medical, social, legal and financial considerations, coping with changing life roles, normal vs. healthy aging, aging in place and healthcare placement, common psychological disorders in adults including depression, dementia, and delirium and relationships of the intergenerational family. In addition, we will discuss the current perception of psychology by the current "older" cohorts and society's perception of the older adult.

*Prerequisite: PSY 742, 751 or permission of instructor***PSY 760****Advanced Family Therapy****3 credits**

An advanced course that will review the theory, research, techniques and process of contemporary couples and family therapy. To assess the efficacy of the various approaches covered, the research base demonstrating empirical support will be explored, a range of applications will be considered and the consistency of theory and practice determined.

*Prerequisite: PSY 700 and 705***PSY 762****Advanced Seminar in Clinical-Child and Family Psychology****3 credits**

An advanced seminar on issues of theory and practice in contemporary child-clinical and family psychology. Focal topics will be announced and resource speakers with expertise in those areas will be invited to participate. Students will be assigned

to each speaker and will be expected to prepare the class for each presentation. Disciplined and thorough literature reviews will be stressed

*Prerequisite: PSY 760***PSY 765****Child and Adolescent Psychotherapy****3 credits**

An advanced course focusing on issues of theory and practice in child and adolescent psychotherapy. The focus of study will be on those interventions with demonstrated empirical support. Both individual and systemic approaches will be carefully examined and considered. Special attention will be given to issues of diversity and its impact on working with children, adolescents and their families.

*Prerequisite: PSY 760***PSY 770****Psychological Measurement and Statistical Analysis****3 credits**

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****3 credits**

The focus of this course will be upon developing an understanding of research design and development of those skills necessary for the implementation of a research project. In particular, students will develop and have an understanding of issues, concepts and procedures in clinical efficacy and effectiveness research.

*Prerequisite: PSY 770***PSY 772****Clinical Dissertation Seminar I: Project Initiation****3 credits**

This course will focus on developing a dissertation idea as well as an in-depth presentation and discussion of advanced techniques in statistical analyses and research strategies. 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****3 credits**

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

3 credits

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

3 credits

The first of two practica 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

3 credits

Designed to prepare students for the role of mental health consultant and educator, this course will pay particular attention to the dynamics of working with groups in a variety of settings including schools, community agencies, and private government agencies and making effective interventions at a systemic level. A range of exercises will be utilized to give each student an opportunity to become familiar with and practice interventions specific to his/her concentration. The student should have completed the first practicum before enrolling in this course.

PSY 785

Introduction to Professional Practice, Ethics and Conduct

3 credits

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

Advanced Issues in Assessment and Treatment of Diverse Populations

3 credits

This course is intended to sensitize students to the special assessment and treatment needs of diverse populations including gender, racial and ethnic groups, and individuals of varying sexual orientations. Specific focus will be placed on research and practice in the area of culturally sensitive assessment and treatment methods.

PSY 787

Supervision and Management

3 credits

This course will stress the supervisory and case management roles and the student's ability to be a leader and catalyst in these processes. The student should have completed the first practicum before enrolling in this course.

PSY 788, 789

Doctoral Practicum II/Practicum Seminar II

3 credits

The second of two practica 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

3 credits

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 800, 801, 802

Full time Clinical Internship

9 credits

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 2000. 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, 874

Part-time Clinical Internship

9 credits

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 2000. See Practicum and Internship Manual included in the Student Handbook for details.

With Permission of Director of Clinical Training

Post Baccalaureate Certificate Programs

La Salle University offers a variety of post-baccalaureate programs for students who want to build upon their current degrees with specialized certificate training.

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 (see pages 42-46), and certification in Teaching English as a Second Language (ESL). For more information, call 215/951-1593.

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.

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 five La Salle University graduate courses in Communication. Certificate specializations can be attained in the following areas: Public Relations, Organizational Communication, Mass Communication and General Professional Communication.

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 at 215/951-1430.

School Nurse Certificate

The La Salle School Nurse Certificate Program prepares nurses to serve children from infancy to 21 years of age in school settings. The specific programmatic focus is the needs of school aged children and adolescents. School nurses provide preventive health teaching and manage primary health care needs. They deliver services that improve the health status of children based on the principle that healthier children achieve greater academic success. La Salle's School Nurse Certificate Program enables registered nurses who have earned baccalaureate degrees in nursing to prepare for and receive initial certification as school nurses.

Wound, Ostomy, and Continence Nursing Education Program

Through the School of Nursing's Wound, Ostomy, and Continence Nursing Education Program (WOCNEP), nurses are prepared to provide acute and rehabilitative care for people with disorders of the gastrointestinal, genitourinary, and integumentary systems. WOC nurses provide direct and consultative care for persons with abdominal stomas, wounds, fistulas, pressure ulcers, and incontinence problems. La Salle's WOCNEP enables registered nurses who have baccalaureate degrees to prepare for and receive initial certification as WOC nurses.

Clinical Research Operations Certificate Program

This four-course program readies baccalaureate-prepared health care professionals, including registered nurses and pharmacists, for employment opportunities in the pharmaceutical industry in relation to clinical trials. The professionals who complete the certificate program will become an integral part of the research and development process of new drugs, biologicals, and medical devices in the pharmaceutical and biotechnical

industries as well as the academic health centers supporting clinical investigations.

Certificate in Nursing Informatics

This six-course program provides nurses with advanced skills in the methods and technologies of information management in nursing and health care. Baccalaureate educated registered nurses are instructed in data processing and management, programming and problem solving. Systems designs and ethico-legal and social issues in computerized information management are examined.

Certificate in Gerontology

This is a sixteen-credit interdisciplinary certificate program for all professionals in health and human services who are interested in various careers that provide services to older adults. **Courses in this certificate program may be taken as pre-baccalaureate or post-baccalaureate.**

Post-Master's Certificate Options are also available in all MSN tracks:

Clinical Nurse Specialist – Adult Health and Illness, Nurse Anesthesia, Nurse Practitioner – Primary Care of Adults, and Nurse Practitioner – Primary Care of Families. Public Health Nursing, and Nursing Administration/MBA. For more information, contact the School of Nursing at 215-951-1413.

Post Master's Certificate in Nursing Education

This ten credit certificate program prepares advanced practice nurses to teach their area of expertise in classroom and clinical settings. Two courses are didactic and can be taken as electives while in a MSN degree track program. The third course is a teaching practicum that can take place in either an undergraduate nursing program or in staff development. For more information, see the Master of Science in Nursing section of this catalog.



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Important phone numbers

Main Campus

Administrative Services	215/951-1371
Alumni Office	215/951-1535
Art Museum	215/951-1221
Athletic Department	215/951-1516
Bookstore	215/951-1395
Building Blocks Child Development Center	215/951-1572
Bursar's Office	215/951-1055
Career Services	215/951-1075
Community Development	215/951-1916
Connelly Library	215/951-1292
Continuing Studies	215/951-1234
Counseling Center	215/951-1355
Dean of Students	215/951-1017
Dean, School of Arts & Sciences	215/951-1042
Dean, School of Business	215/951-1040
Dean, School of Nursing	215/951-1430
Food Services	215/951-1388
ID/Gold Card Office	215/951-1578
Information Technology	215/951-1045
Multicultural and International Center	215/951-1374
Registrar's Office	215/951-1020
Security Office	215/951-1300
Emergencies	215/951-1111
SEPTA Information	215/580-7800/7777
Student Financial Services	215/951-1070
Student Health Center	215/951-1565

Bucks County Center

General Information	215/579-7335
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Fall Semester

August 18 – 20	Undergraduate registration
August 19 and 20	Graduate registration
August 21	Opening Convocation
August 25	Undergraduate and Graduate classes start
August 29	Last day for late registration and change of roster
September 1	Labor Day Holiday
September 12	Last day for filing Pass/Fail option
October 5	Honors Convocation
October 20 and 21	Undergraduate and Graduate mid-semester holidays
October 27	Mid-semester grades due
October 27 – 29	Senior pre-registration for Spring, 2003
October 31 – November 4	Junior pre-registration for Spring, 2003
November 6 – 10	Sophomore pre-registration for Spring, 2003
November 12 – 14	Freshman pre-registration for Spring, 2003
November 26 – 28	Undergraduate Thanksgiving holidays
November 26 – 29	Continuing Studies and Graduate Thanksgiving holidays
December 5	Day Classes end
December 8 – 12	Day Final examinations
December 8 – 13	Continuing Studies and Graduate final exams
December 13	Supplementary Examination Date
December 17	Fall semester grades due

Spring Semester

January 12-16	Continuing Studies and Graduate late registration
January 12-15	Day late registration
January 12	Undergraduate and Graduate classes start
January 16	Last day for late registration and change of roster
January 19	Martin Luther King Jr. Holiday
January 30	Last day for filing Pass/Fail option
March 1 – 5	Day mid-semester holiday
March 1 – 5	Continuing Studies and Graduate mid-semester holiday
March 8	Mid-semester grades due
March 22 – 24	Junior pre-registration for Fall, 2003
March 30	Last day for withdrawal with “W” grade
March 31 – April 2	Sophomore pre-registration for Fall, 2003
April 6 – 8	Freshman pre-registration for Fall, 2003
April 9 and 12	Easter holidays
April 10	Continuing Studies and Graduate Easter holiday
April 12	Continuing Studies and Graduate classes meet
April 26 – May 1	Continuing Studies and Graduate final exams
April 23	Day Classes end
April 26 – April 30	Day Final examinations
May 3	Graduating students’ grades due
May 5	Spring semester grades due
May 8	Baccalaureate Liturgy
May 9	Commencement

2003

AUGUST	S	M	T	W	T	F	S
	3	4	5	6	7	1	2
	10	11	12	13	14	8	9
	17	18	19	20	21	15	16
	24	25	26	27	28	22	23
	31					29	30
SEPTEMBER	S	M	T	W	T	F	S
	7	1	2	3	4	5	6
	14	8	9	10	11	12	13
	21	15	16	17	18	19	20
	28	22	23	24	25	26	27
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OCTOBER	S	M	T	W	T	F	S
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NOVEMBER	S	M	T	W	T	F	S
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DECEMBER	S	M	T	W	T	F	S
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	28	22	23	24	25	26	27
		29	30	31			

2004

JANUARY	S	M	T	W	T	F	S
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G r a d u a t e C a t a l o g

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