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GRADUATE CATALOG

2007–2008



Philadelphia, Pennsylvania 19141
215.951.1500
www.lasalle.edu

NONDISCRIMINATION POLICY

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

ACCREDITATION AND MEMBERSHIPS

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

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

La Salle is also accredited by:

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

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

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

Regents of the University of the State of New York
Albany, NY 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

The Commission on Collegiate Nursing Education (CCNE)

One Dupont Circle, NW, Suite 530,
Washington, D.C. 20036
202.887.6791

Pennsylvania State Board of Law Examiners
5035 Ritter Road, Suite 1100,
Mechanicsburg, PA 17055
717.795.7270

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

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

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

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

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

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

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

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

al Association of Student Personnel Administrators, Association of College and University Housing Officers, and National Association of College and University Business Officers.

RIGHTS AND PRIVACY ACT PROVISIONS

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

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

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

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

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

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

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This catalog has been prepared for students, faculty, and officers of La Salle University and others wishing to know more about the University's academic programs. The information contained herein is accurate as of the date of publication (09/2007). However, the University reserves the right to make from time to time and without prior notice such changes in its academic programs as University administrators consider appropriate and in the best interest of La Salle University and its students. For updated changes, please consult the online version of this catalog, which is available at www.lasalle.edu/academ/descrip.htm.

Mission Statements

La Salle University Statement of Mission

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

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

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

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

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

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

Mission Statement for Graduate Studies

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

Graduate programs have been available at La Salle from the earliest days of its existence. The more modern development of graduate education

on our campus began in 1950 in response to the needs of the sponsoring religious congregation, the Christian Brothers. That year saw the introduction of the master's program in religion, initially introduced to train the young Brothers in theology.

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

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

Standards for Graduate Education

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

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

Academic Policy

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

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

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

Academic Standing

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

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

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

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

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

Grading

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

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

W indicates an authorized withdrawal from a course unit after the trimester has commenced.

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

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

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

Admission

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

Matriculation

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

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

International Student Admission

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

Student Responsibilities

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

Registration for Courses

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

Withdrawals

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

FALL, SPRING, AND FULL-TERM SUMMER SEMESTERS

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

ACCELERATED AND SIX-WEEK SUMMER SEMESTERS

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

INTERSESSION SEMESTER

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

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

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

Leave of Absence

Students are encouraged to remain active in their graduate studies. However, those who will not be attending for two or more consecutive

terms must notify the director of their program and request a leave of absence in writing. Students not enrolled for six consecutive terms (including summer) and who have not been given a written leave of absence will be administratively inactivated from the program.

Readmission

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

Transfer of Credit

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

Graduation

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

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

Student Rights and Grievance Procedure

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

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

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

- a. The student must initiate the complaint procedure with the instructor before or within the first two weeks of the next regular semester.
- b. After receiving an explanation from the instructor in the course, the student may make a formal complaint to the instructor, giving his or her reasons, in writing, for thinking that the grade was biased, whimsical, or capricious.
- c. If dissatisfied with the explanation that has been given, the student may appeal to the director of the appropriate program.
- d. The student has a further appeal to the appropriate dean, who will:
 - 1) Request a written statement from that student, which will contain a complete and detailed exposition of the reasons for the student's complaint. A response from the faculty member will then be requested.
 - 2) Advise and assist the student in a further attempt to resolve the problem at the personal level.
- e. If the student remains dissatisfied with the explanation that has been given, the student may initiate a formal appeal:
 - 1) The faculty member who is accused of bias, whimsy, or caprice may elect one of two procedures. The faculty member may request that the dean investigate the matter personally. In the alternative, the faculty member may request that a committee investigate the matter and reach a judgment on the merits of the complaint. In either case, the burden of proof shall be upon the complainant. Neither adjudicating forum (dean or committee) shall substitute his/her or its academic judgment for that of the instructor, but shall investigate and adjudicate only the complaint of bias, whimsy, or caprice.
 - 2) If a committee is to be established, the dean shall appoint the committee, consisting of two students and three faculty members. The two students and two faculty members shall, if possible, be from the graduate department responsible for the subject in which the grade was given. The third faculty member shall be from another graduate program.
 - 3) Should the designation of the review body (dean or committee) be delayed beyond a reasonable time, then the committee structure described in item 2 above will be convened and the question heard.
- f. If it is found that the grade given was neither biased, whimsical, nor capricious, the case will be dismissed. If it is found that the grade given was the product of bias, whimsy, or caprice, the review body (dean or committee) shall direct that a notation be entered on the student's transcript that the grade "had been questioned for cause and the recommendation had been made that it be changed because of apparent (bias, whimsy, or caprice)." The original grade, however, will remain a part of the transcript unless changed by the instructor.
6. A student shall be promptly informed if he or she is placed on any form of academic censure.

Seeking a Second Master's Degree

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

1. Credits transferred from programs in other accredited institutions may not exceed six in La Salle programs requiring 36 credits or less, or nine in La Salle programs requiring more than 36 credits.
2. All requirements for the degree in the second discipline are met to the satisfaction of the program director and dean.

3. Courses taken for the first degree and to count for the second degree are essential to meeting requirements of the second degree.
4. The total number of credits taken for the two degrees reach a minimum of 48 credits or the equivalent.

Student Services

Tuition, Fees, and Payment Options

Methods of Payment

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

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

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

Deferred Payment Plan

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

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

Third-Party Payments

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

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

Changes

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

Financial Assistance

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

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

Federal Stafford Loan

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

Additional Unsubsidized Stafford Loan

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

Veteran's Benefits

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

Late Payment Penalty

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

Transcripts

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

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

International Student Advising

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

Bucks County Center

La Salle University offers master's and undergraduate degree programs at its Bucks County Center in Newtown, Pa. The Center is located in the Silver Lake Executive Campus, approximately one mile from the Newtown-Yardley exit of I-95. This full-service educational facility includes traditional classrooms, seminar rooms, a psychological assessment lab, 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 (M.B.A.), Computer Information Science (C.I.S.), Information Technology Leadership (I.T.L.), Education, Clinical-Counseling Psychology, Nursing, Professional Communication, Theology and Ministry, and a combination Master of Science in Nursing and Master of Business Administration (M.S.N./M.B.A.) degree. 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 offers a combination of traditional library services and innovative library services, plus warm and inviting areas for students to study. The building, which opened in 1988 with seating capacity for more than 1,000 people, contains areas for quiet study spaces, various sized rooms designed to accommodate collaborative learning processes, and attractive lounge seating for leisure reading. Reference and circulation services are on the first floor, while audiovisual materials on the lower level include more than 4,000 feature films, multimedia CD-ROMS, and instructional materials for education students. A Special Collections area on the second level contains manuscripts, rare books and videos on subjects such as the imaginative Representations of the Vietnam War, Imaginative Representations of the Holocaust, Trauma Literature, and Bob Dylan archives.

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

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

The Resource Center – Bucks County Center

Students taking courses 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 interlibrary loan materials to be delivered to the Bucks County Center for them to pick up.

Computing/Technology-Based Learning Facilities

Main Campus

Computer Labs and Technology

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

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

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

Academic Technology

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

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

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

Bucks County Center

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

Career Services

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

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

Housing/Community Development

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

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

Food Services

Main Campus

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

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

Bucks County Center

A limited variety of prepared salads, sandwiches, and snacks, along with Bucks County Coffee, are offered in the new 60-seat Bucks Cafe from Monday through Thursday from 4:30 to 8:30 p.m. When the cafe is not in operation, then vending machines located near the Cafe provide a wide variety of snacks, light meals, and beverages.

Health Services

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

Building Blocks: Child Development Center

Established on the Main Campus in 1973 by a group of La Salle faculty, students, and staff, Building Blocks is a privately incorporated NAEYC-accredited day care center housed on La Salle's Main Campus. Serving the immediate La Salle community and our neighbors beyond the campus, the center cares for some 50 children, whose ages range from 15 months to five years, during daytime hours. The trained professionals at Building Blocks also supervise work study students, volunteers, and students who

fulfill certain course assignments through projects at the center. Interested parents can call 215.951.1572 or 215.951.1573 for more information.

Security Services

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

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

Shuttle Bus Service

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

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

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

Parking

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

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

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

Identification Cards

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

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

Snow Numbers

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

Main Campus	2105
Bucks County Center, Newtown	2746
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 50-by-94-foot basketball floors, two regulation volleyball courts, a six-lane, 25-yard pool with diving well, a squash court, and a training room with sauna. Adjacent to Hayman Center is the Belfield Tennis Complex with six tiered and lighted tennis courts. Across 20th Street, McCarthy Stadium features a football field surrounded by a quarter-mile, all-weather track. There is also the Independence Blue Cross (or IBC) Fitness Center on the South Campus, which contains free weights, Nautilus equipment, and cardiovascular machines. From time to time, facilities may be closed for athletic events. For more information, contact the Athletic Department at 215.951.1527.

Art Museum

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



GRADUATE PROGRAMS

MASTER OF BUSINESS ADMINISTRATION

Faculty

Director, M.B.A. Program: Terry Jackson, M.Mgt., M.Ed.

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

Associate Professors: Buch, George, Grady, Kennedy, Leaby, Meisel, Mshomba, Paulin, Rhoda, Talaga, Tavana, Van Buskirk, Walsh, Welsh

Assistant Professors: Ambrose, Brazina, Chia, Cogan, Culp, Dynan, Fitzgerald, Jiang, Jones, LoPinto, Massimini, Nucera, Ratkus, Szabat, Wentzel, Zook

Lecturers: Brodsky, Bruce, Finnegan, Fleming, Fusco, Gallagher, Horan, Jackson, Kochanski, Lang, McAleer, McElroy, O'Neill, Sable, Shahmaei, Simon, West, Wong

Description of Program

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

Traditional M.B.A. 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 M.B.A. 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 M.B.A. 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 M.B.A. 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. We also offer a Saturday M.B.A. program at the Main Campus.

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

Admission Requirements

The Admission Committee of the M.B.A. 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 from all schools attended
- 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.

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 application documents be received 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 M.B.A. office if you have any questions.

Conditional Admission

A limited number of students with at minimum cumulative undergraduate G.P.A. of 3.0 may apply for conditional admission into the program. To qualify for conditional acceptance, a student must have a distinguished undergraduate background and provide all required admission documents. All conditionally accepted students will be required to take the GMAT examination in their first term in the M.B.A. program. Upon successful completion of the GMAT, students will be eligible for regular degree status.

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.

M.S.N.-M.B.A. Dual Degree Program

Students interested in obtaining an M.S. degree in Nursing and an M.B.A. 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/M.B.A. Program
La Salle University
Philadelphia, PA 19141
215.951.1057
Fax: 215.951.1886
E-mail: mba@lasalle.edu

Tuition and Fees 2007-2008

Application Fee	\$35
Tuition (per credit)	\$675
General University Fee (per semester)	\$85

Tuition Assistance

Full-time M.B.A. 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 Student Financial Services, La Salle University, Philadelphia, PA 19141, 215.951.1070.

The M.B.A. Curriculum

Students must complete between 33 and 48 credits (plus any or all of the Basic Skills courses) to complete the M.B.A. degree at La Salle University. The total number of credits to fulfill the requirements of the M.B.A. 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 M.B.A. Program attracts individuals with a wide variety of academic backgrounds and professional experiences, the following three courses (1 credit each) may be required:

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

Foundation

The purpose of the Foundation area is to provide students with a functional knowledge of business theory in the context of decision-making and leadership skills. The following five courses (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 M.B.A. programs, and supply a conceptual framework for the analysis of management decision making.

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

Specialization

All students will select a specialization and are required to complete three 700-level courses in the specialization area plus one three-credit elective course in the 700 level. Not all specializations are offered at all locations.

Specialization offerings are determined by student interest at each location. Students should contact the M.B.A. office for more information as to what is offered at each location.

Accounting

Finance

General Business Administration

Human Resource Management

International Business

Management

Management Information Systems

Marketing

Executive Perspectives

The following 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, summarize data into understandable form, use probability ideas in understanding data, infer and predict based on the always-limited available data, and use modern computers to aid in the process. Case studies and student-designed projects enhance the student's understanding of the practical application of statistical methods.

Prerequisites: MBA 502, MBA 503

MBA 625

EFFECTIVE AND EFFICIENT MANAGEMENT OF OPERATIONS

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

Prerequisite: MBA 620

MBA 630

FINANCIAL MARKETS

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

The Core

MBA 690

CREATING CUSTOMERS THROUGH EFFECTIVE MARKETING MANAGEMENT

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

Prerequisites: MBA 501

MBA 691

MANAGERIAL ACCOUNTING FOR DECISION MAKING, PLANNING, AND CONTROL

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

Prerequisites: MBA 502, MBA 615

MBA 692

FINANCIAL PERFORMANCE: CONTROL AND MEASUREMENT

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

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

Executive Perspectives

MBA 810

SELF-ASSESSMENT FOR LEADERSHIP

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

communication, power and influence, motivation, conflict management, empowerment, and team leadership. Each participant identifies skills he or she needs to develop and reports on efforts to develop those skills.

MBA 820

INFORMATION TECHNOLOGY FOR DECISION-MAKING

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

Prerequisite: Completion of all 500 level courses

MBA 830

FINANCIAL STATEMENT ANALYSIS

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

Prerequisites: MBA 690, MBA 691, MBA 692

Integrative Capstone

MBA 901

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

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

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

MBA 902

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

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

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

Accounting

ACC 704

PROBLEMS IN FINANCIAL REPORTING/INTERMEDIATE THEORY

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

Prerequisite: MBA 615

ACC 706

ADVANCED FINANCIAL ACCOUNTING

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

Prerequisite: ACC 704

ACC 734

ACCOUNTING FOR MANAGERIAL DECISION MAKING

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

Prerequisite: MBA 691

ACC 760

ADVANCED ACCOUNTING PROBLEMS

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

Prerequisite: ACC 704 or equivalent

ACC 761

TAXATION FOR BUSINESS PLANNING AND INVESTING

The course is an integration of financial theory and taxation to enable students to develop the ability to translate tax outcomes into cash flows.

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

ACC 772

AUDITING

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

Prerequisite: ACC 704 or equivalent

ACC 780
APPLIED RESEARCH IN BUSINESS

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

Prerequisite: Approval of adviser

ACC 782
ACCOUNTING SEMINAR

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

Prerequisite: ACC 704 or equivalent

Business Administration

BUS 776
LAW FOR THE BUSINESS MANAGER

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

Economics

ECN 722
INTERNATIONAL ECONOMICS

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

Prerequisite: MBA 610

Finance

FIN 735
SHORT-TERM FINANCIAL PLANNING AND WORKING CAPITAL MANAGEMENT

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

Prerequisite: MBA 692

FIN 746
ENTERPRISE RISK MANAGEMENT

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

that managing risk effectively is essential to corporate value, success, and survival.

Prerequisite: MBA 692

FIN 748
MANAGING FINANCIAL SERVICES ORGANIZATIONS

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

Prerequisite: MBA 692

FIN 764
PORTFOLIO MANAGEMENT

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

Prerequisite: MBA 692

FIN 765
INTERNATIONAL FINANCE

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

Prerequisite: MBA 692

FIN 766
PUBLIC FINANCIAL MANAGEMENT

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

Prerequisite: MBA 692

FIN 767
MERGERS AND ACQUISITIONS

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

Prerequisite: MBA 692

FIN 774
SPECULATIVE MARKETS

This course introduces the student to the world of speculative markets. Toward this end, students will study the key issues in options and futures

pricing and learn how to employ these assets to maximize investor utility. An examination of controversial issues in this area will be conducted. Students will write a research note on an important issue in the speculative markets field.

Prerequisite: MBA 692

FIN 776

EMPLOYEE BENEFIT PLANNING

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

Prerequisite: MBA 692

FIN 780

APPLIED RESEARCH IN BUSINESS

(SEE ACC 780 FOR GENERAL DESCRIPTION.)

FIN 784

SELECTED TOPICS IN FINANCE

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

Prerequisite: MBA 692

Management

MGT 728

MANAGEMENT IN THE PUBLIC SECTOR

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

MGT 730

MANAGEMENT OF NONPROFIT ORGANIZATIONS

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

MGT 736

ORGANIZATIONAL DESIGN: BEYOND THE FADS

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

MGT 739

MANAGING CULTURAL DIVERSITY IN THE WORKPLACE

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

Prerequisite: MBA 810

MGT 741

ORGANIZATIONAL DEVELOPMENT AND THE CONSULTING PROCESS

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

Prerequisite: MBA 810

MGT 742

ORGANIZATIONAL COMMUNICATION

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

Prerequisite: MBA 810

MGT 743

ENTREPRENEURSHIP

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

Prerequisite: MBA 630

MGT 744

POWER AND INFLUENCE

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

MGT 745

INTERNATIONAL MANAGEMENT

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

Prerequisite: MBA 630

MGT 752

MANAGERIAL SKILLS LABORATORY

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

Prerequisite: Permission of the professor, MBA 810

MGT 760

HUMAN RESOURCE MANAGEMENT

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

Prerequisite: MBA 810

MGT 761

EMPLOYMENT LEGISLATION

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

Prerequisite: MBA 810

MGT 762

COLLECTIVE BARGAINING

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

Prerequisite: MBA 810

MGT 763

THE ARBITRATION PROCESS

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

Prerequisite: MBA 810

MGT 768

TOPICS IN HUMAN RESOURCE MANAGEMENT

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

Prerequisite: MBA 810

MGT 769

HUMAN RESOURCE DEVELOPMENT

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

Prerequisite: MBA 810

MGT 780

APPLIED RESEARCH IN BUSINESS

(SEE ACC 780 FOR GENERAL DESCRIPTION.)

MGT 786

MANAGEMENT SEMINAR

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

Management Information Systems

Three courses are required for Specialization in Management Information Systems:

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

MIS 700

BUSINESS APPLICATIONS PROGRAMMING

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

Corequisite: MBA 820

MIS 705

EMERGING INFORMATION TECHNOLOGY

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

Corequisite: MBA 820

MIS 710

INFORMATION SYSTEMS ANALYSIS AND DESIGN

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

by working on a systems development project within an interdisciplinary group.

Corequisite: MBA 820

MIS 720

DATABASE MANAGEMENT

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

Prerequisite: MIS 710

MIS 730

ELECTRONIC COMMERCE FOR COMPETITIVE ADVANTAGE

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

Corequisite: MBA 820

MIS 775

PROJECT MANAGEMENT FOR INFORMATION TECHNOLOGY AND SYSTEMS

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

Corequisite: MBA 820

MIS 780

APPLIED RESEARCH IN BUSINESS

(SEE ACC 780 FOR GENERAL DESCRIPTION.)

MIS 785

DECISION SUPPORT AND DATA WAREHOUSE SYSTEMS

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

Corequisite: MBA 820

Marketing

MKT 730

MARKETING RESEARCH

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

Prerequisites: MBA 503, MBA 620, MBA 690

MKT 732

CONSUMER BEHAVIOR

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

Prerequisite: MBA 690

MKT 734

ADVERTISING AND PROMOTION MANAGEMENT

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

Prerequisite: MBA 690

MKT 738

SELECTED TOPICS IN MARKETING

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

Prerequisite: MBA 690

MKT 739

INTERNATIONAL MARKETING

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

Prerequisite: MBA 690

MKT 780

APPLIED RESEARCH IN BUSINESS

(SEE ACC 780 FOR GENERAL DESCRIPTION.)

MKT 788

MARKETING SEMINAR

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

Prerequisite: MBA 690

FULL-TIME MASTER OF BUSINESS ADMINISTRATION

Faculty

Director, Full-time M.B.A. Program: Elizabeth Scofield, M.B.A.

Professors: Barenbaum, Joglekar, Seltzer, Stickel, Tavana

Associate Professors: Grady, Szabat, Talaga

Assistant Professors: Ambrose, Brazina, Massimini

Description of Program

Accredited by AACSB International and built on a 25-year tradition of educating business leaders, La Salle University's Full-time M.B.A. 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 M.B.A. students will have opportunities to:

- Gain the communication, technical, and quantitative skills needed to be successful business leaders on every continent.
- Earn an M.B.A. in 12 months with a bachelor's degree in business.
- Earn an M.B.A. in 15 months with a bachelor's degree in a field other than business.
- Study abroad for one semester (optional).
- Attend classes with a diverse group of students.
- Participate in a lab designed to provide professional development to accelerate their career.
- Participate in international travel seminars to Europe and the Pacific Rim (optional).

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 Euromed Marseille, Marseille, France, University of Brighton, 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 four semesters (15-24 months).

Admission

The Admission Committee of the Full-time M.B.A. 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-year undergraduate degree or its equivalent from an accredited institution of higher learning to qualify for admission. The Admission Committee considers the above factors and attempts to achieve some reasonable geographic distribution among countries and continents

when accepting full-time M.B.A. 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 M.B.A. Office receive all required information by August 15th, December 15th, and July 15th for the fall, spring, and summer terms, respectively. International students' applications should be complete one month prior to the dates listed above.

All full-time M.B.A. applicants must submit the following documents:

- Application form (apply online by visiting www.lasalle.edu/mba)
- Application fee: \$35. The fee is waived for candidates who apply online.
- Test scores from the Graduate Management Admission Test (GMAT).
- Official transcripts from all institutions in the United States previously attended.
- Two letters of reference.

International Students

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

- Submit their test score from the Test of English as a Foreign Language (TOEFL) if their native language is not English and have their test score forwarded to the M.B.A. 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.
- Have their academic credentials evaluated by WES.
- Submit a Statement of Financial Responsibility Form, which may be obtained from the M.B.A. Office at La Salle.
- Submit a Summary of Educational Experience (resume).

Non-Degree Admission

A limited number of students with at least a cumulative undergraduate G.P.A. 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 Full-time M.B.A. Program. Upon successful completion of the GMAT, students are eligible for degree status and will be notified by the Full-time M.B.A. 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.

The Application for Admission may be obtained by contacting:

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

Tuition and Fees 2007-2008

Application Fee	\$35
Tuition (per semester)	\$8,150
General University Fee (per semester)	\$85
Late Registration Administrative Fee	\$75

One-Year M.B.A. Program

Students who participate in Option I or II complete the Full-time M.B.A. Program in 12 months. Designed for students with a bachelor's degree in business or a related field, this intensive option consists of 12 courses (36 credits) and a communication lab.

Option I

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

Option II

Option II students participate in the M.B.A. semester-long study abroad program. They attend La Salle University during the fall and summer semesters, and they study at Euromed Marseille in Marseille, France, University of Brighton in Brighton, England, or with another La Salle partner university for the spring term. Option II specialization choices include International Business, Marketing, Finance, or General Business Administration.

Two-Year M.B.A. Program

Students who participate in Options III and IV complete the Full-time M.B.A. Program in 15 or 24 months. Designed for students who do not have an undergraduate degree in business, these options feature 16 courses (48 credits) and a communication lab.

Option III

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

Option IV

Option IV students participate in study abroad for a full semester, spending three semesters at La Salle University and one semester at Euromed Marseille in Marseille, France, University of Brighton in Brighton, England, or one of La Salle's partner institutions. Option IV specialization choices include International Business, Marketing, Finance, or General Business Administration.

The Full-time M.B.A. Curriculum

The structure of La Salle's Full-time M.B.A. Program is composed of five sections: 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 M.B.A. degree at La Salle University. The total amount of credits to fulfill the requirements of the M.B.A. degree depends upon the student's academic background.

Course Descriptions

Foundation

MBA 610 BUSINESS ECONOMICS

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

MBA 615 FINANCIAL ACCOUNTING: A CUSTOMER FOCUS

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

MBA 620 STATISTICAL THINKING FOR MANAGERS

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

MBA 625 EFFECTIVE AND EFFICIENT MANAGEMENT OF OPERATIONS

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

MBA 630 FINANCIAL MARKETS

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

of payments are analyzed. The governmental impact on financial markets, manifested through monetary and fiscal policy and regulation, is also covered. An introduction is given to the concept of financial asset valuation and the time value of money. The emphasis is on the significance of these elements for conducting the financial affairs of businesses.

The Core

MBA 690

CREATING CUSTOMERS THROUGH EFFECTIVE MARKETING MANAGEMENT

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

Prerequisites: MBA 501

MBA 691

MANAGERIAL ACCOUNTING FOR DECISION-MAKING, PLANNING, AND CONTROL

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

Prerequisites: MBA 502, MBA 615

MBA 692

FINANCIAL PERFORMANCE: CONTROL AND MEASUREMENT

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

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

Executive Perspectives

MBA 810

SELF-ASSESSMENT FOR LEADERSHIP

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 M.B.A. Program Director. Please note that the specializations below are not available in all four of the program options.

Accounting

Finance

General Business Administration

International Business

Management

Management Information Systems

Marketing

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

MASTER OF ARTS IN CENTRAL AND EASTERN EUROPEAN STUDIES

Faculty

Director: Bernhardt Blumenthal, Ph.D.

Professors: Blumenthal, Mshomba, Rudnytzky (*emeritus*)

Lecturers: DePaulo, Grugan, LaMonica, Obst, Popp, Rudnytzky, Sarkisian, Thomas, Turzanski

Description of Program

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

Admission Requirements

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

1. Evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education, or the completion of 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.

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 2007-2008

Application fee	\$35
Tuition (per credit)	\$550
General University fee (per semester)	\$85
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 (M.A. thesis)
3. Completion of 30 credit hours (up to six semester credit hours may be transferred from another institution)

Course Descriptions

(All courses listed are 3 credits each)

CES 510-517

IMMERSION PROGRAM IN GERMAN/RUSSIAN LANGUAGE STUDIES

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

CES 605

INTELLIGENCE/SECURITY POLICY: CENTRAL/EASTERN EUROPE 3 credits

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

CES 611-612

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

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

CES 610**INTRODUCTION TO ECONOMICS: CENTRAL AND EASTERN EUROPE**

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

CES 620-621**TOPICS IN EASTERN EUROPEAN CULTURES**

These courses are a survey of the national cultures of the peoples of Eastern Europe and an examination of cultural influences and convergences between East and West with emphasis on modern times. These courses also provide an examination of national cultures within empires, national cultures of under Marxism, and the political and cultural freedom of more recent times. Topics include: Contemporary Europe and the Slavic East; the Cultures of the Eastern Slavs; Modern Polish Culture; Russian Civilization in Transition; 20th-Century Russian Arts; and the Culture of Judaism in Eastern Europe. Topics vary from semester to semester. May be repeated for credit if material is essentially different.

CES 630-631**TOPICS IN SLAVIC LITERATURES**

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

CES 640-641**TOPICS IN GERMAN CULTURE**

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

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

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

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

These courses will analyze the issues surrounding the formation and dismantlement of what was known as the Eastern Bloc and its transformation into a region of developing democratic states. They will include an analysis of the ideological and historical underpinnings of

Communism and the formation of the Eastern Bloc. They will examine contemporary issues of intelligence and security. Topics include: Democratic Development of Eastern Europe; Espionage in Central/Eastern Europe: Cold War and Beyond; Contemporary Russian Politics; Russian Foreign Policy; Terrorist Trends in Central/Eastern Europe; Transnational Security Threats of Central/Eastern Europe; and Central/Eastern European Security Policy. Topics vary from semester to semester. May be repeated for credit if material is essentially different.

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

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

CES 680**OPPORTUNITIES IN CENTRAL AND EASTERN EUROPEAN MARKETS**

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

CES 690**CENTRAL AND EASTERN EUROPE IN THE WORLD ECONOMY**

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

CES 695**INTELLIGENCE/SECURITY POLICY SEMINAR**

3 credits

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

CES 700-701**CAPSTONE SEMINAR**

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

through the International Education Coordinator and comply with all immigration regulations regarding CPT.

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

Director

Bernhardt Blumenthal, Ph.D.

Faculty

Professor: Blumenthal

Adjunct Faculty: Popp, Sarkissian, Thomas, Turzanski

Description

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

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

Admission Requirements

U.S. Students

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

International Students

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

Tuition and Fees

Application fee - \$35

Tuition (per credit) - \$550

General University fee (per semester) - \$85

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

Certificate Requirements

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

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

CES 611-612

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

Sample topics include:

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

CES 660-661:

TOPICS IN CENTRAL AND EASTERN EUROPEAN POLITICS

Sample topics include:

- Democratic Development of Eastern Europe
 - Espionage in Central/Eastern Europe: Cold War and Beyond
 - Contemporary Russian Politics
 - Russian Foreign Policy
 - Terrorist Trends of Central/Eastern Europe
 - Transnational Security Threats of Central/Eastern Europe
 - Central/Eastern European Security Policy
- Seminar Course: CES 695

MASTER OF ARTS IN CLINICAL-COUNSELING PSYCHOLOGY

Faculty

Director: John J. Rooney, Ph.D.

Director, Gwynedd-Mercy Campus, Graduate Psychology Program: Donna Tonrey, Psy.D., LMFT

Director, La Salle University Community Center for Counseling and Psychological Services: Andrew Wolanin, Psy.D.

Professors: Burke, Gardner, Rooney (*emeritus*)

Associate Professors: Armstrong, Collins, Falcone, Nguyen, Smith

Assistant Professors: Cardaciotto, Fingerhut, McClure, McMonigle, Montague, Moon, O'Hea, Wilson

Lecturers: Boyll, Conway, Cosby, Dematatis, Diorio, Dorlaie, Erb, Fina-Dignan, Hannigan, Hess, Hoffer, Lomauro, Lucas, McFadden, Maida, E. Marks, D. Marks, May, Nines, Rodriguez, Santone, Silverman, Slowinski, 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 G.P.A. 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 online applications.
5. Work experience (paid or volunteer) in an area related to one of the Clinical-Counseling Psychology concentrations.
6. A statement of interest and intent indicating the applicant's educational and career goals.

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

Phone: 215.951.1767

Fax: 215.991.3585

E-mail: psyma@lasalle.edu

Web site: www.lasalle.edu/academ/grad/counseling/counseling.htm

Tuition and Fees 2007-2008

Application fee	\$35*
Tuition (per credit)	\$550
General University fee (per semester)	\$85
Late Registration administrative fee	\$50
*(waived for online 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 10 clients and generous exposure to a range of support activities. 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
Core Courses	
PSY 500 Introduction to Counseling and Psychotherapy	3
PSY 502 Counseling Laboratory I	3
PSY 503 Psychopathology	3
PSY 504 Human Behavior: A Developmental Perspective*	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 One of the Following Two		
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
All of the Following		
PSY 602	Advanced Counseling Lab	3
PSY 679	Personality Assessment	3
PSY 660	Counseling Practicum	
PSY 661	Professional/Ethical Issues in Counseling	3
PSY 680/81/82	Internship	6
PSY 690/91/92	Professional Seminar	3

Total 48

CERTIFICATE PROGRAM IN PROFESSIONAL COUNSELING (Additional 12 Credit Hours)

From the above listed courses or the following courses		
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 614	Working with Families	3
PSY 624	Marital Therapy	3
PSY 626	Child in the Family Context	3
PSY 628	Understanding Relationships	3
PSY 670	Sex Therapy	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/TP)	3
PSY 628	Understanding Relationships (F/TR)	3
PSY 634	Addictions & the Family (F/TR)	3
PSY 680/81/82	Internship	6
PSY 690/91/92	Professional Seminar	3

Total 48

F/TR = Family Theory

F/TP = Family Therapy

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

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 (F/TP)	3
PSY 626	Child in the Family Context (F/TP)	3
PSY 641	Counseling Families in the Face of Loss (F/TP)	3
PSY 670	Sex Therapy (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 504	Human Behavior: A Developmental Perspective*	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 One of the Following Two

PSY 508	Cognition and Learning	3
PSY 515	Personality	3

All of the Following

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 (F/TR)	3
PSY 619	Ethnic, Gender, Class Issues in Counseling*	3
PSY 660	Counseling Practicum	3
PSY 661	Professional/Ethical Issues in Counseling	
PSY 680/81/82	Internship	6
PSY 690/91/92	Professional Seminar	3

Total 48

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

From the above listed courses or the following courses		
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 670	Sex Therapy	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 504 Human Behavior: A Developmental Perspective*	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 One of the Following Two

PSY 508 Cognition and Learning	3
PSY 515 Personality	3

All of the Following

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	4
PSY 690/91/92 Professional/Case Seminar	2

Total 48

Certificate Program in Professional Counseling (Organizational Option)

(Additional 12 Credit Hours)

From the above-listed courses or the following courses

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

All of the Following

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	4
PSY 690/91 Professional/Case Seminar	2

Total 48

Post B.A. Certificate Program in Addictions Counseling

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

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

Program Addictions Certificate

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

Total 18

Admissions Requirements

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

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

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

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

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

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

I/O Certificate Program

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

Total 18

Admissions Requirements

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

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

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

Electives

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

Pastoral Counseling

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

Counseling the Latino Population

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

Graduate Psychology in Bucks County and Montgomery County

Students are able to complete the full M.A. program at the La Salle University Bucks County Center in Newtown, Pa. At Gwynedd-Mercy College in Gwynedd Valley, Pa., students are able to complete the full program in Psychological Counseling. For other concentrations, students will have to take some courses at Main Campus or the Bucks County Center.

Course Descriptions

PSY 500 (Main: Fall) (Bucks and Gwynedd: 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, skills, and ethical standards needed to provide direct counseling and psychotherapeutic interventions for individuals, families, and groups.

PSY 502 (Main: Fall) (Bucks and Gwynedd: Spring)

COUNSELING LABORATORY I

3 credits

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

PSY 503 (Main: Spring) (Bucks: Fall) (Gwynedd: Summer)

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, FALL) (Bucks: Fall) (Gwynedd: Summer)

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 theories of personality and learning.

PSY 505 (Main: Spring) (Bucks: Fall) (Gwynedd: As Needed)

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: Spring, Summer) (Bucks: Summer) (GWYNEDD: FALL)

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 (Main: Fall) (Bucks: Summer)

COGNITION AND LEARNING

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, Summer) (Bucks and GWYNEDD: Spring)
 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)
 INFERENCE STATISTICS AND RESEARCH DESIGN
 3 credits

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

Prerequisite: 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 that 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) (Gwynedd: Fall)
 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 and identification and diagnosis of addiction, as well as the selection of appropriate processes of intervention.

PSY 515 (Main: Fall) (Bucks: Spring) (GWYNEDD: SUMMER)
 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 553 (Spring, Summer)
 BUSINESS BASICS FOR INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
 3 credits

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

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 that introduces students to the latest research technology and databases for advanced work in their major. Emphasis on research and communication skills, including oral presentations and written reports. (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 2005 and alternate years
 PROCESS OF THERAPEUTIC CHANGE
 3 credits

A clinical skills course that 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, Spring) (Bucks: Summer) (GWYNEDD: FALL)
 ADVANCED COUNSELING LABORATORY
 3 credits

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

Prerequisite: PSY 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, and 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, Summer) (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 that 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 2005 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 that emphasize enhanced maturity through insight.

Prerequisite: PSY 500

PSY 612 (Main: Spring, Summer) (Bucks: Summer) (GWYNEDD: FALL)

GROUP PROCESSES IN COUNSELING AND PSYCHOTHERAPY

3 credits

A course that 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)

WORKING WITH FAMILIES

3 credits

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

Prerequisite: PSY 505

PSY 616 (Main: As Needed) (Bucks: As Needed)

CONTEXTUAL FAMILY THERAPY

3 credits

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

PSY 619 (Main: Fall, Summer) (Bucks: Spring)

ETHNIC, GENDER, AND CLASS ISSUES IN COUNSELING AND PSYCHOTHERAPY

3 credits

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

PSY 624 (Main: Spring) Offered in 2004 and alternate years**(Bucks: Fall) Offered in 2005 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, such as the relationship history, communication patterns, sexual intimacy, and the "couple" relationship vs. the "parenting" relationship, 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.

Prerequisite: PSY 500

PSY 628 (Main: Spring) (Bucks: Fall)

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 2005 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; and certification, credentials, and licensing.

Prerequisite: PSY 512

**PSY 634 (Main: Fall) Offered in 2004 and alternate years
(Bucks: Spring) Offered in 2005 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

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 2005 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 2005 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 2005 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)
(GWYNEDD: 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 661).

**PSY 661 (Main: Fall, Spring, Summer) (Bucks: Fall, Spring, Summer)
(Gwynedd: Fall, Spring, Summer)**

PROFESSIONAL/ETHICAL ISSUES IN COUNSELING AND MARRIAGE AND 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, 681, 682 (Main: Fall, Spring, Summer) (Bucks: Fall, Spring, Summer) (Gwynedd: 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: Completion of 24 credit hours, including necessary skills courses.

PSY 690, 691, 692 (Main: Fall, Spring, Summer) (Bucks: Fall, Spring, Summer) (Gwynedd: Fall, Spring, Summer)

PROFESSIONAL SEMINAR/CASE SEMINAR

1 credit

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

Prerequisite: Same as PSY 680

MASTER OF SCIENCE IN COMPUTER INFORMATION SCIENCE

Faculty

Program Director: Margaret McCoe, M.S.

Professors: Longo

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

Assistant Professors: Catanio, Elliott, Highley, McCoe, Turk

Associate Faculty: Bien, Pasquale

Lecturers: Kiernan, Peterson, 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 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 programs, 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.

- The software engineering area includes the methodologies of the software development life cycle, as well as leadership and communication skills.
- The database area includes current database models, design, implementation, and access through structured query language, client/server, intranet databases, and n-tier architectures.
- The systems developer area addresses systems through an object-oriented approach and component programming.
- The 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 Project Management, E-commerce, Enterprise Resource Planning (ERP) systems, Data Warehouses, and shifts in programming paradigms.

The program emphasizes teamwork, interpersonal communication, and presentations. To address the dynamic nature of the field and the realization that there will always be a need for some self-training, this program encourages active student involvement and collaborative learning. Students are expected to participate in class discussions, to evaluate new software packages, to make formal presentations, and to do independent projects. The program prepares individuals for end-

user computing services by addressing both technical challenges and management skills. The program promotes the professional development of the student in the field of 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 adviser.

The program is offered at two convenient locations on Main Campus in Philadelphia and at the Bucks County Center in Newtown, Pa.

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, or physics. A minimum undergraduate G.P.A. of 3.0 will normally be required. The applicant must provide official transcripts from all undergraduate and graduate colleges and universities he/she has attended.
2. Appropriate background in computer science or a related discipline, or other equivalent training. On the basis of admissions credentials, students may be required to complete some foundation courses.
3. Two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in the program.
4. Acceptable score in the Graduate Record Examination (GRE) General Test or Miller's Analogies Test (MAT). The MAT can be taken at the La Salle University Counseling Center. Call 215.951.1355 for information about fee and appointment schedule. Original test results are required; photocopies will not be accepted.
5. A resume addressing one's educational and professional background.
6. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University. The fee is waived if the online application is used. See the program Web site.
7. Interview with member(s) of the Admission Committee. These are typically telephone interviews.

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

International students: An acceptable TOEFL test score is required of students whose undergraduate transcripts are from institutions outside the U.S. Transcripts/marksheets must be sent to the World Education Service (www.wes.org) for a course-by-course evaluation. 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 and written communication is an integral part of many courses, students must communicate clearly in English.

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

The Application for Admission may be obtained by contacting:

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

Tuition and Fees 2007-2008

Application fee.	\$35
Tuition (per credit)	\$630
General University fee (per semester)	\$85
Late Registration administrative fee	\$50

Tuition Assistance

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

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

Progression through the Program

Eleven to 14 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 Admission Committee determines the appropriate number of Foundation courses; 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 take a maximum of five Foundation courses (as specified by the Admission Committee) and four Core courses. Then students select one of three options to complete the program:

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

- 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)

- 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 project or paper, completed in one course (CIS 685) in a one-semester time period.

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

- 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.

Certificate Program in Computer Information Science

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

The Certificate is attained by the successful completion of three La Salle University graduate courses in applications technology development. If the candidate lacks sufficient background knowledge in a particular area, he/she may be required to complete one or more Foundation courses prior to beginning the certificate program. Each Foundation course adds an additional course requirement to the certificate program.

Certificate Requirements:

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

Courses (3 Courses, 9 credits) from

CIS 623	N-tier Architecture
CIS 624	Data Warehouses
CIS 625	Internet and Web Programming
CIS 627	Enterprise Data Management

Warranty Program

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

Foundation Courses

The purpose of the foundation courses is to provide students with a broad-based background in computing concepts and practice, as well as 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 development, 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.-C.I.S. office for more information as to what specialized electives are offered

at each location. A student may also use a course designated as a special elective to fulfill the elective requirement.

Software Engineering

CIS 615 Project Management for IT/IS

Databases

CIS 624 Data Warehouses

CIS 625 Internet and Web Programming

CIS 627 Enterprise Data Management

Systems and Developer

CIS 607 Computer Graphics

CIS 636 Advanced Computing with Java

Networking

CIS 645 Internet and E-Commerce Architecture

Additional Electives

Additional elective courses provide supplemental topics of current interest, such as security, intelligent systems technology, 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.-C.I.S. 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 646 Collaboration Technologies

CIS 655 Intelligent Systems

CIS 656 Electronic Commerce System Architecture

CIS 657 Computer-Based Training

CIS 658 Data Mining

Digital Arts Systems

CIS 628 Web Animation

Emerging Technologies

CIS 67x Special Topics in Computer Information Science

INL 631 Technology Architecture

INL 644 Data Security Technologies

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 adviser. Students may work on a capstone experience either individually or in a group. Some students partner with an external company or work on a project associated with their employer as a project deliverable for that company.

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

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

Students may earn either the B.A. or B.S. in Computer Science and the Master of Science in Computer Information Science (M.S. C.I.S.) by participating in the five-year program. The student would satisfy the

undergraduate Computer Science degree requirements for either the Bachelor of Arts or the Bachelor of Science during their first four years at the University, earning a minimum of 120 undergraduate credits, completing a minimum of 38 courses, while maintaining a G.P.A. of 3.0 or better. The student would then enter the Master of Science in Computer Information Science program. The M.S. C.I.S. Program is composed of Core, specialized electives, and free electives and/or capstone courses. Individual Foundation courses may be waived for those students entering with the B.A. or B.S. For successful completion of the master's degree, a student must earn a minimum of 33 graduate credits and maintain a G.P.A. of 3.0 or better.

Course Descriptions

Course descriptions for the I.N.L. courses are located in the M.S. Information Technology Leadership section and for the M.B.A. courses in the M.B.A. program section.

CIS 523

DATA PROCESSING AND DATABASE MANAGEMENT

3 credits

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

CIS 530

GRAPHICAL USER INTERFACES

3 credits

This course provides a foundation in designing and implementing graphical user interfaces (GUI) in Visual Basic .NET. In addition to learning to program a standard set of user-interface controls, there will be some emphasis placed on problem-solving and the object-oriented approach to programming. The Unified Modeling Language will be introduced as a means of communicating ideas about software design. In addition, principles of human-computer interaction will be considered as they pertain to the interface design.

Prerequisite: Programming skills in a high-level language

CIS 536

AN OBJECT APPROACH TO OPERATING SYSTEMS

3 credits

This course includes objects, object-oriented design, and object-oriented programming in C++ or Java along with 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). Also considered are accountability issues in software development.

Prerequisite: Programming skills in a high-level language

CIS 540

DATA COMMUNICATIONS AND INTERNETWORKING

3 credits

Lecture/theory course considers the current methods, practices, and standards used to enable communication on computer and voice networks. This includes a study of the physical layers, architectural layers, design, operation, management, and the ISO standards—with particular consideration given to many of the IEEE 802 standards, various protocols

in the TCP/IP suite, and telephony technologies. Both local and wide area networks are examined.

CIS 607
COMPUTER GRAPHICS
3 credits

This course covers fundamental concepts including: graphics primitives (points, lines, polygons), surfaces (primary and off-screen), frame-by-frame and sprite animation (time-dependent behavior), viewing and clipping, visual perception and color models, event-driven interaction, collision detection, scan conversion, and graphics file formats and compression techniques. Algorithms and data structures that are specific to Computer Graphics will be studied. Display and video adapter hardware will be studied. Libraries and application programming interfaces (APIs and SDKs) that are specific to creating graphics applications will be used to create custom applications.

Prerequisite: CIS 630

CIS 610
LEGAL, ETHICAL, AND SOCIAL ISSUES IN COMPUTING
3 credits

This course considers privacy both on- and off-line; legal background of intellectual property and e-mail; cryptography and encryption; effects of the September 11 attacks; ethics and codes of ethics; effects of computers on work and society; responsibilities and risks of computing, including computerized and Internet voting; and accuracy of information.

CIS 613
SOFTWARE ENGINEERING
3 credits

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

Prerequisites: CIS 523, CIS 530, MBA 810

CIS 615
PROJECT MANAGEMENT FOR IT/IS
3 credits

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

CIS 623
N-TIER ARCHITECTURES
3 credits

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

Prerequisite: CIS 523, CIS 530

CIS 624
DATA WAREHOUSES
3 credits

This course covers the use of large-scale data stores to support decision making; critical success factors in designing and implementing a data warehouse and management of a data warehouse project; requirements analysis; design using the star schema; entire data warehouse integration; infrastructure needs; data staging process including data cleansing and transformation; data access including On-line Analytic Processing (OLAP) tools. Also considered are introduction to data mining; analysis, evaluation, and selection of data warehousing 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, XML/XSLT, and scripting languages, e.g. Java Script, PHP, and ActiveX components. In addition, other topics such as ASP.NET will be covered.

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

CIS 627
ENTERPRISE DATA MANAGEMENT
3 credits

This course covers the design and implementation of enterprise-wide data-management systems, including an exploration of the internals of modern Relational Database Management Systems (RDBMS) servers. Topics include advanced use and administration of RDBMS servers and data integration across the enterprise. The course examines the impact of enterprise data management on both customized and package-based solutions such as Oracle.

Prerequisite: CIS 623

CIS 628
WEB ANIMATION
3 credits

This course involves current topics in Web animation, digital arts, and multimedia technologies.

Prerequisite: T.B.D.

CIS 630
COMPONENT-BASED PROGRAMMING
3 credits

This course studies software reuse. Applications and examples use the Microsoft environment and the component technologies COM and .NET. Topics include: the component object model; implementing a COM client and server; using the Active Template Library; key concepts of .NET;

meaning of a component in .NET; using C# to create a .NET client and component; and component-related aspects of .NET including delegates, events, and threads.

Prerequisite: CIS 536

CIS 636

ADVANCED COMPUTING WITH JAVA

3 credits

This course is a high-level introduction to Java for experienced programmers. Topics include: an overview of the basic syntax (including object-oriented concepts, interfaces, and exception handling) and semantics of Java, Java Files and Streams, Java Foundation Class (JFC, including the Abstract Window Toolkit, AWT, and Swing), Sockets, Threads, Pipes, Callbacks, Servlets, and Java Server Pages (JSP). Depending on interests and time, topics such as Applets, Java Database Connectivity (JDBC), Remote Invocation (RMI), Java Internet Networking Interface (JINI), 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 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 are also covered.

Prerequisite: CIS 540

CIS 645

INTERNET AND E-COMMERCE ARCHITECTURE

3 credits

This course covers technologies and approaches that support the design and implementation of Internet and E-commerce sites. Topics include hardware, networks, and server software such as Unix, Linux, and Windows for the foundation, Web site hosting using Apache or Internet Information Server (IIS), and database connections to Oracle, SQL Server, and MySQL. Also included are security and privacy technologies as well as integration between Web sites. The course covers both consumer and business issues with an emphasis on business issues.

Prerequisite: CIS 540, 643

CIS 646

COLLABORATION TECHNOLOGIES

3 credits

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

Prerequisites: CIS 523, CIS 540

CIS 655

INTELLIGENT SYSTEMS

3 credits

This course will examine intelligent systems technologies that have or may become practical for organizational use. Topics may include simple expert systems, case-based reasoning, machine learning, neural networks, genetic algorithms, fuzzy logic, and natural language processing. Students will be expected to use, understand, and evaluate intelligent systems technologies for practical use.

Prerequisites: Successful completion of two required courses from C.I.S. program

CIS 656

ELECTRONIC COMMERCE SYSTEM ARCHITECTURE

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 also will 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.

Prerequisite: CIS 523

CIS 657

COMPUTER-BASED TRAINING

3 credits

This course encompasses 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 include linear versus nonlinear control, interactive communication, and end-user assessment. Students will design and implement a project.

Prerequisite: CIS 630

CIS 658

DATA MINING

3 credits

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

Prerequisite: CIS 536 for CIS students and MBA 620 or its equivalent for ITL students.

CIS 670, 671, 672

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

This course covers 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. Students are required to deliver an oral presentation about the project. 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

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

Prerequisite: All Core courses

GRADUATE EDUCATION PROGRAMS

The Education Department provides a variety of programs:

- M.A. in Education
- M.A. in Education with Certification
 - Elementary and Special Education Certification
 - Secondary Education Certification
- Certificate in Teaching English as a Second Language (ESL)
- M.A. in Education with Certification as a Reading Specialist
- Certification as a Reading Specialist

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

MASTER OF ARTS IN EDUCATION

Faculty

Director: Greer M. Richardson, Ph.D.

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

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

Assistant Professor: Patrylo

Adjuncts: Buckley, Dougans, Rozycki, M. Vogel, Hughes, Sartori

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 an overall G.P.A. 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. Provide a personal statement of your interest in the program if requested.
7. Provisionally meet the criteria, both academic and professional, detailed later in this section under the heading "Candidacy Procedures for Teaching Certification."

The Application for Admission may be obtained by contacting:

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

Tuition and Fees 2007-2008

Application fee	\$35
Tuition (per credit)	\$540
General University fee (per semester)	\$85

Tuition Assistance

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

Progression Through the Program

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

Required for Degree:

- 30 graduate credits
- 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.
- G.P.A. of 3.0 and higher

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.)

- **EDC 602**
- **EDC 612**
- **EDC 615**
- **EDC 617**
- **EDC 618**
- **EDC 619**
- **EDC 642**
- **EDC 644**
- **EDC 650**
- **EDC 670**
- **EDC 673**
- **EDC 676**

Field Experience and Integrated Course Work:

Elementary and Special Education Certification Candidates

- Practicum I (Combines **EDC 643**, **EDC 659**, and **EDC 660**)
- Practicum II (Combines **EDC 664** and **EDC 661**)
- Professional Semester (Combines **EDC 662** and **EDC 679** or **EDC 669** and **EDC 679**)

Secondary Education Certification Candidates

- Practicum I (Combines **EDC 647** and **EDC 648**)
- Professional Semester (Combines **EDC 680** and **EDC 689** or **EDC 668** and **EDC 680**)

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 Core courses. These courses will address in depth the areas of expertise that are required by the regulations:

- English Usage and the Development of Linguistic Awareness, including instruction on the process of first and second language acquisition, the process of literacy development for second language learners, and the

required strategies that will assist English Language Learners (ELLs) in the different stages of second language acquisition.

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

Admission Requirements

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

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

Required Courses:

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

TEACHER CERTIFICATION THROUGH LA SALLE'S GRADUATE PROGRAM IN EDUCATION

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

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

Scope

Certification programs are offered to post-baccalaureate students intending to pursue Pennsylvania Instructional I certification in either Secondary Education or Elementary and Special Education. 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 fulfills all degree requirements.

Focus

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

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

Candidacy Procedures for Teacher Certification

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

Academic Requirements

Those who aspire to teach the young must themselves be accomplished scholars. Therefore, certification candidates must maintain "good academic standing" in the Graduate Program in Education. Good academic standing is defined in the general information portion of the Graduate Student Catalog. Additionally, certification candidates may not earn more than two grades below B level in certification course work, nor may their certification course work G.P.A. 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	
Secondary Education Candidates	test 20300

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

Plus

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

Field Experiences

(Requirements determined on individual basis)

Practicum I

- EDC 643
- EDC 659
- EDC 660

Practicum II

- EDC 646
- EDC 661

Professional Semester

- EDC 662 (ESE candidates with no teaching experience)
 - EDC 679
- OR
- EDC 669 (candidates with two or more years' teaching experience currently employed as teachers or teaching assistants and with approval of the Candidacy Committee)
 - EDC 679

Summary of Certification Requirements in Secondary Education

Certification Areas

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

Subject Area Courses

Determined on individual basis

Course Work in Pedagogy

Core

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

Plus

- EDC 602
- EDC 617

Field Experiences

(Requirements determined on individual basis)

Practicum I

- EDC 647
- EDC 648

Professional Semester

- EDC 668 (Candidates with two or more years' teaching experience currently employed as teacher)
 - EDC 680
- OR
- EDC 689 (candidates with no teaching experience)
 - EDC 680

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

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

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

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

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

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

Core Courses (15 credits)

- EDC 501 Cognitive Development
- EDC 601 Foundations of Education
- EDC 603 Curriculum Development
- EDC 695 Action Research and Educational Change
- EDC 697 Master's Action Research Project

Specialized Courses (12 credits)

- EDC 617 Reading In the Content Areas for Secondary Educators
- or
- EDC 618 Elementary Special Education Educators
- EDC 620 Literacy Difficulties: Assessment and Intervention

- **EDC 640** Literature for Children and Adolescents Across the Curriculum
- **EDC 648** The Literacy Coach: Improving the Teaching of Reading and Writing in the Content Areas

Practicum (6 credits)

- **EDC 651** Literacy Internship

(Summer Intensive Reading Program or Supervised reading experience in schools)

100-hour minimum

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

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

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

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

Specialized Courses (12 credits)

- **EDC 617** Reading in the Content Areas for Secondary Educators
- or **EDC 618** Reading in the Content Areas for Elementary/Special Education Educators
- **EDC 620** Literacy Difficulties: Assessment and Intervention
- **EDC 640** Literature for Children and Adolescents Across the Curriculum
- **EDC 648** The Literacy Coach: Improving the Teaching of Reading and Writing in the Content Areas

Practicum (6 credits)

- **EDC 651** Literacy Internship

(Summer Intensive Reading Program or Supervised reading experience in schools)

100-hour minimum

Eligibility of Non-Matriculated Students for Graduate Courses

Interested students, who are either (a) accepted students in other graduate programs, (b) students who currently hold a master's degree, or (c) students with a minimum undergraduate G.P.A. of 2.75, will be eligible to complete up to 6 credits of coursework in the Graduate Program in Education without matriculating into a graduate program.

After the completion of 6 credits, a student may matriculate into the Graduate Program in Education if (a) the student meets the criteria specified for entrance into the chosen program in the Graduate Program in Education and (b) the student has achieved at least a 3.0 G.P.A. in course work completed at La Salle University.

Course Descriptions

Core Courses

EDC 501 (F, S)

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)

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 510 (F, S, SUM)

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, SUM)

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 617 (F, S)

READING IN THE CONTENT AREAS FOR SECONDARY EDUCATORS

3 credits

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

Prerequisites: EDC 501, 502 or permission

EDC 618 (F, S)

READING AND WRITING IN THE ELEMENTARY-SPECIAL EDUCATION CLASSROOM

3 credits

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

Prerequisites: EDC 501, 502 or permission

EDC 619 (SUM)

IMAGES OF SCHOOLING AND CHILDHOOD IN LITERATURE, PAINTING, AND FILM

3 credits

The seminar will examine how concepts of schooling and childhood evolved in American and European culture from the 18th century to the present. The course will focus on how literature, painting, and film reflect these changing concepts as they relate to the following: progressive vs. traditional schooling; school as factory, temple, and town meeting; public

vs. private schooling; corporal punishment; moral education; childhood, heredity, and environment; and childhood, creativity, and imagination. The course will also include a field trip to the Philadelphia Museum of Art.

EDC 642 (F, S)

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 (S, 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 (F, S, SUM)

LANGUAGE ASSESSMENT AND SPECIAL EDUCATION OF ESL LEARNERS

3 credits

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

Prerequisites: BLS 600, BLS 601, or permission

EDC 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 DISCIPLINE (F)

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, 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, 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, 617, 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, 617, 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: Must be taken as final course in certification sequence.

EDC 669 (F, S)

ELEMENTARY AND SPECIAL EDUCATION SUPERVISED TEACHING/ TRANSITIONAL TEACHING

3 credits

This course can, with permission of the Candidacy Committee, replace student teaching for candidates with one or more years teaching experience who are also currently employed as teachers. For one semester, the supervised teacher is observed and guided by University faculty while teaching in his/her own current private or public school position. The supervised teacher also conducts an action research project. Required of all certification candidates who are not required to take student teaching.

Prerequisite: Must be taken as final course in certification sequence.

EDC 679 (F, S)

ELEMENTARY AND SPECIAL EDUCATION SPECIAL METHODS OF TEACHING

3 credits

Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates.

Prerequisite: Must be taken as final course in certification sequence.

Secondary Education Certification Candidates**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.

Prerequisite: EDC 617

EDC 648 (SUM)

SECONDARY EDUCATION SUMMER PRACTICUM

3 credits

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

Prerequisite: EDC 617

Practicum II (combines EDC 668 and EDC 679, or EDC 689 and EDC 679)**EDC 668 (S)**

SECONDARY EDUCATION SUPERVISED TEACHING (S)
3 credits

This course can, with permission of the Candidacy Committee, replace student teaching for candidates with two or more years teaching experience who are also currently employed as teachers. For one semester, the supervised teacher is observed and guided by University faculty while teaching in his or her own current private or public school position. The supervised teacher also conducts an action research project. (Must meet Commonwealth standards as appropriate for area of certification.) Required of all certification candidates who are not required to take student teaching.

Prerequisite: Must be taken as final course in certification sequence.

EDC 680 (S)

SECONDARY EDUCATION SPECIAL METHODS OF TEACHING
3 credits

Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates.

Prerequisite: Must be taken as final course in certification sequence.

EDC 689 (S)

SECONDARY EDUCATION STUDENT TEACHING
3 credits

Required of all certification candidates not eligible for Supervised Teaching.

Prerequisite: Must be taken as final course in certification sequence.

Reading Specialized Courses Descriptions**EDC 620**

LITERACY DIFFICULTIES: ASSESSMENT AND INTERVENTION

Prepares reading specialists to meet the needs of students who demonstrate significant problems in reading and writing. It prepares reading specialists to use diagnostic assessments as a basis for planning instruction. Emphasis is placed on understanding and analysis of reading problems and the design and implementation of instructional interventions in reading and language arts.

Prerequisites: EDC 501 and 618

EDC 640

LITERATURE FOR CHILDREN AND ADOLESCENTS ACROSS THE CURRICULUM
3 credits

Presents the reading specialist with techniques and strategies for presenting literature to children and adolescents and getting them to respond to it. Students interact with a wide variety of children's literature, to recognize notable authors and illustrators, and to develop an ability to critically analyze children and young adult literature from diverse perspectives. Students will examine, evaluate, discuss, and use literature and related non-print materials for children and young adolescents and explore strategies for using trade books across the curriculum and for introducing children to literature. Students develop an understanding for ways in which children's literature develops literacy and encourages young people to know the pleasure that can derive from reading good books. Materials for children, adolescents, and adults with limited reading abilities are covered.

Prerequisites: EDC 501 and 618

EDC 648

THE LITERACY COACH: IMPROVING THE TEACHING OF READING AND WRITING IN THE CONTENT AREAS
3 credits

This course promotes the concept that a specialist, serving as a school's literacy coach, can work effectively with secondary teachers to improve students' literacy skills as they study their content area subjects. Future specialists will learn to collaborate with content teachers as they make learning more lasting and meaningful. Strategies, techniques, and approaches will be demonstrated to show how more effective learning can take place without any appreciable loss of "content time."

Prerequisites: EDC 501 and 618

EDC 651

LITERACY INTERNSHIP PRACTICUM
6 credits

The literacy internship is the capstone experience for the program. Students will complete a minimum of 100 hours in an intensive summer reading program designed for children and adolescents. Students will be expected to apply concepts from their course work to their work with students who are struggling readers. Students will be expected to conduct literacy evaluations of students with mild, moderate, and severe reading or writing difficulties, design specific literacy instruction to meet student needs, implement instruction, and evaluate the effectiveness of the instructional techniques on literacy growth. Students will also be expected to choose literacy materials that are in line with students' instructional levels and to develop a literacy-rich and positive learning environment.

An alternate option for completing the required internship hours exists for those currently teaching in reading/literacy intensive positions. The director of the Graduate Programs in Education must approve this option.

Prerequisites: EDC 618, 620, and 640.

EDC 695

ACTION RESEARCH AND EDUCATIONAL CHANGE
3 credits

Focuses on developing education professionals' ability to critically reflect on problems arising in schools through developing, implementing, and analyzing action research projects. Students will be exposed to quantitative and qualitative methods of scientific research, define an area of focus relating to area of study, conduct a literature review, formulate an action research design, collect and interpret data, and synthesize research into a report format. Students will be introduced to publishing opportunities.

Prerequisites: EDC 620, 640, and 651

EDC 697

MASTER'S ACTION RESEARCH PROJECT
(1 credit, ongoing until project is completed)
3 credits

As a continuation of EDC 605: Action Research and Educational Change, students will be designing, conducting, implementing, and analyzing data collected from action research proposals began during the EDC 605 course. Students will be mentored as they engage in the research process. A final report of the action research will constitute a master's thesis.

Prerequisites: EDC 695 and 601

THE HISPANIC INSTITUTE OF LA SALLE UNIVERSITY

The Hispanic Institute of La Salle University encompasses an array of programs for study:

- M.A. in Bilingual/Bicultural Studies
- English as a Second Language Certificate
- Certificate in Translation

The description and requirements for each program are provided, followed by the course descriptions for all courses within the Institute.

MASTER OF ARTS IN BILINGUAL/BICULTURAL STUDIES (ENGLISH/SPANISH)

Faculty

Director: Luis A. Gómez, Ph.D.

Assistant Professors: Gómez, Ossa

Adjuncts: Carlo, Enriquez-Beitler, Hargrow, Jiménez-Corretjer, Kopec, Morante, Navarro, Schreiber, Swartz

Description of Program

The Master of Arts degree in Bilingual/Bicultural Studies is a part-time and/or full-time degree program (evenings) for educators and other professionals who work with the ever-growing Latino population of the Philadelphia area and the nation. The program is designed to provide extensive bilingual and bicultural instruction for law enforcement personnel, nurses and doctors, patient care hospital employees, social workers, court employees, human resources professionals, business professionals, lawyers, and paralegals, etc.

The program is flexible and may be tailored to fit the needs and interests of individual students.

The language component is individualized, and students are encouraged to apply regardless of their current proficiency level in the Spanish language.

Admission Requirements

To be accepted for admission into the program, a student must present for consideration the following documents and credentials:

1. Evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education. Only official transcripts will be accepted from U.S. colleges and universities. In the case of applicants who have graduated from foreign colleges and universities, "validating" documentation will be required.
2. Acceptable scores on the Miller Analogies Test (MAT). Arrangements to take this examination may be made with the Counseling Center at La Salle University. Please call 215.951.1355.
3. Two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in this program.
4. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University. Application for Admission may be filed online at no cost by accessing La Salle's Web site, www.lasalle.edu.

A paper application for Admission may be obtained by contacting:

Luis A. Gómez, Ph.D.
 Director, The Hispanic Institute
 La Salle University
 Philadelphia, PA 19141
 Phone: 215.951.1209
 Fax: 215.991.3546
 E-mail: gomez@lasalle.edu

Tuition and Fees 2007-2008

Application fee	\$35*
Tuition (per credit)	\$550
General University fee (per semester)	\$85
Late Registration administrative fee	\$50

* waived for online application

Tuition Assistance

A modest amount of need-based, tuition-reduction funding is available. Consult the Director of The Hispanic Institute for more details.

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

Core and Electives — Course Requirements

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

Depending on the student's linguistic skills in Spanish, candidates will be classified as "Advanced Language," "Not Advanced Language," or "Intermediate Language Proficient." Classification of a student will depend on past academic background and other linguistic life experiences. The student's classification will also be subject to the judgment of the Director of the program.

The curriculum for each of these three classifications will consist of the following courses:

Advanced Language Students:

Core Requirements

- BLS 508
- BLS 511
- BLS 512
- BLS 520
- BLS 600
- BLS 651
- Any Caribbean Lit. Course (3 credits)

Electives Requirements

- Any three courses (9 credits) offered by any of the programs within The Hispanic Institute

Intermediate Language Proficient Students

Core Requirements

- BLS 502 or 503 (depending on proficiency)
- BLS 504
- BLS 505
- BLS 508
- BLS 520
- BLS 600
- BLS 651

Electives Requirements

- For students commencing with BLS 502: Any two courses offered within The Hispanic Institute (6 credits)
- For students commencing with BLS 503: Any three courses offered within The Hispanic Institute (9 credits)

Not Advanced Language Students

Core Requirements

- BLS 501
- BLS 502
- BLS 503
- BLS 504
- BLS 505
- BLS 508
- BLS 520
- BLS 600
- BLS 651

Electives Requirements

- Any one course offered within The Hispanic Institute

CERTIFICATE FOR PROGRAM SPECIALIST—ENGLISH AS A SECOND LANGUAGE (ESL PROGRAM SPECIALIST)

Director

Luis A. Gómez, Ph.D.

Faculty

Assistant Professors: Gómez, Ossa

Adjuncts: Enriquez-Beitler, Hargrow, Kopec, Morante, Schreiber, 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 Core courses. These courses will address in depth the areas of expertise that are required by the regulations:

- English Usage and the Development of Linguistic Awareness, including: instruction on the process of first and second language acquisition, the process of literacy development for second language learners, and the required strategies that will assist English Language Learners (ELLs) in the different stages of second language acquisition.
- English as a Second Language (Instructional Materials and Development), which includes the design and implementation of ESL programs to assist ELLs in the acquisition of English and cognitive academic language skills. The student will be required to learn and be aware of various methods, strategies, research findings, and resources that address the educational needs of ELL in their learning process, including the use of computer technology. The acquisition of very specific knowledge concerning currently accepted/research-based ESL instructional methods and strategies designed to meet the instructional needs of ELLs will be required.
- Support Services for English Language Learners (ELLs), which provides extensive exposure to knowledge concerning effective assessment, including appropriate tools and practices, for identifying levels of language proficiency, acquisition, and content learning, as well as the means to monitor student progress. The student will be required to obtain extensive knowledge concerning the availability of school support services and the promotion of parental/family involvement

in the accomplishment and educational needs of ELLs, as well as a complete familiarity with educational programs and instructional activity adaptation for ELLs that require specially designed instruction pursuant to the Individuals with Disabilities Education Act.

- Development of Cultural Awareness and Sensitivity, where students will be required to become thoroughly informed of behaviors, beliefs, and attitudes of multicultural learners and families. Classroom and research activities will include the incorporation of knowledge of current methods and techniques for teaching English as a Second Language within a culturally/linguistically diverse student/family environment. Further, the student will become aware of techniques that may be employed to promote school staff's understanding and sensitivity toward cultures and languages other than the dominant culture/language in the United States.

Admission Requirements

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

1. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.
2. Possess a current and valid teaching certificate in some other area.

or

Have completed an approved teacher preparation program and successfully passed the requisite PRAXIS exams.

3. Completed the Application for Admission online (free of cost) or the paper Application for Admission, together with the required application fee of \$35.

A paper application for Admission may be obtained by contacting:

Luis A. Gómez, Director
The Hispanic Institute
La Salle University
Philadelphia, PA 19141
Phone: 215.951.1209
Fax: 215.991.3546
gomez@lasalle.edu

Tuition and Fees 2007-2008

Application fee.	\$35
Tuition (per credit)	\$530
General University fee (per semester)	\$85

Tuition Assistance

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

Core Course Requirements

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

- BLS 600
- BLS 601
- BLS 605
- BLS 606
- BLS 650

CERTIFICATE IN TRANSLATION: ENGLISH/SPANISH-SPANISH/ENGLISH

Director

Luis A. Gómez, Ph.D.

Faculty

Assistant Professors: Gómez, Toro, Ossa

Adjunct Faculty: Carlo, Enriquez-Beitler, Peale, Natalini

Description of the Program:

The curriculum for the CIT (Certificate in Translation) is designed to address three of the principal environments in which translations (English/Spanish-Spanish/English) are currently, and more intensely in the future, needed: that is, legal, health, and business environments. In addition, governing translation principles are also studied for application to language environments not covered by the program.

The program is flexible. A total of 18 credits (six graduate courses) are required to earn the Certificate. The order of the courses is only prescribed at the beginning and the end of the program. Intervening courses may be taken in the order desired by the student.

All courses are offered in the evenings with varied starting times from 5:30 p.m. to 6:15 p.m. All courses (fall and spring) require a minimum of three hours of classroom exposure. The fall and spring semesters have a 14-week duration. Summer sessions have a six-plus-week duration and require a minimum of six hours of classroom exposure per week.

Goals and Objectives of the Program:

The overall goals and objectives of the program are as follows:

- To acquaint students with the relatively new concept of Translation Studies by reading informed criticism in the theoretical field, thereby contextualizing the discipline in general terms.
- To fine-tune the students' knowledge of Spanish.
- To provide limited training in consecutive and simultaneous interpreting, insofar as these skills are required in most fields using translators in the United States, but not the intensive training associated with specialized interpreting work only.
- To develop the specialized vocabulary and concepts needed to work bilingually in law, business, and medicine in the U.S.
- To learn how to view both cultures, the Hispanic and the Anglo, from the inside and the outside so as to grasp the translator's place in a professional setting.
- To assist in the training of students in multicompetencies for employment purposes.
- Through the program, to keep pace with the need for linguistic specialists.
- To offer graduate credit, symbolizing academic achievement, to our students for the marketing of their translating skills.

Admission Requirements:

Candidates for admission to the Certificate in Translation program at La Salle University must meet the following admission standards:

- Applicant must have earned a bachelor's degree from an accredited university or college.

- An overall G.P.A. (Grade Point Average) of 3.0 or higher (as an undergraduate) is desirable.
- Two letters of recommendation from former professors (undergraduate or graduate) are required. If the applicant has been out of school for three years or longer, current or past supervisors may issue the letters of recommendation.
- The applicant must provide evidence of an "Advanced Level in Spanish." This may be determined in a variety of ways and, ultimately, it will be left to the discretion of the Program Director. Some typical indicators are: (1) when the applicant achieved, at the undergraduate level, a major, minor or double major in Spanish with a G.P.A. of 3.0 or higher; (2) when the applicant has secured working experience as a translator (Spanish-English); (3) when the applicant is able to demonstrate bilingual competency (Spanish-English) despite a lack of academic credits in language courses; (4) when the applicant has experienced immersion language skill acquisition at a foreign university program sanctioned by an accredited U.S. university and he/she has received a grade of "notable" (B) or better.

It is preferable (but not determinant) that candidates for admission to the CIT have working experience (voluntary or compensated) in a setting involving intercultural interaction. Typical kinds of experiences include community-oriented outreach programs, hospital volunteering, undergraduate/graduate internship at a place where Spanish is spoken and/or written as a matter of routine, part-time or full-time work at a school, business, law firm, or clinic/hospital where the use of Spanish was imbedded in the applicant's duties.

Finally, since the program is also intended to serve professionals that may already have experience in one of the areas of specialization (legal, medical, or business Spanish) but not the others, the recommendations required for these applicants may be supplied by the current/previous employer's appropriate supervisor.

A paper application for admission may be obtained by contacting:

Luis A. Gómez, Ph.D.
Director, The Hispanic Institute
La Salle University
1900 West Olney Ave.
Philadelphia, PA 19141
Phone: 215.951.1209
Fax: 215.991.3546
Email: gomez@lasalle.edu

Please note: Online (free of charge) applications for admission may be filed by accessing La Salle's Web site, www.lasalle.edu. "Paper" applications require a \$35 fee.

Tuition and Fees:

Tuition (per credit)	\$530
Reinstatement fee	\$50
General University fee (per semester)	\$85

Core Course Requirements:

The CIT has no elective courses.

All accepted students are required to take (as their first course) BLS 639. If a student is deemed to be extremely skillful, he/she may also take BLS 640 at the same time. BLS 641, 642, and 643 may be taken in any order but only after successfully completing BLS 639. BLS 700 will be taken last as the "capstone" course for the program.

- BLS 639
- BLS 640

- BLS 641
- BLS 642
- BLS 643
- BLS 700

Retention, Completion, and Certificate Requirements:

1. The program requires a minimum 3.0 G.P.A. (Grade Point Average). A student who falls below this standard at any time is automatically in academic jeopardy and subject to academic review by the Director. A student will be given the semester that follows to bring his/her G.P.A. to a 3.0.
2. In order to earn the Certificate in Translation, the student must successfully complete all six required courses with a 3.0 or better G.P.A.. There are no electives in this program. No course taken at another university/institution will be credited.
3. An accepted student to the CIT program will have a total of four academic years to complete the program. Only in extreme circumstances is a "leave of absence" granted. No leave of absence will be granted for more than one year. When a leave of absence is granted, the time period encompassing the leave of absence will not count toward the four years candidacy maximum.

Course Descriptions

BLS 501	Urban Spanish 1
BLS 502	Urban Spanish 2
BLS 503	Urban Spanish 3
BLS 504	Urban Spanish 4
BLS 505	Urban Spanish 5

These courses are intensive language courses taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. The courses use current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Instructors and others from the Latino community will develop new materials for the teaching of these courses. Tests evaluate oral and written competency of the candidate at each level.

BLS 508 WORKSHOPS AND SYMPOSIA

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

BLS 511 LANGUAGE AND CULTURE OF PUERTO RICO I

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

BLS 512 LANGUAGE AND CULTURE OF PUERTO RICO II

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

BLS 520 FIELD EXPERIENCE IN THE LATINO COMMUNITY

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

BLS 600 DYNAMICS OF CROSS-CULTURAL COMMUNICATION

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

BLS 601 TECHNIQUES OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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

BLS 602 HISTORY OF THE AMERICAS

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

BLS 603 LITERATURE OF THE SPANISH CARIBBEAN

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

BLS 604 CULTURAL PLURALISM AND PROBLEMS OF MINORITY GROUPS IN THE U.S.A.

Emphasizing Latinos but also focusing in general on race, ethnicity, language, and cultural and social stratification, this course analyzes

contemporary American opportunity, family and class structures, social mobility, migration, the so-called “culture of poverty,” urbanism, and related concepts and issues. Certain psychological dimensions, such as self-concept and the self-fulfilling prophecy, are also examined.

BLS 605

CURRICULUM AND DEVELOPMENT OF BILINGUAL PROGRAMS

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

BLS 606

MAKING LANGUAGE CONNECTIONS THROUGH CONTENT IN ESOL AND BILINGUAL CLASSROOMS

The major objectives of the course are to provide mechanisms for second language content delivery utilizing the sheltered class model, SIOP, “learning to learn” methods. The curriculum analyzes academic language in content and texts and discusses metacognitive processes and strategies that may be used in the classroom. Further, the role of learning styles and multiple intelligences are also examined and discussed; together with the rationale and structure of thematic units for lesson planning purposes. The integration of language objectives and “what’s difficult” for language learners is directed toward an authentic assessment of content and language.

BLS 607

ART AND CULTURE OF THE SPANISH CARIBBEAN

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

BLS 620

INDEPENDENT STUDY

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

BLS 635

MYTHS AND LEGENDS IN CARIBBEAN AND LATIN AMERICAN LITERATURE

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

BLS 639

ADVANCED SPANISH GRAMMAR AND SYNTAX

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

BLS 640

TRANSLATION STUDIES: THEORY AND PRACTICE

The first stage of the course is theoretical. Surveying statements on the art of translation will acquaint students with typical issues experienced by literary translators. Focusing on individual solutions to translation problems will heighten awareness of the challenges of working interculturally and independently. Reading essays on the process of translation will help students understand what the field of Translation Studies has come to mean in abstract terms. Using explanations of the history of translation and of current theories will help students to develop a broad perspective on the field as a whole as they begin to incorporate standard terms in their own usage.

The second stage of the course is practical. Newspaper articles will be examined as types of language posing different challenges that, when identified, prompt the appropriate stylistic choices for a translator. Discussion and collaborative in-class translations of examples of each type will complement the individual work done outside of class.

BLS 641

PROFESSIONAL USES OF SPANISH: MEDICAL

The topics and linguistic skills covered in this course include the following: vocabulary, oral practice (Spanish-English and English-Spanish), ethnical norms, health-care practices in the U.S., the Hispanic culture of the patient, role-playing, writing of a short medical script, observation at a local hospital with bilingual services, and supplemental readings on specific diseases or community health problems.

BLS 642

PROFESSIONAL USES OF SPANISH: BUSINESS

This course provides students the opportunity to translate a variety of texts, with emphasis on current world economic and financial issues, international trade, and business and economic forecasts. Students learn to apply basic concepts of economics and business to real-world texts, thereby improving their command of the technical terminology of these fields. Texts include printed and online promotional and informational material, as well as various types of business correspondence and transactions. The course also covers sectors of the business world in which consecutive interpretation is frequently used and emphasizes also sequential logic in note-taking and accurate terminology in delivery.

BLS 643

PROFESSIONAL USES OF SPANISH: LEGAL

A series of legal documents will be analyzed for their technical features in order to grasp some of the systemic and cultural complexities that need to be understood in order to bridge the gap between lawyer and client when Spanish and English are both involved in a common legal proceeding.

Deeds, lease agreements, liens, living wills, and power of attorney, all commonly used documents in the U.S. today, will be translated. Students will learn how to efficiently communicate with Spanish-speaking clients as well as to relay their verbal messages to a lawyer or a court. Through sight translation of written testimony, for example, letters or statements from clients, students will practice basic skills of court translating. Attention will be given to registers of speech (slang, police jargon, legal terms, norms for courtroom testimony). Typical sessions of client counseling and contract negotiations will be simulated in class, in teamwork, to practice this aspect.

EDC 650

LANGUAGE ASSESSMENT AND SPECIAL EDUCATION OF ESL LEARNERS 3 credits

This course provides an overview of federal, state, and local mandates regarding the assessment of ESL learners. Placement testing, standardized

assessment, performance assessment, rubrics, and portfolios will be addressed specifically. Issues in authentic assessment and assessment in the content areas will also be addressed. This course also helps students to understand the legislation that promotes individual rights for children and adults with disabilities, the special education classification and labeling process, and current trends in the education of children with disabilities. Students will analyze the impact that a handicapping condition has on the individual in learning and social environments.

Prerequisites: BLS 600 and BLS 601

BLS 651

MASTER'S PROJECT

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

BLS 678

TEXTO EN CONTEXTO: A PANORAMA OF PRESENT-DAY PUERTO RICO THROUGH SELECTED TEXTS

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

BLS 700

CONSECUTIVE AND SIMULTANEOUS INTERPRETING

The purpose of this capstone course is to acquaint translation students with the variety of ways they may be expected to handle language in the profession. Sight and speed translation, oral summary of a written text, conference interpreting of speeches, consecutive interpreting of interviews, dubbing, and simultaneous interpreting of various sorts will all be practiced. Whether treating familiar texts from previous coursework or handling new, unfamiliar texts (from the areas studied), students will use the same intensive approach. "Best practices" with problematic aspects will be stressed so as to train participants to resolve issues. In this final stage students will draw on knowledge and techniques taught as they also develop their note-taking methods and public-speaking skills.

Special Topics

As interest dictates, special courses may be introduced into the curriculum, treating specialized areas of study in bilingual/bicultural issues. In the past, these courses have included such topics as Techniques of Teaching English to Speakers of Other Languages (Reading and Writing Skills), Latinos and Mental Health, Latinos and Urban Economies, Special Programs in Teaching English to Speakers of Other Languages, Special Topics in Caribbean Literature, Language and Prejudice, and Introduction to Graduate Research.

MASTER OF ARTS IN HISTORY

Faculty

Director: George B. Stow, Ph.D.

Professors: Rossi, Ryan, Stow

Associate Professors: Desnoyers, Fair, Leibiger

Assistant Professors: Allen, Hanson, Jarvinen, Petrov

Description of Program

La Salle's M.A. in History program is different from all others in the Mid-Atlantic region in three distinct ways:

1. A Two-Track Program
 - M.A. in History for Educators (33 credits)
 - M.A. in History (30 credits)
2. A blending of traditional "readings" courses with primary-source based, historical analysis courses
3. A common required Core of seven courses
 1. HIS 510: Historiography
 2. HIS 610: Readings in American History
 3. HIS 620: Readings in European History
 4. HIS 630: Readings in World History
 5. HIS 640: Visualizing History
 6. HIS 650: Oral History
 7. HIS 660: Handling History
4. Students in the M.A. in History track have the option of either a comprehensive exam or writing a thesis.

These unique features of La Salle's M.A. program provide distinct opportunities to advance the careers of both practicing social studies teachers and aspiring graduate students in History. The appeal for all teachers with teaching certificates is that this program will broaden and deepen their knowledge of History in order to:

- Maintain active certification status (in conformity with Act 48).
- Reach the "highly qualified teacher" category by mastery of content knowledge.

Those students in pursuit of a traditional M.A. in History will also find La Salle's program attractive.

- The proposed M.A. curriculum in History is professional in nature and is designed as preparation for the doctorate and numerous professional careers.
- The historiography course, the three "readings" courses, and the two history electives will extend students' undergraduate preparation in these areas, and the three primary source-based historical analysis courses will provide excellent preparation for archival analysis, visual history, material culture, oral history, and interdisciplinary research that, collectively, has become the hallmark of doctoral-level courses in history, as well as most doctoral dissertations.

Certificate Option

Non-matriculating degree students will have the option of enrolling in a series of courses leading to a Certificate in one of three areas:

- European History
- American History
- World History
- Teaching Advanced Placement History

Under this plan, students will complete the following four courses:

History 510 (Historiography)

History 610, 620, 630 (one course in chosen area)

History Elective (area-specific)

History Elective (area-specific)
or
Teaching of Advanced Placement History

Students who earn a Certificate in one of the above areas may, with the approval of the Director, apply these four courses toward either the M.A. in History for Educators or the M.A. in History.

The Certificate option will appeal especially—but not exclusively—to those educators already well along in their teaching careers and interested in qualifying for either Act 48 or “Highly Qualified” status.

Admission Requirements

M.A. in History for Educators*

In most cases, candidates for admission to the M.A. program in History for Educators should have taken 18 hours of undergraduate course work in History or a related discipline, with a G.P.A. of at least 3.0. In addition, candidates must present transcripts of all undergraduate course work, three letters of recommendation, and a brief personal statement (250 to 500 words), along with evidence of one of the following: a currently valid teaching certificate; an acceptable score on the Graduate Record Examination General Test or the Miller Analogy Test; and an acceptable score on the Professional Knowledge section of the PRAXIS Test. (Native speakers of a language other than English must submit TOEFL scores.)

M.A. in History*

In most cases, candidates for admission to the M.A. program in History should meet the following admission criteria: 18 hours of undergraduate course work in History or a related discipline with a G.P.A. of at least 3.0; an acceptable score on the Graduate Record Exam General Test (native speakers of a language other than English must submit TOEFL scores); transcripts of all undergraduate course work; three letters of recommendation; a brief personal statement (250 to 500 words); and a writing sample (preferably from an undergraduate research paper).

* It should be noted that the stated admission requirements are construed as guidelines; the graduate admission committee fully recognizes that some candidates may present either credentials or prior experiences that lie beyond the parameters described above.

Certificate Option (12 credits)

Criteria for admission are an undergraduate degree in history, social studies education, or a related discipline. In addition, candidates will submit three letters of recommendation and complete an interview with the Program Director.

The Application for Admission may be obtained by contacting:

Dr. George B. Stow, Director
Graduate Program in History
La Salle University
Philadelphia, PA 19141
215.951.1097
E-mail: stow@lasalle.edu

Tuition and Fees 2007-2008

Application fee	\$35*
Tuition (per credit)	\$540
General University fee (per semester)	\$85
Late registration administrative fee	\$50
*(waived for online applications)	

Progression through the Program

Required for M.A. in History for Educators (33 Credits)

HIS 510	Historiography
HIS 610	Readings in American History
HIS 620	Readings in European History
HIS 630	Readings in World History
HIS 640	Visualizing History
HIS 650	Oral History
HIS 660	Handling History
HIS 690	Current Issues and Practices in Teaching
HIS 700	History Elective: Titles Vary
HIS/EDC	History/Education Elective
HIS 750	M.A. Project in Historical-Pedagogical Research

Required for M.A. in History (30 Credits)

HIS 510	Historiography
HIS 610	Readings in American History
HIS 620	Readings in European History
HIS 630	Readings in World History
HIS 640	Visualizing History
HIS 650	Oral History
HIS 660	Handling History
HIS 700	History Elective
NB: For comprehensive option: HIS 710 and HIS 760	
NB: For thesis option: HIS 770 and HIS 780	
HIS 710	History Elective
HIS 760	Seminar: Integration and Applications of Research Strategies Presented in Core Courses
HIS 770	Thesis Direction I
HIS 780	Thesis Direction II

Required for Certificate Option (12 Credits)

HIS 510	Historiography
HIS 610, 620, or 630 (one course in chosen area)	
History Elective (area-specific)	
History Elective (area-specific)	

Five-Year Bachelor's to Master's In History

Students may earn both the B.A. degree and the M.A. degree in History by participating in the University's Five-Year Program. Students would satisfy the undergraduate History major requirements during their first four years at the University, earning a minimum of 120 credits, of which a maximum of six may be graduate credits, completing a minimum of 38 courses, while maintaining a G.P.A. of 3.0 or better. Upon completion of the B.A. degree, students may then enter the M.A. in History program by completing the remainder of the full degree requirements.

Course Descriptions

HIS 510

HISTORIOGRAPHY: INTRODUCTION TO RESEARCH AND HISTORIOGRAPHY

HIS 610

READINGS IN AMERICAN HISTORY

This seminar, which covers central themes and developments from 1607 to the present, will focus on the growth of national identity, the founding and preservation of the American republic, the crucible of slavery and its aftermath, the rise of the United States as a military and industrial power, and the struggle to create an inclusive society.

HIS 620

READINGS IN EUROPEAN HISTORY

This seminar follows the contours of an advanced course in the development of Western Civilization. The seminar is divided into two segments: from antiquity to the Renaissance and from the Renaissance to the modern era. Readings will focus on principal themes and developments in the following areas or disciplines: political and social; economic; religious; scientific; diplomatic and military; intellectual and cultural.

HIS 630

READINGS IN WORLD HISTORY.

While there will be appropriate selected readings taken from the classical civilizational cores of Egypt, Southwest Asia, India, China, and the Mediterranean, less studied areas (e.g., the Pre-Columbian Americas and Africa) will be examined as well. Much of the work will concentrate on the post-1500 world, generally—but by no means universally—agreed to be the true realm of global history. Political, social, economic, religious, and gender issues will be examined, with a particular emphasis on cross-cultural connections and patterns.

HIS 640

VISUALIZING HISTORY

Analysis of historical themes and topics (e.g., American immigration; 20th century American social and intellectual history; the Greco-Roman World; World Wars I and II) through readings, photography, painting, and film documentaries.

HIS 650

ORAL HISTORY: THEORY AND PRACTICE

Theme-based readings and practice in oral history (e.g., family history, labor and class history; gender history; African-American history; military history).

HIS 660

HANDLING HISTORY: MATERIAL CULTURE AND ARCHIVAL ANALYSIS

Theme-based or chronologically-based readings complemented by analysis of material culture and archival research (e.g., studies of the history of printing, deconstruction of broadsides, visits to the University Archives, lecturers from the Philadelphia Museum of Art).

M.A. in History for Educators Only**HIS 690**

CURRENT ISSUES AND PRACTICES IN TEACHING HISTORY

Critical examination of various pedagogies used in the middle and secondary school classroom (from instructivism through constructivism); analysis of character education, gender education, and multicultural education; practice in applying these pedagogies and topics to a specific historical theme.

HIS 700

HISTORY ELECTIVE: TITLES VARY

Samples include “George Orwell: The Man and His Times”; “The Ordeal of Total War: World War II”; “Fourteenth-Century England: Calamity and Creativity”; “China and Japan”; “The American Intellectual Tradition”; “Re-Imagining Colonialism and Imperialism”; “Madison and the Founding of the American Republic”; “Colonial Latin America.”

EDC Education Elective: (open)**HIS 750**

M.A. PROJECT IN HISTORICAL-PEDAGOGICAL RESEARCH

M.A. in History Only**HIS 700**

HISTORY ELECTIVE: TITLES VARY

Samples include “George Orwell: The Man and His Times”; “The Ordeal of Total War: World War II”; “Fourteenth-Century England: Calamity and Creativity”; “China and Japan”; “The American Intellectual Tradition”; “Re-Imagining Colonialism and Imperialism”; “Madison and the Founding of the American Republic”; “Colonial Latin America.”

HIS 710

HISTORY ELECTIVE: TITLES VARY

See History 700 (or related course in another La Salle University Graduate program).

HIS 760

SEMINAR: INTEGRATION AND APPLICATION OF RESEARCH STRATEGIES PRESENTED IN CORE COURSES

HIS 770

THESIS DIRECTION I

Supervised research for students writing the M.A. thesis.

HIS 780

THESIS DIRECTION II

Supervised research for students writing the M.A. thesis.

MASTER OF SCIENCE IN INFORMATION TECHNOLOGY LEADERSHIP
Faculty

Program Director: Margaret M. McCoe, M.S.

Professor: Joglekar, Longo, Miller, Seltzer, Smither

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

Assistant Professors: Blum, Catanio, Elliott, Highley, LoPinto, McCoe, Szabat, Turk

Associate Faculty: Bien, Pasquale

Lecturers: Julian, Lynn, Peterson, Wacey

Description of Program

In the Master of Science in Information Technology Leadership (M.S. I.T.L.) program, students examine the foundation of information technology and the leadership skills needed for mid- to high-level information technology or systems managers. There is ample evidence that companies have a significant need for such leaders with the widespread use of information technology. Industry studies report that it is important for both the technical and the business sides to better understand each

other's jobs and functions, especially as technical people assume project management roles.

Recommended by industry leaders, the program's curriculum in current information technologies and management of human and technology resources is meant for professionals who wish to become leaders in Information Technology. The program builds upon the strengths of the University's M.S. in Computer Information Science and M.B.A. programs enabling students to acquire the foundation of leadership skills and technology concepts.

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

Managerial Competencies: leadership, human resource management, and process management.

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

Technology Management Competencies: Policy and Organizational Competencies—mapping IT to mission, budget process, organizational processes; capital planning competencies, investment assessment, acquisition; and implementation, legacy, migration, and integration issues and performance measures.

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

The program emphasizes teamwork, interpersonal communication, and presentations. To address the dynamic nature of the field and the realization that there will always be a need for some self-training, this program encourages active student involvement and collaborative learning. Students are expected to participate in class discussions, to evaluate new software packages, to make formal presentations, and to do independent projects. The program prepares individuals for end-user computing services by addressing both technical challenges and management skills. The program promotes the professional development of the student in the field of Information Technology Leadership.

A strength of the program is its practical focus, built upon a strong conceptual foundation.

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

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 G.P.A. of 3.0 will normally be required. The applicant must provide official transcripts from all undergraduate and graduate colleges and universities he/she has attended.
2. Appropriate background in management science, systems analysis and design, computer science, a related discipline, or other equivalent training. On the basis of admissions credentials, students may be required to complete a few 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 (GRE) General Test, or Miller Analogies Test (MAT). The MAT can be taken at the La Salle

University Counseling Center. Call 215.951.1355 for information about the fee and appointment schedule. Original test results are required; photocopies will not be accepted.

5. A resume addressing one's educational and professional background.
6. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University. The fee is waived if the online application is used. See the program Web site.
7. Interview with member(s) of the admission committee. These are typically telephone interviews.

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

International Students: An acceptable TOEFL test score is required of students whose undergraduate transcripts are from institutions outside the U.S. Transcripts/marksheets must be sent to the World Education Service (www.wes.org) for a course-by-course evaluation. 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 and written communication is an integral part of many courses, students must communicate clearly in English.

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

The Application for Admission may be obtained by contacting:

Margaret McCoe, Director
Graduate Program in Information Technology Leadership
La Salle University
Philadelphia, PA 19141
Phone: 215.951.1222
Fax: 215.951.1805
E-mail: itleader@lasalle.edu
Web site: www.lasalle.edu/itleader

Tuition and Fees 2007-2008

Application fee	\$35
Tuition (per credit)	\$655
General University fee (per semester)	\$85
Late registration administrative fee	\$50

Tuition Assistance

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

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

Progression Through the Program

Students must complete between 36 and 48 graduate credits in the program to complete the M.S. I.T.L. degree. Each student is required to complete up to four foundation courses, nine core competencies courses, two elective courses, and the capstone experience. The total number of

credits to fulfill the requirements depends upon the student's academic and professional background.

The design of this program assumes that the student has a background in information science, information systems, or business administration. Some students may be required to take one to three foundation courses to supplement their experience.

Certificate Program in Business Systems Technology Management

This program is designed for students with bachelor's degrees who wish to supplement their knowledge of business systems technology management.

The certificate is attained by the successful completion of three La Salle University graduate courses in business systems technology management. If the candidate lacks sufficient background knowledge in a particular area, he or she may be required to complete one or more foundation course prior to beginning the certificate program. Each foundation course adds an additional course requirement to the certificate program.

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

Required Courses (Two courses, 6 credits)

- CIS 615** Project Management for IT/IS (may be waived for student with Project Management Professional [PMP] status)
- INL 631** Technology Architectures

Students who have been waived from CIS 615 will be required to choose two courses from the elective list of certificate courses.

Choose from Electives (One course, 3 credits)

- INL 632** Technology Development Management
- INL 660** Planning and Effective Management of IS/IT Resources

Warranty Program

Graduates of the M.S. I.T.L. program can participate in the Warranty Program, which provides the opportunity for them to extend or refresh their skills and knowledge by taking three additional C.I.S. or I.N.L. courses on a space-available basis for free. Details and conditions can be found on the program's Web site.

Masters Degree Requirements

Twelve to 16 courses (at least 36 graduate credits) are required for the degree. The following outline specifies the program requirements regarding the foundation, core, electives, and capstone courses. Individual plans for progression will be determined for each student in consultation with the program director.

Foundation Courses

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

Research and Writing

- INL 574** Graduate Research and Writing

Databases

- CIS 523** Data Processing and Database Management

Statistics

- MBA 620** Statistical Thinking for Managers

Core Competencies Courses

The core curriculum focuses on Managerial, Technical, and Technology Management competencies. Students are required to take a total of nine courses in these core competencies: three courses from the Managerial Competencies area, three courses selected by the student from the Technical Competencies area, and three courses from the Technology Management area.

Managerial Competencies (all three required)

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

Technical Competencies (three courses; one required and two selected)

- INL 631** Technology Architecture (required)
- CIS 624** Data Warehouses
- INL 644** Data Security Technologies
- INL 650** User-Interface Technologies

Technology Management (all three required)

- INL 632** Technology Development Management
- INL 660** Planning and Effective Management of IS/IT Resources
- INL 736** Organizational Effectiveness: Beyond the Fads

Electives (two selected)

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

- CIS 646** Collaboration Technologies
- CIS 656** Electronic Commerce System Architecture
- INL 664** Technology Management and Government Regulations
- INL 743** Entrepreneurship
- INL 760** IS/IT Human Resource Management
- MIS 705** Emerging Information Technologies (This is a special topics course in Management Information Systems.)

Capstone Experience (one course)

Students culminate their study with an integrative three-credit capstone experience, taken in the final semester of the program. This course is completed with a team of students and provides the opportunity to integrate what has been learned in the core and elective courses.

- INL 880** IT/IS Capstone Experience

CIO University Certification

La Salle offers students enrolled in the Information Technology Leadership degree program the opportunity to become certified as a member of the Chief Information Officer (C.I.O.) University. The C.I.O. University consists of nationally accredited institutions of higher learning, which meet established requirements and are identified by Government Services Administration (G.S.A.) as academic partners. Students participating in this program are identified as potential C.I.O.s for government agencies.

To attain certification in the C.I.O. 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** Electronic Commerce System Architecture
- INL 664** Technology Management and Governmental Regulations

All other program requirements remain as specified above.

Course Descriptions

Course descriptions for the CIS courses are located in the M.S. Computer Information Science section. M.B.A. course descriptions are located in the M.B.A. program section.

INL 574

GRADUATE RESEARCH AND WRITING
3 credits

A cross-disciplinary seminar that introduces students to the latest research technology and databases for advanced work in their major. Emphasis on research and communication skills, including oral presentations and written reports.

INL 631

TECHNOLOGY ARCHITECTURE
3 credits

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

INL 632

TECHNOLOGY DEVELOPMENT MANAGEMENT
3 credits

This course examines technology development and maintenance methodologies including testing, configuration management, and quality assurance strategies used to manage IT projects. Discussion topics include the business value of the project, as well as the development, collection, and analyses of metrics for technology management. Students investigate development methodologies, such as Waterfall and Rapid Application Development (RAD), technology maintenance, and evolution planning. Case studies are used to evaluate technology management strategy in specific business areas.

INL 644

DATA SECURITY TECHNOLOGIES
3 credits

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

Prerequisite: CIS 540

INL 650

USER-INTERFACE TECHNOLOGIES
3 credits

This course will examine the issues associated with human-computer interaction, including interface-design principles, human-computer task allocation, and interface technologies, such as GUIs, speech, virtual reality, body interfaces, and mimetics. It will also address how to design interfaces likely to enhance performance. Discussion of interface technologies support for good interface design, so technology managers

can understand interface issues in technology choice. Evaluation methods will also be examined, so UI designers can determine if their interfaces are enhancing or degrading human performance. Course work will include a significant team project in which end-user needs are understood, a prototype is developed using a chosen user-interface technology, and persuasive presentation is delivered.

INL 660

PLANNING AND EFFECTIVE MANAGEMENT OF IS/IT RESOURCES
3 credits

This course investigates the management issues surrounding information and telecommunications systems. Business/IT alignment is explored through alternative methods, tools, and techniques for planning optimal IT investments are explored. Discussions address frameworks and management principles to cope with the challenges inherent in the implementation of rapidly advancing technology, strategic and operational issues, and human and organizational issues related to technology introduction and use. Additional topics include problem management, change management, recovery management, contingency management, disaster recovery planning, telecommuting, small office home office (SOHO), offshore and outsourced resources. Students gain experience in identifying current trends related to effective management of IS/IT resources.

Pre-requisite: INL 574 Graduate Research and Writing

INL 662

MANAGEMENT OF IS/IT SYSTEM RESOURCES
3 credits

This course will explore the range of IS/IT acquisition strategies available, 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), 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.

INL 664

TECHNOLOGY MANAGEMENT AND GOVERNMENT REGULATIONS
3 credits

This course provides an examination of government policies related to technology management; technology procurement, performance assessment, and organizational responsibility, including contractor and intergovernmental management. Students will review 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.

INL 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 also will 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.

Recommended Prerequisite: MBA 810

This course is cross-listed with MGT 736.

INL 743

ENTREPRENEURSHIP
3 credits

This course is cross-listed with MGT 743. Please refer to the course description for MGT 743, located in the M.B.A. section.

INL 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 M.S.-I.T.L. 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.

Recommended Prerequisite: MBA 810

This course is cross-listed with MGT 760

INL 880

INTEGRATIVE CAPSTONE
3 credits

The capstone experience provides an opportunity for students to work in a team to apply the leadership skills and tools learned in other required courses to analyze, design, and evaluate a solution for an information technology management environment. The students will work in a team, in partnership with an external company. This course requires a paper or report and a presentation. Further guidelines can be found on the program Web page.

MASTER OF ARTS IN PROFESSIONAL COMMUNICATION

Faculty

Director: Michael F. Smith, Ph.D.

Professors: Dainton, Molyneux

Associate Professors: Aylor, Goedkoop, M. Smith, Texter, Zelley

Assistant Professors: Dunleavy, Pampaloni, Waltrich

Lecturer: 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 improve their communication skills and understanding of communication issues and practices within business and professional organizations. It is designed to

be broad in scope, but provides sufficient depth for students to explore issues that are germane to their interests or needs.

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

The program in Professional Communication is designed to develop 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 apply their enhanced knowledge and skills in the workplace.

The program features three tracks that allow students to focus on particular areas--Communication Management, Communication Consulting and Development, and Public Relations--plus a General Professional Communication track that allows the program to be tailored to the individual student's goals.

Admission Requirements

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

1. Evidence of successful completion of a bachelor's degree from an accredited institution of higher education. The student's record must show 24 credit hours in any combination of communication, humanities, or 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. Two writing samples. The first should be a statement of purpose for pursuing the master's degree in Professional Communication, not to exceed 500 words. The second will be a short essay in response to a question regarding a contemporary issue in Professional Communication. The question for this essay may be found on the program's Web site, or by contacting the program director.
5. 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. International students must achieve a minimum TOEFL score of 250. A maximum of six credit hours are eligible for transfer from another institution or from another La Salle graduate program.

The Application for Admission may be obtained by contacting:

Dr. Michael F. Smith, Director
Graduate Program in Professional Communication
La Salle University
Philadelphia, PA 19141
215.951.1155
E-mail: comm@lasalle.edu

Web site: <http://www.lasalle.edu/admiss/grad/profcomm/>

Tuition and Fees 2007-2008

Application fee	\$35*
Tuition (per credit)	\$550
General University fee (per semester)	\$85
Late registration administrative fee	\$50
*(waived for online applications)	

Tuition Assistance

Partial grants are available for Fall and Spring semesters based upon a combination of need and merit. In addition, there are a very limited number of graduate assistantships available. Graduate assistants provide administrative and research support to the program. 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. The practicum (COM 605), after at least 30 graduate credits and COM 604.
3. The completion of four track courses and six hours of elective credit.

Students must complete the program with a minimum 3.0 G.P.A. They have seven years from their first matriculation to complete all requirements for the degree.

Core (6 courses, 18 credits)

- COM 600** Applied Communication Theory
- COM 601** Professional Communication Ethics
- COM 602** Effective Presentations
- COM 603** Strategies for Professional Writing
- COM 604** Applied Communication Research Methods
- COM 605** Practicum (after at least 30 graduate credits and completion of COM 604)

Track and Elective Courses (6 courses, 18 credits)

- COM 608** Intercultural Communication and Organizational Life
- COM 610** Leadership and Interpersonal Communication
- COM 612** Approaches to Organizational Communication
- COM 613** Approaches to Public Relations
- COM 614** Communication Conflict Management
- COM 615** Persuasion
- COM 616** Group and Team Communication
- COM 619** Public Relations Campaigns
- COM 620** Strategic Communication Consulting
- COM 621** Communication Training and Development
- COM 623** Public Relations Writing and Media Relations
- COM 632-633** Topics in Professional Development

Track Descriptions

Communication Management

The Communication Management track provides students with advanced theoretical understanding and practical skills needed for successful leadership in interpersonal, group, and organizational communication. Coursework emphasizes how communication competence is achieved

through analysis, problem-solving, teamwork, and conflict management. This track meets the needs of students in a variety of organizations who seek to improve their effectiveness as managers and leaders.

Communication Consulting and Development

The Communication Consulting and Development track provides students with the theoretical knowledge and technical skills necessary for assessing and enhancing the performance of organizational leaders, members, and teams. Broadly, coursework focuses on organizational communication consulting and training and development. Specifically, students will learn to improve organizational communication processes by assessing communication needs and patterns, crafting and implementing plans for individual and team development, and assessing organizational or individual outcomes. This track is best suited to experienced students who wish to develop careers in organizational and change management consulting, training and development, meeting facilitation, and executive coaching.

Public Relations

Public relations is the management of communication between an organization and the publics upon which it depends and influences. This track seeks to develop students' theoretical understanding of public relations as a strategic communication process and to enhance the practical skills necessary to implement and manage public relations activities. Students in this track typically are pursuing careers in corporate, nonprofit, or agency public relations.

General Professional Communication

This option is intended for students interested in advanced study in the broad field of communication. Students who opt for this track can combine elective courses from across tracks to create a program that meets their personal and professional needs. In addition to the career paths identified in the other tracks, students may prepare for additional study at the doctoral level.

In addition to the core courses, students can complete concentrations in Communication Management, Communication Consulting and Development, Public Relations, and General Professional Communication.

Track Requirements

Communication Management Track Requirements

Four required courses (12 credit hours)

- COM 610**
- COM 616**
- COM 612**
- Choice of COM 608, COM 614, or COM 615**

Elective courses totalling six hours: This requirement may be satisfied by taking two 3-credit courses from the other tracks or by taking a maximum of two 1.5-credit modules of COM 632-633 plus one 3-credit course.

Communication Consulting and Development Track Requirements

Four required courses (12 credit hours)

- COM 612**
- COM 620**
- COM 621**
- Choice of COM 610 or COM 616**

Elective courses totalling six hours: This requirement may be satisfied by taking two 3-credit courses from the other tracks or by taking a maximum of two 1.5-credit modules of COM 632-633 plus one 3-credit course.

Public Relations Track Requirements

Four required courses (12 credit hours)

COM 613

COM 619

COM 615

Choice of COM 612 or COM 623

Elective courses totalling six hours: This requirement may be satisfied by taking two 3-credit courses from the other tracks or by taking a maximum of two 1.5-credit modules of COM 632-633 plus one 3-credit course.

General Professional Communication Track Requirements

Six courses (18 credit hours) selected from among the courses in any of the tracks.

Students may not take more than two 1.5-credit modules to complete the track.

Certificate Program in Professional Communication

This program is designed for students with bachelor's degrees who wish to upgrade their communication skills and understanding of how communication works and can be utilized in the professional and business world.

The certificate is attained by the successful completion of five La Salle University graduate courses in communication, including COM 602 Strategies for Professional Writing and COM 603 Effective Presentations, with a 2.75 G.P.A. or higher. Certificate specializations can be attained in the following areas: Public Relations, Organizational 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 Effective Presentations

COM 603 Strategies for Professional Writing

Electives: (Three courses, 9 credits)

Public Relations Certificate

Three electives from COM 604, 613, 615, 619, 623

Organizational Communication Certificate

Three electives from COM 608, 610, 612, 614, and 616

General Professional Communication Certificate

Three electives from COM 608, 610, 612, 613, 614, 615, 616, 619, 623

Admission Requirements:

- Application form and \$35 application fee made payable to La Salle University (no fee for online application)
- 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 course work. All credits transfer and the candidate would need only to forward a written statement to the Director within one year of Certificate completion. All additional degree course work and the Comprehensive Examination would need to be completed before the student would be awarded the master's degree.

For more information or questions, please contact Dr. Michael Smith at 215.951.1155 or at comm@lasalle.edu.

Course Descriptions

COM 600

APPLIED COMMUNICATION THEORY (F, S, SUMMER)

3 credits

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

COM 601

PROFESSIONAL COMMUNICATION ETHICS (F, S, SUMMER)

3 credits

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

COM 602

EFFECTIVE PRESENTATIONS

3 credits

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

COM 603

STRATEGIES FOR PROFESSIONAL WRITING

3 credits

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

COM 604

APPLIED COMMUNICATION RESEARCH METHODS

3 credits

This course introduces graduate students to qualitative and quantitative research methods, particularly the practical aspects of designing and implementing surveys, focus groups, and content analysis. The course will examine how research can be applied in professional settings.

Prerequisite: COM 600

COM 605

PRACTICUM

3 credits

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

Prerequisite: 18 credit hours in Professional Communication and completion of COM 604

COM 608

INTERCULTURAL COMMUNICATION AND ORGANIZATIONAL LIFE
3 credits

This course explores the issues that surround the notion of cultural diversity and form the basis for the study of intercultural communication. Special emphasis will be given to how culture is communicated and interpreted by persons of diverse backgrounds. Within this matrix, the course will explore a variety of communication issues pertinent to professional and organizational life.

COM 610

LEADERSHIP AND INTERPERSONAL COMMUNICATION
3 credits

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

COM 612

APPROACHES TO ORGANIZATIONAL COMMUNICATION
3 credits

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

COM 613

APPROACHES TO PUBLIC RELATIONS
3 credits

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

COM 614

COMMUNICATION CONFLICT MANAGEMENT
3 credits

This course focuses on the nature and function of healthy and unhealthy communication conflict. Content incorporates theories of conflict and the application of effective conflict management techniques.

COM 615

PERSUASION
3 credits

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 AND TEAM COMMUNICATION
3 credits

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

COM 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
3 credits

The course will introduce students to the process of planning and implementing public relations campaigns. Students will examine techniques for developing and managing public relations campaigns for internal and external audiences. Students will also review historic and contemporary public relations campaigns for both their effectiveness and their social implications.

COM 620

STRATEGIC COMMUNICATION CONSULTING
3 credits

This course will provide an introduction to the field of communication consulting. The primary aim of the course is to provide students the opportunity to explore the main aspects of communication consulting, in particular, communication strategy development. The course will focus on the key elements of communication strategy development, including determining objectives, identifying stakeholders, conducting research, crafting key messages, selecting appropriate media, branding the campaign, drafting a comprehensive work plan, and managing the overall project. Throughout, students will be challenged to apply communication best practices to case study assignments.

COM 621

COMMUNICATION TRAINING AND DEVELOPMENT
3 credits

This course provides students with a theoretical and practical overview of training and development. As a complement to the study of organizational communication, students will learn how professionals identify communication needs, and then design, deliver, and assess employee learning, training, and development initiatives.

Prerequisite: COM 612

COM 623

PUBLIC RELATIONS WRITING AND MEDIA RELATIONS
3 credits

Public relations strategists also must understand and master the primary public relations skill—writing. This class will develop students' public relations writing and editing skills for the media and various business segments. An emphasis will be placed on the strategic use of various communication tools.

Prerequisite: COM 613

COM 632-633

TOPICS IN PROFESSIONAL DEVELOPMENT
1.5 credits

The field of communication is rapidly changing, with new issues and technologies emerging constantly. Moreover, there are some professional communication topics that require more depth than in a traditional course, but do not warrant a full-semester course by themselves (such as crisis communication). It is assumed that the topics covered will relate to each of the tracks, or be of general interest to all professional communication students. Students may repeat a module for credit as long as the topic is sufficiently different.

MASTER OF ARTS IN THEOLOGY AND MINISTRY

Faculty

Director: Francis Berna, O.F.M., Ph.D.
 Professors: Efroymsen (Emeritus), Kelly, McGuinness, Ramshaw
 Associate Professor: Pastis
 Assistant Professors: Devlin, Dougherty, McDougall
 Lecturers: Bartle, Brame, Dix, Dolan, Hallahan, Raphael
 Visiting Professor: Bornemann

Description of Program

La Salle's Master of Arts in Theology and Ministry provides a solid theological education, preparing students for lay ministry in the church, as well as providing a foundation for more advanced studies. Roman Catholic in its orientation, the program seeks to foster a truly ecumenical spirit with a faculty and student body representing various Christian churches and faith traditions.

Most students pursue the degree on a part-time basis. Classes are held in the evenings and on Saturdays during the Fall and Spring semesters and in the morning, afternoon, and evening during the Summer sessions.

Concentrations are available in three distinct areas: Theology, Pastoral Ministry, and Liturgical Practice. Each is characterized by a distinct Lasallian methodology combining academic excellence, theological reflection, and practical application.

The Theological Studies track concentrates on research and the systematic study of biblical, dogmatic, and spiritual theology. Graduates are able to articulate a sound contemporary theology that takes into account the cultural and socio-economic context of people's lives.

The Pastoral Ministry track helps students investigate the issues and develop the skills that will enable them to become effective in the work of religious education and youth ministry. The concentration in pastoral care prepares the graduate for lay parish ministry and chaplaincy.

The concentration in Liturgical Practice provides for the needs of those whose ministry intersects with liturgical planning for diocesan, parish, and school ministries. Within a theological, theoretical, and historical framework, the program focuses on the practical concerns of the liturgical life and worship in a Christian community.

Post-Master's Certificate in Pastoral Counseling

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

Admission Requirements

To be accepted for admission, an applicant must present:

1. Evidence of successful academic achievement in completing a baccalaureate degree from an accredited institution of higher education. The transcript should be sent directly from the institution to the Graduate 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 online at www.lasalle.edu. Alternatively, a paper application can be submitted with the stipulated fee and an accompanying essay describing one's educational and professional goals.
4. Two letters of recommendation.

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

Theology and Ministry Program
 La Salle University
 Philadelphia, PA 19141-1199
 215.951.1335
 E-mail: religion@lasalle.edu

Tuition and Fees 2007-2008

Application fee	\$35*
Tuition (per credit)	\$345
General University fee (per semester)	\$85
Late registration administrative fee	\$50
*(waived for online applications)	

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 Practice—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 that will enable students to engage in the lifelong process of articulating a theology rooted in a developing personal and communal experience that continually dialogues with Scriptures, with diverse historical, religious, philosophical, and theological traditions, and with the physical and social sciences.

RLE 505**RELIGION, PSYCHOLOGY, AND CULTURE**

Mindful of the recommendation of Vatican II to “read the signs of the times,” this course examines the place of religious imagination in a world vastly changed by recent scientific, sociopolitical, and economic revolutions. Particular attention is given to the impact of modern psychology. The accompanying global shift in human consciousness and understanding not only affects the secular context of people’s lives, but has far-reaching implications for the theological and pastoral enterprises as well. The course will examine the rise of modernism and the modern self, religious imagination, questions of social justice, and a global ethics.

RLE 507**CHURCH AND MINISTRY**

This course will critically examine the identity and praxis of the community called Church. Particular attention will be devoted to the ways in which the church has understood and expressed itself in the past, to the issue of leadership structures and their relation to the ministry of all the baptized, to the initiatives for ecumenical unity, and to the scope of the mission of a “world church” acting as a critical dialogue partner with the pluralist and secular world of our time.

RLE 509**CHRISTOLOGY**

Using the contributions of critical biblical scholarship, this course will first reconstruct, from the various Gospel accounts, the traces of what Jesus said and did during his ministry. The way Jesus seems to have faced death will be compared with the way his death and resurrection were interpreted by the early church. Moving through the Christological developments of the second to the eighth centuries, the course will finally consider how contemporary human experience impacts on current theological interpretations of Jesus and his meaning for our times.

RLE 511**RITUAL AND SACRAMENTS**

After exploring the social and psychological foundations for human ritual, the course will consider the sacramental character of creation and incarnation. Particular attention will be given to developing an understanding of Jesus as the primordial sacrament, and on Church as the continuing sacrament of Jesus. Consideration of the sacraments as actualizations of the Church will be complemented with a study of the historical development of the sacraments in the different Christian traditions. Students will apply theology to sound liturgical practice in parish, school, and family.

RLE 513**PRINCIPLES OF MORAL THEOLOGY**

Participants will explore the foundation of Christian ethics, with a concentration on these and similar questions: On what basis do people decide how to make moral choices? Why do we take the moral stands we do on issues facing the churches and society? Do Christians have different ways of making decisions than people from other religious or secular traditions? The course examines philosophical, sociological, and theological perspectives to these questions.

Advanced Courses – Biblical and Theological Studies**RLE 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 that provoked them, and the theology in and behind them. Other letters attributed to Paul (the “deutero-Pauline” literature) will also be considered.

RLE 631**THE DOCUMENTS AND THEOLOGY OF VATICAN II**

Students will review the historical context that gave rise to the Council as well as the most important documents produced by Vatican II. After a thorough consideration of the theologies present in conciliar texts, students will explore the implementation and development of the Council’s teachings in the contemporary Church.

RLE 632**THEOLOGIES OF LIBERATION**

While offering an in-depth consideration of the Liberation theology developed in Central and South America, the course will also provide an overview of feminist and Black theologies. Some attention will be given to the foundation of liberation theologies in the political theology of Western Europe and the general struggle for human freedom as an essential component of Gospel faith.

RLE 633**WOMEN AND RELIGION**

Students will explore questions of method and concepts of gender, patriarchy, feminism, and liberation as they appear in studies of women and religion. Emphasis will be given to the perspectives that feminist theologians contribute to the theological enterprise based on a critical analysis of established feminist authors. Consideration will be given to the ways in which feminist thought provide renewed understandings of male and female identity.

RLE 641**SACRAMENTS OF INITIATION**

This course investigates the sacramental dimensions of Christian Initiation in the Early Church and the historical factors that contributed to the dissolution of the rite in the West. The biblical foundations and theology of Baptism, particularly as developed in the letters of Paul, will be complemented with a study of the development of Confirmation. A consideration of the New Testament theology of the Eucharist and an exploration of the implications of restoring the process of the rites in the contemporary Church will complete the course.

RLE 643**THE EUCHARIST**

This course has two aims. The first is to offer a solid historical and theological understanding of Eucharist as a sacrament of the Christian community. The second aim is to apply the insights offered by a historical perspective and the work of contemporary theologians to the work of celebrating the Eucharist in today's parish. Consideration will also be given to topics such as Eucharistic devotion and the Sunday gathering of the Catholic community in the absence of a priest.

RLE 645**SACRAMENTS OF RECONCILIATION AND VOCATION**

Attentive to the historical development of the sacraments of Reconciliation, Marriage, Holy Orders, and the Anointing of the Sick, the course will also highlight the particular theology operative in the contemporary practice of the rites. The themes of relationship, commitment, forgiveness, service, and leadership will be explored as dimensions of Christian living in faith and hope.

RLE 647**HUMAN SEXUALITY AND CHRISTIAN MARRIAGE**

Drawing on the contributions of contemporary natural and social sciences, the course will provide a critical investigation of the historical and ideological understandings of human sexuality. Building upon the notion of human sexuality and love as dimensions of human holiness, attention will be given to considering Christian marriage as a sacramental event in contemporary theological reflection as well as in historical expression.

RLE 651**MORAL ISSUES IN TODAY'S HEALTH CARE**

Although health care began as a ministry of the Church, it is now secularized and commercialized, especially in the United States. Ethical questions arise as a result of this shift and the course will examine them. Topics, among others, include patient autonomy, the right to life, euthanasia, reproductive technologies, abortion, genetic engineering, research ethics, and the cost of health care. Secular as well as religious approaches will be studied.

RLE 653**PROFESSIONAL AND BUSINESS ETHICS**

Catholic social teaching in general and the U.S. bishops' pastoral letter on the economy, in particular, provide a perspective for the practice of corporate business in the present culture of the United States. This course intends to explore the ethical implications of social teaching that upholds the rights of labor, insists on the dignity of the worker, and advocates a responsible distribution and use of the world's goods. While the major emphasis is on responsibility in corporate enterprise the course also gives perspective to other professionals who provide service through profit and not-for-profit structures.

RLE 661**THE TRADITION OF THE MYSTICS**

This course includes both a study of the nature of mysticism in the Judeo-Christian tradition and the study of selected writings from representatives of that tradition. Consideration will be given to the physical, psychological, and social dimensions of mystical experience as well as a theological understanding of the mystic's encounter with the Holy.

RLE 663**THE SPIRITUAL CLASSICS**

The human search for God takes a variety of forms in the Christian tradition. This course explores the path of holiness given in the writings of significant men and women from the early and Medieval periods of Christianity through the Reformation.

RLE 665**CONTEMPORARY SPIRITUALITY**

This course focuses on the dynamics and authors on the spiritual life in post-Reformation Christianity. Consideration will be given to European spiritualities of the 17th through 20th centuries and to American movements. Beyond what is generally deemed traditional Christian spirituality, the course will propose some examination of Creation and New Age spiritualities, modern Evangelical Christianity, and feminist and liberation spiritualities.

RLE 670-671**SPECIAL TOPICS: BIBLICAL STUDIES****RLE 675-676****SPECIAL TOPICS: THEOLOGICAL STUDIES****Advanced Courses: Pastoral Studies****RLE 701****SERVING AND ADMINISTERING FAITH COMMUNITIES**

This inter-disciplinary course provides insights from the secular disciplines on administration and management of groups of people as well as pastoral principles on the nature and function of leadership in Christian communities. It will address the various types and goals of communities of faith, the diversity of interactive and relational dynamics, the multiplicity of human needs and services, and, correspondingly, the various ways in which the ministry of leadership can be implemented.

RLE 703**MULTICULTURAL PERSPECTIVES ON MINISTRY**

Major cultural, ethnic, racial, and religious traditions co-existing in contemporary American communities are challenging Church and ministry. The purpose of this course is to appreciate their potential

reciprocal contribution to the development of a global, interdependent Christian community. Emerging leadership insights as to how to create and empower a multicultural Christian community around issues and interests will be explored.

RLE 705

CHURCH ACCOUNTING AND FINANCE

This course reviews some fundamental principles of accounting and finance with a particular emphasis on not-for-profit regulations. In addition, the course helps the manager of church finances to understand his or her contribution to church ministry. Attention will be given to dealing effectively with voluntary and compensated church ministers, church structures, and canon law.

RLE 707

CANON LAW FOR PARISH MINISTRY

After reviewing the basic principles of the Revised Code of Canon Law, students will examine the sections of the Code that pertain most directly to parish ministry. These sections include regulations concerning the celebration of the sacraments, parish administration, pre-marriage requirements, and procedures for nullity.

RLE 710

RELIGIOUS IMAGINATION AND MODELS OF RELIGIOUS EDUCATION

Dynamic images, metaphors, and visions guide the theory and practice of church life. This course seeks to explore the development of appropriate models of religious education relative to the distinct visions of the Church in contemporary culture. Various models will be explored in terms of their conceptual framework, operating principles, strengths, and limitations.

RLE 711

LEADERSHIP AND THE MINISTRY OF RELIGIOUS EDUCATION

The communication, decision-making, and evaluative skills needed by educational leadership to meet the challenges of personal and community conversion are the central themes of this course. Participants will examine contemporary spirituality and leadership skills that promote community advancement. Strands of spirituality and systems of reflective group process will be examined for their underlying energizing principles that nurture shared responsibility, curricular interdependence, creative problem-solving, and the empowerment of people. Participants will articulate a personal and community vision reflecting transforming spirituality and enlightened leadership.

RLE 713

THE TEACHING AND HEALING MINISTRY OF JESUS

This course is designed to offer a theological examination of the most recent developments in contemporary Christology. Emphasis will be given to his most characteristic title "Teacher" and to the most attractive feature of his ministry, his power to heal spiritual and physical ills. Throughout the course there will be a constant reference to the implications of a lived, prayerful relationship with Jesus the Christ for personal commitment and for one's ministry in parish, classroom, and home.

RLE 715

SACRAMENTAL CATECHESIS

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

RLE 717

PARISH YOUTH MINISTRY

Parish youth ministry is moving beyond youth group and religious education models. The ministry requires a comprehensive approach. This course will provide a renewed vision for youth ministry and practical programmatic approaches and strategies for proclaiming the Gospel, connecting young people to the faith community, and calling youth to discipleship.

RLE 719

PASTORAL CARE OF THE ADOLESCENT

An exploration of the developmental stage called Youth from a psychological, behavioral, social, emotional, and moral perspective serves as the foundation for this course to explore the faith and views of young people. Attention will be given to skills needed for youth to develop healthy personal, social, and professional relationships. Practical interventions and guidelines are stressed throughout the course.

RLE 721

INTRODUCTION TO PASTORAL COUNSELING

This course will address the issues that make Pastoral Counseling a unique orientation to counseling psychology. The totality of human experience is addressed, the spiritual as well as the psychological, as the basis for therapeutic intervention. The basic dynamics and approaches are reviewed along with a brief history of the model. It challenges students to identify their resources of faith, meaning, and value.

RLE 723

COUNSELING THE ADOLESCENT

After identifying the particular developmental tasks for adolescence and young adulthood, this course introduces various counseling approaches to help young people achieve their desired goals. Attention will be given to individual and systems approaches for the troubled adolescent as well as developing a supportive relationship to assist in the more general patterns of growth.

RLE 725

MINISTRY TO FAMILIES IN THE FACE OF LOSS

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

RLE 730

UNDERSTANDING THE HUMAN ENCOUNTER WITH DEATH

This experientially oriented course will explore contemporary psychological approaches to death, dying, and bereavement from a spiritual perspective. Through a variety of learning modalities, including lectures, discussion, guest speakers, videos, personal sharing, journal writing, meditation, and other self-awareness exercises, we will focus on four interrelated areas: 1) personal grief journey; 2) the psychology of death and bereavement; 3) specific skills in ministering to the dying and bereaved, and; 4) human mortality, life after death, and questions of "ultimate concern."

RLE 731

PSYCHE, SPIRIT, AND THE QUEST FOR WHOLENESS

The course explores the meeting of psychology and religion in the works of C.G. Jung, Abraham Maslow, and other contemporary transpersonal psychologists. The course investigates specific methods for actualizing

one's spiritual potential. Through lectures, readings, class discussions, and journal writing, students will examine the process of coming to wholeness in their lives, in their ministry, and with the culture as a whole.

Liturgical Studies

RLE 740

PERSONAL, COMMUNAL, AND LITURGICAL PRAYER

This course will investigate the theological foundations of prayer, while studying the biblical roots of prayer, the prayer of Jesus, and the major traditions of personal, communal, and liturgical prayer in the historical Christian communities. It will confront the distinct problems faced by contemporary men and women in their lives of prayer. It will offer guidance to ministers intent on helping people develop personal and communal models of prayer and involving them specifically in the liturgical prayer of the Church.

RLE 743

CELEBRATING THE RITES OF THE CATECHUMENATE

The rites of the process of Christian initiation of adults will be studied from historical, theological, liturgical, and pastoral perspectives. Beginning with the text of the Rite of Christian Initiation of Adults, students will reflect on the order and integrity of each of the rites. Working from this foundation, they will explore appropriate ritual adaptation and will receive guidance for the adapting and enrichment of the rites.

RLE 745

AMERICAN WORSHIP

Students will investigate American worship patterns. The course will be based on regular visiting of Sunday and midweek liturgies. Students will analyze diverse Christian worship patterns in order better to understand the strengths and weakness of their own patterns. Particular attention will be given to worship services in Christian denominations that are usually considered non-liturgical.

RLE 747

EUCCHARIST 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 21st-century America?" Issues regarding contemporary church design, the reordering of space, and art appropriate to a particular community will be

explored. Visits to local churches and liturgies will afford considerations of historic design and liturgical adaptation.

RLE 753

LITURGICAL MUSIC

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

RLE 770

SPECIAL TOPICS: MINISTRY

RLE 771

SPECIAL TOPICS: MINISTRY

RLE 775

SPECIAL TOPICS: LITURGY

RLE 776

SPECIAL TOPICS: LITURGY

RLE 780

INDEPENDENT STUDY

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

RLE 785

MINISTRY PRACTICUM

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

RLE 790

INTEGRATIVE PROJECT AND SEMINAR

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

MASTER OF SCIENCE IN NURSING (M.S.N.)

Faculty

Director: Mary Anne Peters, DNSc, R.N.

Professor: Wolf

Associate Professors: Beitz, Breckinridge, Catanzaro, Peters, Wieland, Zuzelo

Assistant Professors: Ehrmann, Frizzell, Gies, Goldberg, Gurmankin, Hoerst, Johnson-Kinder, Lowenthal, Matecki, McCoy, Miller, Olive, Strayer, Wilby

Mission of the Nursing Programs

Consistent with Lasallian values, the mission of the Nursing Program is to provide excellent nursing education and service initiatives to develop culturally and clinically competent, caring nursing professionals, prepared for lifelong 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, lifelong 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 clinical nursing, advanced practice, nursing education, or administration to meet the health needs of diverse individuals, families, groups, communities, and populations across various environments.

Description of Program

The program of study may be completed in any of seven tracks: Adult Health and Illness-Clinical Nurse Specialist, Nursing Administration/M.B.A. (dual degree), Nursing Service Administration (for those with a prior M.B.A.), Nurse Anesthetist, Primary Care of Adults-Nurse Practitioner, Primary Care of Families-Nurse Practitioner, and Public Health Nursing. The Adult Health and Illness-Clinical Nurse Specialist track includes an option for preparation as a Gerontology Clinical Nurse Specialist. The curriculum reflects a balance between liberal and professional education and is designed to foster intellectual inquisitiveness, analytical thinking, critical judgment, creativity, and self-direction under the guidance of quality faculty. Students are adult learners from diverse backgrounds who participate in the development of their own agendas for learning within a planned program of studies.

Learning Goals of the Graduate Nursing Program:

At the completion of the program the student will:

1. Integrate theoretical, research-based, scientific, and clinical knowledge into clinical practice or at the point of care to provide nursing 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 interventions, incorporating evidence-based practice recommendations and professional standards, 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 under-served 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 M.S.N. Bridge Program for those R.N.s with a non-nursing baccalaureate degree. Undergraduate course work must include an introductory statistics course (including inferential and descriptive) and an undergraduate nursing research course. Students who have earned a G.P.A. of 3.0 or higher in their undergraduate program may be formally accepted into the Master of Science program upon receipt of all required documents for admission and review by the Graduate Nursing Admissions and Progressions committee (except for those applicants in the M.S.N./M.B.A. track and Nurse Anesthetist track). Those students with an undergraduate G.P.A. of less than 3.0 may be conditionally accepted and may take up to three courses under

conditional acceptance status. Students who are conditionally accepted must achieve a B or better in their first three graduate Nursing courses in order to be considered for formal acceptance. In addition, those students applying to the M.S.N./M.B.A. dual degree track must take the Graduate Management Aptitude Test (GMAT) and be accepted by the M.B.A. Program. The Frank J. Tornetta School of Anesthesia at Montgomery Hospital must first accept those students applying to the Nurse Anesthetist Track.

Please contact the Frank J. Tornetta School directly at 610.270.2139 for an application packet.

2. Current R.N. licensure in the United States.
3. Students entering the M.S.N. in Nursing Administration/ M.B.A. dual degree track require acceptable scores in the Graduate Management Aptitude Test (GMAT). For inquiries, contact: mba@lasalle.edu.
4. Two letters of reference from professors or supervisors. At least one reference must be an academic reference.
5. A statement of philosophy.
6. One year work experience as a registered nurse.
7. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University, or the free online application.

The Application for Admission may be obtained by contacting:

Dr. Mary Anne Peters, Director
Graduate Nursing Program
La Salle University
Philadelphia, PA 19141
215.951.1413
msnapn@lasalle.edu

Tuition and Fees 2007-2008

Application fee	\$35*
Tuition (per credit)	\$655
General University fee (per semester)	\$85
Late registration administrative fee	\$50
*(waived for online applications)	

Tuition Assistance

Advanced Nurse Traineeship funding and Graduate Assistantships are available. Consult with the Director of the Graduate Nursing Program regarding eligibility.

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

Progression Through the Program

The following is presented as a model for progression through the Master of Science in Nursing Program. Individual plans for progression will be determined for each student in consultation with the Program Director. Please see the Nursing Student Handbook and the University Student Handbook and Student Guide to Rights and Responsibilities for additional information. These handbooks are both available on the University Web site and as printed copy.

Required for all M.S.N. Degrees: 41 to 59 graduate credits (depending on track)

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

NUR 604	Research and Theory I
NUR 605	Research and Theory II
NUR 607	Advanced Practice Nursing and Administration in Health Care Delivery Systems
NUR 608	Population-Based Care and Advanced Practice Nursing

Track: Requirements vary with specialization chosen.

Adult Health and Illness—Clinical Nurse Specialist

NUR 512	NUR 624
NUR 616	NUR 625
NUR 617	NUR 626
NUR 618	one elective
NUR 623	

Clinical Nurse Leader

NUR 616	NUR 631
NUR 617	NUR 633
NUR 618	NUR 634

Nurse Anesthetist

NUR 616	NUR 685
NUR 617	NUR 686
NUR 618	NUR 687
NUR 681	NUR 688
NUR 682	NUR 689
NUR 683	NUR 690 (elective)
NUR 684	NUR 691

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	Two 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	NUR 610 or NUR 611
NUR 651	Two electives

Nursing Service Administration (with prior M.B.A.)

NUR 635	M.B.A (transfer nine Credits)
NUR 640	Two electives
NUR 645	
NUR 646	


Master of Science in Nursing/Master of Business Administration (M.S.N./M.B.A.)

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

Nursing Courses M.B.A. Courses

NUR 604	MBA 610
NUR 605	MBA 615
NUR 607	MBA 625
NUR 608	MBA 630
NUR 640	MBA 690
NUR 645	MBA 691
NUR 646	MBA 692
	MBA 810
	MBA 820
	MBA 830
	MBA 901
	MBA 902

Course Descriptions

 identifies courses that have been designated as having a service-learning component.

Core Courses

NUR 604

RESEARCH AND THEORY I
3 credits

This course explores the relationships among research, theory, and practice. Students examine the integration of theory in clinical, educational, and administrative areas of nursing. Critique of published studies focuses students on research methods and the applicability of research findings to practice situations. Principles of evidence-based practice guide students' development of a researchable question. Development of the question guides students to a critical review of the literature. Various research designs are contrasted.

NUR 605

RESEARCH AND THEORY II
3 credits

This course is a continuation of Research and Theory I (NUR 604). Students develop research proposals, generated by research questions and the literature review, completed in NUR 604. They also examine treatment of variables, sampling, measurement theory, probability theory, qualitative and quantitative analysis, and the use of the computers in data analysis. Ethical and legal principles related to the conduct of nursing research will be discussed. The course emphasizes the links between theory, research, and evidence-based practice.

Prerequisite: NUR 604

NUR 607

ADVANCED EDUCATION NURSING ADMINISTRATION IN HEALTH CARE DELIVERY SYSTEMS
3 credits

This course examines the evolution of advanced education nursing in the context of changing health care delivery systems. Students explore health care policy development and examine systems of delivering patient care in relation to financial, ethical, legal, sociocultural, legislative-political, and professional concerns. Program development, informatics, fiscal management of health care services, budgeting, and reimbursement issues are emphasized. Students practice interdisciplinary collaboration and coalition-building skills in leadership roles extending beyond the traditional health care environment.

NUR 608

POPULATION-BASED CARE AND ADVANCED EDUCATION NURSING
3 credits

In this course, students develop cultural competence regarding the role of the advanced education nurse by meeting the health-care needs of diverse groups and populations. Health promotion, disease prevention, resource utilization, and health education responsibilities are examined. Students utilize basic epidemiological concepts, group theories, and needs-assessment approaches for vulnerable populations. They explore the varying needs of diverse groups in community settings through a cultural blueprint.

Track Courses

Adult Health and Illness-Clinical Nurse Specialist

NUR 512

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 "hands-on" exposure to word processing, spreadsheet, database management, presentations graphics, electronic mail, and Web page authoring. While no prior knowledge of Microsoft Office is required for this course, it is expected that the student will have a familiarity with using a keyboard and mouse in a Windows environment. Students with light computer backgrounds will be expected to maintain pace with the instructor and with the rest of the class. Basic computer knowledge required.

NUR 616

ADVANCED ASSESSMENT IN HEALTH AND ILLNESS
3 credits

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

Prerequisites: Core, NUR 617, NUR 618

NUR 617
PHARMACOLOGY
3 credits

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

Prerequisite: NUR 618

NUR 618
PATHOPHYSIOLOGY
3 credits

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

Prerequisite: Core

NUR 623
THEORIES AND PRINCIPLES FOR ADULT CLINICAL NURSE SPECIALISTS/
CLINICAL EDUCATORS IN HEALTH CARE SYSTEMS
3 credits

This course focuses on the complex needs of chronically and acutely ill adults and their families. Needs assessment and program evaluation for specific medical-surgical patient groups are emphasized, as are topics on systems improvement, health-care mistakes and injuries, patient safety initiatives, standards of care, and evidence-based practice initiatives. Culturally competent approaches to the care of vulnerable, urban populations are integrated into plans of care. Safety-net services are examined from the perspective of continuity of care. The National Association of Clinical Nurse Specialists (NACNS) practice and education standards are emphasized.

Pre-requisites: Core, NUR 512, NUR 616

Co-requisite: NUR 625

NUR 624
CARE DELIVERY AND STAFF EDUCATION: INTEGRATION OF PATIENT
PROGRAMS
3 credits

This course explores health-care needs of chronically and acutely ill adults and families and the corresponding teaching/learning needs of nursing staff caring for them. Course learning opportunities develop student expertise in utilizing teaching strategies designed to advance the practice of other nurses via formal and informal educational encounters. Collaborative teaching arrangements are evaluated. Competence assessment, educational program creation and evaluation, and organization-wide quality initiatives are emphasized. The relationship between nursing education and patient outcomes is appraised. Strategies to teach at-risk patients, including vulnerable and under-served, are investigated.

Pre-requisites: Core, NUR 623, NUR 625

Co-requisite: NUR 626

NUR 625
FIELD STUDY IN ADULT HEALTH AND ILLNESS I
4 credits

This seminar and preceptored practicum course is designed to integrate theory, practice, and research as the basis for advanced clinical practice

for clinical nurse specialists (C.N.S.). Nursing care needs of adults and their responses to health and illness are explored within the context of health promotion, maintenance, and restoration health-care services. Clinical practica are structured according to the needs of the graduate student. The seminars provide a forum for discussion of the roles of the advanced practitioner. Practica and seminars enhance knowledge, skills, and attitudes relevant to advanced nursing practice in a variety of settings. This course requires 267 hours of clinical practicum.

Pre-requisites: NUR 616, Core

Co-requisite: NUR 623

NUR 626
FIELD STUDY IN ADULT HEALTH AND ILLNESS II
4 credits

A continuation of NUR 625 in which graduate students explore the needs and responses of diverse healthy and ill adults during preceptored clinical practica and seminars. The course views theory and research as foundations of nursing practice. Advanced nursing practice is examined within the context of health promotion, maintenance, and restoration services. Students investigate the characteristics and functions of the clinical nurse specialist role in relation to clinical problems. Practica are structured according to the needs of graduate students. The seminars provide a forum for discussion of various roles and clinical issues of advanced nursing practice in clinical nurse specialist roles in diverse settings. The practica and seminars enable students to expand knowledge, skills, and attitudes relevant to culturally competent advanced nursing practice for diverse clients. The National Association of Clinical Nurse Specialists (NACNS) practice and education standards are integrated. This course requires 256 hours of clinical practicum.

Prerequisite: NUR 625

Co-requisite: NUR 621

Please note: Students may complete both the Adult Health and Illness Track and the Certificate in Gerontology as an option for the Clinical Nurse Specialist in Gerontology.

Adult Nurse Practitioner

NUR 660
PRIMARY CARE OF ADULTS I
3 credits

This course focuses on primary-care health concerns of diverse adult clients and develops the advanced practice nursing role reflecting evidence-based practice. Using national health-care guidelines and professional standards, students evaluate health behaviors and implement culturally competent strategies for health promotion and disease prevention. Health maintenance and health restoration principles are explored in light of the traditional and contemporary managed care environments especially for vulnerable and under-served populations. Client education and counseling techniques relevant to advanced nursing practice are emphasized.

Pre-requisites: Core, NUR 616, NUR 617, NUR 618

Co-requisite: NUR 665

NUR 661
PRIMARY CARE OF ADULTS II
3 credits

This course focuses on the theories, principles, and processes necessary to diagnose and manage primary-care clients. Using evidence-based practice standards and ethical principles, students gain the knowledge base to evaluate and manage diverse clients with complex primary-care health needs. Students explore health risks and behaviors, health promotion strategies, disease prevention and health restoration in the context of traditional and contemporary managed care environments, especially

for vulnerable and under served clients. Legal, ethical, financial, and cultural concepts related to advanced practice nursing and professional certification requirements are integrated.

Prerequisite: NUR 660

Co-requisite: NUR 666

NUR 665

FIELD STUDY IN PRIMARY CARE OF ADULTS I

4 credits

This seminar course focuses on knowledge and skills necessary to provide primary care to adults at varied developmental stages, especially those from vulnerable and under served populations. Seminars focus on the application of physiologic, pharmacologic, and psychosocial principles in the role of the nurse practitioner within the health-care delivery system. Students integrate research-based knowledge of health assessment, health promotion, and disease prevention, pathophysiology, pharmacology, and family theory into preceptored clinical experiences in primary-care settings. Case presentations focus on the process of clinical reasoning for accurate diagnosis and management of illness. This course requires 256 hours of clinical practicum.

Co-requisite: NUR 660

NUR 666

FIELD STUDY IN PRIMARY CARE OF ADULTS II

4 credits

This course provides the opportunity for further development and refinement of primary-care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary-care activities through integration of theory and principles of nursing and other related fields and preceptored clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring, and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease in diverse primary-care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness. This course requires 256 hours of clinical practicum.

Prerequisite: NUR 665

Co-requisite: NUR 661

Clinical Nurse Leader

NUR 631

CLINICAL OUTCOMES MANAGEMENT

3 credits

This course addresses clinical decision-making, management of patient care, evidence-based practice, and outcomes management. Students participate in the process of developing best practice guidelines for promoting, maintaining, and restoring health. Quality assurance, safety and risk reduction will be examined. Students begin to develop a leadership portfolio.

NUR 633

CARE ENVIRONMENT MANAGEMENT

3 credits

This course investigates knowledge of complex health care systems including health care delivery models, financing, organization of health care systems, legislation affecting health care, and the role of professional nursing organizations in the health care environment. Students analyze the role of the CNL in health care systems.

NUR 634

FIELD STUDY IN CLINICAL NURSE LEADERSHIP

This course provides students the opportunity to participate in a leadership practicum with a mentor from a practice setting. Students complete their leadership portfolio that includes a capstone project demonstrating implementation of the leadership skills they have developed during their course of study.

Family Nurse Practitioner

NUR 615

FAMILY HEALTH NURSING

3 credits

This course explores theoretical perspectives on the family system and analysis of factors influencing family health, especially those of vulnerable and under-served populations. Students examine the life cycle of the family, including transitions of child bearing, the prenatal period, childrearing, and bereavement. Health promotion interventions are proposed for families with chronically ill and acutely ill members. Family responses to and coping mechanisms associated with acute and chronic illness are scrutinized. Students apply family theory as enacted by the advanced practice nurse in diverse community settings. Family assessment strategies are introduced as they relate to family nursing interventions. Principles of cultural competence and leadership/change agency are explored. Course may be taken as an elective in other M.S.N. 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 to 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 under-served 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). This course requires 180 hours of clinical practicum.

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 under-served populations. Client education and counseling techniques relevant to advanced nursing practice are emphasized.

Prerequisites: Core, NUR 616, NUR 617, NUR 618

Co-requisite: NUR 665

NUR 661

PRIMARY CARE OF ADULTS II
3 credits

This course focuses on the theories, principles, and processes necessary to diagnose and manage primary-care clients. Using evidence-based practice standards and ethical principles, students gain the knowledge base to evaluate and manage diverse clients with complex primary-care health needs. Students explore health risks and behaviors, health promotion strategies, disease prevention, and health restoration in the context of traditional and contemporary managed-care environments, especially for vulnerable and under-served clients. Legal, ethical, financial, and cultural concepts related to advanced practice nursing and professional certification requirements are integrated.

Prerequisite: NUR 660

Co-requisite: NUR 666

NUR 665

FIELD STUDY IN PRIMARY CARE OF ADULTS I
4 credits

This seminar course focuses on knowledge and skills necessary to provide primary care to adults at varied developmental stages, especially those from vulnerable and under-served populations. Seminars focus on the application of physiologic, pharmacologic, and psychosocial principles in

the role of the nurse practitioner within the health-care delivery system. Students integrate research-based knowledge of health assessment, health promotion, and disease prevention, pathophysiology, pharmacology, and family theory into preceptored clinical experiences in primary-care settings. Case presentations focus on the process of clinical reasoning for accurate diagnosis and management of illness. This course requires 256 hours of clinical practicum.

Co-requisite: NUR 660

NUR 666

FIELD STUDY IN PRIMARY CARE OF ADULTS II
4 credits

This course provides the opportunity for further development and refinement of primary-care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary-care activities through integration of theory and principles of nursing and other related fields and preceptored clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring, and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease in diverse primary-care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness. This course requires 256 hours of clinical practicum.

Prerequisite: NUR 665

Co-requisite: NUR 661

Nursing Anesthesia

NUR 616

ASSESSMENT OF THE ADULT IN HEALTH AND ILLNESS
3 credits

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

Prerequisite: NUR 617 or special permission

NUR 617

PHARMACOLOGY
3 credits

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

Prerequisite: NUR 618, Core, or special permission

NUR 618

PATHOPHYSIOLOGY
3 credits

This course integrates physiological principles, physical manifestations, and clinical practice implications with pathological interferences. Students focus on recognizing changes in client status, interpreting physiologic, pathologic, psychologic, and sociocultural data, and utilizing

this information in formulating safe, culturally competent advanced practice nursing care. Advanced practice nursing implications of current diagnostic studies and prototype pharmacological interventions will also be addressed.

Prerequisites: Core or special permission

NUR 681

ORIENTATION TO STUDY AND PRACTICE OF ANESTHESIA
4 credits

This orientation course is required for all students enrolled in the nurse anesthesia track. It is designed to familiarize students with department management, policies, and procedures, the history of nurse anesthesia, the role of the anesthesiologist as an anesthesia care team member, the history of anesthesia, and issues related to anesthesia administration. In addition, this course acquaints students with the physical plant, surgical suite, and critical care area. Program requirements and accreditation requirements of the Council on Accreditation of Nurse Anesthesia Educational Programs are presented. A broad field orientation to clinical practice includes legal implications of anesthesia care, preoperative patient assessment, airway management, and patient positioning. This course provides the basis for meeting the anesthesia-related needs of culturally diverse patients in acute-care settings. Topics included are: (1) Orientation to Anesthesia Department, Care Plans, and Records, (2) Orientation to the Operating Room, (3) Preoperative Patient Assessment, (4) Substance Abuse, Application to Nurse Anesthesia Practice, (5) Airway Management, (6) Patient Positioning, and (7) Basic Principles of Anesthesia Practice.

Prerequisite: Graduate Core, Advanced Core, special permission

NUR 682

ANATOMY, PHYSIOLOGY, AND PATHOPHYSIOLOGY I
4 credits

Nurse Anesthesia students are presented with specific anatomic and physiologic considerations of the cardiovascular, respiratory, and fluid/electrolyte systems. Cellular physiology as it applies to Nurse Anesthesia practice is presented. Cardiovascular segments provide monitoring modalities, cardiovascular pharmacology, and the effects of the anesthetic agents on the cardiovascular system. The respiratory segment provides an in-depth examination of anatomy, physiology, respiratory reflexes, lung volumes, respiratory sounds, rates, and types as they apply to anesthesia. Pathophysiologic disease processes associated with culturally diverse patient populations are presented and clinically applied. Topics included are (1) Cell Physiology, (2) Respiratory I, and (3) Cardiovascular I.

NUR 683

PHARMACOLOGY I
2 credits

The purpose of this course is to help students understand the actions and effects of specific anesthetic medications on the human system. Students analyze the nursing responsibilities related to anesthetic pharmacokinetics and pharmacodynamics for the advanced practice nurse. Students study principles of drug therapy, mechanisms of action, and selection of pharmacologic agents specific to anesthesia practice. Regional anesthetics, intravenous and inhalational anesthetic agents, and their clinical applications are incorporated. In addition, students examine pharmacologic considerations associated with diverse patient populations, especially those in urban medically under-served areas. Topics included are (1) Introduction to Pharmacology, (2) Regional Anesthesia, and (3) Inhalational Anesthesia.

NUR 684

PHYSICS AND CHEMISTRY I
2 credits

This course introduces the student to the principles of inorganic chemistry that are applicable to anesthesia practice. The core portion of this course encompasses the critical elements of design, purpose, operation, and safety principles associated with anesthesia machine use. The FDA checklist is incorporated into the didactic portion of the curriculum. Topics included are (1) Anesthesia Machine and (2) Patient Monitoring.

NUR 685

PHARMACOLOGY II
3 credits

The purpose of the course is to expand students' pharmacologic knowledge base related specifically to nurse anesthesia practice while continuing to build on the principles of NUR 683. Students continue to build on the pharmacokinetics and pharmacodynamics related to local anesthetics, muscle relaxants, and intravenous anesthetic agents. The course continues to focus on the pharmacologic considerations and pathophysiologic disease processes of persons in medically under-served areas and with high-risk urban populations. Topics included are (1) Local Anesthesia, (2) Muscle Relaxants, and (3) Intravenous Anesthesia Agents.

NUR 686

ANATOMY PHYSIOLOGY AND PATHOPHYSIOLOGY II
4 credits

The anatomy, physiology, and pathophysiology of the cardiovascular and respiratory systems are expanded upon from NUR 682. In addition, the physiology, anatomy, and pathophysiology of the hepatic, endocrine, excretory, and autonomic nervous systems are presented. The effects of the inhalational and intravenous anesthetic agents on the hepatic, renal, and endocrine systems are featured with a focus on biotransformation and excretory processes. Pathophysiologic disease processes specific to culturally and racially diverse patient populations are applied. Topics included are (1) Cardiovascular II, (2) Respiratory II, (3) Hepatic System, (4) Endocrine System, (5) Excretory System, and (6) Autonomic Nervous System.

NUR 687

CHEMISTRY AND PHYSICS II
2 credits

The physical laws of physics as they apply to anesthesia practice are presented. Organic and inorganic chemistry principles as they apply to nurse anesthesia practice are examined. Electrical safety and electrical principles related to the physical environment and surgical suite are integrated into this dynamic course.

NUR 688

ADVANCED PRINCIPLES OF PRACTICE
4 credits

An in-depth presentation of the respective anesthesia subspecialties is presented. Surgical subspecialties explored include obstetrics, pediatrics, CT surgery, geriatrics, neuroanesthesia, trauma, burns, orthopedics, ENT, plastic surgery, GI surgery, pain management, laser surgery, and hematology. Specific techniques, monitoring devices, complications, physiologic alterations, and anesthesia provider considerations associated with each subspecialty are extensively reviewed and applied clinically. Subspecialty practice applicable to the medically under-served is included in conjunction with cultural issues that affect health care in the urban setting. Topics included are (1) Obstetrics, (2) Pediatrics, (3) Cardiothoracic, (4) Geriatrics, (5) Neuroanesthesia, (6) Trauma/Burns, (7) Orthopedics, (8) ENT/Plastics, (9) GI Surgery, (10) Pain Management, (11) Laser Surgery, and (12) Hematology.

NUR 689

PROFESSIONAL ASPECTS

2 credits

This culminating course is designed to prepare students for the professional responsibilities they will assume as nurse anesthetists following graduation. Medical-legal considerations associated with nurse anesthesia are incorporated and selected medical malpractice cases are analyzed. This course provides students with the ability to evaluate journal clubs and prepare professional reports for presentation. Topics included are (1) Medical-Legal Considerations in Anesthesia Practice, (2) Seminar Workshop, Educational Meetings, Morbidity, and Mortality Conferences, and (3) Journal Club.

NUR 690

CLINICAL PRACTICUM I

3 credits

This clinical practicum is developed to allow the student to gain exposure to the induction, maintenance, and emergence phases of anesthesia. Students focus on pre-anesthesia assessment, anesthesia induction techniques, emergence, and proper postprocedure care. This is a Pass/Fail course. Objectives included are (1) Room Preparation, (2) Pre-Anesthetic Assessment, (3) Anesthesia Record, (4) Induction, (5) Maintenance, Emergence, and Post-operative Periods, and (6) Interpersonal Behavior.

NUR 691

CLINICAL PRACTICUM II

6 credits

This clinical capstone course is the final culmination of the student's clinical experience. Senior nurse anesthesia students utilize their didactic preparation and clinical anesthesia foundation from the preceding six semesters. Topics included are (1) Room Preparation, (2) Preanesthetic induction, (3) Anesthesia Record, (4) Induction, (5) Maintenance, Emergence, and Post-operative rounds, and (6) Interpersonal Behavior.

Public Health Nursing**NUR 610**

NURSING AND HEALTH EDUCATION

3 credits

This is the first graduate nursing education course in a three-course sequence designed to prepare the master's-level nurse for beginning teaching roles in nursing education, staff development, and public/health education. The course explores the historical and philosophical underpinnings of education and their relevance to the education of nurses and the public. Emphasis is given to nursing education theory, critical analysis of theories of learning and teaching strategies, and exploration of current issues in nursing education, nursing practice, and public/health education.

Prerequisite: None

NUR 611

METHODS OF EDUCATION IN NURSING

3 credits

This course builds on the content of NUR 610 and focuses on the way in which the components of the teaching/learning process are organized in order to meet the needs of the learner—nursing student, client/patient and family, or practicing nurse. The emphasis in this course is on the application of models and strategies in any classroom or clinical setting where nurses are responsible for others' learning.

Prerequisite: None

NUR 635

HEALTH POLICY AND PROGRAM PLANNING AND EVALUATION

3 credits

This seminar course introduces students to health policy, program planning, and evaluation in the public health context, especially as they relate to vulnerable and under-served populations. Special emphasis is placed on students' strengthening and developing their skills in policy formulation and implementation. The social, economic, legal, ethical, cultural, and political environments that influence public policy, planning, and evaluation are explored. Students acquire familiarity with strategies for health planning and evaluation through selected applied learning activities.

Prerequisites: Core

NUR 637

EPIDEMIOLOGY

3 credits

Epidemiology is concerned with analyzing and describing patterns and determinants of health and disease in human populations. The principles and methods of epidemiology provide knowledge of the evolution of health and disease processes, the foundation for preventive health practices, and the basis for rational health policy decisions. Population-based data collection methods and analyses of health data and their relationship to the utilization of health services are emphasized. Application of epidemiological methods to communicable and chronic diseases is discussed, especially as they relate to systematic health-care interventions.

NUR 650

PUBLIC HEALTH NURSING I

3 credits

This is the first of two courses designed to provide the theoretical foundations necessary for advanced public health nursing practice. Health behaviors and change strategies will be discussed as the bases for effective public health interventions. A variety of community assessment models from nursing, public health, public policy, and the social sciences will be examined. Current writings from the humanities provide an opportunity to apply and critique assessment models. Content includes the scope and standards of practice for public health nursing and exploration of significant public health problems.

Prerequisites: Core, NUR 635, NUR 637

Co-requisite: NUR 655

NUR 651

PUBLIC HEALTH NURSING II

3 credits

This is the second of two courses designed to provide the theoretical foundations necessary for advanced public health nursing practice. Emphasis is placed on intervention and evaluation strategies. Content includes public health services models that support primary, secondary, and tertiary health-care initiatives both in traditional and non-traditional settings. Financial, ethical, cultural, and political factors in aggregate interventions are explored. Models for intervention and evaluation from nursing and other disciplines are analyzed for their utility in advanced practice nursing. Popular works of non-fiction are used to highlight the benefits and limitations of theoretical models in public health nursing. The synthesis of ideas, models, and research from a variety of sources are emphasized as a critical component of public health nursing.

Prerequisites: NUR 650, NUR 655

Co-requisite: NUR 656

NUR 655

FIELD STUDY IN PUBLIC HEALTH NURSING I

4 credits

This seminar and preceptored practicum course integrates theory, practice, and applied research. Through seminars and clinical applications, students develop the initial phases of a community health project with targeted populations. Emphasis is placed on leadership roles that optimize the health of families, groups, and communities through an assessment of the health status of an aggregate or community and a proposed plan of action based on priority needs and resources of the target population. The final phases of this project (implementation, evaluation, and recommendations) will be completed in the Spring Semester (NUR 656). The course builds on public health principles and culturally competent interventions engaging at-risk urban populations. Healthy People 2010 guides the student's advanced practice opportunities through collaborative, multidisciplinary, client-oriented work in community settings. This course requires 256 hours of clinical practicum.

Prerequisites: NUR 635, NUR 637, HCA 731, or MBA 610

Co-requisite: NUR 650

**NUR 656**

FIELD STUDY IN PUBLIC HEALTH NURSING II

4 credits

This seminar and preceptored practice course further integrates theory, practice, and program evaluation perspectives into advanced practice public health nursing. The course supports the implementation and evaluation phases of the student's ongoing public health project/practicum. Emphasis is placed on expanding professional and community roles, responsibilities and requisite skills to sustain and promote population-focused health within the framework of Healthy People 2010. The course focuses on culturally competent public health nursing interventions and leadership opportunities in diverse urban settings. Innovative health communication, education, and outreach strategies addressing public health needs in the 21st century are essential components of the course. This course requires 256 hours of clinical practicum.

Prerequisites: NUR 650, NUR 655

Co-requisite: NUR 651

**Nursing Administration/M.B.A.****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, M.B.A. Foundation, M.B.A. Executive Perspectives, and acceptance into the M.B.A. program.

Co-requisite: NUR 645

NUR 645

FIELD STUDY IN NURSING MANAGEMENT/ADMINISTRATION I

4 credits

This is the first of two preceptored field experiences designed to provide the student with the opportunity to integrate administration theory, operations, and research in a variety of health-care settings in order to positively influence the quality of patient care. With faculty guidance, students select and participate in a variety of experiences that focus on nursing management within diverse health-care settings. Seminars provide students with experiences in developing the skills necessary for the nurse administrator to influence change, to work with teams, and to manage resources. Trends, ethics, standards, and research in the area of nursing management are also examined. Emphasis is placed on the student's articulation of the philosophical and theoretical basis of the practicum issues and on the development, refinement, and evaluation of effective management strategies. Clinical practica are structured according to the individual student's knowledge and skill needs. This course requires 125 hours of clinical practicum.

Prerequisite: M.B.A. Core, M.B.A. Foundation, M.B.A. Executive Perspectives

Co-requisite: NUR 640

NUR 646

FIELD STUDY IN NURSING MANAGEMENT/ADMINISTRATION II

4 credits

In this preceptored field experience, students select opportunities to participate in strategic and financial management operations in a variety of settings. Seminars examine the impact of prospective payment, managed care, and uncompensated care on health-care organizations and nursing systems, especially those serving vulnerable and under-served populations. Students explore intrapreneurial and entrepreneurial roles of nursing administrators. Seminars provide students with the opportunity to share and process weekly practicum experiences and to receive feedback from students and faculty colleagues. Students articulate the philosophical and theoretical basis of practicum issues and the development, refinement, and evaluation of effective management strategies to effect positive changes in patient-care delivery systems. Students are encouraged to seek practica in alternative care delivery sites such as, but not limited to, Health Maintenance Organizations (HMOs), primary-care health centers, assisted living centers, nursing homes, and hospitals and with diverse client populations, especially the vulnerable and under-served. This course requires 125 hours of clinical practicum.

Prerequisite: NUR 645

Required M.B.A. courses are previously listed and described elsewhere in this catalog.

Elective Nursing Courses**NUR 500**

ETHICS IN NURSING

3 credits

This course is designed to provide the foundations for critically analyzing ethical dilemmas in nursing practice. Ethical theories will be explored and critically examined, with a focus on their application to practice. Moral developmental theories will be discussed in light of the current debate regarding gender and racial disparities in decision for ethical practice from a systems theory perspective. The course will draw on students' clinical experiences to promote moral reflection and personal values clarifications with regard to contemporary health-care challenges. The course will examine current and emerging issues as influenced by emerging technological, clinical, political, legal, socio-economic, and fiscal factors.

NUR 512**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 “hands-on” exposure to word processing, spreadsheet, database management, presentations graphics, electronic mail, and Web page authoring. While no prior knowledge of Microsoft Office is required for this course, it is expected that the student will have a familiarity with using a keyboard and mouse in a Windows environment. Students with light computer backgrounds will be expected to maintain pace with the instructor and with the rest of the class. Basic computer knowledge required.

NUR 520**SPIRITUALITY IN NURSING AND HEALTH CARE**

3 credits

This course provides an introduction to the role of spirituality in nursing practice. The course will analyze the paradigm shifts that have occurred in the history of professional nursing regarding the place of spirituality in professional nursing practice. It explores the phenomenon of spirituality in health and illness across the lifespan and from the perspectives of multiple religious and cultural world views. The course offers students an opportunity to reflect on their understanding and experience of spirituality and how spirituality influences personal decision making. The applicability of current research and specific nursing theories to the practice of spiritually sensitive nursing care is also addressed. Emphasis is placed on personal spirituality as a resource for the provision of nursing care that respects the diverse religious traditions and spiritualities of clients.

NUR 565**SAFETY STRATEGIES FOR HEALTH CARE DELIVERY SYSTEMS**

3 credits

This course explores medication errors and other health-care errors that threaten patient safety. The impact of health-care errors is examined from the perspectives of consumers, health-care providers, professional organizations, legislators, hospitals, and other health-care delivery agencies. Systems improvement initiatives are investigated with the goal of preventing health-care errors. Interdisciplinary and collaborative roles of consumers, legal counsel, and health-care providers, including nurses, pharmacists, and physicians are emphasized.

NUR 567**CARING THEORY, CARING PRACTICE**

3 credits

This course examines human caring and nurses’ contributions to the health and healing of the people served. It emphasizes the history, research, and aesthetics of caring from the perspectives of nursing and other disciplines. Emphasis is placed on critique of caring research, scholarly and aesthetic writing on caring, and resources available to study caring. Intentional caring and self-care are also analyzed.

NUR 574**INTRODUCTION TO GRADUATE RESEARCH AND WRITING**

3 credits

A cross-disciplinary seminar that introduces students to the latest research technology and databases for advanced work in their major. Emphasis on research and communication skills, including oral presentations and written reports and papers. An individualized paper or written project, approved by the student’s department, will be completed by each participant in the seminar.

NUR 632**SEMINAR IN NURSING HISTORY**

3 credits

The purpose of this seminar is to expand the student’s awareness of the historical role of nursing as a social response to the health needs of the American public. The changes in nursing itself will be viewed through the context of American political, economic, and social force. The internal forces of nursing will be analyzed as responses to those events. The philosophies of nursing leaders and other leaders and groups will be analyzed. Emphasis will be given to the interplay between societal forces and American nursing practice, education, and administration.

NUR 638**GROUP PROCESS IN NURSING PRACTICE**

3 credits

Nurses in advanced practice are increasingly called upon to participate in and provide leadership to groups of patients, families, and professional staff. Strong leadership in-group process can promote quality health care. To examine group process, course topics will include (1) theories of group development and operation, (2) group properties and process, (3) the synergistic nature of groups, and (4) the function of group leadership. The group theories and processes will be examined in light of support groups, patient education groups, staff-work groups, and committees.

Selected Certificate Courses that May be Taken as M.S.N. Electives

GERO 510**CARING FOR THE ELDERLY: THEORIES, PRACTICE, AND SOCIAL POLICY**

3 credits

This course analyzes aggregate care models for the elderly. It explores social policy on aging from a governmental and interagency perspective. Population changes and aging in society are highlighted. Public health and social agency strategies are explored. Ethical issues relating to aging and social policy are discussed.

GERO 522**THEORIES, PRINCIPLES, AND ASSESSMENT IN BIOLOGICAL, PSYCHOLOGICAL, AND PATHOPHYSIOLOGICAL AGING**

3 credits

The course explores social and psychological aspects of aging, common physical health problems in the elderly, and behavioral and biological aging theories. Behavioral theories such as stress models, person-environment fit, and social cognitive theory are examined. Special attention is given to mood disorders, dementia, elder abuse, congestive heart failure, degenerative joint disease, and osteoporosis as prototype concerns. Common therapeutic interventions such as fall prevention, pain management, and exploitation prevention and assessment strategies for social, psychological, physical, and functional health aspects of aging are emphasized. Public health implications of depression, delirium, dementia, and elder exploitation are explored. Health advocacy approaches, prevention models, and critical pathway analysis are used to frame health promotion and disease prevention programs.

GERO 580**FIELD STUDY IN GERONTOLOGY: PRACTICUM**

3 credits

This practicum course offers opportunities for students to observe and work with a preceptor in clinical or community settings serving the elderly. Seminar meetings and clinical experiences allow students to apply concepts of gerontology in actual elder-care situations.

Pre-requisites: GERO 410/510, GERO 422/522, GERO 591.

GERO 591**GERIATRIC PSYCHOPHARMACOLOGY**

1 credit

This course explores treatment of mental health problems in the elderly using pharmacological interventions. Drug treatment for depression and psychosis are featured, as well as management of behavior disorders related to dementia along with the role of psychoactive drugs in the care of older adults. Appropriate and inappropriate uses of such drugs will be compared. Depression and dementia will be examined as prototypes of psychoactive drug use in the elderly. End-of-life issues and pain relief will be addressed. *Pre-requisites: GERO 410/510, 422/522, or special permission.*

HSC 516**URBAN HEALTH: FAMILIES AND CHILDREN IN JEOPARDY**

3 credits

This course explores the public health resources and challenges of urban families and their children. Utilizing models suitable for vulnerable populations, the impact of social, economic, and educational factors on the well being of urban populations is investigated. Students examine urban communities as complex physical and social environments. Selected threats to quality of life and the effects of common high-risk behaviors on family health are assessed. This course recognizes the family unit as the basis for interrelations health. Students engage family members and community organizations as partners in positive family health strategies. Experiential and service learning projects emphasize both family and community assessments.

Graduate courses in other schools (Business and Arts and Sciences) may be taken as electives in the M.S.N. tracks. Students may also take courses in the post-master's certificate program in Nursing Education as electives, as well as graduate-level nursing courses in the certificate programs.

Nursing Certificates

La Salle offers a variety of post-baccalaureate certificates for nursing professionals interested in broadening their skills. These college credit-bearing courses may be applied toward degree requirements at La Salle University in addition to meeting the requirements of the certificate program. For more information on any of the listed programs, contact La Salle's School of Nursing and Health Sciences at 215.951.1430.

School Nurse Certificate

The La Salle School Nurse Certificate Program prepares nurses to serve children from infancy to 21 years of age in school settings. The specific programmatic focus is the needs of school-aged children and adolescents. School nurses provide preventive health teaching and manage primary health-care needs. They deliver services that improve the health status of children based on the principle that healthier children achieve greater academic success. La Salle's School Nurse Certificate Program enables registered nurses who have earned baccalaureate degrees in nursing to prepare for and receive initial certification as school nurses.

Wound, Ostomy, and Continence Nursing Education Program (WOCNEP)

Through the School of Nursing and Health Sciences' Wound, Ostomy, and Continence Nursing Education Program (WOCNEP), nurses are prepared to provide acute and rehabilitative care for people with disorders of the gastrointestinal, genitourinary, and integumentary systems. WOC nurses provide direct and consultative care for persons with abdominal stomas, wounds, fistulas, pressure ulcers, and incontinence problems. La Salle's WOCNEP enables registered nurses who have baccalaureate degrees to prepare for and receive initial certification as WOC nurses.

Certificate in Nursing Informatics

This four-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 introduced to hardware and software challenges related to data processing and management, project management, and problem solving. Systems designs, ethical and social issues, and computerized information management are examined.

Certificate in Gerontology

This is a 10-credit interdisciplinary certificate program for all professionals in health and human services who are interested in various careers that provide services to older adults. Courses in this certificate program may be taken as pre-baccalaureate or post-baccalaureate.

Post-Master's Certificate Options are also available in all M.S.N. tracks:

Clinical Nurse Specialist—Adult Health and Illness, Nurse Anesthesia, Nurse Practitioner—Primary Care of Adults, Nurse Practitioner—Primary Care of Families, Public Health Nursing, and Nursing Administration/M.B.A. For more information, contact the School of Nursing and Health Sciences at 215.951.1413.

Post-Master's Certificate in Nursing Education

A three-course post-master's certificate is available for students who already possess a master's degree in a clinical area. The following three courses are required and may be taken as electives in the M.S.N. tracks.

NUR 610**NURSING AND HEALTH EDUCATION**

3 credits

This is the first graduate nursing education course in a three-course sequence designed to prepare the master's-level nurse for beginning teaching roles in nursing education, staff development, and public/health education. The course explores the historical and philosophical underpinnings of education and their relevance to the education of nurses and the public. Emphasis is given to nursing education theory, critical analysis of theories of learning and teaching strategies, and exploration of current issues in nursing education, nursing practice, and public/health education.

Prerequisite: None

NUR 611**METHODS OF EDUCATION IN NURSING**

3 credits

This course builds on the content of NUR 610 and focuses on the way in which the components of the teaching/learning process are organized in order to meet the needs of the learner—nursing student, client/patient and family, or practicing nurse. The emphasis in this course is on the application of models and strategies in any classroom or clinical setting where nurses are responsible for others' learning.

Prerequisite: None

NUR 612**FIELD STUDY IN NURSING EDUCATION**

4 credits

This seminar and preceptored practical course is designed to integrate educational theory and methods. Students will participate in a variety of experiences that focus on educating nursing students, other nurses, and nursing's clients. The ethical and legal issues of education will be explored. *Prerequisite: NUR 610, NUR 611*

SPEECH-LANGUAGE-HEARING SCIENCE

Faculty

Director: Barbara J. Amster, Ph.D., CCC-SLP
 Assistant Professors: Klein, Kleinow, Luckhurst, Ruiz
 University Clinical Coordinator/Supervisor: Mancinelli

Description of Program

La Salle University's Speech-Language-Hearing Science Program offers a Master of Science degree in Speech-Language Pathology for students who have an undergraduate degree in communication sciences and disorders, speech-language pathology, audiology, or speech-language-hearing science. In addition, those students with an undergraduate degree in a related field can pursue the master's degree after completing prerequisite courses. See <http://www.lasalle.edu/academ/nursing/speech/slp/index.php> for information about La Salle University's Pre-S.L.P. Program.

Speech-language pathologists care for patients of all ages and cultural backgrounds with communication disorders. Speech-language pathologists assess, treat, and help to prevent speech, language, cognitive communication, voice, swallowing, fluency, and related disorders.

Our program provides personal and professional growth opportunities. We offer classes in the late afternoon and early evening. Our clinical practicum experiences at our affiliate sites are offered during business hours. Students have the opportunity to gain from diverse, excellent clinical practicum experiences in a variety of professional settings. Our faculty share their vast array of clinical experiences with students and care about each student's success.

Mission Statement of the Speech-Language-Hearing Science Graduate Program

La Salle University's Speech-Language-Hearing Science Graduate Program provides a research-oriented, clinically based curriculum, grounded in theoretical, ethical, and clinical knowledge in speech, language, and hearing science. Students learn to think critically, 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 lifelong learning.

Goals of Program

The Speech-Language-Hearing Science Program at La Salle University is designed to provide an accredited program in which students are prepared to function as qualified speech-language pathologists. The Program provides theoretical and clinical experiences that prepare students for leadership roles to meet the health, educational, and social needs of individuals with communication and swallowing disorders in the contexts of families, communities, and society. The Program is designed to equip students to meet requirements for certification by the American Speech-Language-Hearing Association, for licensure by the Commonwealth of Pennsylvania, and as a foundation for doctoral study. Graduates of this program will earn a Master of Science degree.

Learning Objectives of the Program

The following objectives reflect entry-level competency in all the basic human communication and swallowing areas, including articulation, fluency, voice and resonance, receptive and expressive language, hearing, including the impact on speech and language, swallowing, cognitive and social aspects of communication, and communication modalities.

The codes listed at the end of each objective refer to the ASHA Certification Standards from the Knowledge and Skills Acquisition (KASA) Form (March 2003).

1. Demonstrate proficiency in oral and written communication sufficient for entry into professional practice. (IV-G-3)
2. Apply basic biological/physical science, mathematics, and behavioral/social science to the study of communication and swallowing disorders. (IIIA, III-B)
3. Analyze, synthesize, and evaluate information in the areas of basic human communication and swallowing processes. (III-B)
4. Contrast basic human communication and swallowing processes with communication and swallowing disorders and differences. (III-C, III-D)
5. Demonstrate clinical skill in assessment, intervention, and prevention of human communication and swallowing disorders. (III-D, IV-G1a-g; 2a-g)
6. Integrate and demonstrate ethical, legal, and professional standards in the provision of speech-language pathology services. (IV-G-3d)
7. Integrate research with clinical knowledge to improve evaluation and treatment of individuals with communication and swallowing disorders. (III-A, III-B, III-C, III-D, IV-G)
8. Critique professional issues in speech-language pathology and advocate for individuals with communication and swallowing disorders. (IV-G)
9. Pursue education and credentials necessary for obtaining/maintaining certification and licensure for ongoing professional development. (IV-G)
10. Implement appropriate assessment and intervention for diverse client populations with communication and swallowing disorders. (III-C, III-D, IV-G)
11. Evaluate individuals with communication and swallowing disorders utilizing appropriate diagnostic tools. (III-C, III-D, IV-G)
12. Provide intervention for individuals with communication and swallowing disorders utilizing appropriate clinical methods and strategies. (III-C, III-D, IV-G)
13. Practice independently and collaboratively in various health-care and educational systems with appropriate professional manner. (III-A, III-B, III-C, III-D, IV-G)

Accreditation

The Speech-Language-Hearing Science Program's Master of Science in Speech-Language Pathology at La Salle University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA), 10801 Rockville Pike, Rockville, MD 20852, 301.897.5700. ASHA is the national professional, credentialing, and scientific organization for speech-language pathologists, audiologists, and speech-language-hearing scientists. To practice in most work settings, speech-language pathologists must hold a master's degree and become certified by ASHA. This certification, called the Certificate of Clinical Competence (CCC), requires the successful completion of a specific program of course work and practicum, a supervised Clinical Fellowship Year (CFY), and passing 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. For more information about the importance of certification, please contact the American Speech-Language-Hearing Association at 800.498.2071 or <http://www.asha.org/about/credentialing/cert>.

La Salle University's Speech-Language-Hearing Science Program is approved for teacher certification for Speech and Language Impaired from the Pennsylvania Department of Education (PDE) of the Commonwealth of Pennsylvania. This Instructional I certificate is needed to work as a Teacher of Speech and Language Impaired in the various school systems in Pennsylvania. Any candidate applying for an Instructional I certificate is required by Pennsylvania State Board regulations to pass the appropriate sections of the PRAXIS Series Tests: Professional Assessments for Beginning Teachers, administered by the Educational Testing Service. Information about the PRAXIS Series Tests is available in the Program Director's office (Wister 208). 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 G.P.A. of 3.0 and a minimum G.P.A. of 3.0 in SLHS courses). In addition to the SLHS course requirements, candidates for Instructional I certificates must complete approved education courses and complete an approved full-time student teaching practicum (SLH 521). Education courses must be approved by the Director of the SLHS Program.

Clinical Experiences

In accord with ASHA certification requirements, the SLHS graduate program offers 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 400 schools, hospitals, private practices, and rehabilitation facilities in the greater Philadelphia area for supervised clinical practicum affiliations, including Abington Memorial Hospital, Moss Rehabilitation Hospital, University of Pennsylvania Hospital System, Crozer-Chester Medical Center, Taylor Hospital, Delaware County Memorial Hospital, Holy Redeemer Hospital, Voorhees Pediatric Facility, Weisman Children's Rehabilitation Hospital, Magee Rehabilitation Hospital, Christiana Care Health System, Al du Pont Hospital for Children, Frankford Health Systems, Mercy-Fitzgerald Hospital, Kessler Institute for Rehabilitation, Cooper Hospital, Geisinger Hospital, Genesis Rehabilitation Services, and Temple University Hospitals. School-based clinical affiliations have also been established with local school districts, intermediate units (I.U.), and specialized schools throughout the Delaware Valley. These include the Bucks County I.U., Montgomery County I.U., Delaware County I.U., Colonial I.U., Chester County I.U., the Educational Services Unit of the Burlington County Special Services School District, Gloucester County Special Services School District, Gloucester City Public Schools, Clarke of Pennsylvania Auditory/Oral Center, Lower Merion School District, Upper Darby School District, Capital School District, The Timothy School, Pathway School, The Crossroads School, Cape Henlopen School District, Centerville School, The Devereaux Foundation, and The Pennsylvania School for the Deaf.

In 2003 the Speech-Language-Hearing Science Program opened the La Salle University Speech-Language-Hearing Community Clinic at St. Francis of Assisi Church. In 2005, we opened a second site at the La Salle University Neighborhood Nursing Center. SLHS students have observational and clinical practicum opportunities at these sites while receiving close supervision and instruction from La Salle University faculty members.

The Speech-Language-Hearing Science Clinical Handbook contains program specific guidelines and procedures for clinical practicum experiences and may be obtained from the Program Director.

THE NATIONAL STUDENT SPEECH LANGUAGE AND HEARING ASSOCIATION

The National Student Speech Language and Hearing Association (NSSLHA) is a pre-professional membership association for students interested in the study of communication sciences and disorders.

La Salle University formed a recognized NSSLHA chapter in 2002. Membership in the La Salle NSSLHA chapter is available to undergraduate and graduate students enrolled full-or part-time in the Speech-Language-Hearing Science Program.

Student NSSLHA members can increase their involvement in the field by visiting professional work sites, engaging in group outreach programs, attending panel discussions, fund raising, and more. NSSLHA membership allows students to engage in leadership activities locally and nationally by promoting dialogue between students, professionals, and community members.

Advisor: Cesar Ruiz, ruiz@lasalle.edu

Visit the NSSLHA Web site: www.nsslha.org

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 official scores in the Graduate Record Examination (GRE) taken within the past five years. Information on GRE scheduling is available from the Counseling Center.
3. Two letters of reference. At least one reference must be an academic reference.
4. An essay regarding career plans and qualifications.
5. A professional resume.
6. The application for admission, accompanied by the stipulated application fee payable to La Salle University.

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 course work in a related discipline or noteworthy contributions to the field. A personal interview may be required. We invite applications from all students with a strong commitment to excellence in caring for those with communication and swallowing disorders.

In order for students to meet 2005 ASHA certification standards (see: http://www.asha.org/members/slp/slp_standards_new).

La Salle University's Speech-Language-Hearing Science Program includes prerequisites to graduate study. The chair of the admission committee evaluates graduate applications to determine whether an applicant has met all prerequisites. Applicants are requested to complete the undergraduate prerequisites before their application can be considered. La Salle University has developed the Pre-S.L.P. Program to help students complete these prerequisite requirements in both online or classroom-based formats. For more information about the Pre-S.L.P. Program, see <http://www.lasalle.edu/academ/nursing/speech/slp/index.php>.

Upon admission to the SLHS-M.S. Program, the student meets with his/her advisers to determine the course of study, review the student's transcript to verify whether the student has fulfilled all the prerequisite requirements and to begin to implement the Knowledge and Skills Acquisition (KASA) summary form for evaluation by the Council For Clinical Certification (CFCC). If the student has not met the prerequisite requirements (equivalent course title and description at the undergraduate institution) the student is required to meet these requirements upon entering the M.S. program. In certain situations, students may complete some necessary prerequisites simultaneously with graduate study. Students must fulfill prerequisite requirements prior to obtaining the master's degree

The Application for Admission may be obtained by contacting:

Dr. Barbara Amster, Director
Speech-Language-Hearing Science
La Salle University
Philadelphia, PA 19141
215.951.1982
slh@lasalle.edu

Tuition and Fees 2007-2008

Application fee.	\$35
Tuition (per credit)	\$675
General University fee (per semester)	\$85
*(waived for online applications)	

Students accepted into the SLHS program are required to submit a non-refundable \$200 deposit to reserve their place in the class. These funds will be credited to the student's first invoice upon enrollment.

Tuition Assistance

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

Model Curriculum

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

The Speech-Language-Hearing Science Student Handbook contains program specific guidelines and procedures for progression through the program and may be obtained from the Program Director.

The model curriculum contains a minimum of 45 credits, which includes clinical practicum requirements and successful completion of the Master's Comprehensive Examination. Only six credits of clinical practicum can be counted towards the 45-credit minimum.

Students must meet with their advisers each semester to discuss registration and to review their KASA. The KASA must be completed, approved, and signed by the Director of the Program to complete graduation requirements. When a graduate student enters his/her final semester of study, the student's academic and clinical record is examined by the student's adviser for compliance with La Salle University SLHS Program requirements and ASHA requirements. Typically, the Capstone (SLHS 635) course is completed during the student's final semester in the program. Part of the SLHS requirements for graduation includes taking the National Examination in Speech-Language Pathology (NESPA) examination while enrolled in the Capstone Course (SLHS 635). Any deviation from this sequence must be approved by the Program Director.

Students are responsible for making sure that they follow ASHA guidelines for course selection. Selection of courses is made with an adviser and includes undergraduate transcript review. If students have deficiencies in undergraduate prerequisites, in accordance with ASHA guidelines, these courses must be completed. Please note: Students must meet the 2005 ASHA Standards for Certification. Please contact the American Speech-Language-Hearing Association at 800.498.2071 or <http://www.asha.org/about/credentialing/cert> for more information about certification standards. Part-time graduate students who take longer than three years to finish the M.S. degree will be subject to meeting the curriculum requirements in place at the time of graduation.

Progression in the SLHS Program

- SLHS graduate students must maintain a minimum cumulative 3.0 G.P.A..
- SLHS graduate students may not earn more than two grades below B in SLHS courses. Note that a "B-" average does not satisfy this requirement.
- If a student receives a "C" in a clinical practicum course he/she must retake the course and receive a "B" or better. Students who receive below a "B" on retaking the course are subject to dismissal from the program.
- A grade of "F" in any clinical practicum course (SLH 516, SLH 616, SLH 517), including the student teaching course (SLH 521), is grounds for immediate dismissal from the program.
- SLHS graduate students are expected to abide by the ASHA Code of Ethics. The SLHS Faculty will determine the degree to which a student fulfills these criteria.
- Decisions of the SLHS Faculty are final but subject to appeal. Refer to La Salle University Graduate Catalog and Student Guide to Rights and Responsibilities.

Core: Required for all students

SLH 502	Introduction to Aural Habilitation/Rehabilitation
SLH 503	Disorders of Articulation and Phonology
SLH 511	Fluency and Stuttering
SLH 512	Language Disorders in Young Children
SLH 513	Acquired Language Disorders
SLH 514	Language Learning Disabilities in School-Age Children and Adolescents
SLH 515	Voice Disorders
SLH 516	Clinical Practicum and Procedures
SLH 517	Clinical Practicum in Audiology (may be waived if student achieves a minimum of 10 aural habilitation/rehabilitation clinical practicum hours while engaged in SLH 516 or SLH 616)
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 528	SLH 538	SLH 640
SLH 530		

Additional Requirements for Students Pursuing Pennsylvania Teacher Certification:

SLH 521 Student Teaching in Speech and Language Disabilities
EDC 501 or EDC 603 (or appropriate Education courses completed while enrolled in undergraduate program and approved by the Program Director)

Course Descriptions

 identifies courses that have been designated as having a service-learning component.

SLH 502

INTRODUCTION TO AURAL HABILITATION/REHABILITATION
3 credits

This course examines principles and strategies in management of problems related to hearing impairment in children and adults. Development and maintenance of communication through speech reading, auditory training, and the use of technology in aural habilitation/rehabilitation are investigated.

Prerequisite: SLH 211, 304, or permission of instructor

SLH 503

DISORDERS OF ARTICULATION AND PHONOLOGY
3 credits

This course reviews the development of speech sound production and speech perception skills in children. Factors affecting phonological development and auditory-motor learning are discussed. Prominent theories of phonology are reviewed and critiqued and assessment and modification of atypical articulatory patterns are emphasized. The differential diagnosis of oral motor versus phonological disorders is explored. Case studies are used to illustrate methodologies and to plan remediation.

Prerequisite: SLH 200 or permission of instructor

SLH 506

NEUROLOGICAL BASES OF COMMUNICATION AND BEHAVIOR
3 credits***

This course is an examination of the structure (neuroanatomy), organization (neurophysiology), and functions of the central and peripheral nervous systems as they relate to speech, language, hearing, and cognition. Behavioral manifestations of normal and abnormal brain functioning are contrasted.

SLH 511

FLUENCY AND STUTTERING
3 credits

This course provides information about normal fluency as well as the history, theories, development, nature, and symptomatology of stuttering and other fluency disorders in children and adults. Controversies regarding theoretical explanations about the nature of stuttering that influence management strategies are discussed. Clinical case studies are used to illustrate methodologies and to plan remediation.

SLH 512

LANGUAGE DISORDERS IN YOUNG CHILDREN
3 credits

This course offers a theoretical and applied approach to childhood language disorders from birth through six years. It provides an overview of language development and early assessment and intervention in the field of child language pathology within and across the domains of semantics, pragmatics, syntax, morphology, and phonology. Clinical applications and controversies in case management are emphasized through case presentations, article reviews, and research presentations. Diagnostic information, including language sampling, stages of emergent literacy, and stages of play are discussed in relation to early intervention.

SLH 513

ACQUIRED LANGUAGE DISORDERS
3 credits

Neuropathology, symptomatology, and speech-language rehabilitation of individuals with aphasia and related disorders due to stroke, traumatic brain injury, etc. are examined in adults and children. Other neurologically based disorders, such as dementia, apraxia, and dysarthria are contrasted for differential diagnosis. Evaluation, treatment, and prognosis for recovery are reviewed.

Prerequisite: SLH 306 or SLH 506 permission of instructor

SLH 514

LANGUAGE LEARNING DISABILITIES IN SCHOOL-AGE CHILDREN AND ADOLESCENTS
3 credits

This course focuses on language learning disabilities in school-age children and adolescents and the cognitive/linguistic processes involved in the classroom performance of listening, speaking, reading, and writing. It explores the role of the speech-language pathologist in the evaluation and treatment of students with language learning disabilities.

Prerequisite: SLH 512: *Language Disorders in Young Children* or permission of instructor

SLH 515

VOICE DISORDERS
3 credits

This course investigates the etiology, symptomatology, development, diagnosis, intervention, and prevention of voice disorders in children and adults. Controversies about current treatment strategies are discussed.

Prerequisites: SLH 306 or SLH 506 or permission of instructor

SLH 516

CLINICAL PRACTICUM AND PROCEDURES
3 credits



This initial clinical practicum course provides observation and supervised clinical experience focusing on the evaluation and treatment of speech and language disorders, counseling of clients and families, development of treatment plans, and writing of evaluation and progress reports. Emphasis is placed on increasing diagnostic and therapeutic skills with children and adults with communication problems. SLH 516/616 sequentially build on each other and take place in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA-certified speech-language pathologist. Students meet with the University Coordinator/Supervisor to reflect and discuss procedures within the clinical experience.

Prerequisites: SLH 503, SLH 512, and permission of Program Director required.

SLH 517

CLINICAL PRACTICUM IN AUDIOLOGY
1 credit



This supervised clinical experience focuses on conducting pure-tone air conduction hearing screening and screening tympanometry for the purpose of the initial identification and/or referral of individuals with communication disorders or possible middle ear pathology. Emphasis is also placed on aural rehabilitation and related counseling services for individuals with hearing loss and their families. The role of the speech-language pathologist in the assessment of central auditory processing disorders is discussed. Counseling clients and their families and clinical report writing are emphasized.

Prerequisite: SLH 304 and SLH 502 or permission of instructor

SLH 518**RESEARCH DESIGN IN COMMUNICATION DISORDERS**

3 credits

This course explores the relationships among research, theory, and practice. Critique of published research focuses students on literature reviews and purposes, methods, and findings of studies with applicability of research to clinical situations. Treatment and outcome variables, sampling, measurement theory, qualitative and quantitative analysis, and the use of computers in data analysis are emphasized.

Prerequisite: Undergraduate statistics course such as HSC 217 or permission of instructor

SLH 519**CLEFT PALATE AND OTHER MAXILLOFACIAL DISORDERS**

3 credits***

This course focuses on the development of craniofacial structure, classification of clefts, syndromes associated with clefts and other craniofacial anomalies, surgical repair, diagnosis, and treatment of related speech/language disorders.

SLH 520**DYSPHAGIA: DIAGNOSIS AND TREATMENT OF SWALLOWING DISORDERS**

3 credits

The course examines anatomy and physiology of normal swallowing and respiration and the anatomic and physiologic disturbances affecting swallowing in infants, children, and adults. Radiographic and bedside diagnostic and treatment procedures are presented. Indications and methods for non-oral feeding are discussed.

Prerequisite: SLH 306 or SLH 506 or permission of the instructor.

SLH 521**STUDENT TEACHING IN SPEECH AND LANGUAGE DISABILITIES**

6 credits ***

Candidates for the Teacher Certificate in Speech and Language Disabilities engage in a student teaching experience in public or private schools in the greater Philadelphia area under the supervision of a certified speech-language pathologist who has Teacher Certification for Speech-Language Disabilities and a University Supervisor. Students investigate how speech and language affects the child's achievement and functioning in the school environment and assess the child's communication ability in relation to school achievement with consideration of age-appropriate curriculum in the classroom. Students learn federal and state special education requirements as they relate to developing and modifying the Individualized Educational Plan (IEP) and other legal documents. They also participate in parent-teacher conferences pertaining to the child's communication and education, organize a caseload, and provide appropriate intervention in areas including speech, language, voice, and fluency for children who may range in grade from preschool through high school.

Prerequisites: SLH 516: Clinical Practicum and Procedures, appropriate Education courses, permission of Program Director, and recommendation of the Program Director and SLHS faculty.

SLH 526**ALTERNATIVE AND AUGMENTATIVE COMMUNICATION**

3 credits***

This course investigates theories and practices in clinical management of severely impaired or non-speaking persons. Application of graphics, signs, gestural means of communication, use of aids and devices, development of interactive communication behaviors, and development and use of computer-assisted communication strategies are surveyed.

Prerequisite: SLH 516 or permission of the instructor.

SLH 527**MOTOR SPEECH DISORDERS**

3 credits

This course provides an overview of the neurological disorders that affect speech production. Procedures for assessing speech disorders associated with neuromotor impairments are investigated. Neuropathology, symptomatology, and speech-language habilitation/rehabilitation of individuals with apraxia and/or dysarthria are emphasized.

Prerequisite: SLH 306 or SLH 503 and permission of instructor

SLH 528**COUNSELING SEMINAR IN COMMUNICATION DISORDERS**

3 credits***

This course provides an overview of counseling in the helping professions. Components of the therapeutic relationship, including the interpersonal nature of communication, attending to clients, clinical interviewing, and recognizing communication patterns are surveyed. Counseling theories, goal setting, and strategic interventions with clients and their families are critiqued. This course includes active learning strategies and case study analysis.

SLH 530**SPECIAL TOPICS IN COMMUNICATION DISORDERS**

3 credits***

Current scientific and professional problems and issues in communication disorders are investigated. Students may re-enroll for a maximum of 12 credits.

SLH 537**GERIATRIC COMMUNICATION DISORDERS**

3 credits***

Speech, hearing, language, and cognitive problems associated with normal aging and/or various pathological conditions are explored. The course emphasizes evaluation and intervention strategies.

SLH 538**ATYPICAL LANGUAGE DEVELOPMENT AND DISORDERS**

3 credits***

This course addresses the language learning problems associated with special populations of children. Characteristics of children with specific language impairment, autism spectrum disorder, emotional/behavioral disorders, and cognitive impairments will be analyzed from theoretical and practical perspectives. Current theories and controversies pertaining to clinical application are explored.

SLH 611**FLUENCY AND STUTTERING II**

3 credits ***

This course is an in-depth exploration of controversies and issues in the evaluation and management of persons with fluency disorders and stuttering. The phenomenology of stuttering is explored. The role of the client and the client's environment are addressed as they relate to treatment at various stages of life.

Prerequisite: SLH 511 or permission of instructor

SLH 613**ACQUIRED LANGUAGE DISORDERS II**

3 credits***

The course explores the advanced study of aphasia syndromes and neuropathology with an emphasis on theoretical models of normal and

disordered language processing; evaluation of diagnostic testing procedures and current approaches to treatment.

Prerequisite: SLH 513 or permission of instructor

SLH 616

ADVANCED CLINICAL PRACTICUM AND CASE STUDY

(3 credits repeated as necessary to fulfill ASHA Certification requirements)

This course continues the supervised clinical speech-language pathology experience of SLH 516 necessary to fulfill ASHA Clinical Practicum Requirements. This experience takes place in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA-certified speech-language pathologist. Emphasis is placed on the interpretation and application of diagnostic and therapeutic procedures with individuals with a variety of communication disorders across the life span. Students meet with the University supervisor to present and discuss case studies. Feedback and reflection regarding clinical decision making are emphasized.

Prerequisite: SLH 516

SLH 617

TOPICS IN ORAL/DEAF THEORY AND APPLICATION

3 credits***

This course provides investigation of theory, research, and clinical application of auditory-oral principles for therapeutic intervention with deaf and hard of hearing children. Focus is on the application of theoretical and research-based principles for the development of assessment and treatment plans, including writing of behavioral objectives specific to the needs of this population. Issues related to advances in technology, equipment management, multi-disciplinary collaboration, and family counseling are discussed. Emphasis is placed on increasing diagnostic and therapeutic skills with deaf and hard of hearing children in the educational setting who are developing oral language skills. The lecture portion of this course is designed to provide a framework for students to increase their knowledge base. Students reflect on and discuss cases, issues, and procedures relevant to use of an auditory-oral approach in intervention with deaf and hard of hearing children.

Prerequisite: SLH 502 or permission of instructor.

SLH 619

MEDICAL SPEECH-LANGUAGE PATHOLOGY

3 credits***

This course introduces the graduate student in speech-language-hearing science to medical speech pathology as it is practiced in the acute care setting. The student will be introduced to the five major service areas in the acute care setting that interface most commonly with Speech-Language Pathology Services. Those areas are: Neurology, Radiology, Trauma/Neurosurgery, ENT, and Medicine. The information necessary to interact with these services and treat their patients will be provided. The student will also have the opportunity to do site visits, prepare a detailed case study that will be presented in class, submit a research paper in a selected service area, and spend an entire workday with a neurologist and an ENT during office hours. A written structured reflection on that experience will be required.

Prerequisite: SLH 306 or SLH 506, and SLH 513 and SLH 520 or permission of instructor.

SLH 622

APPLIED INSTRUMENTATION IN SPEECH-LANGUAGE PATHOLOGY

3 credits***

This course focuses on the pros and cons of instrumentation in Speech-Language Pathology (SLP). Current instrumentation commonly used in the evaluation and treatment of swallowing, voice, and speech disorders will be closely reviewed. A comprehensive review of clinical

and theoretical research will be conducted to understand the clinical benefits and disadvantages of instrumentations. The instruments being discussed will be available for hands on experience to further enhance comprehension of their applications. The following instruments will be included: Electrical Stimulators (VitalStim), Surface Electromyography (sEMG), Modified Barium Swallow Study (MBS), Fiberoptic Endoscopic Evaluation of Swallowing (FEES), Fiberoptic Endoscopic Evaluation of Swallowing and Sensory Testing (FEESST), Computer Speech Lab (CSL), and Videostroboscopy. Emphasis will be given to the instrumentation's purpose, application, risk and management, disinfection, and proper maintenance.

Prerequisites: SLH 306 or SLH 506, and SLH 515 and SLH 520 or permission of the instructor.

SLH 630

SEMINAR IN COMMUNICATION DISORDERS

3 credits***

Various topics in human communication disorders are explored. Students may re-enroll for a maximum of 12 credits.

SLH 635

INTEGRATIVE CAPSTONE IN COMMUNICATION DISORDERS

3 credits

This seminar course is designed as a comprehensive integration and analysis of the field of speech-language pathology. This course provides a formative and summative evaluation of the students' work. Formatively, students will develop a portfolio that contains pieces of work that exemplify their progress throughout the academic program. Summatively, the course provides students with an opportunity to review clinical research across the discipline and gain new insights to the field. Students formally present information from scholarly investigations.

Prerequisite: SLH 502, SLH 511, SLH 514, SLH 515, SLH 518, SLH 527, SLH 616, and permission of the Program Director

SLH 640

THESIS RESEARCH IN COMMUNICATION DISORDERS ***

3 credits

This course is an opportunity to pursue descriptive and/or experimental research. This thesis option will result in approved, original, scholarly research within the field of communication disorders under the supervision of a member of the faculty to produce an acceptable thesis. Students present their thesis orally to faculty and students in lieu of the master's comprehensive examination.

Prerequisite: SLH 518 and permission of faculty member and Program Director. Students may re-register for this course until completion of thesis.

*** SLH elective

DOCTOR OF PSYCHOLOGY (PSY.D.) IN CLINICAL PSYCHOLOGY

Faculty

Program Director: Frank L. Gardner, Ph.D., ABPP

Director of Clinical Training: Kelly McClure, Ph.D.

Director, La Salle University Community Center for Counseling and Psychological Services: Andrew Wolanin, Psy.D.

Professors: Burke, Gardner, Rooney (*emeritus*)

Associate Professors: Armstrong, Collins, Falcone, Smith
 Assistant Professors: Block-Lerner, Fingerhut, Montague, Moon, O'Hea
 Associate Clinical Faculty: Lawson, Panichelli-Mindel
 Core Adjuncts: Garbley, Gold, Loving, Mattei, Moore, Ruchinskas

Description of Program

The A.P.A.-accredited program leading to the Doctor of Psychology (Psy.D.) is a professional program intended for those students who have completed a bachelor's degree in psychology, or a related field, or for those students who hold a master's degree in a mental health discipline. It is a five-year full-time program that has a partial part-time option that allows two levels of the program to be completed over four calendar years for a maximum time frame of seven years from entry to degree completion. The program follows the practitioner-scholar model of training clinical psychologists, and, as such, an intensive integration of theory, research, and practice is stressed throughout the entire course of study.

The program requires the completion of a practicum progression and a full-year clinical internship. It also requires the completion of the Clinical Dissertation, a qualitative or quantitative research project that addresses an important original question of relevance to the practice of clinical psychology.

The program emphasizes the integration of science and practice, actively promotes an evidence-based approach to the practice of clinical psychology, and acknowledges and incorporates issues of human diversity throughout the curriculum. The program offers four areas of concentrated study for students with particular career interests: (1) General Clinical Practice, (2) Clinical-Child and Family Psychology, (3) Clinical Health Psychology, and (4) 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.

To be accepted into the program, the following documentation is required:

- Evidence of an earned baccalaureate degree from an accredited institution with a major in psychology or a related discipline. Those entering with a B.A. must have a minimum grade point average of 3.2 on a 4.0 scale; those with an M.A., a 3.5. The record should show the completion of at least 15 hours in psychology with particular reference to General Psychology, Developmental Psychology, Statistics, Research Methods, and Tests and Measurements. (Students lacking these required courses will be required to complete them prior to matriculation.)
- Acceptable scores on the Graduate Record Examination, including verbal, quantitative, and writing portions of the GREs. Those entering with a bachelor's degree must also submit the Graduate Record Examination Advanced Psychology scores. Only students with a completed M.A. can request that the GRE subject section be waived.
- Three letters of recommendation from professors or supervisors familiar with the academic/professional and personal qualifications of the applicant.
- A statement of interest and intent indicating the applicant's reasons for applying to the Psy.D. program.

- The Application for Admission form, accompanied by the stipulated fee payable to La Salle University.
- Foreign students must present an acceptable TOEFL score and all international academic credentials must be reviewed by WES.
- A personal interview will be required for all finalists.

The Application for Admission may be obtained by contacting:

Doctor of Psychology Program, Box 842
 La Salle University
 Philadelphia, PA 19141
 Phone: 215.951.1350
 Fax: 215.951.5140
 E-mail: psyd@lasalle.edu

Transfer Credit

Students who have completed graduate work in psychology or a closely related discipline may have up to 18 credits of foundations course work transferred. Only foundation courses will be considered for transfer. Under no circumstances will clinical skills courses be eligible for transfer. Courses that can be considered for transfer are: Social Psychology, Developmental Psychology, Personality and Individual Differences, Cognitive Psychology, Psychological Measurement, and Statistical Analysis and Research Methodology. Credit may be awarded for previous course work in these areas that meet the program's equivalency criteria with regard to course content and competency level. Students must submit written requests for transfer prior to beginning class in Level I and include syllabi and any other supporting documentation. Faculty will evaluate the syllabi/documentation submitted and will recommend transfer if the previous course overlaps with the La Salle University course syllabus by 80 percent, and the student passes the appropriate part of the foundations examination given to doctoral students. Decisions in this regard will be made on a case-by-case basis.

Tuition and Fees 2007-2008

Application fee.	\$40
Tuition (per credit) – all levels	\$720

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.

Financial Aid

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

Other Financial Aid Resources

A.P.A.'s Student Financial Aid Pages and Peterson's Web site contain information about how to finance your advanced degree, including loans, grants, employment on campus, and off-campus jobs.

Degree Requirements

Upon satisfactory evaluation by the faculty (SPEC*), the doctorate is awarded to candidates who have successfully completed the following requirements of the program:

1. 114 graduate credits of course work as designated.
2. The Comprehensive Examination, Parts I, II, and III (See Student Handbook for details)
3. The Practicum Progression
4. The Clinical Internship
5. The Clinical Dissertation

* SPEC is an acronym for Student Progress Evaluation Conference, a meeting of all program faculty that meets periodically to review student progress.

Progression Through the Program

In its entirety, the program is 114 graduate credits—78 credits of required courses shared by all students, nine credits specific to the chosen area of concentration, 12 practicum credits (minimum), six dissertation credits (minimum), and nine clinical internship credits.

Students choose a concentrated area of study as they progress through the program. From a solid foundation in the basic competencies in clinical psychology, the program offers four concentrations, General Practice, Clinical-Child and Family Psychology, Clinical Health Psychology, 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 full-year clinical internship (see Psy.D. Student Handbook for details).

The practicum progression is designed to provide the student with both depth and breadth of experience. Each student will be expected to gain experience with a range of roles, settings, populations, clients, clinical problems, and techniques. This is accomplished in clinics, hospitals, and other community agencies of the richly diverse greater Philadelphia metropolitan area, as well as in our own community clinic (i.e. La Salle University Community Center for Counseling and Psychological Services). Prior to external practica, students have a “pre-practicum” experience during their first level in the program. This experience is through direct client assessments (as part of the required assessment courses) at the Assessment Lab and at the La Salle University Community Center for Counseling and Psychological Services at Good Shepherd Hall. The practicum progression is ordinarily a two-tiered experience with slight variations built in for students in each concentration area. The two externships share the same structure and requirements, except that the second level requires progressively more sophisticated skills and may encompass a wider variety of clinical activities. All students will complete at least two years of externship training within the program and may choose an optional third externship year. During the entire practicum training experience, in addition to external placements, students will see clinical cases at the Good Shepherd Hall Clinic and will participate in weekly clinic team meetings in which they will receive supervision, support, and guidance from clinical faculty and peers.

The clinical internship is a one-year full-time (or two calendar year part-time) experience that may be undertaken after the student has successfully completed the first four levels of the program, including all practica, Comprehensive Examination Parts I, II, and III, has successfully defended

the Clinical Dissertation proposal, and has been approved by the clinical training committee. The clinical internship is an intensive training experience requiring 36 to 40 hours of service a week over one year or 18 to 20 hours a week over two years in a clinical setting. Detailed procedures and requirements for the clinical internship are provided in the Clinical Training Manual at the end of this handbook.

The program requires the completion of a Clinical Dissertation that addresses an important original question of relevance to the practice of psychology. It is a training experience designed to provide the student with a guided opportunity for integrating and interpreting findings from existing empirical research as well as designing and carrying out a project demonstrating scholarship in addressing a clinically relevant psychological issue.

Psy.D. Curriculum

Courses Required of All Students (78 hours)

- PSY 700 (3)** Psychotherapy I: Individual Approaches
- PSY 701 (3)** Biological Bases of Behavior
- PSY 702 (3)** Foundations of Psychotherapy: Mechanisms of Change and the Therapeutic Process
- PSY 703 (3)** Human Behavior IV: Social Bases
- PSY 704 (3)** Psychopathology I: Adult Psychopathology
- PSY 705 (3)** Psychotherapy II: Group and Systemic Approaches
- PSY 706 (3)** Interviewing and Psychotherapy Lab
- PSY 707 (3)** Psychopathology II: Child and Adolescent Psychopathology
- PSY 708 (3)** Human Behavior I: Developmental Bases
- PSY 709 (3)** Psychological Assessment I: Cognitive Assessment
- PSY 710 (3)** Psychological Assessment IV: Integrative Battery
- PSY 711 (3)** Multicultural Competency in Psychology
- PSY 713 (3)** Human Behavior II: Cognitive Psychology
- PSY 714 (3)** Human Behavior III: Personality and Individual Differences
- PSY 724 (3)** History and Systems of Psychology
- PSY 730 (3)** Psychological Assessment II: Personality and Behavioral Assessment-Objective Approaches
- PSY 731 (3)** Psychological Assessment III: Personality Assessment-Projective Approaches
- PSY 740 (3)** Advanced Cognitive Behavior Therapy: Theory and Application
- PSY 750 (3)** Psychopharmacology
- PSY 770 (3)** Psychological Measurement and Statistical Analysis
- PSY 771 (3)** Research Methodology
- PSY 784 (3)** Consultation and Education
- PSY 785 (3)** Introduction to Professional Practice, Ethics and Conduct
- PSY 786 (3)** Individual Human Diversity
- PSY 787 (3)** Supervision and Management
- PSY 792 (3)** Professional Ethics

General Clinical Practice (9 hours)

- PSY 741 (3)** Advanced Seminar in Psychotherapy and Clinical Practice
- Clinical Elective (3)**
- Clinical Elective (3)**

Clinical-Child and Family Psychology (9 hours)

- PSY 719 (3)** Psychological Assessment of Children and Adolescents I
- PSY 753 (3)** Pediatric Psychology
- PSY 765 (3)** Child and Adolescent Psychotherapy

Clinical Health Psychology (9 hours)

- PSY 751 (3)** Clinical Health Psychology I: Introduction to Behavioral Health
- PSY 752 (3)** Clinical Health Psychology II: Medical Diseases and Theories of Health Behavior
- PSY 757 (3)** Neuropsychological Assessment I

Sport-Performance Psychology (9 hours)

- 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

Doctoral Practicum (12 hours)

- PSY 782 (3)** Doctoral Practicum I/ Practicum Seminar I
- PSY 783 (3)** Doctoral Practicum I/ Practicum Seminar I
- PSY 788 (3)** Doctoral Practicum II/ Practicum Seminar II
- PSY 789 (3)** Doctoral Practicum II/ Practicum Seminar II
- PSY 794 (3)** Doctoral Practicum III/ Practicum Seminar III (OPTIONAL)
- PSY 795 (3)** Doctoral Practicum III/ Practicum Seminar III (OPTIONAL)

Clinical Dissertation

- PSY 772 (3)** Clinical Dissertation Seminar I: CD Initiation
- PSY 773 (3)** Clinical Dissertation Seminar II: CD Manuscript Preparation
- PSY 774 (3)** Clinical Dissertation Seminar III: CD Completion (if necessary)

Clinical Internship

- PSY 800, 801, 802 (9)** Clinical Internship (full-time)
- PSY 870, 871, 872 (6)** Clinical Internship (part-time)
- PSY 873, 874, 875 (3)** Clinical Internship (part-time)

Course Descriptions

PSY 700

PSYCHOTHERAPY I: INDIVIDUAL APPROACHES

A first course in psychological treatment designed to provide the student with an understanding of foundational knowledge and skills required for provision of effective evidence-based psychological treatment to individuals. Students will be exposed to the range of approaches to individual psychotherapy utilized in contemporary clinical practice, with particular attention and emphasis given to behavioral, cognitive-behavioral, and other empirically supported models of psychotherapy. Issues of diversity in clinical practice will be considered throughout.

PSY 701

BIOLOGICAL BASES OF BEHAVIOR

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 AND THE THERAPEUTIC PROCESS

A clinical skills course that will examines psychotherapy as a change agent. The empirical foundations of psychotherapy will be addressed with an emphasis on practice implications of current therapy research on readiness for change, efficacy, and effectiveness, client-therapist variables, and the therapeutic relationship. In addition, consideration will be given to issues relating to matching clients to therapy type, as well as the theoretical, empirical, and practical consideration of essential mechanisms of change in psychotherapy. The role of spirituality and its impact on the therapeutic process will also be addressed.

PSY 703

HUMAN BEHAVIOR IV: SOCIAL BASES

An examination of the theories and research in social psychology with particular reference to multicultural issues and their relevance to mental health models and psychological practice.

PSY 704

PSYCHOPATHOLOGY I: ADULT PSYCHOPATHOLOGY

This course will explore the major categories of adult psychological disorders. Theory and research regarding etiology, maintenance, symptomatology, diagnosis, and prognosis will be examined in detail. Students will receive an introduction to the use of the DSM.

PSY 705

PSYCHOTHERAPY II: GROUP AND SYSTEMIC APPROACHES

A continuation of PSY 700 with the course focus being on those intervention models and techniques appropriate for working with groups, couples, and families. While students will be exposed to a wide variety of intervention approaches seen in contemporary clinical practice, the course will emphasize those models having demonstrated empirical support.

Prerequisite: PSY 700

PSY 706

INTERVIEWING AND PSYCHOTHERAPY LABORATORY

A laboratory course designed to develop basic diagnostic and interviewing proficiency. In addition, basic relational and intervention skills essential to establishing an effective therapeutic alliance and promoting behavioral change will be discussed and practiced.

PSY 707

PSYCHOPATHOLOGY II: CHILD AND ADOLESCENT PSYCHOPATHOLOGY

A second course in psychopathology looking at psychological disorders found in childhood and adolescence. Issues of etiology, symptomatology, diagnosis, prevention, treatment, and impact on systems over the life span will be discussed. 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

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

This course provides students with basic competencies in the selection, administration, scoring, and interpretation of individually administered tests of intelligence and achievement. The Wechsler scales will be highlighted. Issues of theory, research, clinical utility, and ethics are addressed. Special attention will be given to issues relating to culturally sensitive assessment methodology.

Co-requisite: PSY 770

PSY 710

PSYCHOLOGICAL ASSESSMENT IV: INTEGRATIVE ASSESSMENT BATTERY

This course will provide for focused study and experience integrating psychological tests and test batteries. Particular focus will be on writing professional reports specific to a variety of clinical settings and in cross-validating psychological assessment results with interview and other available data.

Prerequisites: PSY 709, 730, and 731

PSY 711**MULTICULTURAL COMPETENCY IN PSYCHOLOGY ISSUES OF HUMAN DIVERSITY**

This course will provide students with the knowledge needed to be culturally sensitive therapists. Specifically, students will become acquainted with the beliefs, behaviors, and traditions of a variety of ethnic backgrounds and cultures that are commonly seen in clinical practice (e.g., African American, Latino, Hispanic, Arabic, Asian). We will discuss how therapists can acknowledge their own biases and how these biases can influence the therapeutic process if not addressed. We will then focus on cultural differences and how they relate to the diagnosis of psychopathology and what we consider 'normal' versus 'abnormal.' We will also explore how cultures differ on important clinical issues, such as violence, suicide, expression of emotions, and childrearing, among many others. Finally, practical implications and multicultural therapy approaches will be presented.

PSY 713**HUMAN BEHAVIOR II: COGNITIVE PSYCHOLOGY**

This course provides students with the empirical and theoretical foundations of contemporary cognitive psychology. Topics include attention, perception, memory, knowledge representation, and structure, consciousness and metacognition, imagery, language, reasoning, decision making, and emotion. Attention will also be given to how cognitive processes may change with aging, be compromised in certain disorders, or vary within gender and culturally diverse groups.

PSY 714**HUMAN BEHAVIOR III: PERSONALITY AND INDIVIDUAL DIFFERENCES**

This course will involve an exploration of historical and contemporary models for understanding human personality. The focus in this course will be an in-depth examination of the range of major theoretical models that explain and describe human behavior and differences between individuals. Socio-cultural differences in behavior will be given careful attention throughout the course. Attention to both categorical and dimensional models of personality will be examined. In addition, the application of personality theories and research in clinical assessment and psychotherapy will be addressed; in particular, there will be a detailed exploration of personality disorders in terms of both DSM-IV-TR diagnostic criteria and underlying psychopathology.

PSY 719**PSYCHOLOGICAL ASSESSMENT OF CHILDREN AND ADOLESCENTS**

This is a skills course in which the student will 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 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 Family Study Clinic will be used for this course.

Prerequisite PSY 709, 730, and 731

PSY 720**PSYCHOLOGICAL ASSESSMENT OF CHILDREN AND ADOLESCENTS II**

This course is a continuation of PSY 719 in which the student will extend their knowledge, proficiencies, and skills in psychological assessment with this population.

Prerequisite PSY 719

PSY 724**HISTORY AND SYSTEMS OF PSYCHOLOGY**

This course provides the student with knowledge about and understanding of the development of psychology as a science and profession. Three general topic areas are examined: psychology's historical roots in philosophy, natural science, and national cultures; the work of the early psychologists; and the development of various "systems" or "schools" of psychology in the 20th century.

PSY 730**PSYCHOLOGICAL ASSESSMENT II: PERSONALITY AND BEHAVIORAL ASSESSMENT-OBJECTIVE METHODS**

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**

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**

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**

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

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

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 regard to children in sport, the female athlete, and those with challenging medical/physical realities.

PSY 736

EXECUTIVE COACHING AND ORGANIZATIONAL CONSULTING

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

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

This course is intended to provide the historical development, theoretical rationale, and the empirical base for rationalist, constructivist, and contextual approaches to cognitive behavioral therapy. Contemporary approaches to cognitive behavioral psychotherapy will be discussed in terms of its efficacy in the treatment of a wide range of psychological disorders and with diverse populations. Issues relating to psychotherapy

integration and treatment of diverse populations will also be covered in this class.

Prerequisite: PSY 700

PSY 741

ADVANCED SEMINAR IN PSYCHOTHERAPY AND CLINICAL PRACTICE

This is an advanced seminar exploring issues in psychotherapy and the contemporary practice of clinical psychology. Focal topics will be announced and resource speakers with expertise in those areas will be invited to participate. Disciplined and thorough literature reviews will be stressed.

Prerequisite: PSY 740

PSY 742

PRINCIPLES OF REHABILITATION PSYCHOLOGY

An intensive examination of theories, methods, and techniques of rehabilitation psychology.

Prerequisite: PSY 700 and 705

PSY 743

CLINICAL HYPNOSIS

An intellectual and experiential introduction to hypnosis as a tool in various forms of psychological intervention. The course will examine the history of hypnotic phenomena, the extensive scientific research over the past 40 or so years, and the use of hypnosis in the contemporary practice of psychotherapy.

PSY 747

BIOFEEDBACK TRAINING AND SELF-REGULATION

An introductory course in the theory and methods of biofeedback and self-regulation training. The emphasis will be upon presenting the theoretical basis for and technology associated with the primary modalities of biofeedback and their applications to physical rehabilitation and psychotherapy. Demonstrations and hands-on training will be used throughout.

Prerequisite: PSY 700, 701, 757, and 758

PSY 750

PSYCHOPHARMACOLOGY

A study of how psychoactive drugs impact human behavior. Emphasis will be on how selected drugs interact with neurotransmitter systems and how neurotransmitter systems modulate behavior. Particular reference will be made to reaction of central nervous system to chemically effective drugs (anti-anxiety, anti-depressant, anti-psychotic). Indications and contraindications will be stressed as well as management strategies.

Prerequisite: PSY 701

PSY 751

CLINICAL HEALTH PSYCHOLOGY I: INTRODUCTION TO BEHAVIORAL HEALTH

Clinical Health Psychology I is a graduate-level course that will provide doctoral students with a foundation of clinical health psychology and behavioral medicine. First, the most widely studied and empirically supported theories of health behaviors will be introduced in relation to behavioral risk factors. Next, we will focus on assessment and treatment of the primary behavioral problems encountered within behavioral medicine, which include sleep disorders, sexual dysfunction, high-risk sexual behaviors, obesity, eating disorders, chronic pain, substance abuse/dependency, and tobacco addiction.

Prerequisite: PSY 701

PSY 752**CLINICAL HEALTH PSYCHOLOGY II: WORKING WITH MEDICALLY ILL POPULATIONS**

This course will build on the foundation provided by Clinical Health Psychology I. Clinical Health Psychology II is a graduate-level course that will provide doctoral students with an in-depth look at working in medical settings. We will discuss the medical field, medical professionals, patient perspectives in health care, and communications between health-care providers and patients. We will examine specific illnesses that are commonly encountered by health psychologists (i.e., cardiovascular disease, female cancers, male cancers, autoimmune disorders, fertility disorders, diabetes mellitus, etc.). We will cover the medical aspects of the illnesses and the psychological sequelae commonly related to the illnesses, as well as treatment interventions that have been found to be effective when working with specific populations. Finally, we will review important issues in working with medically ill populations, including (e.g., social support, spirituality, symptom perception, adherence) and adaptation and coping with disease (e.g., stages of illness, family adaptation to illness, and a life span perspective of illness, disability, and aging).

PSY 753**PEDIATRIC PSYCHOLOGY**

This course will provide an overview of theory, research, and professional practice in pediatric psychology. The course will review medical and behavioral aspects of the most common chronic pediatric illnesses, theories explaining the etiology and maintenance of behavioral aspects of pediatric illness, and considerations for psychological assessment and intervention in areas such as adherence to medical interventions, emotional difficulties related to chronic illness, and coping with medical procedures. Course content will also include discussion about the evolving role of psychologists in pediatric settings.

PSY 757**NEUROPSYCHOLOGY I – FUNDAMENTALS OF NEUROPSYCHOLOGICAL ASSESSMENT**

An introduction to neuropsychological assessment techniques. Interview-based and psychometric approaches will be examined. The course will emphasize the development of skills for recognizing and describing deficits in major aspects of cognitive functioning. The relationship between neuropsychological assessment techniques and procedures and brain-behavior relationships will be highlighted.

Co-requisite or prerequisite: PSY 701

PSY 758**NEUROPSYCHOLOGY II – ADMINISTRATION AND INTERPRETATION OF COMPREHENSIVE BATTERIES**

The role of the comprehensive neuropsychological assessment procedures in the evaluation of neurobehavioral disorders is explored. Comprehensive batteries, including the Halstead-Reitan and the Luria-Nebraska, will be employed, as well as general use batteries, batteries for assessing specific disorders (e.g. dementia, CVA, etc.), and Lezak's patient-oriented hypothesis-testing model. Both psychometric and qualitative aspects of the assessment process will be explored along with the selection and use of appropriate normative comparison standards.

Prerequisite: PSY 757

PSY 762**ADVANCED SEMINAR IN CLINICAL CHILD AND FAMILY PSYCHOLOGY**

An advanced seminar on issues of theory and practice in contemporary child-clinical and family psychology. 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**

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**

Students will be introduced to fundamental principles and concepts of measurement theory. In addition, students will develop a fundamental understanding of the foundation of statistical procedures and data analysis and will develop the statistical skills necessary for accurate interpretation of clinical measures and completing a research project.

Students will be introduced to fundamental principles and concepts of measurement theory, including reliability, validity, standard error of measurement, and correlation. In addition, students will develop a fundamental understanding of the foundation of statistical procedures and data analysis and will develop the statistical skills necessary for accurate interpretation of clinical measures and completing a research project.

PSY 771**RESEARCH METHODOLOGY**

The focus of this course will be upon developing an understanding of research design and development of those skills necessary for the implementation of a research project. In particular, students will develop and have an understanding of issues, concepts, and procedures in clinical efficacy and effectiveness research.

Prerequisite: PSY 770

PSY 772**CLINICAL DISSERTATION SEMINAR I: PROJECT INITIATION**

This course will focus on developing a dissertation idea, conducting a preliminary literature search, and developing appropriate research strategies. The course includes an introduction to advanced statistical approaches such as factor analysis, meta-analysis, discriminant function analysis, and multiple regression. This statistical training is meant to facilitate the student's literature review as well as provide a foundation in techniques that may be used in the dissertation project. Details about the Clinical Dissertation can be found in the Clinical Dissertation Manual included in the Student Handbook.

Prerequisite: PSY 771

PSY 773**CLINICAL DISSERTATION SEMINAR II: MANUSCRIPT PREPARATION**

This course will focus on organization of data and manuscript preparation in preparation for a completion of the written and oral portion of the Clinical Dissertation project.

Prerequisite: PSY 772

PSY 774

CLINICAL DISSERTATION SEMINAR III: PROJECT COMPLETION

This course must be taken by all students who do not complete the Clinical Dissertation by the conclusion of PSY 773. This course must be retaken until the project is fully completed.

PSY 782, 783

DOCTORAL PRACTICUM I/ PRACTICUM SEMINAR I

The first of two externships in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

PSY 784

CONSULTATION AND EDUCATION

Designed to prepare students for the role of psychologist consultant and educator, this course will pay particular attention to the dynamics of working with groups and organizations in a variety of settings and making effective interventions at a systemic level. In addition, education in psychology, with an emphasis on Core curriculum and competencies, historical developments, and future directions will be thoroughly explored.

PSY 785

INTRODUCTION TO PROFESSIONAL PRACTICE, ETHICS AND CONDUCT

This course includes didactic and discussion components and focuses on issues important to professionals about to enter the field, including an orientation to modern clinical psychology, an introduction to ethical and legal issues, and trends in professional education and practice.

PSY 786

INDIVIDUAL HUMAN DIVERSITY

This course will focus on the impact and implication of diversity issues, beyond cultural differences, on the functioning of individuals and relationships, as well as on the theories of psychopathology and practice of psychotherapy. Clinical psychologists commonly deal with issues related to gender, class, aging, disability, and sexual preference when working with clients. This course will provide students with a solid appreciation of these issues and how living in our society, combating these issues daily, can affect individuals, families, and relationships. Further, we will discuss how therapists can acknowledge their own biases and how these biases can influence the therapeutic process if not addressed. Finally, this course will provide clinical guidelines for working effectively and sensitively with individuals and families dealing with issues of gender, age, disability, class, and sexual preferences.

PSY 787

SUPERVISION AND MANAGEMENT

This course will stress the supervisory and case management roles and the student's ability to be a leader and catalyst in these processes. The student should have completed the first practicum before enrolling in this course.

PSY 788, 789

DOCTORAL PRACTICUM II/PRACTICUM SEMINAR II

The second of two externships in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

PSY 792

PROFESSIONAL ETHICS

An examination of professional and ethical issues, with particular reference to the everyday issues of practice. The student will be

encouraged to develop a "critically examined" personal style and stance with which to address these issues. The class focus will be on the development of an understanding and a working knowledge of the American Psychological Association Code of Ethical Conduct and relevant State of Pennsylvania laws and statutes.

PSY 794, 795

DOCTORAL PRACTICUM III/PRACTICUM SEMINAR III – (OPTIONAL)

The third optional externship in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

PSY 800, 801, 802

FULL-TIME CLINICAL INTERNSHIP

One-year, full-time internship in an approved facility. Continuous registration over three semesters for a total of nine credits is required. The total clock hours served should not be less than 2,000. See Practicum and Internship Manual included in the Student Handbook for details.
With Permission of Director of Clinical Training

PSY 870, 871, 872, 873, 874, 875

PART-TIME CLINICAL INTERNSHIP

Two-year, part-time internship in an approved facility. Continuous registration over six semesters for a total of nine credits is required. The total clock hours served should not be less than 2,000. See Practicum and Internship Manual included in the Student Handbook for details.
With Permission of Director of Clinical Training

POST-BACCALAUREATE CERTIFICATE PROGRAMS

La Salle University offers a variety of post-baccalaureate programs for students who want to build upon their current degrees with specialized certificate training.

Certificate Program in Business Systems Technology Management

This program is designed for students with bachelor's degrees who wish to supplement their knowledge of Business Systems Technology Management.

The certificate is attained by the successful completion of three La Salle University graduate courses in Business Systems Technology Management. If the candidate lacks sufficient background knowledge in a particular area, he/she may be required to complete one or more foundation courses prior to beginning the certificate program. Each foundation course adds an additional course requirement to the certificate program. Students are required to take two required courses, CIS 615 and INL 631, and one elective from INL 660, INL 662, or INL 632. For more information, contact Program Director Margaret McCoey at 215.951.1222.

Certificate Program in Computer Information Science

This program is designed for students with bachelor's degrees who wish to supplement their knowledge of Technical Application Development.

The certificate is attained by the successful completion of three La Salle University graduate courses in Applications Technology Development. If the candidate lacks sufficient background knowledge in a particular area, he/she may be required to complete one or more foundation courses prior to beginning the certificate program. Each foundation course adds an additional course requirement to the certificate program. Three courses are selected from CIS 623, CIS 624, CIS 625, and CIS 627. For more information, contact Program Director Margaret McCoey at 215.951.1222.

Graduate Education Certificates

The Graduate Program in Education offers several certificate programs: dual certification in Elementary and Special Education, certification in many secondary teaching areas, and certification in Teaching English as a Second Language (ESL), certification in Reading Specialist. See pages 51-58. For more information, call 215.951.1593.

Certificate in History

Non-matriculating degree students will have the option of enrolling in a series of courses leading to a certificate in one of three areas:

- European History
- American History
- World History
- Teaching Advanced Placement History

Under this plan, students will complete four courses: Historiography, Readings, and two electives. The Certificate option will appeal especially—but not exclusively—to those educators already well along in their teaching careers and interested in qualifying for either Act 48 or “Highly Qualified” status.

For more information, contact the Program Director, Dr. George Stow, at 215.951.1097.

Certificate in Intelligence/Security Policy Studies with a Central/Eastern European Focus

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

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

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, including COM 602 Strategies for Professional Writing, and COM 603 Advanced Oral Communication, with a 2.75 G.P.A. or higher. Certificate specializations can be attained in the following areas: Public Relations, Organizational Communication, Mass Communication, and General Professional Communication.

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

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

Candidates for ESL certification will undergo a predetermined curriculum consisting of five Core courses. These courses will address in depth the areas of expertise that are required by the regulations: BS 600, BLS 601, BLS 605, BLS 606, and BLS 650. For more information, contact the Director of the Hispanic Institute, Dr. Luis Gómez, at 215.951.1209.

Certificate in Translation: English/Spanish-Spanish/English

The curriculum for the C.I.T. (Certificate in Translation) is designed to address three of the principal environments in which translations (English/Spanish-Spanish/English) are currently, and more intensely in the future, needed; that is, legal, health, and business environments. In addition, governing translation principles are also studied for application to language environments not covered by the program.

The program is flexible. A total of 18 credits (six graduate courses) are required to earn the certificate. The order of the courses is only prescribed at the beginning and the end of the program. Intervening courses may be taken in the order desired by the student. The courses are BLS 639, BLS 640, BLS 641, BLS 642, BLS 643, and BLS 700. For more information,

contact the Director of the Hispanic Institute, Dr. Luis Gómez, at 215.951.1209.

Premedical Certificate Program

La Salle University's Premedical Certificate Program gives you the opportunity to change your current career to one in the health professions. It provides students with the necessary prerequisites for admission into the medical school or another health professions program, such as dental, optometry, and podiatry schools. Many of these programs are interested in candidates who have unique backgrounds and life experiences. Past students in La Salle's Post-Bac program have had undergraduate degrees in engineering, business, and liberal arts. Students who complete this program receive a Certificate in Premedical Sciences. For more information, contact Dr. Geri Seitchik at 215.951.1248.

Nursing Certificates

La Salle offers a variety of post-baccalaureate certificates for nursing professionals interested in broadening their skills. These college-credit-bearing courses may be applied toward degree requirements at La Salle University in addition to meeting the requirements of the certificate program. For more information on any of the listed programs, contact La Salle's School of Nursing and Health Sciences at 215.951.1430.

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 and Health Sciences' Wound, Ostomy, and Continence Nursing Education Program (WOCNEP), nurses are prepared to provide acute and rehabilitative care for people with disorders of the gastrointestinal, genitourinary, and integumentary systems. WOC nurses provide direct and consultative care for persons with abdominal stomas, wounds, fistulas, pressure ulcers, and incontinence problems. La Salle's WOCNEP enables registered nurses who have baccalaureate degrees to prepare for and receive initial certification as WOC nurses.

Certificate in Nursing Informatics

This four-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 introduced to hardware and software challenges related to data processing and management, project management, and problem solving. Systems designs, ethical and social issues, and computerized information management are examined.

Certificate in Gerontology

This is a 10-credit interdisciplinary certificate program for all professionals in health and human services who are interested in various careers that provide services to older adults. **Courses in this certificate program may be taken as pre-baccalaureate or post-baccalaureate.**

Post-Master's Certificate Options are also available in all M.S.N. tracks:

Clinical Nurse Specialist—Adult Health and Illness; Nurse Anesthesia; Nurse Practitioner—Primary Care of Adults; Nurse Practitioner—Primary Care of Families; Public Health Nursing; and Nursing Administration/M.B.A. For more information, contact the School of Nursing and Health Sciences at 215.951.1413.

Post-Master's Certificate in Nursing Education

A three-course post master's certificate is available for students who already possess a master's degree in a clinical area. The following three courses are required and may be taken as electives in the M.S.N. tracks. For more information, see the Master of Science in Nursing section of this catalog.

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Fall Semester

August 23	Opening Convocation
August 27	Undergraduate and Graduate classes start
August 31	Last day for late registration and change of roster
September 3	Labor Day Holiday
September 14	Last day for filing Pass/Fail option
October 7	Honors Convocation
October 22 and 23	Undergraduate and Graduate mid-semester holidays
October 29	Mid-semester grades due
October 29 – 31	Senior pre-registration for Spring 2008
November 2	Last day for withdrawal with "W" grade
November 2, 5, 6	Junior pre-registration for Spring 2008
November 8, 9, 12	Sophomore pre-registration for Spring 2008
November 14 – 16	Freshman pre-registration for Spring 2008
November 21 – 25	Thanksgiving holidays
December 7	Day Classes end
December 10 – 14	Day Final examinations
December 15	Supplementary Examination Date
December 19	Fall semester grades due

Spring Semester

January 14	Undergraduate and Graduate classes start
January 19	Last day for late registration and change of roster
January 21	Martin Luther King Jr. Holiday
February 1	Last day for filing Pass/Fail option
March 3 – 7	Mid-semester holiday
March 10	Mid-semester grades due
March 25	Last day for withdrawal with "W" grade
March 26 – 28	Junior pre-registration for Fall 2008
March 21 – 24	Undergraduate Easter holidays
March 22	Continuing Studies and Graduate Easter holiday
March 24	Continuing Studies and Graduate classes meet
April 1 – 3	Sophomore pre-registration for Fall 2008
April 7 – 9	Freshman pre-registration for Fall 2008
April 25	Classes end
April 28 – May 2	Final examinations
May 5	Graduating students' grades due
May 7	Spring semester grades due
May 10	Baccalaureate Liturgy
May 11	Commencement

2007

AUGUST	S	M	T	W	T	F	S
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SEPTEMBER	S	M	T	W	T	F	S
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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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2008

JANUARY	S	M	T	W	T	F	S
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FEBRUARY	S	M	T	W	T	F	S
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MARCH	S	M	T	W	T	F	S
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APRIL	S	M	T	W	T	F	S
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MAY	S	M	T	W	T	F	S
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	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

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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 and 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 / 215.580.7777
Student Financial Services	215.951.1070
Student Health Center	215.951.1565

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